The Effect of Harassment on the Educational Success of Elementary School Students in District Sialkot, Punjab

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ARTICLE DETAILS

History
Revised format: Feb 2022
Available Online: Mar 2022

Keywords
Harassment, Elementary school students, Public and private sector

JEL Classification
A20, A21

ABSTRACT

Purpose: The major objective of the study was to find the effect of harassment on the educational success of elementary school students in both public and private schools in Punjab.

Design/Methodology/Approach: The study was quantitative in nature. The study's population included all the students enrolled in Punjab's public and private elementary schools. The sample of the study was 195 students from four primary schools (two public and two private) in the district of Sialkot, Punjab, who were selected randomly. The data was gathered using a self-developed questionnaire with a reliability index of 0.89 (Cronbach's Alpha) that contained 27 items on a three-point Likert type scale (No, to some extent, Yes) based on statements evoking students’ thoughts on harassment. A panel of three professionals in the fields of Gender Studies and Special Education verified the questionnaire.

Findings: Major findings revealed that harassment has a negative impact on students' educational success in the private sector in general and in the public sector in particular.

Implications/Originality/Value: Government and school administration can take bullying prevention initiatives with a focus on raising awareness of the problem and enforcing sanctions.

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Recommended citation: Nayab, D., Fatima, G. & Jahanzaib, M. (2021). The Effect of Harassment on the Educational Success of Elementary School Students in District Sialkot, Punjab. Sustainable Business and Society in Emerging Economies, 4 (1), 71-80.

Introduction

Harassment is a social phenomenon, in recent years; it has drawn in the consideration of teachers and policymakers in many areas of the world. For Fante (2005), harassment is a condition that is described by purposeful verbal or physical maltreatment, made redundantly, by one or more students against at least one or more classmates. The author expresses that this peculiarity is a type of violence rapidly growing in this world. Levitt and Dubner (2014) express that trillions of dollars were spent on instructive reform projects all over the world, generally focusing on some kind of update of the framework: better educational program, a small number of students in the classes, more testing, etc. For
the authors, the really essential element of the schooling system - the students - is frequently ignored. According to Kibriya, Xu, and Zhang (2015), harassment is a significant problem that could influence performance in school, which is frequently disregarded.

Harassment survived in all societies for a long time. Harassment presents in both progressed and progressing communities. Children start harassment in a very initial stage, they begin to construct a basic perception of harassment. From that point onwards, it continues rising and endures until it achieves its top in the initial formative phase (4, 5, and 6 years). It goes on in the advanced fundamental phase and afterward starts to weakening at the secondary stage (Dickerson, 2005). In schools, harassment is trusted a common type of violence. Many researches specified that harassment causes schools to be uncertain areas for the students and it adds to the conviction that the schools that experience the ill effects of harassment are not secure any longer. (Maliki, Asogwara, & Ibu, 2009)

Goodboy, Martin, and Goldman (2016) stated that harassment is considered a difficult issue in educational settings in all portions of the world. They observed that harassment contrarily affects educational performance. Females were more impacted than males by harassment. Harassment includes a confusing issue in school children's lives. An issue that impacts all students, either bullies or victims, and the people who went to social brutality. Harassment may incorporate various areas vocal, corporal beatings, pressures, jokes or language, and blaming. All of these aspects impact independently, or in general, and adds to children's provocation. Eminently that harassment is difficult to eradicate or prevent in schools since it is used by students.

Alison (2016) communicated that harassment is considered as a world issue that influences the emotive, social, and actual solace of young youths around the world. Shafqat (2015) resisted that harassment in educational establishments happens in any place either in a school building or around a school building and will happen in toilets, student buses and through looking forward to school transports, and in-classroom projects which can require collaboration or when school activities. School harassment might be a far and wide issue that influences school students in many parts of their lives, such as, mental, educational, and professional.

