

Role of Netflix in Highlighting the Consequences of Bullying Among Teenagers: A Case Study of 13 Reasons Why

Sobia Naseem¹

Rabia Naseem²

Hina Naseem³

¹*University of Lahore – Lahore*

²*University of Engineering and Technology – Lahore*

³*Minhaj University Lahore – Lahore*

Abstract

This research study entitled Role of Netflix in Highlighting the Consequences of Bullying among Teenagers: A Case Study of 13 Reasons Why aims to investigate the role of media purposely Netflix in highlighting the consequences of bullying among teenagers. The qualitative study has been conducted by the researcher using an analytical methodology. As a theoretical framework, the researcher has considered Marshal McLuhan's theory "Medium is the Message." For exploring the impacts of bullying, 13 Reasons Why (Netflix season) has been taken as a case study as this season emphasizes highlighting the strong impacts of bullying on protagonist Hannah Baker. Findings suggested that Netflix via 13 Reasons Why plays a role of critical impact in creating apprehension regarding the impacts of bullying among teenagers. It features various sorts and hurtful outcomes of bullying. It additionally brought into the spotlight the reasons for turning into a bully. Lastly, it suggested strategies against this social evil among teenagers. Recommendations of the study is centered on the need to examine the developing culture of bullying among teenagers (college and university students) and to hold sessions for the awareness about bullying to prevent the youth from the dangerous impacts of it.

Key Words: *Bullying, Consequences, Netflix, Social Evil, Teenagers*

Author's E-mail: naseemsobia3@gmail.com

Introduction

The influence of different social media platforms is observed widely among citizens across many social evils including child's negative attitudes (media development investment fund, n.d.). Netflix is the video streaming platform. It has provided a platform to highlight many issues regarding teenagers which people usually do not discuss openly and one of them is bullying as Smith, (2018) in his commentary over "Types of bullying and Types of intervention" says that a few years back it was common to respond towards bullying that it was a natural part of growing up and children must learn to deal with it but now this thinking towards thinking has been changed. Frequent forceful conduct, in which an individual in a place of authority consciously hovers, manipulates the other fellow emotionally or physically is known as bulling. It occurs in all societies for long time. Children start to shape a primary perception of maltreatment. Later on, it starts continues and increases till it extends its ultimate which is to harm others (Dickerson, 2005). Bullying is taken as a familiar practice of ferocity in every age but *13 Reasons Why* focused on teenage. Shahria et al. (2015) testified that bullying has damaging impressions on academic performance. It contains an intricate issue in teenagers' lives. This

destructive issue disturbs all students, either victims or bullies. There lies a difference between aggression, teasing, and bullying. Forceful conduct or aggression is strife that might be purposeful or inadvertent. This may occur indirect or in indirect forms. It can take numerous structures, including verbal, physical, and social. In aggression, the victim is usually one's own self. There exist two types of teasing one is constructive and the other is destructive. Constructive teasing strengthens the closeness, fondness, and friendship with someone and gives more solid grounds whereas destructive or negative teasing estranges, scrutinizes, and humiliates the other individual. The other fellow who is being poked becomes upset and it brings negative impacts on friendships with other fellow mates. The worst form of teasing eventually results in bullying. Broad research has been conducted in order to highlight this developing culture of bullying, especially among teenagers specifically in New Zealand, Australia, and the United States. Results of the research work highlight the havoc consequences of bullying. Many of the research studies about the concept of bullying bring into the limelight not only the impacts of bullying but also the causes of it and solutions for rooting out this social evil which has become a new trend among teenagers. Causes like poor educational

development and its fulfilment may bring out introverted conduct, truancy, low confidence, disturbed mindset, sadness, and suicide. Despite the perceived antagonistic impacts of such conduct, a great part of the ongoing exploration proposes that discipline committees at colleges and universities failed to accomplish their planned results. As a result of this failure, this is leading towards the event that is the emergence and expanding new types of bullying. This incorporates "digital bullying" where mental harassing dangers are intervened ways off by means of electronic specialized apparatuses instead of up close and personal contact.

The researcher of the present study focuses on this widely renowned problem among teenagers that is bullying and still, it remains a neglected problem. Research studies on this particular issue highlight both long and short-term destructive outcomes. Bullying has the link to rage, hostility, fierceness, and uttering problems. Later problems include law-breaking and corruption. In order to avoid these glitches, it is significant to derive an effective awareness plan.

