Bullying in Our Society: A Feminist Perspective

Sumbal*[1], Dr Irfan Ullah[2]

[1]MPhil Scholar, Department of English Abdul Wali Khan University Mardan
Email: imranaliqasmi105@gmail.com
[2]Associate Professor Department of English Abdul Wali Khan University Mardan
Email : irfanullah@awkum.edu.pk

ABSTRACT: The most widespread type of bullying nowadays is the direct verbal aggression. The impact of the name calling effects teachers, students, the community and the procedure of education also (Espelage & Holt, 2001). The current study examines the Name-Calling detection and its negative impact in our society. A self-rated questionnaire has been utilized to identify name-calling and its negative consequences in our society, by distributing it among the students and teachers of Educational Institutes in Mardan. In conclusion, a significant percentage of survey participants remembered being the target of nicknames and name-calling as a very painful experience that was still negatively perceived.

Keywords: Bullying, Name-Calling, Mardan

Introduction

In the past several years, the interest of researchers in the area of bullying and victimization has been increased which includes name calling, teasing, threats and other physical activities at schools level. Most of the time the issues accompanied by social media and electronic media also created interest of public. In late eighties, three books have been written on the same topic, Bullying in schools (Tattum & Lane), Bullying: an international perspective (Roland & Munthe) and Bullies and victims in schools (V. Besag). The report of Elton (1989) related to schools discipline, the bullying was discussed in few paragraphs regarding teachers and student's relation and discipline. In the report displayed that the recent studies of bullying at schools are a problem present but still ignored by the teachers. Scholars proposed that bullying not only effect individual students but also can damage the whole schools.

According to Gladdin et al. (2014), bullying is characterized by three elements: (1) unwelcome aggressive behavior by a young person or group of young people (not siblings or partners); (2) a perceived power imbalance (for example, a child who is seen as more popular or stronger acts aggressively toward a child who is seen as less popular or weaker); and (3) recurrence over time or among victims. Additionally, bullying may be directly or indirectly experienced (Smith et al., 2013). When the targeted person is present, direct bullying takes place (e.g., a physical altercation or aimed harsh verbal comments). When a person is not present, indirect bullying takes place (e.g., spreading rumors). It's crucial to remember that not all aggressiveness

constitutes bullying. Bullying does not include, for instance, retaliatory aggression, in which the violence of another person acts as the catalyst for violent conduct, or instrumental aggression, in which the hostility seems required to protect everyone (Gönültaş et al., 2024).

Research on bullying differentiates amongst physical, verbal and indirect forms, physical composed of hitting and calling names, includes threats, taunts and joking, and some of the indirect types comprises of social barring and false story telling. These forms have been investigated with the help of correlational studies in various forms (Owen et al., 2000). Direct form of verbal aggression name calling is the assigning of hurtful teasing and unpleasant nicknames mainly widespread form of harassment. Whitney and Smith (1993) stated that fifty percent of middle and junior school students, and sixty two percent of higher secondary school students found effected from bullying, and the most used type of bullying is the name calling.

Crozier and Dimmock (1999) found that twenty percent of primary schools students having age between nine and ten conveyed that they are experiencing abusive comments and unpleasant names on daily basis. Psychometric techniques also identified the importance of verbal aggression. Therefore, in study the study of bullying and victimization half of the items established on the basis of unlike names e.g. laughing on others, and teasing (Austin & Joseph, 1996).

Even though this gratitude of horrible names have paying attention a little interest. The main cause behind this may be the detection problem at schools level, because they are less exposed as compare to physical form of bullying, and can be implicit at even teachers are there. Bullying are also possibly uncertain events, involved an aggressive and teasing type of intentions. Rymes (1996) declared that they do a set of social functions and are not essentially hateful; but they can also be pro-social (Keltner et al., 1998), provide a contribution to social identity, support interpersonal relations and help to drown out convict (Boxer & Corte 1997).