**Literature Review**

School harassment is a type that comes under violence that is intended for the educational structures. Harassment has begun with school kids fighting with one another or can be educators accepting that shouting or yelling at their students can make them more focused. There have been many stated cases of harassment in schools which has brought about numerous suicides among younger students. The harassment issues occurring in school won't be imparted to their parents who will bring about more issues. Such cases are reported in situations where taller and stronger individuals overpower weak individuals who can't respond back.

**Intellectual Performance of Students**

The educational presentation of students is somewhat impacted while harassment occurs. Researches exhibit that harassment impacts the bullied person as he doesn't assemble in the class and they also feel hesitant to go to classes because of this very same explanation. Moreover, it also impacts their motivation levels and their energy for being careful in class. Faryadi (2011) investigated the obsessive and physiological effects of harassment on the students. The assessment was sustained with the objective of recognizing the setbacks from harassment and exploring their point of view to provide them with a potential mediation to fight harassment.

**Gender and Harassment**

The action of harassment includes a massive blend of reactions and ways of behaving which vary from one individual to another. There is a lot of eminent uniqueness between the harassment of young men and young ladies. Harassment can start at any time or any age and furthermore can reach out over senior
high grade. Distinguishing the harassment among young men and young ladies are relatively simple to find out. The demonstration of young men will in general give actual experiencing like hitting, thrashing, and stamping the victim and the demonstration of young ladies harassment fundamentally includes emotive torture. Girls mainly take benefit of their occurrence to buck up their teens to bully the victim. A significant number of the young ladies threat just the female while the young men will quite often threat both the male and female genders. Wimmer (2009) through his exploration gave a comprehension of the impact of gender differences in harassment.

Young men and women play an important role in the development of a country. The progress of any country or nation depends on its youth. For the development of any nation, the youth of the nation must be psychologically and physically fit. It is noticeable that nations having high literacy rates are more developed than the nations with low literacy rates. Research studies show that harassment has significant consequences for victims, executors, and others who witness harassment. Students who are bullied are more likely to suffer a variety of psychological and emotional disorders and also do not perform well in their education. In their practical lives, they are also not able to live and earn peacefully and progressively. In short, those students are not able to play any role in the development of the country and became a load on the economy of the country.

Objectives of the Study
Following were the objectives of the study.
1. To specify the effects of harassment in schools.
2. To find the effects of harassment on students’ educational success of elementary schools.
3. To discover the difference between male and female elementary students regarding harassment and their educational success.
4. To examine the difference between public and private schools regarding harassment and the educational success of elementary school students.
5. To examine the difference between the elementary school students of rural and urban areas regarding harassment and their educational success.

Significance of the Study
The significance of the research originates from the prominence of the topic it addresses, which is extremely relevant to many parties. Furthermore, it will assist those involved to understand how to handle the problem of harassment and its clear impacts on children's educational progress. It also teaches oppressed people how to avoid being oppressed.

Methodology
The methodology of the study are as follows.

Population
In Pakistan, the total number of elementary schools are 49,090, of which 16,928 (34%) are in the public sector, whereas 32,162 (66%) are in the private sector. 6.526 million students are enrolled in the middle stage of education. Out of these 4.057 million (62%) are in the public sector, whereas, 2.469 million (38%) are in the private sector. So, the population of the study was all the students which were enrolled in elementary classes of public and private sector schools in the province of Punjab.

Sample
Simple random sampling technique was used to select the sample. Sample of the study contained of randomly selected 195 students of two public and two private sector elementary schools from the district of Sialkot, Punjab.

Instrument
For data collection, a self-developed and validated questionnaire was used. Questionnaire was consisted
of two sections, one contained demographic variables and the other section contained statements related to harassment and educational success of students. A pilot study was conducted to validate the instrument. The reliability index (Cronbach Alpha) was .89 which was statistically significant.

