

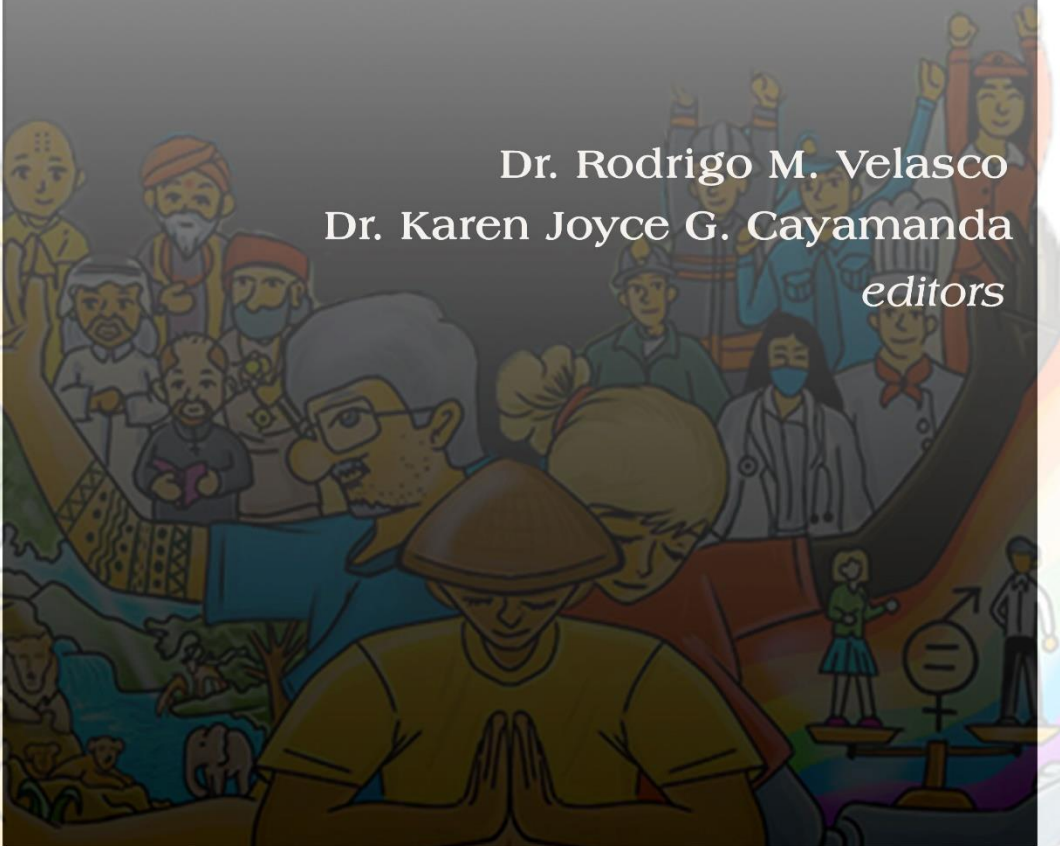
The WORLD

in Different PERSPECTIVES: Rebuilding Lessons after a Crisis

Dr. Rodrigo M. Velasco

Dr. Karen Joyce G. Cayamanda

editors



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Preface

The world is in chaos. The emergence of COVID-19 pandemic created the havoc that all parts of the globe had to deal with. In addition, there are still other personal and social crises that everyone endures.

Rebuilding Lessons after a Crisis attempts to present the whys, whats and hows of humanity's risk perception across the world as we embark on this challenging journey and help define the most appropriate and most effective risk-related behaviors for survival.

The current pandemic has brought about the abrupt shift in all sectors of the society in different parts of the world. It has resulted to immediate adjustments and development of coping mechanisms to transcend beyond the challenges of this pandemic. Like any other crisis, the current situation taught us to reflect and manage its overwhelming effects.

