

# **“Persistent Bullying in Higher Education Institutions: A Comprehensive Research Study”**

**\*Mr Arvind Nain<sup>1</sup>, Dr. N.S Bohra<sup>2</sup>, Dr. Mamta Bansal<sup>3</sup>, Mr  
Mandeep Narang<sup>4</sup>**

<sup>1</sup>Research Scholar, <sup>2</sup>Professor, <sup>34</sup>Associate Professor

<sup>12</sup>Graphic Era Deemed To Be University, Dehradun Campus,  
Uttarakhand, India.

<sup>34</sup>Shri Guru Ram Rai University, Dehradun (Uttarakhand), India

[arvindsnain@gmail.com](mailto:arvindsnain@gmail.com), [nsbohra.mba@geu.ac.in](mailto:nsbohra.mba@geu.ac.in),  
[mamtahomeopathy@yahoo.co.in](mailto:mamtahomeopathy@yahoo.co.in), [mandeepnarang@sgrru.ac.in](mailto:mandeepnarang@sgrru.ac.in)

\*Corresponding Author: - Arvind Nain

## **Abstract**

Bullying goes beyond youthful behavior and continues long after students graduate from school. Colleges and universities shouldn't ignore bullying even though they are places that respect knowledge and intellect. But neither of these suppositions is true at all. According to a survey, bullying in various forms is pervasive in higher education. Unexpectedly, some components of the culture of higher education appear to actively foster some types of bullying. The study on bullying at colleges and universities is summarized in this document, together with information on its definition, frequency, and characteristics. The difficulties that have been found and their remedies are also examined. The conclusion emphasizes

the necessity for educational institutions to make more efforts to eliminate bullying. To do this, schools and institutions should look to their core values and traditions for direction when creating more effective anti-bullying policies.

**Keywords:** Bullying, Higher education, Universities, Colleges, Academic staff, Cyberbullying.

## Introduction

Bullying happens in higher education as well, despite expectations of a more cultured setting. Bullying is not just a problem in schools. According to research, bullying is pervasive at colleges and universities, and certain traits actually facilitate it.

In this paper, the academic research on bullying's prevalence in higher education institutions is analyzed and reviewed. It investigates bullying's prevalence and symptoms, deals with important issues, and weighs potential solutions. The article offers a detailed examination of bullying's current situation in higher education up to 2023. An innovative article format is the outcome of the systematic examination of research material, which aids current researchers and decision-makers in assessing advancement in this subject.

The methodology for the review, which focuses on bullying in higher education, is described in the section of the article that follows. It explores the meaning and comprehension of bullying while taking into account its particular context in academic settings. It also looks at the prevalence and various expressions of bullying encounters. The sections that follow discuss the issues brought up in the literature and provide potential solutions. The main points are reiterated in the paper's conclusion. A thorough assessment of the most recent studies on bullying in higher education is assured by this logical and organized approach. The structure permits a thorough investigation of the topic, encouraging a greater comprehension of the body of research and directing future tactics to successfully prevent bullying in higher education.

## Methodology

In terms of methodology, Systematic review is applied as method of evaluation (Tight, 2020)(Torgerson et al., 2006), A systematic review is a method for locating, examining, and compiling all pertinent information on a certain topic, like bullying in higher education. To make sure that all recognized articles, books, and publications relating to the issue are properly evaluated, restrictions may include publication date, language (in this case, only English), and accessibility to published papers.

Using particular keywords linked to colleges, universities, bullying, and higher education, data was gathered from Web of Science, Scopus, and Google Scholar. The search was conducted to locate relevant books, papers, and articles that had been published. The available resources were assessed, and those that were pertinent were kept for future research. In addition, reference lists in papers and reports were examined to find any previously omitted sources that would have been possibly pertinent.

Bullying in higher education has drawn more attention during the past twenty years. On July 22, a Scopus search turned up 701 papers, 52 of which had "higher education," "education," and "universities" in their titles, keywords, and abstracts, indicating that they were relevant. In addition, searches for "universities" and "bullying" yielded 1365 articles, while searches for "bullying" and "college" produced 596 articles. The body of knowledge on this issue is substantial and expanding.

There is a lot of research on bullying in higher education, which reflects the topic's appeal on a worldwide scale. Although the bulk of the papers are written by academics in English-speaking nations including Canada, Australia, USA, and the UK, there are also contributions from scholars on other continents. Finnish researchers are also present across Europe (Oksanen et al., 2022; Zych et al., 2021; Pörhölä et al., 2020; (Moyano & Sánchez-Fuentes, 2020; Zych et al., 2021). (Tight, 2023a) conveyed that, bullying in higher education as of 2023, and emphasized that paper will help upcoming scholars and policymakers gauge their development. A population-based study was conducted on 2647 students from 10 junior high schools in Shantou city in China, by (Peng et al., 2019), The study

gathered information on bullying exploitation, suicidal ideation, self-harm, and suicide attempts using a self-administered questionnaire. Many countries have demonstrated a keen interest in the subject. Out of other countries China had also researched on bullying in higher education (Su et al., 2022); In England by (Harrison et al., 2022; Heffernan & Bosetti, 2021); In France by (Dereshiwsky, 2020); In India by (Kaur & Saini, 2023); (Sinha & Bondestam, 2022), Ireland (Hodgins & Mannix-Mcnamara, 2021), Australia (Jadambaa et al., 2019), South Africa (Farhangpour et al., 2019; Makori & Agufana, 2020; Badenhorst & Botha, 2022), In Spain (Cortés-Pascual et al., 2020; Jiménez, 2019; Yubero et al., 2023), South Korea (Kim et al., 2020; Lee & Ju, 2019) and UAE (Al-Damarki et al., 2022).

It is important to be selective when choosing an articles to be mentioned, because there are so many available which have focussed on bullying during higher education. This can be accomplished, in part, by selecting representative or recently released articles on certain subjects and limiting the use of samples to the writing of well-known writers. The quality and importance of the publications served as the ultimate criterion for selection. In several cases, the relevance was clear from the number of times other scholars cited them, demonstrating their influence on the field. Personal judgement, however, was sometimes necessary, particularly when citation measures were insufficient to completely assess the significance of a work. To help in making informed selections and guarantee a thorough collection of references, talks with colleagues were sought in these circumstances. Based on the 71 noteworthy publications that were chosen in this manner and are included in the references, the following sections of this article's analysis: Of these, 59 (83.10%) were released after 2015.