This study aims at dealing with the following research questions:

1. What distinct role has Netflix played for the awareness of

teenagers' bullying through its season, *13 Reasons Why*.

2. Why do people bully in the light of "*13 Reasons why*"?
3. How has Netflix contributed to devising strategies against this social evil of bullying?

Objectives of the Study

1. To describe the Netflix presentation of the phenomenon of teenagers' bullying?
2. To explain the psychology of becoming a bully?
3. To point out the role of media (Netflix) in devising strategies against social evils like bullying?

Methodology

The present researcher investigates a season *13 Reasons Why* developed for *Netflix* by *Brian Yorkey*. The methodology in this study is adapted by considering the selected topic. The present researcher explores and explains the phenomenon of negative consequences of bullying using Marshall McLuhan's theory "Medium is the Message." Methodology in this study is based upon qualitative inquiry because the goal of this research is the exploration of the consequences of bullying in the light of *13 Reasons Why*. This particular *Netflix* interprets the outlook, conduct, and choices of the bullies

and victims of bullying majorly *Hannah Baker* who commits suicide as a result of experiencing excessive various kinds of bullying. The analytical approach will be employed for script analysis of the season. The primary source employed in this research is the reading of the novel and then watching the season on *Netflix* by the researcher because it has the potential to be interpreted and integrated with the consequences of bullying. The secondary sources include the printed and online critical articles and websites providing information regarding the role of social media platforms, bullying, and season *13 Reasons Why*. The research tool is a content majorly dialogues and plot analysis that will help to interpret the season. The data of this research is collected by reading novels, watching seasons, and different research articles available online related to bullying.

Theoretical Framework

The theoretical framework used for this research is Marshall McLuhan's theory "Medium is the Message." "Many things were revealed about education and media during last four years while making the observation, McLuhan (1967), commented on what he has said or written earlier. He clearly associated media with the environment commenting that as the environment

has all the biological and geographical impact, similarly, media is impacted by all these factors and it shapes the medium. A researcher criticized my observation "the medium is the message," simply by saying: "McLuhan means that the medium has no content." This criticism brought a useful and obvious revelation reinforcing my idea that the content of any medium is its user. It is evident that the user or content of any medium is completely conformed to the character of a man-made environment. His entire sensory life arranges its hierarchies and dominance in accordance with the environment in which he operates.

The Medium is the Message

McLuhanism, one of the most well-known and commonly misjudged, however, stays as evident today as it was in the time of TV. McLuhan's theory depicts the perspective that the impact of the medium itself is more significant than the substance it conveys; that each medium, from lights to PCs, passes on a message to its clients.

The new Electronic Interdependence Recreates the World in the Image of a Global Village.

The manner in which the internet has compressed a tremendous world, considering the prompt transmission of data from one side of

the globe to the next, keeping individuals associated regardless of topographical separation resulted in introducing the concept of "Global Village". McLuhan was explicitly indicating to electronic media molding aggregate, "tribe"- based temperaments.

Tools Shape us as we Shape Them.

Facebook is invented by Mark Zuckerberg. Any individual who became an adult or was brought into the world after his innovation will be somehow or another "made" by it. An extensive range of informal communication stages succeeds it. Presently, we have significant associations with individuals and brands online just as "authenticity." Coming generations won't recognize the two.

The Phase of Automation is Going to be the Phase of 'do it Yourself.

The reality of this expectation has been particularly badly designed for the holders of conventional media, for example, magazines and newspapers, just as advertisers who've needed to alter from regular "push"- style communication. Everybody has become a reporter because of blogging. Any individual can deliver a proficient quality of film or music by using computer programs like ProTools. Customers, like social

media and message boards, do not submissively acknowledge promotions by advertisements that have been mentioned to them what they need.

Results and Discussions

Teenagers' utilization of the net and access to media has changed significantly over the previous decade with the improvement of portable advances, for example, cell phones and tablet PCs, and the expansion in gushing media content, such as Netflix. These progressions have empowered exceptionally individualized surveys of focused substance at home, in school, and with companions. While all people are affected by these new improvements, there has been a lot of talk and worry about the effect of media on teenagers explicitly, because of their one-of-a-kind formative stage.