This book compiles articles that reflect the different perspectives in varied concerns such as health, economy, education, and social transformations. Its impact to the physical, emotional, psychological and financial conditions of humanity across the world are also presented.

Part I as the opening chapter attempts to describe the situation in terms of how a crisis has been evaluated in different lenses as to the risk perception and the risk related behaviors as to how various sectors have adapted to the situation.

Part II describes the varied effects of the pandemic and the adjustments and coping responses manifested by the different sectors.

Part III offers the strategic actions and coping mechanisms that can help recover and sustain ways of life in these challenging times.

About the editors

Dr. Rodrigo M. Velasco has a multi-cultural perspective of education and research having worked as a professor and administrator in the Philippines, CNMI, USA and Sultanate of Oman. His orientation on multiculturalism and diversity trained him to cope with different cultural and geographical settings. He is currently an assistant professor of business management and accounting at Gulf College, Sultanate of Oman. As an academician, he has professional qualifications such as Doctor of Business Administration, Diploma in Strategic Management and Leadership from School of Business London, and Certified Human Resource Professional and Certified Marketing Professional from Qualifi, United Kingdom. As a researcher, he is the founding president of the Institute of Industry and Academic Research Incorporated as a platform for open access publications.



Dr. Karen Joyce G. Cayamanda is an Associate Professor in Communication from the University of the Philippines Mindanao, with a 23-year teaching experience and a 16-year experience as University Registrar, Vice Chancellor for Academic Affairs and currently Vice Chancellor for Administration. She is a graduate of UPLB (BA Comm Arts, 1993; MA Comm Arts, 2000 and PhD Development Studies, 2019). She is a grantee of the PhD graduate studies scholarship under the Commission on Higher Education (CHED) and a PhD research scholarship recipient under the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) and a PhD fellow of the Doctoral Studies Program of the University of the Philippines. She is the founding member of the Philippine Academic Society for Climate and Disaster Resilience (PASCARD), Board Member of the Philippine Association of Media Educators (PACE) for 2021-2022 and Local Fellow and Director for Conferences and Events of the Institute of Industry and Academic Research Incorporated (IIARI).



Featured authors:

Associate Professor Hiroko Kanoh

Hiroko Kanoh is an associate professor in the Institute of Arts and Sciences National University Corporation Yamagata University, Yamagata prefecture in Japan. She graduated Master's program at Tokyo Gakugei University and the doctorate program at Waseda University, Tokyo. Her areas of specialization are educational technology, cyber psychology and ICT education. She has more than 20 international and 100 national publications and 30 authored books. She was awarded the Culture, Sports, Science and Technology Minister's Commendation in the field of science and technology in 2010.

Surbhi Chandra

Surbhi Chandra is a psychologist and an author. She has numerous chapters published in national and international books. She has post graduate in Clinical Psychology and bachelor's in Clinical Psychology from Amity University, Gurgaon. Currently, she is preparing for her MPhil in Clinical Psychology. As an aspiring clinical psychologist, she is fascinated by abnormalities of human and animal behaviour. She is a co-founder of the organisation PsychProbe and works towards spreading mental health awareness and the importance of research in psychology. She also looks forward to starting an organization for animal welfare.

Vooturi Lasya

Vooturi Lasya is a psychologist and behaviour therapist in child development center, Hyderabad, India. She completed her master's in Counselling Psychology and bachelor's degree in Clinical Psychology from Amity University, Gurgaon. She is interested in working with children with disabilities as she believes that every child has potential and can overcome all the obstacles caused by the disability, if given the right and timely intervention.

Megha Garg

Megha Garg completed her master's in Clinical Psychology and bachelor's degree in Clinical Psychology from Amity University, Gurgaon. Her strong suit is developmental psychology with a special focus on parental acceptance, academic achievement and self-evaluation of the child.