**Data Analysis**

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male   | 84        | 42.9    |
| Female | 111       | 56.6    |
| Total  | 195       | 99.5    |

Table 1 shows that there were 84 male and 111 female students who participated from public and private schools. The total sample consisted of 195 students.

| School | Frequency | Percent |
|--------|-----------|---------|
| Public | 102       | 52.5    |
| Private| 93        | 47.6    |
| Total  | 195       | 100.0   |

Table 2 shows that there were 102 public school students and 93 private school students who participated in research study. The total sample consisted of 195 students.

| Area    | Frequency | Percent |
|---------|-----------|---------|
| Rural   | 66        | 34      |
| Urban   | 129       | 66      |
| Total   | 195       | 100.0   |

Table 3 shows that there were 66 rural school and 129 urban school students who participated in research study. The total sample consisted of 195 students.

| Father qualification | Frequency | Percent |
|----------------------|-----------|---------|
| Primary              | 23        | 11.7    |
| Middle               | 10        | 5.1     |
| Matric               | 47        | 24.0    |
| FA                   | 42        | 21.4    |
| BA                   | 41        | 20.9    |
| MA                   | 30        | 15.3    |
| M.Phil               | 1         | .5      |
| P.hD                 | 1         | .5      |
| Total                | 195       | 100.0   |

Table 4 shows the father’s qualification of public and private school students. It showed that 23 (11.7%) fathers were primary qualification, 10 (5.1%) were Middle education, 47 (24.0%) were matric, 42 (21.4%) father were FA qualification, 41(20.9%) were BA, 30 (15.0%) were MA, 1 (.5%) father were having M. Phil qualification, 1 (.5%) were hold PhD degree.

| Father qualification | Frequency | Percent |
|----------------------|-----------|---------|
| Primary              | 23        | 11.7    |
| Middle               | 10        | 5.1     |
| Matric               | 47        | 24.0    |
| FA                   | 42        | 21.4    |
| BA                   | 41        | 20.9    |
| MA                   | 30        | 15.3    |
| M.Phil               | 1         | .5      |
| P.hD                 | 1         | .5      |
| Total                | 195       | 100.0   |
Table 5 shows the mother’s qualification of public and private school students. It showed that 21 (10.7%) mothers were primary qualification, 20 (10.2%) were Middle education, 43 (21.9%) were matric, 38 (19.4%) mothers were FA qualification, 54 (27.6%) were BA, 18 (9.2%) were hold MA degree.

Table 5: 
Sample description of the study on the basis of mothers’ qualification

| Qualification | Frequency | Percent |
|---------------|-----------|---------|
| Primary       | 21        | 10.7    |
| Middle        | 20        | 10.2    |
| Matric        | 43        | 21.9    |
| FA            | 38        | 19.4    |
| BA            | 54        | 27.6    |
| MA            | 18        | 9.2     |
| Total         | 194       | 99.0    |

Table 6: 
Sample description of the study on the basis of fathers’ occupation

| Occupation   | Frequency | Percent |
|--------------|-----------|---------|
| Guard        | 3         | 1.5     |
| Cook         | 4         | 2.0     |
| Doctor       | 4         | 2.0     |
| Army         | 3         | 1.5     |
| Farmer       | 3         | 1.5     |
| Teacher      | 15        | 7.7     |
| Surgical     | 7         | 3.6     |
| Police       | 4         | 2.0     |
| PTCL         | 3         | 1.5     |
| Tailor       | 7         | 3.6     |
| Cargo        | 2         | 1.0     |
| Shop         | 20        | 10.2    |
| CEO          | 2         | 1.0     |
| Business     | 64        | 32.7    |
| Driver       | 18        | 9.2     |
| Painter      | 3         | 1.5     |
| Job          | 27        | 13.8    |
| Gardener     | 1         | .5      |
| Labour       | 4         | 2.0     |
| Helper       | 2         | 1.0     |
| Total        | 196       | 100.0   |

Table 6 shows the fathers’ occupation of public and private school students. It showed that three (1.5%) fathers had guard occupation, four (2%) were cook, 4 (1.50%) were doctor, three (1.5%) fathers were in army, 15(7.7%) were teachers, seven (3.6%) were in surgical companies, four(2%) fathers were policeman and 3 (1.5%) were in PTCL, 7 (3.6%) were tailors, two (1.0%) were having cargo, 20 (10.52%) fathers were shop owners, 64(32.7%) were businessmen, 18(9.2%) were drivers, 27(13.8%) fathers were having public jobs.