In recent years, there has been an acknowledgment that three measurements can impact how media influences youth: the individual purchaser, the substance devoured, and the setting of the media utilization. On account of the individual, formative contrasts can impact how the substance influences the watcher. For instance, more youthful watchers are less prepared subjectively to process a portion of the intricate messages and visual

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altering in media, and may not see a portion of the social settings portrayed in media content. Teenagers, while more intellectually progressed than little youngsters, are in an extraordinary formative stage because of their elevated egocentrism and expanded inclination to take part in hazardous practices. In this way or the other teenagers are affected by the seasons they watch on Netflix. Other research recommends that the impacts of these shows are affected by parents' correspondence at home. Inside and out, these discoveries underscore the significance of understanding young people's impression of character likeness and reliability, considering guardian youngster associations, and the person's home condition.

An article published by The Education Hub prepared by Cara Swit, a senior lecturer at the University of Canterbury who currently teaches in early intervention, child and family psychology, and positive behavior provides the reader with four essential characteristics of bullying under the article names as "What is Bullying" to differentiate it from the normal aggressive attitude of a child and those four characteristics are:

Bullying is always mean, judgmental and harmful.

Bullying is ongoing and is always on daily basis.

Bullying is carried out on function with the objective to cause harm, fear, or distress to another person.

There is a perceived or real power imbalance between the perpetrator and victim.

Olweus's (1978) study was activated by the suicides of a few youthful casualties as a result of bullying. Olweus tried to bring into consideration one of the basic cause of bullying is the difference of authority between bully and victim. This power difference plays a tremendous role to encourage the bully to find more victims.

Parker and Asher (1987) highlighted the damaging concerns of being bullied in early school education including adjustments or complications at the middle level. This also adds to the greater chances for a child to quit school out of fear of being bullied badly by seniors. Lawrence and Adams (2006) proposed that bigger action has been taken against this developing culture of bullying which is present between the elementary and the high school years. They suggested that bullying experienced during the early years of education and the middle school grades continues into college.

Espelage and Swearer (2003) Adams et al (2008) recommended that the impacts of bullying on exploited people were enduring; the present examination researched whether casualties of bullying at the school level have chronicles of being bullied all through the school years. The way of bullying is intricate, including numerous components. There is no single causal factor for a domineering bully to choose one or numerous unfortunate victims, yet the people who are already battling socially to "fit in" and who seem unbalanced in different social settings are significantly more helpless against bullying. There is likewise no single factor for a person to turn into an unfortunate casualty.

Ihsanullah, (2019) cites Afroz and Shafqat (2015) research that concludes that bullying habitually occurs in our day-to-day routine, for example, in school, college, or university. A ceaseless issue influences students in negative ways as a whole, particularly the casualty who turned into a subject of bullying, the individual who bully, and the individual who becomes the victim of it. Bullying has different forms in which it occurs including verbal, jokes, dangers, deriding, scrutinizing, annoying, actual assaults, and looks. Bullying has numerous sorts, from actual assault; verbal abuses, and scares (verbal bullying); taking out, insulting, and negative image

spreading regarding any individual (social bullying); electronic incitement utilizing texts, messages, or web media (digital bullying). Physical and digital bullying is regularly a major pressing issue, verbal and social bullying are more experienced by the students.

According to The Annual Bullying Survey (2017) carried out in the United kingdom 42% reported being cyberbullied on Instagram, while 37% in Facebook, 31% in Snapchat, 12% in WhatsApp, 10% in Youtube, 9% in Twitter, and 3% in Tumblr.

Sirly, & Novitasari, (2017) state that bullying is a particularly key issue in our schools and society since it impacts an enormous number of students of all races irrespective of genders and it has negative impacts on their socioeconomic statuses. The negative effects of bullyings to the characters who get tormented, research results found low mental prosperity, unfortunate social change, and no reaction to the bullying.

At last, the review setting is likewise significant and customarily understudied with young watchers. We know from reports that guardians keep an eye on co-see media less with their more established youngsters than more youthful kids, which means teenagers are bound to watch media content alone or with peers, in contrast with more youthful kids.

With the expansion in increasingly individualized innovation (e.g., tablets) and spilling on-request content, the review setting in which youth watch shows has changed significantly from only a couple of decades prior when projects were looked as a family on the lounge TV on the night the program circulated. Today, youth and grown-ups can choose substance and watch the same number of scenes in a single sitting as they possess energy for conduct that has been named glut survey, and which is frequently connected with Netflix programs. As of late created diversion media from different makers focused on deciphering, responding, and reacting to media messages can contrast in contrast with more youthful youngsters and grown-ups. Past age, singular contrasts among young people can impact how the watcher deciphers the message of any media introduction just as how they draw in with media. Note that this specific age of youths additionally is adapting to elevated levels of pressure, gloom, and uneasiness which may impact the effect of media messages.