Kavya Ahuja

Kavya Ahuja completed her master's in Clinical Psychology and bachelor's degree in Clinical Psychology from Amity University, Gurgaon. She is interested in exploring the research perspective in clinical psychology and studying individual differences. She believes that everyone should know themselves and their purpose. She gives equal priority to physical and mental health, and also tries to eradicate mental health taboo in India. She has national and international publications. She is a founder of Psychprobe which promotes the research work in the psychology field and works towards the awareness of mental health in young minds.

Pauline B. Malabanan

Pauline B. Malabanan is a graduate of BS Human Ecology major in Social Technology in the Department of Social Development Services – University of the Philippines – Los Banos. She has been practicing human resources since 2017 and is now currently connected in a non-government organization assisting persons with disabilities. She is also engaged in community work organizing person with psychosocial disabilities as she is diagnosed with one. She is an active speaker in mental awareness raising and mental health advocacy. Right now, she is applying in MS Social Work in University of the Philippines – Diliman to hone her skills in community work and organizing.

Dr. Emilia S. Visco

Dr. Emilia S. Visco is a Professor at the Department of Social Development Services (DSDS), College of Human Ecology (CHE), University of the Philippines. She was a former two-term Department Chair of DSDS, served as CHE Coordinator for Research and Extension, program and project leaders of several research projects. Dr. Visco has a BS degree in Development Communication, MS in Development Communication and a PhD in Extension Education. She has numerous peer-reviewed/Scopus indexed journal publications, international and national chapters in a book, manuals and other publications, editorial board member and article reviewers to national and internationally published and indexed journals.

Maj Marco R. Publico

Maj. Marco R. Publico is a member of the Corps of Professors, Armed Forces of the Philippines. He is currently assigned at the Philippine Military Academy where he teaches social science subjects. He graduated from the University of the Philippines Baguio where he took up Bachelor of Arts in Social Sciences, Majors in Psychology and Political Science. He took up Master of Science in Guidance and Counseling at Saint Louis University where he graduated Cum Laude. Currently, he is in the process of finishing his doctorate degree in Educational Management at the University of the Cordilleras. Being a Registered Guidance Counselor, he previously headed the PMA Cadet Welfare Office in providing guidance and counseling services to the cadets. Maj. Publico has written various articles and researches in the areas of Filipino Psychology, Social Psychology, Psychological Testing, Educational Psychology, and Educational Management.

Ged Xavier A. Fruto

Ged Xavier Fruto is a graduate of BA Communication Arts from the University of the Philippines Mindanao. Prior to finishing his studies, he worked in the business process outsourcing industry which honed his communication skills especially in haggling with clients and delivering a clear message to his team. As a member of a few philanthropic organizations, he has also been actively involved in community services such as donation drives, environmental campaigns, and educational programs. His background in communication has helped him serve his purpose in these organizations. Currently, he is a junior research assistant in UP Mindanao and hopes to continue and improve his skills in the research field before pursuing further studies.

Jherwin P. Hermosa

Jherwin P. Hermosa is a faculty member and ITSO Coordinator in the College of Arts and Sciences at the Laguna State Polytechnic University, San Pablo City Campus. He is teaching philosophy and social science subjects both in undergraduate and graduate programs. He is currently taking Doctorate Degree in Educational Management.

Md. Alamgir Hossain

Md. Alamgir Hossain is a lecturer at the Department of Computer Science and Engineering, Prime University, Dhaka 1216, Bangladesh. He completed his BSc in Computer Science & Engineering from Jashore University of Science & Technology. He is currently a Master of Science (MSc) student of Information and Communication Technology (ICT) at Bangladesh University of Engineering Technology (BUET). As a researcher and writer, he published papers and book chapters in different international publications. His research mainly focuses on cloud computing, cyber security, data security and cyber bullying among others.

Portia R. Marasigan, PhD

Portia R. Marasigan, Ph.D. is an Associate Professor 5 at the Laguna State Polytechnic University, San Pablo City campus, San Pablo City in the Philippines. She is a graduate of Doctor of Philosophy in Psychology. She authored several journal publications, presented papers in the international conferences and served as reviewers and editorial board in international journals.