The participation of humor involves the uncertainty of the events. Humor is essential teasing, overcoming the threats to the desired social identity of a recipient (Keltlner et al., 1998). Nicknames and name calling also continuously contains humor and uncertain events, passing massages regarding friendship and care or conveying aggression and negative response (de Klerk & Bosh, 1996). This uncertainty creates difficulty for the recipient to respond, and also a pressure of showing one standing against name calling (Kehily & Nayak, 1997).

On the other hand some time teachers unable to identify the form of name calling (Bullying). Aho (1998) stated the difficulties of identification of teasing in Finnish schools; while the students are recognizing those who were teasing and those who were teased but the teachers fail to identify. In comparison with name calling and nicknames, teasing attracted more researchers (Kowalski, 2000).

Crozier and Dimmock (1999) conducted a study by targeting primary schools students found negative experiences of bullying. The common name calling referred to mostly the physical appearance of the students, especially on height or weight, teeth, color of hair, nose, style of hair, warts etc. some names related to the person own name. In the study revealed that most of the students experience name calling as hurtful, having upset reactions. The name calling have worst consequences on the life of students in longterm but still very little focus has been given to name calling in the context of bullying, or any other form of bullying too, considered always the mismanagement of teachers classroom but it can impact psychological development of the students.

In previous studies, some are undertaken for the purpose of longterm perspective, e.g. examination of retrospective accounts. This is related the diet of the students where they are

teased on their physical appearance and weight in their childhood, body image etc (Cash, 1995) and eating habits of the students (Thompson et al., 1999). A discussed above very little focus has been given to name calling in term of direct bullying. The current study has been undertaken specifically the impact of name calling on students in our society.

Problem Statement

In the previous studies conducted in the same area was undertaken physical bullying such as body image, weight or height and also on teasing but very little importance has been given to the area of name calling. This is due to the fact that most of the teachers are still not found any way to stop or even recognize the consequences of it. On the other hand, our society ignores the name calling as a bad habit, but it can ruin the life of child in long term perspectives. Nicknames and name calling also continuously contains humor and uncertain events, passing massages regarding friendship and care or conveying aggression and rejection (de Klerk & Bosh, 1996). This uncertainty creates difficulty for the recipient to respond, and also a pressure of showing one standing against name calling (Kehily & Nayak, 1997).

Research Question

Is there any name-calling present in our society faced by the students of Educational Institutes in Mardan?

Research Objective

To examine and identify name calling used in our society in the life of the students of Educational Institutes in Mardan.

Literature Review

Bullying or name calling at school has a negative effect on teenagers' mental health and is a common public health issue. Bullying, which is defined as deliberate, persistent, and damaging hostile actions among peers, causes victims to experience extreme psychological suffering, including anxiety, sadness, and suicide thoughts. The purpose of this narrative review is to provide an overview of current research on the theories, incidence, and contributing variables of school bullying and its effects on the mental health of adolescents. The ultimate objective is to provide information for the creation of treatments aimed at avoiding or lessening teenage mental health issues from the standpoint of bullying at school (Han, Ye & Zhong, 2025).

Olweus (1991) used quantitative assessment for the purpose of bullying recognition in Norway. His questionnaire was used in national basis on a sample of 25K to 50K students displayed that fifteen percent of the students involved now and then or more frequently in bullying (Olweus, 1989). In the same criteria nine percent of the students stand victims, and seven percent were bullying, on the other hand the criteria when changed to once a week or more, the results fall to three percent victims and two percent for bullying.

Olweus (1991) conducted a study using sixty schools in Sweden, survey based study reported that bullying problems had been more serious in Swedish schools as compare to Norway schools. Garcia and Perez (1989) examined ten schools in Spain used questionnaire from eight to ten years old, provided that seventeen percent bullied this term, the results shown that nearly one fifth of the schools population have the problem. On the other hand, in Australia report submitted that seventeen percent of boys and eleven percent of girls as being bullied "pretty often" or more in primary and secondary schools.