Along these lines, to analyze how the individual, the substance, and the setting of review identify with these various results, this examination inspected how teenagers and their folks, just as youthful grown-ups, responded to extreme theme

amusement media that spotlights on wretchedness, tormenting, suicide, and bullying. In particular, this examination inspected how teenagers and youthful grown-ups are affected by bullying, identified with, and were allegedly impacted by the famous Netflix arrangement *13 Reasons Why*, a show that highlights intense points in its story.

In the 21st century Netflix's season *13 Reasons Why* has opened the entryway for social media and families to talk about teenagers' life and issues related to this particular phase of life. In particular, the sorts of social bulks that happen for youngsters. The hatred among teenagers is found in lobbies, school transports, playgrounds, on the web, and something else, just as bullying is one of the most upsetting issues for teenagers. Research Northwestern University (March 2018) proposes that season, *13 Reasons Why*, brings about many operative effects on young people. The research was authorized by Netflix, for the most part since they needed to follow up on a portion of the outcomes.

71% of adolescents and youthful grown-ups found the season relatable, and about seventy-five percent of the teenage audience said that the season made them discuss their issues frankly with parents and teachers. *13 reasons why* made them

feel progressively great to stand against bullying using constructive ways. Over half contacted somebody to apologize for how they had treated them. 75% of adolescents said that become conscious about how they treat other fellows and improved their behavior not only within the premises of the college but outside the institution. This season reduces the communication gap between children and parents. 66% of guardians requested to have discussions with all characters to talk about how to get deal with this social evil and Netflix has arranged talk shows for its viewers.

13 Reasons Why is a story of a teenager *Hannah Baker* who becomes the victim of different kinds of bullying by her classmates as a result of excessive bullying she killed herself but before she died, she recorded 13 tapes explaining the 13 reasons for her committing suicide.

Different forms of bullying have been highlighted in this particular season. Hitting, bumping, pushing, spitting, whipping up, stealing, or causing damage to someone's property falls under the heading of physical bullying. Attitudes that come under verbal bullying are calling with unpleasant names, sarcastic remarks, mocking to hurt someone, frightening or humiliating someone, racist or sexist comments, and harassment for

example *Alex* writes *Worst Ass* for *Jassica* and the *Best Ass* for *Hannah*. *Hannah* faces sexual bullying from *Bryce* which she recorded as "*My ass was smacking with a cupped hand. Then, Bryce said "Best Ass in the Freshman Class, Wally. Standing right here in your store!"*" (tape 2, side A). *Hannah* basically recorded 13 tapes just before committing suicide as in those particular tape recordings, she explains 13 Reasons behind her suicide and all those connected to bullying. Social bullying others at social level appears in different forms for example barring others from the gathering, sneaking or spreading bits of gossip, setting others up to look absurd, and harming fellowships; treating individuals seriously in view of their personality, such bullying *Hannah* faces from *Justin Foley* which she considers her first true boyfriend, she records it as "*I am sorry. That was not fair. Ready, Mr. Foley? When you reach the end of this tapes, Justin, I hope you will understand your role now. Because it seems like a small role now, but it is a problem. In the end, everything matters. You had no idea what you were doing – what you were truly doing*"(tape 1,side A) . Passing or spreading bad jokes about religion or conviction is to make someone feel bad about how they communicate in classrooms etc. Treating others gravely on the grounds of their gender is making somebody feel awkward in

light of their sexual direction. Treating somebody severely as a result of his/her appearance (for example weight-based prodding) or social class (e.g., not having name-brand garments or assets). Electronic correspondence lets youth interface with one another in a wide range of ways. Hacking someone's account or sending requests from fake accounts just to tease someone psychologically is a dangerous form of electronic bullying.

Impact of Bullying

Those who suffer from this social evil called bullying by and large experience a wide scope of post-awful indications, for example, youngsters turn out to be less capable or distorted to relate emphatically to the school and to different fellow mates. This is the result of psychological or physical exploitation by friends; for instance, it is asserted that in many cases teenagers do not want to attend high school or college due to the dread of being tormented. It might influence the concentration perimeter of certain teenagers at high school and obtain effective information and aptitudes being granted at high schools or colleges.