Table 7: 
Sample description of the study on the basis of mother occupation

| Occupation | Frequency | Percent |
|------------|-----------|---------|
| House wife | 180       | 91.8    |
| Teacher    | 13        | 6.6     |
| Nurse      | 2         | 1.0     |
| Advocate   | 1         | .5      |
| Total      | 196       | 100.0   |

Table 7, shows the mothers’ occupation of public and private school students. It showed that 180 (91.8%) mothers were house wives, 13 (6.6%) were teachers, 2(1.0%) were nurses, 1(.5%) mothers were
advocates.

Table 8:
Mean and standard Deviation of the following statements

| Sr.no | Statements                                                                 | N  | Mean | SD   |
|-------|-----------------------------------------------------------------------------|----|------|------|
| 1.    | School witnesses many harassment events every day.                          | 195| .72  | .878 |
| 2.    | Harassment takes place in all school facilities.                            | 195| .74  | .824 |
| 3.    | There is a lot of harassment in the school.                                 | 195| 1.52 | .814 |
| 4.    | School harassment creates negative environment in the school.               | 195| 1.10 | 1.162|
| 5.    | I often seen other students being bullied.                                  | 195| .65  | .851 |
| 6.    | During this school year, I often have been bullied at school.               | 195| .86  | .914 |
| 7.    | Older students often bully the young students.                              | 195| .59  | .871 |
| 8.    | My peers teased me and called names.                                        | 195| .24  | .552 |
| 9.    | My peers hit, kicked or pushed me.                                          | 195| .40  | .976 |
| 10.   | My peers does not sit with me or converse with me.                          | 195| .15  | .484 |
| 11.   | My peers try to offended me on the way to and from school.                  | 195| .43  | 1.175|
| 12.   | My class mates deliberately damaged my belongings.                          | 195| .25  | .541 |
| 13.   | School witness many harassment events every day.                            | 195| .27  | .635 |
| 14.   | My peers continued fighting with me physically during the whole academic year. | 195| 1.51 | .840 |
| 15.   | Older students often use school harassment.                                 | 195| .44  | .725 |
| 16.   | I often miss the school because I feel unsafe, uncomfortable or nervous at school. | 195| .59  | .840 |
| 17.   | Lack of teacher intervention encourages harassment.                         | 195| .83  | .912 |
| 18.   | Harassment discourages students to attend classrooms.                       | 195| .66  | .879 |
| 19.   | Verbal abuse affects student’s educational success.                         | 195| .79  | .890 |
| 20.   | Students being bullied by their peers, do not pay attention on their studies. | 195| .77  | .903 |
| 21.   | Bullied students have a low motivation to learn.                           | 195| .41  | .757 |
| 22.   | Bullied students are not interested in academic performance.                | 195| .40  | .699 |
| 23.   | Bullied student remains disengaged from his school community that affects educational success. | 195| .39  | .748 |
In this above table, responses of 8th class students were calculated through descriptive statistics to explore the harassment events in the schools through five-point likert type scale. It is indicated from above table that the mean scores (M=.72, SD=.878) of school observed many harassment events every day, Harassment took place in all school facilities (M=.74, SD=.824). There is a lot of harassment in the school(M=1.52, SD=.814), School harassment creates undesirable situation in the school (M=1.10, SD=1.162), I often seen other students other students being bullied, (M=.65, SD=.851). During this school year, I often have been bullied at school. (M=.86, SD=.914). Older students often use harassment .(M=.59, SD=.871) , My peers teased me and called names (M=.24, SD=.552). My peers hit, kicked or pushed me (M=.40, SD=.976), My peers does not sit with me or converse with me (M=.15, SD=.484). My peers try to offend me on the way to and from school (M=.43, SD=1.175), My class mates deliberately damaged my belongings(M=.25, SD=.541), School witness many harassment events everyday(M=.27, SD=.635). Students’ suffer from their peers harassment do not pay attention towards their studies (M=.77, SD=.903), Have a low motivation to learn (M=.41, SD=.757), Disinterest in academic performance. (M=.40, SD=.699). Disengagement from his school community that effects educational success (M=.39, SD=.748). Dissatisfaction with the academic experience (M=.50, SD=.789), Having difficulty to follow school rules (M=.51, SD=.802).