### **Definition of Bullying**

Since there is no single definition of bullying, it is important to look more closely at those provided by national organizations having a stake in the issue. It was evident after comparing three definitions given by UK, Australia, and the USA that, bullying is defined by the United kingdom's Anti-Bullying alliance as the act of inflicting repeated, purposeful injury on a person or group by another, when there is a power imbalance in the relationship. The website of the Anti-Bullying Alliance

also emphasizes that bullying may take place offline as well as online. This definition includes four crucial components. Two of these that bullying may involve people or organizations, and that it may occur in person or online appear to be very reasonable. The other two, namely that bullying entails an imbalance of power and is invariably repetitive and intentional, are debatable. Bullies might not initially know what they're doing, and for the victims of bullying, one incidence might be more than enough. Social scientists have come to the conclusion that power is a complex and multifaceted force that is not confined to a simple hierarchy. People at lower levels of the hierarchy have the power to intimidate others at higher levels.

An extensive definition is provided by the Australian National Centre Against Bullying: Bullying is the repeated, purposeful misuse of authority in interpersonal encounters with the goal of causing physical, psychological, or social harm. It involves verbal, physical, and/or social abuse. It can happen when an one or group of people abuses out of real or imagined power on helpless bystanders. Bullying may be overt or covert in character and can occur in person or online through a variety of digital channel ([www.ncab.org.au](http://www.ncab.org.au)).

This definition does, in fact, emphasize the idea of perceived power and illustrates the important contrast between overt and covert bullying. It is clear that bullying power dynamics may not always depend on actual authority but may also include perceived authority. Understanding the distinction between overt and covert bullying also aids in comprehending the many bullying behaviour manifestations. However, it does reiterate the claim that bullying is always planned or deliberate and introduce the debatable idea that the victimized are unable to stop it.

Let's look at a third illustration of bullying using the American Psychological Association's definition:

Bullying is aggressive behaviour where someone purposefully and persistently causes hurt or discomfort to another individual. Bullying takes form of either overt or covert actions, physical reach, or abusive language. Bullying victims frequently struggle to defend themselves even when they did not initiate the assault. Additionally, cyberbullying entails vocally threatening or tormenting another individual while utilizing

internet tools like text messages, emails, social network, or mobile phones ([www.apa.org/topic/bullying](http://www.apa.org/topic/bullying)).

The relationship between bullying and other harmful actions including hostility, harassment and threatening behavior is advantageous in this case. A number of comparable or specialized behaviours are highlighted in the literature, including victimization, hazing, rudeness, intimidation, mobbing, stalking and cyberbullying (online bullying). Furthermore, bullying and other behaviours like banter and humor may overlap or combine (Buglass et al., 2021) or could be classified differently: For example, Bullying can also involve intimidating and one's hostile behavior (Roszak et al., 2021; Sheridan et al., 2023).

Bullying is defined by the American Psychological Association in a way that goes beyond only concentrating on the bully. Additionally, it highlights the victim's part by emphasizing that they are not necessarily to blame for the bullying and may be powerless to defend themselves. The three definitions of bullying given here are among many that are accessible, but they effectively address the key ideas and problems.

By combining components from these categories, bullying is shown as a harmful act committed by one individual or group against another. Bullying may take many different forms, whether it occurs in person or online, overtly or covertly, rarely or regularly, and with or without a stated goal. Bullies harass and intimidate their victims using all methods at their disposal, harming their bodies, brains, and/or reputations. Victims frequently struggle to protect themselves against such actions.

Bullying research in higher education has undoubtedly benefited from studies on bullying in schools. It is likely that the increasing understanding of the dynamics of bullying and its impact on student well-being and academic performance in school has encouraged researchers to investigate issues related to higher education. Researchers were probably prompted to look at bullying behaviors' potential manifestations in settings of higher education and how they may influence college students by the growing body of knowledge from studies based in schools (Bork-Hüffer et al., 2020; Jackson & Sundaram, 2021; Gaffney et al., 2019 O'Higgins Norman, 2020; Moyano & Sánchez-Fuentes, 2020), and workplaces (Anusiewicz et al.,

2021; Lewis, 1999); Higher education and bullying in schools have both been studied extensively for a long period, with several thorough analyses previously completed. Examining the parallels between bullying in higher education and bullying in schools, taking into account the as well as victims, is one of the key study focuses in this field. Researchers also want to determine if bullying in colleges and universities differs from other workplace phenomena. The latter subject is covered in more detail in the section that follows.

#### The Specific Environment of Higher Education.

Indeed, as can be seen from a variety of interrelated elements, higher education functions as a unique kind of work environment. First off, it has a hierarchical structure with various positions for academic and non-academic workers, which is typical of many other organisations.

However, it is also hierarchical outside of the institution that employs a person, with academics working within the networks of their own fields and subfields on a national and worldwide level. As a result, there are conflicting obligations for academic employees. "Academic freedom" is limited by extra expectations and obligations within the overlapping hierarchies of educational institutions and discipline. Each member of the academic staff is given the freedom to select their own research topics and teaching methods. Particularly in the world of education, things rarely go exactly as planned. The requirement to achieve favourable assessments and obtain clearance from professional bodies has contributed to the evolution of teaching into a more extended and collaborative activity. As a result, unforeseen variables frequently enter the picture and influence learning results in ways that may differ from initial assumptions. Research is limited by the finances available and the priorities of funding groups since it frequently rely on obtaining particular financing.

Competition is a foundational element of both academic life and jobs. Every researcher needs to build a reputation in order to succeed academically, even if it is only in a narrow or specialized topic. For recognition, credibility, and career progress in the academic world, it is essential to establish one's name and competence in a certain field of

study: by giving speeches at conferences, publishing articles and books, and being successful in securing research funds. Peer review is a process where a small group of academic peers are requested to evaluate your deservingness for each of these tasks, as well as for employment and advancement (Tight, 2022).

The lack of jobs, research funds, and publication possibilities causes academic circles to place a strong emphasis on criticism. Some academics are praised for their criticisms of others' works in addition to their own. However, what one scholar views as valid criticism, another may consider as a bullying-like attempt to damage their reputation. Specific connections between people are obvious in academic contexts, particularly between a students doing research and their guide/ supervisor (Grant, 2008, Cheng & Leung, 2022;), The classic master-servant or master-slave relationships between junior-senior academic staff members working on the same subject or area are described. According to dominant group, the senior academic or supervisor guides and assesses the performance of the younger party. These power dynamics might last for a long time. At the undergraduate level, however, practises are changing. Instead of the prior school-like interaction, students are now encouraged to challenge academic judgements and communicate more openly with their professors and lecturers. Students increasingly being seen as consumers (indeed, the primary customers) with all of the rights that customers have in other situations as per result of greater privatization in higher education and associated high tuition prices.