Salmivalli, Kaukiainen and Lagerspetz (2000) assessed only group aggression taking three secondary schools in Finland, by peer nomination and proposed six percent bullies and four percent victims. However, the results for UK do not see, excessively large in the light of data available for other countries, for a complete and accurate conclusion large amount of data is required. In the given circumstances, it clear now that the cases of bullying in schools is very high, and more info on the causes and correlates of bullying needed, and methods are required to decrease it, with regards to differences in age. Smith and Stephenson (1989) stated on variations in a sample of twenty six primary schools in Cleveland. They find a non-substantial impact of class size and large school, and a substantial impact of social deficiency. Though, the assessment only based on the reports of teachers bullying and need to be verified by data based on students' reports, which are more consistent.

The Impact of Bullying on Institutions Environment
According to Garrity, Jens, Porter, Sayger, and Short-Camilli (1995), bullying is still a threat to the school system and causes mental and physical distress for the victim. Students, instructors and the educational procedure are all directly harmed by bullying (Swearer, Song & Frazier-Koontz, 2001). The National Association of School Psychologists (NASP) and the US Department of Justice estimate that 156K students skip school every day due to fear (Lee, 1993). Hazler, Hoover and Oliver (1991) recorded that 2 out of 3 students have said that instructors are inefficient in coping with the issues of abuse. Since students believe like their teachers are not alert of issues, so the abuse sometimes tends to go unnoticed by staff, and cases of abuse are not called to the notice of an official until the case becomes extreme (Bryne, 1994). This response further perpetuates the abuse. Maslow 's learning hierarchy starts with stability. If a pupil is not relaxed with his or her learning environment, there would be no learning. Bullying has a strong detrimental influence on the school environment. This frame of mind might set for a person or for the whole institution. The hostile atmosphere of the building can be sensed and responded to by pupils, teachers, or any member of the school staff. Teachers and school administrators are the first line of support for students in the war on violence. Their intimate contact with students, and sometimes trustworthy relationships, can allow for rapid action. Teachers will have the instant effect that is expected to distract and discourage them.

Without their collaboration on this issue with the students, the bullies will start to perpetuate their mistreatment (Fried & Fried, 1996). As previously discussed, name-calling may be quite unchallenged, and hence teachers may not consider name-calling as a form of harassment. School staffs are required to model appropriate speech for children. The most efficient means by which teachers can deal with the issue of harassment is by developing upsurges knowledge and issue responsiveness; ensuring that there are least chances for acts of harassment to turn up; and providing student help, training and education to address the basic reasons of harassment (Besag, 1989).

The utilization of continued education programmers to improve teacher awareness is already proved to be efficient in coping with challenging students. Schools where administrations held their teachers skilled in communication strategies, gave guidance and encouragement to them, and told them of issues with their pupils, reported less reports of abuse (Stephenson & Smith, 1989). Integrating through-service training with subsequent assistance in the form of consulting is necessary due to the in-service training on classroom management issues is inadequate to bring about permanent improvements in teacher competence and intervention skills, while in-service

training paired with follow-up consulting is successful in bringing about substantial variations in teaching skills (Shapiro, DuPaul, Bradley, & Bailey, 1996).

Research Methodology
Combining several techniques and procedures to gather data needed for the problem's examination and resolution is known as a research design. It is a series of successive choices taken from a certain master plan with the intention of looking into the issue under consideration. This study employs a qualitative approach, utilizing primary data and analyzing the elements that contribute to name-calling. The various statements proposed for the collection of data among the selected participants have been analyzed qualitatively.

The population includes all the students of Educational Institutes in Mardan. The convenience sampling has been undertaken by distributing 220 questionnaires among the students of different departments. Total number of 220 participants selected for the study in which 124 male and 96 female participated. In the sample most of the participants were qualification of postgraduate, some are undergraduate and also some of them were teachers, the age of the participants ranged from eighteen to thirty five, but the model age selected was 25, having fifty percent of the total sample aged from 21 to 31 or more. A qualitative based statements have been constructed for the collection of opinion of the participants. Before proceedings the questions related to name calling preliminary items have been asked from respondents like name, age, gender and qualification. Then the interest of the study started regarding the nicknames and name calling from them in the society they are living. The overall question is related only to bullying (Name Calling). The personal data of the responded kept confidential. The collected data has been analyzed by SPSS version 22. Frequencies, percentages and other related tests.