Thessalonica M. Sinohin

Thessalonica M. Sinohin took Bachelor of Science in Industrial Technology major in Food Technology at Laguna State Polytechnic University San Pablo City Campus. She also finished Master of Science in Family Resource Management at University of the Philippines Los Baños last 2017. She taught high school Technology and Livelihood Education for 2 years and acted as a guidance counsellor at a private school. Currently, she is an instructor and Extension Unit Head at the College of Industrial Technology of Laguna State Polytechnic University San Pablo City Campus.

Farhana Yasmin

Farhana Yasmin is a final year student at the Sociology department of Barishal University, Bangladesh. She is a writer, social worker and volunteer. As she is passionate about writing, several of her columns, features, opinions and letters were published in many national and international newspapers and magazines. She took advantage of the COVID-19 pandemic situation to keep her accustomed to writing and research.

Saifullahi Adam Bayero

Saifullahi Adam Bayero is currently serving as Trade, Development Operation and Compliance Coordinator at Combine Telecoms Solution Network Limited. He is an Ambassador of the World Literacy Foundation, Impact Youth Sustainability, Volunteer, Nigerian Youth SDG and served as a Graduate Assistant at Department of Business Administration, Federal University Gashu'a. He holds a Bachelor of Science in Business Administration from Bayero University, Kano. He is a member of the National Institute of Management Chartered, Associate Member, Chartered Institute of Human Resources Management and a Certified Human Resources Management Professional. As a promising researcher, Bayero has published several papers in international publications.

Dr. Adams Adeiza

Dr. Adams Adeiza is currently the director of Global Entrepreneurship Research and Innovation Center and a senior lecturer at University Malaysia Kelantan. He is an award winning academic and serial entrepreneur. His work as a leadership, entrepreneurship and innovation coach as well as mentor many young people and entrepreneurs has earned him many accolade. Adams is an SME Growth Expert, Business Development Specialist, Digital Transformation Strategist and Data Analyst, Leadership and Entrepreneurship Coach, Franchising and Franchise Operation Consultant, Competitive Strategist, and Creativity and Innovation Coach. He published several papers in a high impact journals indexed in Scopus and Web of Science.

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Cyber Bullying Tendency among Young Generation during COVID-19 Pandemic

Md. Alamgir Hossain

Introduction

After the identification of Covid-19 on December 2019 in Wuhan, China, the pandemic spread throughout the world. Relatively, when Bangladesh identified the first three infected patients on March 6, 2020 (GradaWorld, 2020), the government closed all the commercial establishments. As the outbreak began taking terrible effects, the series of lockdowns and shutdowns of various establishments were taken systematically. This paved way to the closures of all academic institutions, which transitioned from face to face to a new modality of teaching and learning.

During the shutdowns of the academic institutions, the online platform became the emerging alternative for the delivery of educational services. Thus, most of the young students can enjoy easy access to internet facilities. Parents are easily buying devices for their children to join online classes. In the side line, these youngsters relentlessly use mobile phones most of the time resulting to mobile addiction, online gaming addiction as well as various types of cyber-crime. Relative to the previous studies' findings that closure of educational institutions lead to students' mental distress due, various bad habits and behaviours are being developed. Similarly, cyber bullying has taken its serious turn.

This study evaluates the cyberbullying tendencies among the youth during the time of COVID-19 pandemic. Specifically, it identifies the major causes, effects and associated problems of cyberbullying and cyberbullying tendencies. Furthermore, it also enumerates strategies in order to lessen, if not eliminate, cyberbullying tendencies among the students.