The existence of a various type of institutions, methods and assumptions suggests that bullying may take place in Higher Education. Bullying is still a possibility when the institution changes to accommodate modern norms, but it may also be resisted and discounted as "the norm" or valid critique. Bullying accusers often even experience consequences for voicing legitimate concerns, which further exacerbates the problem.

Bullying is a perceived issue, both in higher education and more generally. It takes an official complaint, scrutiny, and resolution procedure, which tends to be tedious, relatively public, and have an influence on professional relationships, to resolve bullying. Unfortunately, neither the claimed bully nor the alleged bullied will emerge from this process with a perfect reputation.



Extent of Bullying prevalence: Higher Education

There had been studies on prevalence of bullying at colleges and universities, particularly among the teachers. They want to know how frequently employees engage in bullying, (Keashly and Neuman, 2013), According to the sample, the definition and measurement of bullying, the time of the occurrences, and the country of research, bullying prevalence differs in higher education. The range of rates is 18% to around 68%, with many studies finding rates between 25% and 35%. In comparison to bullying rates seen in the general population of Scandinavian countries (2% to 5%), the UK (10% to 20%), and the United States (10% to 14%), these rates appear to be much higher. (Mentioned in Page: 10-11; Keashly & Neuman, 2010).

The high incidence rates imply that a sizable proportion of students have personally been involved in bullying, either as a sufferer, a bystander, or both. A lot of people could also have indirect encounters with bullying as a result of their professional affiliations or interpersonal connections. Since the estimates are so high, It is reasonable to presume that either you have personally engaged in bullying behavior (inadvertently) or that you are aware of its presence in the setting of higher education. you may either be unknowingly partaking in bullying behavior or are aware of its frequency.

In a later paper, the evidence from the global survey was synthesized, (Keashly, 2019) affirm this analysis; 25% of the faculty will say they had experienced bullying in the past year using the 12-month timeframe. The study predicts that 50–75% of faculty members will have witnessed bullying at some point in the previous 12 months after accounting for the witnessing data. When looking at career-related time frames, it seems that the minority of faculty members lack exposure! Bullying of professors is also noteworthy for how persistent it is. Indicators of sociocultural impacts include evidence that bullying rates vary across countries and across institutions.

Although there is little study on this group, non-academic staff personnel in higher education may come to similar findings. For example, In one research of administrators in American higher education, 62% of respondents reported experiencing or witnessing bullying in the 18

months before the survey. Participants in research came from 175 four-year higher education colleges and institutions (Hollis, 2015).

According to (Lund & Ross, 2017) Many students are directly embroiled in bullying, either as bullies or as victims, which helped them to evaluate that:

10–15% of college students and 20–25% of non-cyberbullying victims, respectively, report having experienced cyberbullying. In a similar vein, just 5% of college students admit to engaging in cyberbullying, compared to 20% who admit to engaging in non-cyberbullying.

(Donnelly & Brown, 2022; Fenny & Falola, 2020; Pörhölä et al.2020) concentrate especially on variations in bullying rates among different level students and faculty across nations in a four-nation comparison study.

Argentina had the exceptionally higher percentage of both victimization and perpetration of bullying among students, followed by USA, then Estonia. However, Estonia had the greatest prevalence of victimization by university employees, after Argentina, the United States of America, and then Finland.

Although there is a lack of information on bullying rates in certain fields and departments, it is logical to assume that there would be variances in bullying rates across various academic subjects and departments (Bloomfield et al., 2021), Individual demographic variables such as age, socioeconomic class, gender, ethnicity, and sexual orientation varies between institutions.

#### Types of Bullying: Higher Education

Current study on bullying in higher education focuses mostly on faculty-to-faculty or student-to-student bullying, ignoring the perspectives of professional, administrative and support personnel. A parallel body of literature on cyberbullying has evolved more recently.

According to popular perception, bullying primarily takes the form of obstruction or reputational behaviour among academic staff: Threats to one's professional standing and isolating and obstructionist behaviour are among the bullying behaviours that are most commonly mentioned in

academic settings, according to the research. (i.e. hindering the target's capacity to accomplish crucial goals)'(Hong & Cheng, 2018; Meriläinen et al., 2019). Above all, academic life is judgemental and prejudiced, and (some) academics frequently participate in judgements that have an effect on other academics. These choices might be made on nearly every area of academic life, including teaching assignments and course duties, job promotions, funding for publications and research, and seemingly unimportant but yet significant matters like office space and parking.

Bullying affects some academic groups more than others, especially, and predictably, the marginalized: "Academic culture helps marginalise specific social identity groupings. This marginalisation in academics adds to increased incidences of bullying towards minorities of gender, race and ethnicity, and sexual identity (Galán et al., 2021; Saltee & Diaz, 2013; Hollis, 2020). Of course, this influence is not limited to the higher education only.

A change in unfavorable workplace conduct in higher education is allegedly taking place. Due to the overwhelming number of complaints filed with grievance and appeal processes, bullying among academic personnel is also seen to be changing and becoming a bit more subtle (Heffernan & Bosetti, 2021). Result of this change, victims now primarily experience the cumulative effects of various forms of disrespect, such as rude remarks, comments made under one's breath, intentionally misinterpreting directions, and spreading rumours, all of which are collectively referred to as rudeness and discourtesy (Higgins, 2023).

According to research, bullying during higher education may take both top-down and bottom-up forms. Deans, who hold important middle management roles and oversee faculties or groupings of departments, are particularly vulnerable to bullying behaviour. Numerous deans claim that their daily work environments frequently include bullying or rudeness. Many deans think that dealing with bullying is part of their job description because it is inevitable that they will experience it (Heffernan & Bosetti, 2021). Although it makes sense to think that department heads would experience comparable intimidation from both above

(institutional aims) and below (individual academics), this component has not yet attracted a lot of scholarly attention. Studies on bullying in higher education have mostly concentrated on students and faculty, leaving a vacuum in our understanding of the dynamics faced by department chairs. Their difficulties negotiating power relations inside higher education institutions may be clarified by more study in this field.

According to a research (Thomas, 2005) The study focuses on the experiences of support personnel, primarily non-academic employees, at one of the English university, 19 of 42 respondents had been bullied over the previous two years, and 17 had seen other people being harassed:

Unreasonable pressure to cut back on labour, criticizing one's own abilities, yelling abuse, and hiding crucial information were the top four bullying techniques according to the frequency of reports. Bullying was probably committed by a line management when it happened.