Results
The results of the current study are shown in the tables appended. The total number of 220 questionnaires has been distributed amongst the students and teachers of Educational Institutes in Mardan.

Demographic characteristics
The below table shows the frequency along with percentage of the various demographic characters i.e. age, gender wise and qualifications of the respondents participated in the study.

Table 1:Demographic characteristics

Character	Frequency	Percent
Age		
18-22	81	37%
23-26	69	31%
27-30	56	26%
31 or More	14	6%
Total	220	100%
Gender		
Male	124	56%
Female	96	44%
Total	220	100%

Qualification		
Undergraduate	135	61%
Post graduate	65	29%
Teachers	20	10%
Total	220	100%

Questionnaire responses

From the responses concluded that 141 participants having 64% of the overall sample indicated unpleasant names calling and nicknames. They replied that no gender differences in the tendency of hurtful names. The experience of name calling by the recipient 141 recognized at least one name which was hurtful to them and 79 of the participants haven't experience the name calling in their life. In the response of hurtful names 52 (37%) participants endorsed as very and extremely hurtful and 95 (67%) having quite hurtful and greater. The responses regarding the feeling about hurtful name stood at 40, 62, 39 and 79 for Unhappy, Angry, and Embarrass & Ashamed, and not at all respectively. The names identified called by the persons in the life time of are single person 15, small group 79, many people 47 and no one called stood at 79.

Furthermore, the age at which the respondent has been teased or bullied statements 121 have been written the age and 20 other refused to written their name calling age. On the other side in case of years the same answers received from the respondents 121 written, 20 not written and 79 not called any name. In the case of bullying at school level referring to physical bullying 141 respondents shows that they are experienced with bullying at school level either primary, middle and higher level. The incidence of the name calling effects on a student attendances, social life, academic work, participation in activities and enjoyment in school stood somehow 126, large effect 15 and 79 nor effect as they are not experienced name calling. On the other hand 101 respondents stated they their incidence of name calling carried over outside the school also and 40 responded that the incidence closed outside school and 79 not called any name in the schools. At the end, last statement regarding coping the situation, talk to parent, talk to other children and physical revenge, responses stated 141 have done activity, zero stood at not talking about the incident and 79 not experienced the name calling.

Table 2: Weightage of the responses received

Statements	Degree	Responses			
Do you remember being called names when you were at school, at home, or in the community?	1.Yes 2. No	141	79		
If you can recall any names or nicknames, please write them down. Please list any names or nicknames that you felt were offensive or cruel.	1. Written 2. Not written	141	79		
How upsetting did the most offensive the moniker seem at the time?	1. Extremely 2. Very 3. Quite & Slightly 4. Not at all hurtful	30	22	95	73
What was your reaction to the name?	1. Unhappy 2. Angry 3. Embarrass &	40	62	39	79

	Ashamed 4. Not at all				
How many people tended to call you by this name?	1. One person 2. Small group 3. Many people 4. Not at all	15	79	47	79
When did you get this name for the first time?	1. Written 2. Not written 3. Not called	121	20	79	
How long did you go by this name? When did it cease, if at all?	1. Written 2. Not Written 3. Not Called	121	20	79	
At the institution, have you ever been the target of physical bullying?	1. Yes 2. No	141	79		
Did this moniker or nickname at the time affect your happiness, academic performance, friendships, attendance, or involvement in extracurricular activities?	1. Yes, somehow 2. Yes, large effect 3. No	126	15	79	
Did the name-calling or moniker persist outside of the institution?	1. Yes 2. No 3. Not called	101	40	79	
Did you handle the issue by doing any of the following? Speak with the instructor, Speak with a parent, engage with other kids, or face physical retribution?	1. Yes 2. No 3.Not Called	141	0	79	