Literature Review

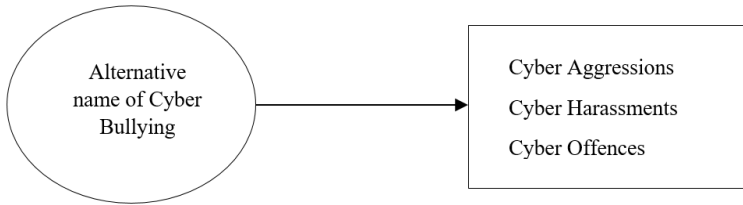
Cyber bullying has become even more popular as the target has shifted from person-to-person to digital platforms, reaching users regardless of geographical concentration (Sanchari Das, 2020). Relatively, the prevalence of COVID-19 has forced many to become more reliant on Internet use for daily activities. This in itself increases the chances of cyber bullying (Gopal, Cyberbullying Perpetration: Children and Youth at Risk of Victimization during Covid-19 Lockdown, 2021). During this period, online criminal activities among the youth increased with victims more engaged in self-harm and aggressive attitudes toward family, friends, and relatives (Alsawalqa R. O., 2021). As such, this results to shame, guilt, fear, suicide and other psychological disorders (Katz, 2014). Accordingly, both victims and offenders in cyber bullying have lower self-esteem, higher frustration and suicidal ideation and increased school problems and participation in other problematic offline behaviours (Patchin, 2013).

In a study conducted by Akrim (2020), 50% of students are aware that cyber bullying includes blocked messages in emails, SMS or text messages on social networks. While more than 40% agreed that anger, harm, revenge, despair and ego are the main causes of cyber bullying, the same percentage of students preferred to ignore perpetrators of cyber bullying. Surprisingly, more than 50% of students confirmed to be victims of cyber bullying in one way or another. In the era of Instagram, Facebook, Twitter, online games and gaming chat platforms, age and sex orientation are now becoming more significant factors for committing cybercrimes during lockdown period (Ojasvi Jain, 2020). For instance, it was evident that young boys are more engaged in cyber bullying aggressions than young girls (Sofía Buelga Maria, 2016).

Forms of Cyberbullying

Cybercrime is the use of computer technology to commit crime. It covers all actions where computer and information and communication technology are used for the commission of crimes including cellphone, internet, twitter, Facebook, email,

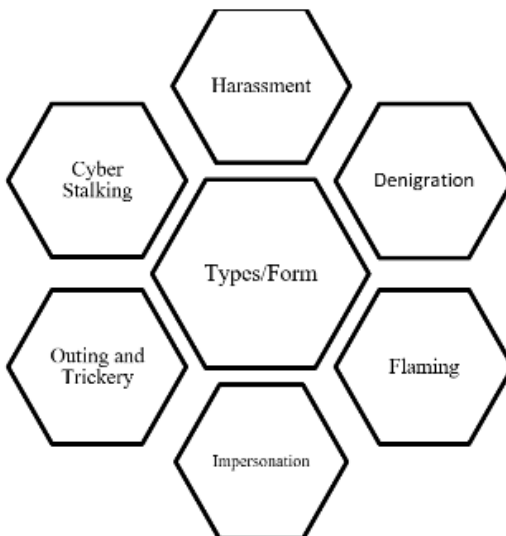
Imo, WhatsApp used by the offenders (Monjur Kader, 2010). Meanwhile, cyberbullying is the delinquent behavior and repeated harm inflicted through the use of electronic devices (Hasse, 2019). It is a common social maladjustment that can affect the victim, the bully and those who witness bullying behaviors. It can lead to serious adverse social, emotional, physical and psychological effects (Alsawalqa R. O., 2021).



One common form of cyberbullying is cyber racism. As argued by Alsawalqa (2021), it encloses a certain rhetoric that includes racist attitudes toward specific social groups, hate-speech, nationalism and common destiny. It may also include racist or discriminatory comments, symbols, images or language in text messages, blogs, or videos posted on social media or sent through email (Gopal, 2021).

Figure 1

Forms of Cyber Bullying



According to Willard (2007) there are six common types of cyberbullying which include harassment, denigration, flaming, impersonation, outing and trickery and cyberstalking.