In the context of North America, where professional staff is the more common phrase for support personnel. (Fratzl and McKay, 2013) The study looked at the experiences of support workers, or non-academic personnel, at one English university who are "sandwiched" between the students and academics. They are confronted with violent behaviour from both sides while attempting to handle dangers and meet their needs to illustrate their argument (p.70). It is crucial that such workers receive enough assistance given these new pressures. The most frequent perpetrators of bullying among students are fellow students, while academic professionals might sometimes engage in it Blizard (2019), nonetheless, demonstrates that the contrary, bullying of students by employees, is equally widespread. In a Canadian institution, 22 out of 36 faculty members who responded said that students had cyberbullied them.

In Spanish (Gómez-Galán et al., 2021) had identified the relational bullying as the most common sort of Bullying among students occurs when one student engages in bullying behavior towards another student in an educational environment. Bullying may take many forms, including verbal, physical, social, and cyberbullying, as opposed to physical as well as verbal bullying and concluded that said type of abuse may last a

lifetime.

In the academic setting, relational victimization, which includes social isolation, denigration, or defamation, leads to serious problem. Such type of victimization is generally the result of a history of relational abuse that begins throughout compulsory education. Such victimization, known as "the spiral of relational violence among students" may have long-term psychological impacts on students, especially in their future working places.

A study conducted by (Wang et al., 2011), where he found, the links between depression and four forms of bullying: physical, verbal, relational (social), and cyberbullying in this study. In the case of conventional bullying, the data suggested that the relationships between depression and the frequency of engagement among bullies, victims, and bully-victims were consistent with earlier study findings. (Lin et al., 2020) Looking at German and Chinese students, they found that having friends, being strong and believing in yourself helped cope with the effects of bullying on mental health. In both countries, less of these things meant more bullying and worse mental health.

Similar to bullying among faculty members, bullying among students tends to target the weaker and more marginalized (Gardella et al., 2020; Johnson, 2020), In support of their claim that bullying is gendered, they say, " While sexual harassment is clearly gendered, bullying is also a gendered behaviour, albeit on a different and potentially more rooted level "(McGinley, 2008; Tight, 2023a). A recent systematic research conducted by (Cosma et al., 2020; Kettrey & Marx, 2019) confirmed that, the average number of female students who reported sexual harassment was one in four.

In an Australian university study of 414 students, non-straight students were much more likely (30 percent as compared to 13 percent) to say they had experienced bullying than straight students (Broad et al., 2018; Tight, 2023a; Waling et al., 2020). Bullying of adolescents who identify as gay or transgender is a problem, both in person and online (Greytak et al., 2014; Walls et al., 2019; Webb et al., 2021;Clark et al., 2022).

Furthermore, there is an evidence that those studying and working in medicine fields, may be more prone to bullying (Awai et al., 2021; D. Jackson et al., 2002; Randle, 2003). Some professional fields, such as medicine, have strong connections to certain organizations for training placements. Some academic fields may have a greater frequency of bullying, despite minimal evidence available on staff-on-student bullying (Kowalski et al., 2014).

There is now a growing body of research on cyberbullying in higher education (Humphrey & Hebron, 2015). (Cowie & Myers, 2023) revealed that between 3% students in Japan and 46% students in Chile experience cyberbullying on a regular basis, that's how they refer to students' cyberbullying of faculty as "contra-power harassment."

Some local research in Turkey revealed a relationship between cyberbullying and its victimization, also conveyed that, some victims do become bullies themselves in the future after being the victim of same (Reilly & Member, 2016; Wright, 2022). (Anas & Arwa, 2023; Khasawneh, 2020) In Saudi Arabia, age, loneliness, and psychological security have been recognized as signs of cyberbullying and these characteristics are linked to the chances of person encountering or participating in cyberbullying behaviors. There is a link between cyberbullying and student's sense of justice in Germany. Students' perceptions of justice may influence their chances of encountering or partaking in cyberbullying nature/ conduct (Baier et al., 2019; Donat et al., 2020), Cyberbullying has been linked to depression, anxiety, paranoia, and suicide ideation in the United States. Cyberbullying has been connected to harmful psychological effects on people, resulting in these painful feelings (Chu et al., 2018). Simmons et al. (2016). (Maity et al., 2021) conduct a study to examine the impact of parental supervision and family support on cyberbullying in a US institution during the Covid-19 pandemic when the majority of higher education was delivered online.

#### **Bullying Problems and their Solutions**

Researchers have looked into the types and levels of bullying in higher

education, as well as the problems it brings up and suggested potential remedies. The connection between bullying in school and bullying in higher education has been always an important topic of research value. Pörhölä (2016) examined the data demonstrating that, although the identities of the bullies and the targets may naturally vary, Bullying and getting bullied does happen a lot during school and often continue to happen, when you go to college or university. (Young-Jones et al. 2015) Students are vulnerable to bullying after high school, and its consequences can seriously affect college life, academic motivation, and academic performance. Specifically highlight the implications of these findings in the American context. College students may also experience academic challenges as a result of prior victimization, even after the harassment has stopped.

The connection between bullying and the modern, neoliberal university has been examined, shifting the attention away from students and onto professors. Zabrodzka et al. (2011) reports on the results of a group studying biographies of a research collective from the countries Czech Republic, Australia and Iran. According to their analysis, bullying is compounded by the purported need for control and performance enhancement and is therefore justifiable.

Similar research found that, (Leach, T. 2022) present the findings of a joint analytical ethnography and claim that, Modern universities are often influenced by money-making, fierce competition and everyone looking out for themselves. This can cause stress for teachers and lead to bad behavior such as bullying.

Of course, academics aren't the only professionals in today's workforce who are feeling more pressure. However, the unique characteristics of higher education can help to direct such demands in a more combative, intimidating manner.

(Farley & Leonardi, 2021) Bullies in classrooms frequently avoid repercussions by employing strategies that direct attention away from their actions and toward their victims. They might present themselves as victims, interpret events in a particular way, normalize group behavior, or manipulate people's emotions. These tactics mask the bullying,

necessitating vigilance on the part of educators to maintain a secure environment for all students.

Emotional confusion is when the true meaning of events is obscured. This includes the use of symbols and images chosen to make academic readers feel a certain way.

With these types of strategies at their disposal, it wouldn't be surprising if, in a field of employment where reputation is crucial, the majority of victims of bullying choose not to file official complaints (Normally seen/visualized).