| Variable | Gender | N   | Mean   | SD     | t-value | df  | Sig  |
|----------|--------|-----|--------|--------|---------|-----|------|
| 24. Dissatisfaction with the academic experience. | Male | 84  | 25.1786 | 9.80553 | 12.296  | 193 | .000 |
| 25. Having difficulty to follow school rules. | Female | 111 | 10.2252 | 7.17785 |         |     |      |

Table 9 shows that an independent sample t-test was applied to check the difference between male and female students regarding the effect of harassment on their educational success. Results showed that there was no difference found in the opinion of male (M = 25.1786, SD = 9.80553) and female students scores (M = 10.2252, SD = 7.17785, t (193) = 12.296, p = .060).

| Variable | School | N   | Mean   | SD     | t-value | df  | Sig  |
|----------|--------|-----|--------|--------|---------|-----|------|
| 26. Having difficulty to follow teacher’s instructions. | Public | 102 | 15.5490 | 11.64289 | -1.464  | 193 | .097 |
| 27. Having difficulty to do classwork with concentration. | Private | 93  | 17.8925 | 10.62244 |         |     |      |

Table 10 shows that an independent sample t-test was applied to check the difference in the opinion of public and private school students related to the effect of harassment on their educational success. Results showed that there was no difference found in the opinion of public (M = 15.5490, SD = 11.6428) and private students’ scores (M = 17.8925, SD = 10.62244, t (193) = -1.464, p = .097 regarding the effect of harassment on their educational success.
Table 11:
Independent Sample t-test to identify the difference between the rural and urban school students regarding the effect of harassment on their educational success

| Variable | Area   | N      | Mean     | SD       | t-value | df   | Sig.  |
|----------|--------|--------|----------|----------|---------|------|-------|
|          | Rural  | 66     | 17.6061  | 11.3732  | .837    | 193  | .404  |
|          | Urban  | 129    | 16.1860  | 11.12554 |         |      |       |

Table 11 shows that an independent-samples t-test was applied to check the difference between the opinion of rural and urban school students regarding the effect of harassment on their educational success. Results showed that there was no difference found in the rural ($M = 17.6061$, $SD = 11.3732$) and urban students’ scores ($M = 16.1860$, $SD = 11.12554$, $t (193) = .837$, $p = .404$) regarding the effect of harassment on their educational success.

Table 12:
One way ANOVA is used to identify the Difference between father qualification and the effect of harassment on the educational success of their children

|                      | Sum of Squares | Df | Mean Square | F     | Sig.  |
|----------------------|----------------|----|-------------|-------|-------|
| Between Groups       | 97.643         | 41 | 2.382       | .801  | .795  |
| Within Groups        | 455.096        | 153| 2.974       |       |       |
| Total                | 552.738        | 194|             |       |       |

Table 12 shows that One-way ANOVA was applied to identify differences in father qualifications regarding the effect of harassment on the educational success of their children. The table showed no significant difference $F (194) = .801$, $p = .795$ was found in the effect of harassment on the educational success of their children on the basis of fathers’ qualification.