Harassment. This involves repeatedly sending offensive, rude and insulting messages.

Denigration. It means ‘dissing’ someone online such as sending or posting cruel gossip or rumors about a person to damage his/her reputation or friendships.

Flaming. It involves online “fights” using electronic messages with angry and vulgar language.

Impersonation. It means breaking into someone’s account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person’s reputation or friendships.

Outing and trickery. It involves sharing someone’s secrets or embarrassing information or images online.

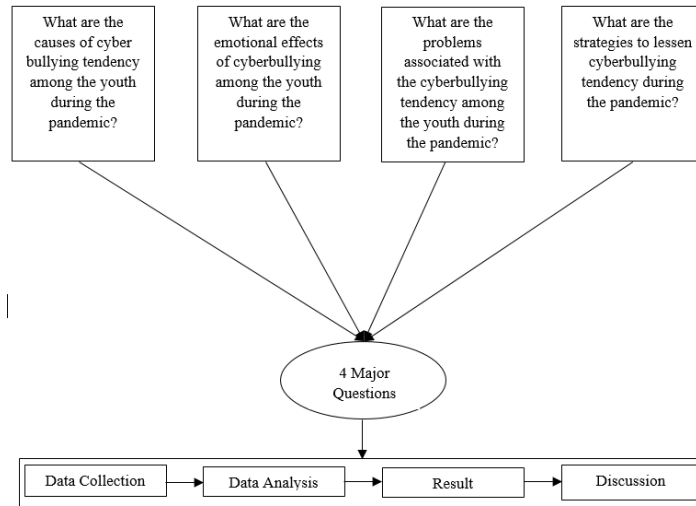
Cyber stalking. This means repeatedly sending messages that include threats of harm or are highly intimidating making the person afraid for his/her safety.

Methodology

The quantitative research design was used in this study. The strategy employed was survey method through Google form due to restrictions during the pandemic.

The participants of the study were the 225 university students selected through random sampling. There were 167 male and 60 female respondents. They are mostly 20 to 24 years old (61.4%), Muslim (89.2%) and in their 2nd and 3rd years (64.6%) in their honour’s degree.

Figure 2
Research Methodology



The primary data were gathered mainly through the survey questionnaire composed of four questions. Due to restrictions brought by the pandemic, the in-depth interview was not conducted. The questionnaire was distributed to the students through Google Form which was retrieved relatively easy. The data gathered were tabulated and analysed using frequency and percentage.

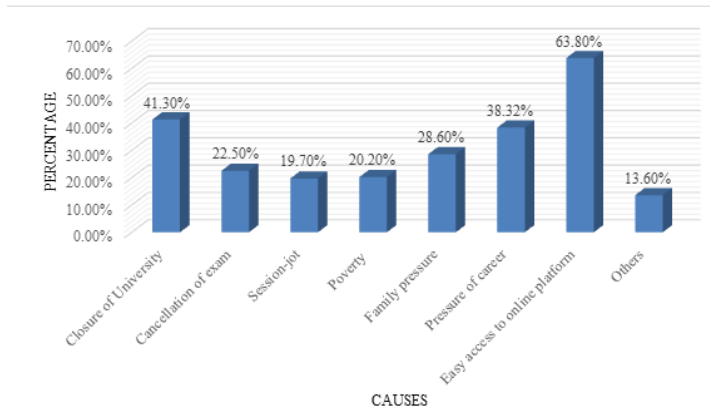
Results and Discussion

As shown in Figure 3, most of the respondents (63.80%) identified the easy access to online platform as the major reason for cyberbullying tendency. As all the educational task is through the online platform, the students are exposed to the wide use of internet, applications and social media that could eventually lead to addiction and potential involvement in cyber aggressions and other forms of cyberbullying. Meanwhile, the 41.30% of the respondents believed that the cyberbullying tendency during the pandemic situation was attributed to the university and school closure. This was supported by the 22.50% of the students who

believed that the sudden stoppage of tests diverted their attention to cyberbullying tendencies.