Looking at institutional regulations has received a lot of interest in the study on potential remedies for bullying in higher education (Action & Against, 2020; Heffernan & Bosetti, 2020; UKRI, 2019; Yarbrough et al., 2023). (*6 Ways Educators Can Prevent Bullying in Schools*, n.d.) and (Myers, 2019; Tight, 2023b; Vandeyar, 2020; Harrison et al., 2020) The authors of the articles focused on the anti-bullying policies of British universities and analyzed 62 new frameworks. The results highlight the need for such a policy in all universities and suggest that the framework will benefit policymakers and researchers. Also on identifying instances of effective practice for handling student bullying. First of all Teach kindness and empathy, Create opportunities for connection, Identify 'gateway behaviors, Minimize 'concentric circles' in higher education institutions, A research of small level was carried out in a college for further and higher education in England by (Huges.,2001) and He came up with a long list of suggestions, such as taking action right away; having good communication; having informal discussions; Acting as a mediator, talking to the tutor group, not using student nicknames, moving students into different groups, assigning groups to work together, including marginalized students, tact, documenting complaints, raising awareness of activities and training boundaries.

(Kaur & Saini, 2023) recommended following,

1. Promoting awareness campaigns and counseling sessions to educate students about cyberbullying and its legal implications.



2. Shall create complaint portals in educational institutions to effectively fight against cyberbullying.

3. Educational institutions to take strict measures and act against the perpetrators of cyberbullying.

4. Emphasized the importance of parental guidance and limit the use of social media to protect students from bullying.(Barratt-Pugh & Krestelica, 2019)conveyed in his paper that, Universities definitely train future leaders and emphasize the need in them for ethical role models. Creating free campuses is essential beyond the university efforts though it is not enough to rely only on politics; Addressing bullying in general requires a culture change and systematic formulation of policies for all institutions to adhere to.(Patricia, 2021) has conveyed in his paper analysis on comparison between British and Australian universities that, anti-bullying policies and procedures are important because they inform students about the definitions of bullying and the actions available to them if they are bullied, who to report the incidents to and where to find support. These the policy also allows the university to express its position on bullying and harassment.(Hatzenbuehler et al., 2017) suggested that policies needs to be revised/added to protect the most vulnerable students time to time. (Pongó, 2020) conveyed in his paper that, a model policy on anti-bullying was developed by experts visualizing the key elements of previously existing policy in year 2019 to deal with bullying cases of different kind and same can be used in other institutions as well.

In most recent study conducted by (Vaill et al., 2023) a review of policies made by 39 Australian universities for anti-bullying led the authors to conclude that insufficient information, inconsistency and poor usability highlight the need for change.

Considering the First Amendment to the US Constitution, a study of standards of conduct for 276 faculty members found the current arrangement inadequate. The study recommends that colleges change their academic ethics guidelines and defines bullying as a particular form of harassment. Targets and bystanders should receive clear communication and guidance on how to define bullying. (Smith & Coel, 2018).

After researching the issue of faculty-on-faculty bullying in USA out of psychosocial and organizational perspective, Twale (2018), came up with number of "practical solutions," much like Hughes. Though, her list is

lengthier, spanning a total of 20 pages in points form. Her list of "practical remedies" suggests ways to improve social interaction, professionalism and support, physical and psychological health and also wellbeing, institutional obligations, institutionally sponsored training and development, institutional values, beliefs and attitudes, and finally use of administrative intervention techniques. Bullying and effectively combating it are intricate and multifaceted issues.

## **Conclusion**

This survey of studies on bullying in higher education allows for the drawing of a number of broad conclusions.

Firstly, Bullying is undoubtedly a serious issue in higher education, to start with. It is wide-ranging, ongoing, complicated, and maybe endemic. It incorporates both academic and non-academic staff members and merits considerably more focus.

Secondly, The complexity of higher education is reinforced by professionals working in different contexts and sometimes by students. They contribute to their subject locally and globally in courses, departments, faculties and institutes. Because higher education is global and universities are multicultural environments, differences in national and regional cultures and beliefs add to the complexity.

Thirdly, "Bullying" encompasses a variety of behaviors that are often referred to today under specific terms such as sexism, racism, and others. It ignores common forms of bullying, such as among whites, emphasizing the experiences of marginalized groups.

Fourthly, the role of perception in bullying must be acknowledged. Just as a bully needs to know they are being bullied, bullies may not know what they are doing until it is pointed out and even then, they can still not recognize it for what it is. Of course, this also applies to the people, groups, teams, and organizations tasked with investigating and deciding on claims of all type of bullying. Of course, the dealing with bullying makes it more difficult and challenging.

Fifthly, and lastly, is the query raised earlier in this article: Does bullying of a certain nature encourage in higher education? Here, we must admit that schools and universities are a certain type of institution that are mostly cut off from the outside world.

It is understandable that the potential for bullying is increased when the additional demands brought on by managerialism and neoliberalism are taken into account.

All this research can hopefully contribute to devise ways and means to for anti-bullying policies at different level of education and the formed policies shall be under revision on annual basis to resolve the problem of bullying in higher education. Bullying still happens often at universities all across the world.

Higher education institutions should benefit by welcoming everyone who can benefit from their services and resources, promoting and supporting learning in all fields and on all subjects, and bringing people together to work together to advance knowledge and understanding.

The universities are right places where teaching and learning with impartiality and intellectual freedom have been of prime importance. If we need to have any chance of defeating bullying, that needs to be improved.

## Reference

1. Al-Darmaki, F., Al Sabbah, H., & Haroun, D. (2022) Prevalence of Bullying Behaviors among Students from a National University in the United Arab Emirates: a cross-sectional study. *Frontiers in Psychology*, 13(768305), 12.
2. *6 Ways Educators Can Prevent Bullying in Schools*. (n.d.). <https://lesley.edu/article/6-ways-educators-can-prevent-bullying-in-schools#:~:text=Research%20shows%20that%20when%20targeted,By%20more%20than%2050%20percent>.