Table 13:
One way ANOVA is used to identify the difference between mothers’ qualification regarding the effect of harassment on the educational success of their children

|                      | Sum of Squares | Df | Mean Square | F     | Sig.  |
|----------------------|----------------|----|-------------|-------|-------|
| Between Groups       | 113.383        | 41 | 2.765       | 1.363 | .093  |
| Within Groups        | 308.452        | 152| 2.029       |       |       |
| Total                | 421.835        | 193|             |       |       |

Table 13, shows that One-way ANOVA was applied to identify difference in mothers’ qualification regarding the effect of harassment on the educational success of their children in elementary schools. There was no difference $F (193) = 1.363$, $p = .093$ found regarding the effect of harassment on the educational success of students on the basis of mothers’ qualification.

Table 14:
One way ANOVA identify the Difference between fathers’ occupation regarding the effect of harassment on the educational success of elementary school students

|                      | Sum of Squares | Df | Mean Square | F     | Sig.  |
|----------------------|----------------|----|-------------|-------|-------|
| Between Groups       | 1648.466       | 41 | 40.206      | 1.654 | .015  |
| Within Groups        | 3718.283       | 153| 24.303      |       |       |
| Total                | 5366.749       | 194|             |       |       |

Table 14 shows that One-way ANOVA was applied to identify difference in fathers’ occupation regarding the effect of harassment on the educational success of elementary school student. There was no difference $F (194) = 1.654$, $p = .015$ found regarding the effect of harassment on the educational
success the elementary schools students on the basis of fathers’ occupation.

Table 15:
One way ANOVA is used to identify the Difference between mothers’ occupation regarding the effect of harassment on the educational success of elementary school students

|                      | Sum of Squares | Df | Mean Square | F   | Sig. |
|----------------------|----------------|----|-------------|-----|------|
| Between Groups       | 4.475          | 41 | .109        | .736| .873 |
| Within Groups        | 22.674         | 153| .148        |     |      |
| Total                | 27.149         | 194|             |     |      |

Table 15, shows that One-way ANOVA was applied to identify the difference in mothers’ occupation regarding the effect of harassment on the educational success of elementary schools students. There was no difference $F (194) = .736, p =.873$ found regarding the effect of harassment on the educational success of elementary schools students on the basis of their mothers’ occupation.

**Discussion and Conclusion**

The study presumed that harassment happens a pretty much every school either public or private but with various levels. The research observed that school harassment influences educational success either for the victims who experience the cruel effects of these particularities and at a similar time it influences the bullies themselves. The research showed that no significant difference was found regarding the effect of harassment on the educational success of students regarding their gender, locale, public and private sectors. No significant difference was also found in the opinion of elementary school students related to their parents’ qualification and their social and economic status. The results of harassment can be severe and enduring (Menestrel, 2020).

Youngsters who are bullied are at expanded threat for destructive mental and emotional effects including uneasiness, sadness, low confidence, liquor, and drug use, antagonism, misconduct, self-hurting conduct (especially for young ladies), and brutal or criminal conduct (especially for young men). The people who are harshly bullied are also significantly sure to attempt or commit suicide, and studies have shown that self-destructive ideations are especially normal among the victims of harassment. Harassment can set off emotional wellness issues in youngsters who didn't already have any, and it can increase problems in youngsters with existing mental health issues. Research has also shown that harassment of students will quite often decrease their academic performance.

**Recommendations**

According to the findings, teachers and school administrators must implement a variety of initiatives in order to decrease harassment. Furthermore, teachers must work together with the bully's students. To decrease school harassment, teachers and school administrators must deliver programs for oppressors. Inside the schools, training sessions will be held to teach children ways to deal with harassment. Harassment prevention initiatives should be implemented in schools, with a focus on raising awareness of the problem and enforcing sanctions.

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