Figure 3

Major Causes of Cyberbullying Tendencies



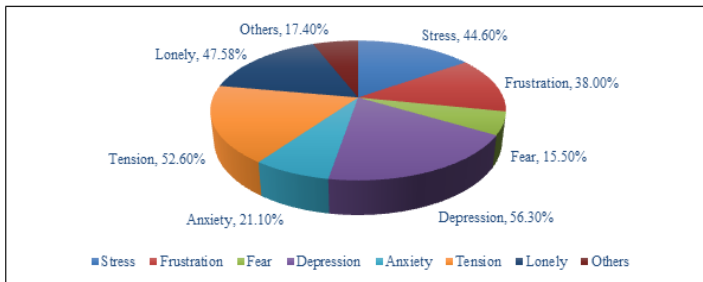
While the majority of the respondents pinpoint the effects of online presence and online classes, there are still other pressures contributing to cyberbullying tendencies. For example, 28.60% identified family pressure while 38.32% identified career pressure. There are still minor causes such as session-jot (19.70%) and financial problem (20.20%).

While cyberbullying tendencies root to various situations and circumstances and can never be attributed to single factor, the respondents' identification of access to online sources coupled with the diversion to online learning during the pandemic must have contributed much to the issue. The longer than usual online presence could lead to various tendencies which students are not really aware as cyberbullying. Due to high cases of poverty in Bangladesh, for instance, easy access to unreliable social media posts lead to misinformation. Without proper online etiquette and guidance, the young people are prone and exposed to

different forms of cyberbullying tendencies which are seen as normal and fun. For instance, making fun of someone's appearance, racist remarks, sharing photos and videos without permission and sharing personal information are done without precautions. The diversion to online seemingly added more tendencies for the younger generation to commit and/or be victims of cyberbullying.

Figure 4

Emotional Effects of Cyberbullying



In today's online world, cyber harassment has surged resulting to various effects. As reflected in Figure 4, the various psychological effects of cyberbullying emerge from not-so-simple cases to severe emotional distress. Accordingly, the majority of the respondents (56.30%) agreed that depression is the primary effect of cyberbullying followed by tension (52.60%) and loneliness (47.58%). The prevalence of undisclosed cases even led to severe cases as victims cannot seek for help. Similarly, during the COVID-19 lockdowns and isolations, where internet became the new socialization modality, younger people have limited outlets to share the cyberbullying experiences. Majority of these victims just keep the sentiments and figure out solutions themselves.

The other emotional effects of cyberbullying include stress (44.60%), frustration (38.00%), anxiety (21.10%) and fear (15.50%). As the student-respondents have multiple options during the survey, the degree of effects varies from person to

person. However, it is definitely clear that cyberbullying tendencies and cyberbullying have strong emotional influence to both the perpetrators and victims. The results clearly imply the seriousness of the issue even during the pandemic.