It might influence the both physical and emotional conditions of certain youngsters, leaving destructive marks on the present and future of the victimized students. It

may possibly cause serious hurt in terms of trusting other fellows for friendship. It has been affirmed that short- and long-term mental damage can come about because of tormenting even leading to suicide as Hannah records in tape 4, side A "*The kind of lonely I'm talking about is when you feel you've got nothing left. Nothing and no one. Like you're drowning and no one will throw you a line.*" in worst cases of being bullied. This incorporates the damage to an individual's socialization or diminishes an individual's readiness to get comfortable with other fellows. The impacts of bullying, especially on the psychological health and prosperity of those involved, including spectators, can proceed much after the circumstance is settled.

Negative Impact of Bullying on Student's Educational Accomplishment

Al-Raqquad, H. K et al (2017) conducted research about the impacts of bullying on students' academics with respect to teachers' points of view. They selected 200 teachers from Amman West Area in Jordan. A self-administrated questionnaire was distributed and then collected as sample subjects. Results of this research clearly indicate that bullying exists in every school either governmental or private and it affects the victims who suffer from this but

at the same time bullies are affected too.

Bullying has a major influence on the academic results of teenagers. There is a considerable relationship between the victim of bullying and his/her academic performance. This is directly linked with the level of bullying. Merciless bullying may result in failures in academics, not only poor results. Bullying also results in developing a dreadful fear among teenagers. They feel unsafe at college and stop attending the classes on regular basis or coming to specific subject classes since they feel that they are perilous; in this manner, they can't focus which draws away their attention from their scholarly achievement. Bullying breaks down the connection between students' hard work and their will to get better in academics. Different research studies have concluded that bullied or victims of bully have lower scholarly accomplishment in ninth grade and bullying impacts are bigger in all the upcoming events of victims and those impacts are progressively extreme. Bullying that is physical was seen as a predominant harassing component.

Teenage boys want to be bullied more than females as they want to feel more powerful than any other around them. Results of several pieces of research represented that guys were increasingly associated

with bullying, in contrast with their female fellows. The male bullies were from rustic schools and families with low salaries. The present examination subsequently uncovered that the financial foundation of a young person may contribute massively to transforming a teenager into a bully. There exists a strong link between depression and bullying. Research studies over this issue of bullying exposed a noteworthy and affirmative association between depression and bullying. This Greater level of depression has a higher level of bullying among teenagers.

Why do People Bully?

Liu and Graves (2011) proposed in their research that the issue of bullying is an intricate issue since it includes three components: (1) bully aims to cause hurt either emotional or physical to satisfy his/her ego, (2) variances of the intensity of power between the bully and target also become one of the major cause of bullying because bully considers this his/her attribute, (3) reiteration of the bullying (conduct) after some time is analyzed as previous impacts and natural variables related with menace conduct. Different studies related to bullying found that early conduct in youngsters is probably going to proceed all through development and improvement, recommending that early pre-bullying conduct could be

valuable in distinguishing future domineering oppressors.

Juvonene et al (2003) presumed factors like sexual orientation and race both assumed a huge job in bullying. Furthermore, they found that area of the event is likewise something that should be considered while constructing compelling rules and regulations for rooting out this social evil among teenagers. The examination shows that male teenagers were twice as liable to fall into bullying as compared to female teenagers. Female teenagers have delegated ruffian targets 3% of the time, whereas male teenagers were graded as bully-exploited people 10% of the time.

As a whole bullies carry a superior civic class among their fellows. The firm approaches to set up by colleges against this tormenting issue and its various types (verbally abusing, prodding, and so on.) are probably having less of these issues. By and large, there is no solid explanation that why one particular teenager bullies the other classmates, however, one of the potential causes out of many reasons can be a disappointment, the teenager must be facing the same issue bullied at home. They must not have any good character to follow as an example of good conduct with other beings.

Maltreatment at home, disregard at home, undue impact (terrible gathering of companions), or the youngster has a lead issue. At times guardians have had terrible encounters with schools when they were in their teenage, or have never taken in the right conduct when they were growing up. Misuse and disregard can be a hazardous circumstance for schools to be associated with however ignorant childhood in terms of developing nice and humble conduct with others can become a major cause of that why someone adopts such a bullying attitude.