3. Action, S., & Against, P. (2020). *Parent and Educator Guide to Using the*. 952.
4. Anusiewicz, C. V., Li, P., & Patrician, P. A. (2021). Measuring workplace bullying in a U.S. nursing population with the Short Negative Acts Questionnaire. *Research in Nursing and Health*, 44(2), 319–328. <https://doi.org/10.1002/nur.22117>
5. Awai, N. S., Ganasegeran, K., & Manaf, M. R. A. (2021). Prevalence of workplace bullying and its associated factors among workers in a malaysian public university hospital: A cross-sectional study. *Risk Management and Healthcare Policy*, 14, 75–85. <https://doi.org/10.2147/RMHP.S280954>
6. Baier, D., Hong, J. S., Kliem, S., & Bergmann, M. C. (2019). Consequences of Bullying on Adolescents' Mental Health in Germany: Comparing Face-to-Face Bullying and Cyberbullying. *Journal of Child and Family Studies*, 28(9), 2347–2357. <https://doi.org/10.1007/s10826-018-1181-6>
7. Barratt-Pugh, L. G. B., & Krestelica, D. (2019). Bullying in higher education: culture change requires more than policy. *Perspectives: Policy and Practice in Higher Education*, 23(2–3), 109–114. <https://doi.org/10.1080/13603108.2018.1502211>
8. Bloomfield, M. A. P., Chang, T., Woodl, M. J., Lyons, L. M., Cheng, Z., Bauer-Staeb, C., Hobbs, C., Bracke, S., Kennerley, H., Isham, L., Brewin, C., Billings, J., Greene, T., & Lewis, G. (2021). Psychological processes mediating the association between developmental trauma and specific psychotic symptoms in adults: a systematic review and meta-analysis. *World Psychiatry*, 20(1), 107–123. <https://doi.org/10.1002/wps.20841>
9. Bork-Hüffer, T., Mahlknecht, B., & Kaufmann, K. (2020). (Cyber)Bullying in schools—when bullying stretches across cON/FFlating spaces. *Children's Geographies*, 19(2), 1–13. <https://doi.org/10.1080/14733285.2020.1784850>
10. Broad, J., Matheson, M., Verrall, F., Taylor, A. K., Zahra, D.,

- Alldridge, L., & Feder, G. (2018). Discrimination, harassment and non-reporting in UK medical education. *Medical Education*, 52(4), 414–426. <https://doi.org/10.1111/medu.13529>
11. Chu, X. W., Fan, C. Y., Liu, Q. Q., & Zhou, Z. K. (2018). Cyberbullying victimization and symptoms of depression and anxiety among Chinese adolescents: Examining hopelessness as a mediator and self-compassion as a moderator. *Computers in Human Behavior*, 86, 377–386. <https://doi.org/10.1016/j.chb.2018.04.039>
  12. Cortés-Pascual, A., Cano-Escorianza, J., Elboj-Saso, C., & Iñiguez-Berrozpe, T. (2020). Positive relationships for the prevention of bullying and cyberbullying: a study in Aragón (Spain). *International Journal of Adolescence and Youth*, 25(1), 182–199. <https://doi.org/10.1080/02673843.2019.1602064>
  13. Cosma, A., Walsh, S. D., Chester, K. L., Callaghan, M., Molcho, M., Craig, W., & Pickett, W. (2020). Bullying victimization: time trends and the overlap between traditional and cyberbullying across countries in Europe and North America. *International Journal of Public Health*, 65(1), 75–85. <https://doi.org/10.1007/s00038-019-01320-2>
  14. Cowie, H., & Myers, C.-A. (2023). Cyberbullying and Online Harms. In *Cyberbullying and Online Harms*. <https://doi.org/10.4324/9781003258605>
  15. Dereshiwsy, M. I. (2020). *Bullying and Harassment of Faculty in Higher Education BT - Handbook on Promoting Social Justice in Education* (R. Papa (Ed.); pp. 1209–1227). Springer International Publishing. [https://doi.org/10.1007/978-3-030-14625-2\\_50](https://doi.org/10.1007/978-3-030-14625-2_50)
  16. Donat, M., Rüprich, C., Gallschütz, C., & Dalbert, C. (2020). Unjust behavior in the digital space: the relation between cyberbullying and justice beliefs and experiences. *Social Psychology of Education*, 23(1), 101–123. <https://doi.org/10.1007/s11218-019-09530-5>

17. Donnelly, M., & Brown, C. (2022). "Policy traction" on social and emotional wellbeing: comparing the education systems of England, Wales, Scotland and Northern Ireland. *Comparative Education*, 58(4), 451–469. <https://doi.org/10.1080/03050068.2022.2052446>
18. Farhangpour, P., Maluleke, C., & Mutshaeni, H. N. (2019). Emotional and academic effects of cyberbullying on students in a rural high school in the Limpopo province, South Africa. *SA Journal of Information Management*, 21(1), 1–8. <https://doi.org/10.4102/sajim.v21i1.925>
19. Farley, A. N., & Leonardi, B. (2021). Beyond Bathroom Bills and the Gender Identity Debate: Complicating the Policy Conversation About Supporting Trans Students in Schools. *Educational Policy*, 35(2), 274–303. <https://doi.org/10.1177/0895904820986770>
20. Fenny, O., & Falola, M. I. (2020). Prevalence and Correlates of Bullying Behavior Among Nigerian Middle School Students. *International Journal of Offender Therapy and Comparative Criminology*, 64(5), 564–585. <https://doi.org/10.1177/0306624X20902045>
21. Galán, C. A., Stokes, L. R., Szoko, N., Abebe, K. Z., & Culyba, A. J. (2021). Exploration of Experiences and Perpetration of Identity-Based Bullying among Adolescents by Race/Ethnicity and Other Marginalized Identities. *JAMA Network Open*, 4(7), 1–12. <https://doi.org/10.1001/jamanetworkopen.2021.16364>
22. Gardella, J. H., Fisher, B. W., Teurbe-Tolon, A. R., Ketner, B., & Nation, M. (2020). Students' Reasons for Why They Were Targeted for In-School Victimization and Bullying. *International Journal of Bullying Prevention*, 2(2), 114–128. <https://doi.org/10.1007/s42380-019-00017-7>
23. Gómez-Galán, J., Lázaro-Pérez, C., & Martínez-López, J. Á. (2021). Trajectories of victimization and bullying at university: Prevention for a healthy and sustainable educational environment. *Sustainability* (Switzerland), 13(6).