Figure 5

Problems Associated with Cyberbullying Tendency

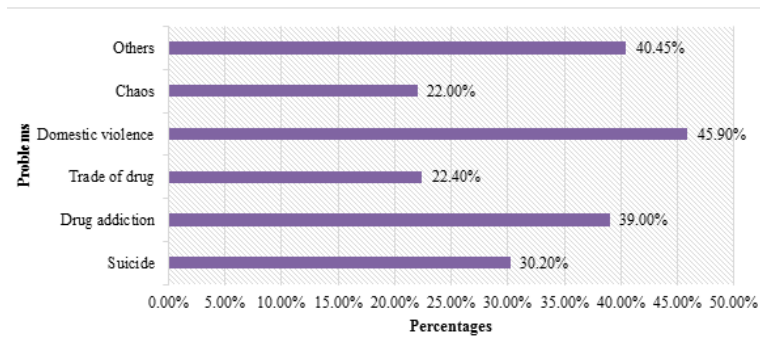


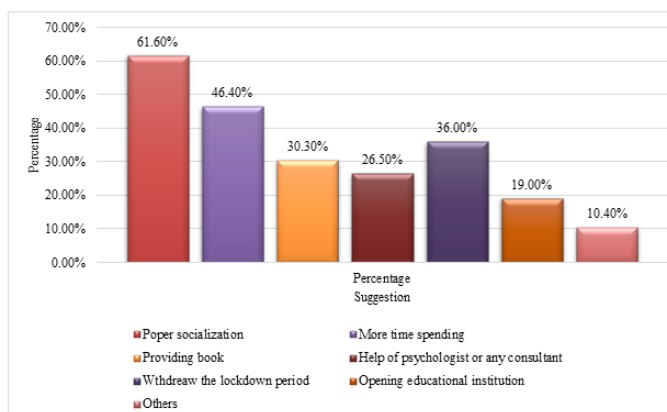
Figure 5 shows the various problems the students associated the cyberbullying. These problems are common to both the victims and perpetrators intensifying their either cyberbullying tendency or the results of cyberbullying acts. The majority of the students associate cyberbullying tendency to domestic violence accounting to 46%. It should be noted that domestic violence comes in many forms such as physical, mental or emotional abuse. The cycle of predator and prey is apt to explain this situation. The human personality enabling both predator and prey characteristics – where the prey becomes the predator to get even – clearly illustrates the results. As the victim of domestic violence develops the plot to get revenge, the tendency to dominate other people intensifies. This is also supported by the 40.45% noting that there are many other problems associated with cyberbullying.

The other problems associated with cyberbullying include drug addiction (39.00%), suicide (30.20%), drug trade (22.40%), and chaos (22%). The respondents associate the issue with a higher degree of serious social and personal issues. For instance, the

issue of drug addiction is common to any country regardless of status and social situation which cannot be generally associated with cyberbullying. However, it clearly implies that drug addiction either insinuates cyberbullying tendencies or leads victims to be drug dependent to deter cyberbullying. Similarly, the other associated problems are clear indications of students' presumptions on the varying effects of cyberbullying and cyberbullying tendencies.

Figure 6

Strategies to Lessen Cyberbullying Tendency



The respondents were asked on the strategies to lessen, if not eradicate, cyberbullying tendencies among the youth. The various strategies suggested by the students are shown in Figure 6. The majority (61.60%) believe that proper socialization will deter the youth from cyberbullying tendencies. This is seconded by the idea that parents, friends and relatives spend more time with their children, which account for 46.40%. Other suggestions include ease of lockdowns (36%), encourage youth to read books (30.30%), seek help from psychologist (26.50%) and opening of educational institutions (19%).

The varying suggestions open the discussion on the different diversion techniques in order for the youth to deter from cyberbullying tendencies. However, it is relatively clear that the role of immediate family and educational institutions are vital in

creating awareness and eventually stopping cyberbullying to occur.

The commonality with the given suggestions is diversionary techniques. It is clear to the student-respondents that giving other positive options would allow them not to engage in cyberbullying tendencies. For instance, engaging with family talks, reading books and opening of schools allow them to get busy with personal and academic stuff than staying online. Relatively, the lockdown is seen as a culprit in keeping these youth to interact with other people online.

Conclusion

Cyberbullying has been an alarmingly common social issue faced by the youth which has intensified during the Covid-19 pandemic. The results of this study showed a strong association of cyberbullying tendency to the current pandemic situation prompting the easy access to the internet and various social media platforms. It is relatively clear that the student-respondents see the shift to online classes as the biggest opportunity for cyberbullying tendencies. Since students have no diversion except for social media, the opportunity to interact with other people, knowingly or unknowingly, opens the tendency for cyberbullying. It is also clear that students are aware of the various causes and consequences of cyberbullying. However, there is no proper and formal education related to the issue.

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