Netflix's Contribution

Netflix, with the help of the series *13 Reasons Why* questions Anti-Bullying Laws among teenagers at the college level. It gives a detailed inspection of bullying. The audience concludes that the series is all, substance abuse, sexual assault, suicide, bullying. But there is also a hidden aspect of this season and that is a failure of anti-bullying laws. Failure of these laws deepens the bullying problem.

So, this season must be appreciated for best approach for reducing bullying is to teach teenagers how to deal with it on their own, and only to actively help those who are truly incapable of

learning to help themselves. This season also gives a silent message to college discipline management that they must keep their eyes open round the clock to prevent failures of their set rules and regulations.

It gives a clear message to adults they must listen to the problems of teenagers without prejudice because as with age adults pretend as they were too wise while they were once teenagers. This is also one of the root causes of bullying that parents or teachers listen to judge their children and students. It is clear the Netflix drama has strongly influenced adults to start listening without judging. As one of the characters said that when one indicates about it and shares the issue of being bullied, it becomes easier to solve the problem. Teenagers must know, that it is OK not to be OK.

Lauricella, A. R. et al (2018) research concluded that such tough topic programming can be of help to teens in America and young adults as they deal with the depressive issues occurring in their lives. Additionally, these results emphasize the impending magnitude of media exposure and adolescent-life portrayals in the lives of young people. It also illustrates how rough topic media can influence conversations, information seeking, and attitudes among adolescents and young adult viewers.

On March 22, 2018, a morning show *The Rahny Taylor Morning* show indicates the positive impact of *Netflix Season 13 Reasons Why*, among guardians who watched the show and examined it with their kids, 56% revealed that the show made it simpler for them to have discussions about intense points with their youngsters and that it provoked them to discuss subjects like gloom, suicide, tormenting, and rape with their kid. Teenagers detailed discussing a scope of significant subjects in the wake of watching the show, including steps you can take on the off chance that you are being tormented (54%), or feeling discouraged (42%), how to recognize the indications of psychological wellness (41%), and how to know whether somebody is experiencing gloom (47%). Teenagers revealed that the show helped them feel progressively great discussing these troublesome points with companions, guardians, guides, and instructors. This season *13 reasons why* that has streamed on Netflix shows different individual features of the viewer's influence and their reactions to the show. Among different conclusive aspects, it has been found that differences in the teenagers who have been facing communal nervousness were tended to like the season more than the viewers who are facing lower tension with respect to social anxiety. Teenagers with social tension in their

minds report searching out data about intense themes and feeling increasingly great discussing extreme subjects specifically in the wake of watching *13 Reasons Why*. Thinking about these distinctions, it is essential to consider this one-of-a-kind attributes when contemplating how introduction to the show identifies with watcher results.

Conclusions

The study concludes to highlight the role of media with respect to bullying among teenagers. Netflix has attempted an excellent effort for rooting out this social evil through its season *13 Reasons Why*. The researcher concludes that various intensities of bullying exist between teenagers either in colleges or universities. Another finding by researchers is that bad academic results of the victims with intense emotional and mental illness are caused by adolescent maltreatment. This torching behavior of bullying affects not just the victims of bullying incidents, but also the bullies themselves. It has been found that bullying leads to the prediction of depression even among bullies. The act equally leads to anti psychosocial behavior such as smoking, drinking and involvement in violent behavior in later life. Available data indicates that the concept of bullying is on the rise among teenagers. However,

despite the alarming increase of bullying incidents in most countries, strategic policies have yet been implemented by countries in combating the menace. Bullies were thought to be immune to depression, however recently emerging studies suggest otherwise concluding that bullies are equally affected by this social evil. The pathetic situation bullies find themselves in stems from the fact that symptoms of depression for them remain latent and as such may be very difficult to diagnose. The implication of being unable to diagnose depression among bullies early may be disastrous and, in some situations, may lead to suicide by the bully. Therefore, emotional support and care should be extended. This research suggests that teachers and the college/university management in Pakistani social set up have to take strong and different measures with the target of eliminating the adverse effects of this social evil. Educators who are associated with handling discipline issues among students should coordinate with the students, who become the victims of bullying consciously or unconsciously. Discipline managers or committees need to establish plans/sessions to give awareness and concealing to the students both victims and bullies.

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