<https://doi.org/10.3390/su13063426>

24. Greytak, E. A., Kosciw, J. G., & Boesen, M. J. (2014). The 2013 national school climate survey: The experience of LGBT youth in nation's school. In *Glsen*. <http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:The+2011+National+School+Climate+Survey#4>
25. Harrison, E. D., Fox, C. L., Hulme, J. A., Harrison, E. D., Fox, C. L., Student, J. A. H., & Harrison, E. D. (2020). Student anti-bullying and harassment policies at UK universities universities. *Journal of Higher Education Policy and Management*, 00(00), 1–16. <https://doi.org/10.1080/1360080X.2020.1767353>
26. Harrison, E. D., Hulme, J. A., & Fox, C. L. (2022). A Thematic Analysis of Students' Perceptions and Experiences of Bullying in UK Higher Education. *Europe's Journal of Psychology*, 18(1), 53–69. <https://doi.org/10.5964/ejop.3669>
27. Hatzenbuehler, M. L., Flores, J. E., Cavanaugh, J. E., Onwuachi-Willig, A., & Ramirez, M. R. (2017). Anti-bullying Policies and Disparities in Bullying: A State-Level Analysis. *American Journal of Preventive Medicine*, 53(2), 184–191. <https://doi.org/10.1016/j.amepre.2017.02.004>
28. Heffernan, T., & Bosetti, L. (2020). University bullying and incivility towards faculty deans. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2020.1850870>
29. Heffernan, T., & Bosetti, L. (2021). Incivility: the new type of bullying in higher education. *Cambridge Journal of Education*, 51(5), 641–652. <https://doi.org/10.1080/0305764X.2021.1897524>
30. Hodgins, M., & Mannix-Mcnamara, P. (2021). The neoliberal university in ireland: Institutional bullying by another name? *Societies*, 11(2), 1–20. <https://doi.org/10.3390/soc11020052>
31. Hollis, L. P. (2015). Bully University? The Cost of Workplace

- Bullying and Employee Disengagement in American Higher Education. *SAGE Open*, 5(2).  
<https://doi.org/10.1177/2158244015589997>
32. Hollis, L. P. (2020). Bullied Out of Position : Black Women ' s Complex Disruption Bullied Out of Position. *Journal of Black Sexuality and Relationships*, 4(3), 73–89.
33. Hong, F. Y., & Cheng, K. T. (2018). Correlation between university students' online trolling behavior and online trolling victimization forms, current conditions, and personality traits. *Telematics and Informatics*, 35(2), 397–405.  
<https://doi.org/10.1016/j.tele.2017.12.016>
34. Humphrey, N., & Hebron, J. (2015). Bullying of children and adolescents with autism spectrum conditions: A “state of the field” review. *International Journal of Inclusive Education*, 19(8), 845–862. <https://doi.org/10.1080/13603116.2014.981602>
35. Jackson, C., & Sundaram, V. (2021). ‘I have a sense that it’s probably quite bad ... but because I don’t see it, I don’t know’: staff perspectives on ‘lad culture’ in higher education. *Gender and Education*, 33(4), 435–450.  
<https://doi.org/10.1080/09540253.2018.1501006>
36. Jackson, D., Clare, J., & Mannix, J. (2002). Who would want to be a nurse? Violence in the workplace - A factor in recruitment and retention. *Journal of Nursing Management*, 10(1), 13–20.  
<https://doi.org/10.1046/j.0966-0429.2001.00262.x>
37. Jadambaa, A., Thomas, H. J., Scott, J. G., Graves, N., Brain, D., & Pacella, R. (2019). Prevalence of traditional bullying and cyberbullying among children and adolescents in Australia: A systematic review and meta-analysis. *Australian and New Zealand Journal of Psychiatry*, 53(9), 878–888.  
<https://doi.org/10.1177/0004867419846393>
38. Jiménez, R. (2019). Multiple victimization (Bullying and cyberbullying) in primary education in Spain from a gender



- perspective. *Multidisciplinary Journal of Educational Research*, 9(2), 169–193. <https://doi.org/10.447/remie.2019.4272>
39. Johnson, A. (2020). Exploring the Influence of Gender, Race, and Academic Rank on Faculty Bullying in Counselor Education. *Journal of Counseling and Psychology*, 3(1), 3.
40. Kaur, M., & Saini, M. (2023). Indian government initiatives on cyberbullying: A case study on cyberbullying in Indian higher education institutions. In *Education and Information Technologies* (Vol. 28, Issue 1). Springer US. <https://doi.org/10.1007/s10639-022-11168-4>
41. Keashly, L. (2021). *Workplace Bullying, Mobbing and Harassment in Academe: Faculty Experience*. [https://doi.org/10.1007/978-981-10-5308-5\\_13](https://doi.org/10.1007/978-981-10-5308-5_13)
42. Kettrey, H. H., & Marx, R. A. (2019). The Effects of Bystander Programs on the Prevention of Sexual Assault across the College Years: A Systematic Review and Meta-analysis. *Journal of Youth and Adolescence*, 48(2), 212–227. <https://doi.org/10.1007/s10964-018-0927-1>
43. Kim, B. K., Park, J., Jung, H. J., & Han, Y. (2020). Latent profiles of offline/cyber bullying experiences among Korean students and its relationship with peer conformity. *Children and Youth Services Review*, 118(April), 105349. <https://doi.org/10.1016/j.childyouth.2020.105349>
44. Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140(4), 1073–1137. <https://doi.org/10.1037/a0035618>
45. Lee, S. H., & Ju, H. J. (2019). Mothers' difficulties and expectations for intervention of bullying among young children in South Korea. *International Journal of Environmental Research and Public Health*, 16(6). <https://doi.org/10.3390/ijerph16060924>

46. Lewis, D. (1999). Workplace bullying – interim findings of a study in further and higher education in Wales. *International Journal of Manpower*, 20(1/2), 106–119. <https://doi.org/10.1108/01437729910268696>
47. Lund, E. M., & Ross, S. W. (2017). Bullying Perpetration, Victimization, and Demographic Differences in College Students: A Review of the Literature. *Trauma, Violence, and Abuse*, 18(3), 348–360. <https://doi.org/10.1177/1524838015620818>
48. Maity, S., Sahu, T. N., & Sen, N. (2021). Panoramic view of digital education in COVID-19: A new explored avenue. *Review of Education*, 9(2), 405–423. <https://doi.org/10.1002/rev3.3250>
49. Makori, A., & Agufana, P. (2020). Cyber Bulling Among Learners in Higher Educational Institutions in Sub-Saharan Africa: Examining Challenges and Possible Mitigations. *Higher Education Studies*, 10(2), 53. <https://doi.org/10.5539/hes.v10n2p53>
50. McGinley, A. C. (2008). Creating Masculine Identities: Bullying and Harassment “Because of Sex.” 79 *U. Colo. L. Rev.* 1151 *University*, 1–65.
51. Meriläinen, M., Käyhkö, K., Kõiv, K., & Sinkkonen, H. M. (2019). Academic bullying among faculty personnel in Estonia and Finland. *Journal of Higher Education Policy and Management*, 41(3), 241–261. <https://doi.org/10.1080/1360080X.2019.1591678>
52. Moyano, N., & Sánchez-Fuentes, M. del M. (2020). Homophobic bullying at schools: A systematic review of research, prevalence, school-related predictors and consequences. *Aggression and Violent Behavior*, 53, 101441. <https://doi.org/10.1016/j.avb.2020.101441>
53. Myers, C. (2019). *Cyberbullying across the Lifespan of Education: Issues and Interventions from School to University*. <https://doi.org/10.3390/ijerph16071217>