Discussion

A significant part of the responses received in the study reported that they are experience the name calling or teasing the overall results shows a negative feeling caused by name calling and bullying, leads to anger, shame unhappiness and embarrassment. Most of the students are in view that their academic performance, enjoyment of life and living among friends are affected very badly. Respondents seem to have feeling unhappy with name calling. As majority of the respondent 64% reported with verbal aggression, name calling. Child Line (2000) reported in his studies that 62% of the participants having verbal revenge and very little told to others, the action suggested by most of the schools policies. Name calling lasted for most of the years in the life but the key issue is the degree, to which they hurt, on the other side the result reported in the study have no longterm effect on the personality but can affect the academic performance and enjoyment of life. However, in the case of moderately effects of name calling negative experiences provided by the respondents, in the category of extremely or very hurt. The mostly hurt reported are at the early stage of the life in primary school level or middle level schooling. The name calling connected mainly with physical bullying. They results shows a consistency among the respondents that the overall effect of name calling linked with academic performance, social life of the person, friendships and participation in the activities. The more serious the case with respect of findings of the study they are mostly like to tell about their name calling experiences, and very few of them ignoring the issue. In the sample of 220 most of the

participants reported name calling as mort painful still for them. No such evidence found that the intensity has been reduced or upsurge.

Bullying is an aversive action at the moment, and can have significant effects on its victims, as demonstrated by calls to the children's social assistance program 'Child Line' (Howarth, letter to The Independent, January 30th, 2000) and media reports of cases involving suicide-driven children. In eliciting vivid memories of aversive experiences, this research have shown that a section of adults indicate that the consequences of verbal types of bullying can be permanent. In general, there was a small propensity for verbal and physical abuse to be connected, while this association was greater for those who were most wounded by name-calling. Participants recalled that their education was unhelpful, and this is representative of the limited percentage of those who told the teacher. The figures who report finding support are limited, but this course of action is highly advocated in guidance to children who are victims of abuse. These results need to be considered in the light of the fact that participants are remembering a time when abuse has happened.

Kowalski (2000) not duplicated the study, according to him females are not attract to names related to their physical appearances, but the name-calling like animals etc have a great impact on them. Name-calling is more transient, sometimes said in a moment of rage, and the term can be used to describe a wide range of individuals. Therefore, the abuse that football referees receive is related to their job and not to them personally; it affects all officials and stops when they are not doing their duties. The situation, however, may be more complicated; whereas racial name-calling is frequently used to refer to members of ethnic groups, its persistence may render it psychologically akin to a derogatory nickname. Questionnaires that differentiate between nicknames and name-calling should be used to better investigate this issue. Although the length of the name-calling experience documented in this study suggests that the names were functioning as nicknames, more research is necessary to fully understand the effects on social and personal identity.

Conclusions

Bullying in school is undoubtedly a serious and widespread issue. According to other studies, if bullying is not addressed, there may be major repercussions for both bullies and victims (Olweus, 1991). It is hard to comprehend how these alleged bullying levels could be deemed appropriate in any manner. A significant portion of the disparity in bullying by age, gender, geography, and school appears to be due to opportunity. Boys and older students are more likely to bully in unsupervised settings, most commonly at schools with unclear policies and an environment that does not assist victims. There seems to be little improvement in the number of bullying incidents recorded or in attitudes toward victims in the later years of the respondents. It's possible that the decline in bullying complaints as students become older is due to their greater capacity to withstand bullying. There are a number of indirect signs of the significance of school environment, even if this study does not explicitly link it to anything. In conclusion, a significant percentage of the survey participants remembered being the target of nicknames and name-calling as a very painful experience that was still viewed negatively. To sum up, our item-level study thoroughly investigated the percentages and frequencies across a range of bullying assessment aspects. In terms of measuring and evaluating bullying, victimization, and bystander engagement among school-aged adolescents, the results showed a varied landscape. This study also identified clear trends pertaining to different evaluation domains.

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