54. O'Higgins Norman, J. (2020). Tackling Bullying from the Inside Out: Shifting Paradigms in Bullying Research and Interventions: UNESCO Chair on Tackling Bullying in Schools and Cyberspace, Inaugural Lecture delivered on 7th October 2019 at Dublin City University. *International Journal of Bullying Prevention*, 2(3), 161–169. <https://doi.org/10.1007/s42380-020-00076-1>
55. Oksanen, A., Celuch, M., Latikka, R., Oksa, R., & Savela, N. (2022). Hate and harassment in academia: the rising concern of the online environment. *Higher Education*, 84(3), 541–567. <https://doi.org/10.1007/s10734-021-00787-4>
56. Patricia, C. O. S. (2021). *No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析* Title. 3(2), 6.
57. Pongó, T. (2020). *Constitutional Implications on How To Establish an Anti-Bullying Policy At a Higher Education Institution?* June, 87927. <https://doi.org/10.20472/iac.2020.054.020>
58. Pörhölä, M., Cvancara, K., Kaal, E., Kunttu, K., Tampere, K., & Torres, M. B. (2020). Bullying in university between peers and by personnel: cultural variation in prevalence, forms, and gender differences in four countries. *Social Psychology of Education*, 23(1), 143–169. <https://doi.org/10.1007/s11218-019-09523-4>
59. Randle, J. (2003). Bullying in the nursing profession. *Journal of Advanced Nursing*, 43(4), 395–401. <https://doi.org/10.1046/j.1365-2648.2003.02728.x>
60. Reilly, A. Y. N. E. O., & Member, C. (2016). *a Correlational Analysis Based on the National Crime*. June.
61. Roszak, P., Horvat, S., & Wólkowski, J. (2021). Microaggressions and discriminatory behaviour towards religious education teachers in polish schools. *British Journal of Religious Education*, 43(3), 337–348. <https://doi.org/10.1080/01416200.2020.1832044>

62. Sinha, A., & Bondestam, F. (2022). Moving beyond bureaucratic grey zones. Managing sexual harassment in Indian higher education. *Higher Education*, 84(3), 469–485. <https://doi.org/10.1007/s10734-021-00779-4>
63. Smith, F., & Coel, C. (2018). Workplace bullying policies, higher education and the first amendment: building bridges not walls. *First Amendment Studies*, 52(1-2), 96-111.
64. Tight, M. (2020). *Research into Quality Assurance and Quality Management in Higher Education*. 6, 185–202. <https://doi.org/10.1108/s2056-375220200000006012>
65. Tight, M. (2023a). Bullying in higher education: an endemic problem? *Tertiary Education and Management*, 29(2), 123–137. <https://doi.org/10.1007/s11233-023-09124-z>
66. Tight, M. (2023b). Bullying in higher education: an endemic problem? *Tertiary Education and Management*, 0123456789. <https://doi.org/10.1007/s11233-023-09124-z>
67. Torgerson, C. J., Brooks, G., & Hall, J. (2006). A Systematic Review of the Research Literature on the Use of Phonics in the Teaching of Reading and Spelling. *Nottingham: DfES Publications, January*, 81.
68. UKRI. (2019). *Bullying and Harassment in Research and Innovation Environments : An evidence review*. <https://www.kcl.ac.uk/giwl/assets/UKRI-Bullying-and-Harassment-Evidence-Review.pdf%0Ahttps://www.kcl.ac.uk/news/shedding-light-on-bullying-and-harassment-in-higher-education>
69. Vandeyar, T. (2020). *The academic turn : Social media in higher education*. May, 5617–5635.
70. Vaill, Z., Campbell, M., & Whiteford, C. (2023). University students' knowledge and views on their institution's anti-bullying policy. *Higher Education Policy*, 36(1), 1-19.

71. Waling, A., Bellamy, R., Ezer, P., Kerr, L., Lucke, J., & Fisher, C. (2020). 'It's kinda bad, honestly': Australian students' experiences of relationships and sexuality education. *Health Education Research*, 35(6), 538–552. <https://doi.org/10.1093/her/cyaa032>
72. Walls, N. E., Atteberry-Ash, B., Kattari, S. K., Peitzmeier, S., Kattari, L., & Langenderfer-Magruder, L. (2019). Gender Identity, Sexual Orientation, Mental Health, and Bullying as Predictors of Partner Violence in a Representative Sample of Youth. *Journal of Adolescent Health*, 64(1), 86–92. <https://doi.org/10.1016/j.jadohealth.2018.08.011>
73. Webb, L., Clary, L. K., Johnson, R. M., & Mendelson, T. (2021). Electronic and School Bullying Victimization by Race/Ethnicity and Sexual Minority Status in a Nationally Representative Adolescent Sample. *Journal of Adolescent Health*, 68(2), 378–384. <https://doi.org/10.1016/j.jadohealth.2020.05.042>
74. Wright, M. F. (2022). *Cyberbullying BT - Victimology: A Comprehensive Approach to Forensic, Psychosocial and Legal Perspectives* (R. T. Gopalan (Ed.); pp. 147–167). Springer International Publishing. [https://doi.org/10.1007/978-3-031-12930-8\\_7](https://doi.org/10.1007/978-3-031-12930-8_7)
75. Yarbrough, J. R. W., Sell, K., Weiss, A., & Salazar, L. R. (2023). Cyberbullying and the Faculty Victim Experience: Perceptions and Outcomes. *International Journal of Bullying Prevention*, 0123456789. <https://doi.org/10.1007/s42380-023-00173-x>
76. Zych, I., Viejo, C., Vila, E., & Farrington, D. P. (2021). School Bullying and Dating Violence in Adolescents: A Systematic Review and Meta-Analysis. *Trauma, Violence, and Abuse*, 22(2), 397–412. <https://doi.org/10.1177/1524838019854460>