

MS Research

**THE MEDIATING ROLE OF BULLYING ON COMMON MENTAL
PROBLEMS AND CRIMINAL BEHAVIOR AMONG YOUNG WORKSHOP
WORKERS**



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WORKERS**

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DECLARATION

I, **Mr. Basit Ali Khan**, Registration No. **502-FSS/MSCP/F23** student of MS in the subject of Psychology, session 2023-2025, hereby declare that the matter printed in the thesis titled: **“The Mediating Role of Bullying on Common Mental Problems and Criminal Behavior Among Young Workshop Workers”** is my own work and has not been printed, published and submitted as research work, thesis or publication in any form in any University, Research Institution etc. in Pakistan or abroad.

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RESEARCH COMPLETION CERTIFICATE

Certified that the research work contained in this thesis titled “**The Mediating Role of Bullying on Common Mental Problems and Criminal Behavior Among Young Workshop Workers**” has been carried out and completed by Mr. Basit Ali Khan, Registration No. 502-FSS/MSCP/F23 under my supervision.

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DEDICATION

This thesis is dedicated first and foremost to my loving parents **Mr. and Mrs. Ameer Khan.**

Their unwavering faith in my abilities and their constant encouragement have been the pillars of strength throughout my academic journey. Their sacrifices and hard work have always been a source of inspiration for me. I am eternally grateful for their love and support. Furthermore, I dedicate this thesis to my best friends and colleagues who have stood by me during this journey. Their camaraderie, emotional support, and intellectual insights have enriched this experience for me. Lastly, I dedicate this work to all those who believe in the power of knowledge and the pursuit of truth. This thesis is a testament to the fact that every dream can be realized through determination, hard work, and a thirst for knowledge.

TABLE OF CONTENT	Page
List of Tables.....	(i)
List of Figures.....	(ii)
List of Annexure.....	(iii)
Acknowledgement.....	(iv)
Abstract.....	(v)
1. INTRODUCTION	1
1.1 Problem Statement	10
1.2 Significance of the Study	12
2. LITERATURE REVIEW.....	15
2.1 Objectives of the Study	22
2.2 Hypothesis of the Study	22
2.3 Conceptual Framework.....	23
3. METHODOLOGY.....	24
3.1 Research Design.....	24
3.2 Sampling/Population.....	24
3.3 Operational Definitions.....	24
3.4 Instruments.....	26
3.5 Procedure.....	28
3.6 Data Analysis	29
3.7 Ethical Consideration	29
4. RESULT.....	31
5. DISCUSSION	34
5.1 Limitations and Suggestions.....	37
5.2 Conclusion.....	37
REFERENCES.....	40
ANNEXES	52

List of Tables

Table No.	Table Heading	Page No.
01	Descriptive values of Bullying, Common Mental Problems, Criminal Behavior among young workshop workers (N=150)	31
02	Correlation of Bullying, Common Mental Problems, Criminal Behavior among young workshop workers (N=150)	32

List of Figures

Figure No.	Figure Note	Page No.
01	Mediating role of Bullying on Common Mental Problems and Criminal behavior	23
02	Path analysis of bullying as a mediator between Common Mental Problems, Criminal Behavior among young workshop workers (N=150)	33

List of Annexes

		Page No.
Annexure-A	Informed Consent	52
Annexure-B	Demographic Sheet	53
Annexure-C	Mental Health Inventory (MHI-38)	54
Annexure-D	Self-Report Delinquency Scale (SRDS)	56
Annexure-E	Forms of Bullying Scale (FBS)	57

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ABSTRACT

This study discusses the mediating status of bullying in the correlation between common mental problems and criminal behavior among young workshop workers. With the help of the correlational and cross-sectional research design, the data collection was carried out with the help of standardized self-report measures and the data were analyzed to understand the direct and indirect effects between the study variables. The findings revealed that bullying was a significant and positive predictor of criminal behavior, with an extended result showing that the higher the bullying, the more the criminal behavior. It was also revealed that common mental problems were significant and had a negative relation to bullying. Nonetheless, on controlling the mediating role of bullying, common mental problems did not show any direct relationship with criminal behavior. The model was found to explain 12.56 percent of variance in criminal behavior. This research has provided a deeper insight into the role of social dynamics in the workplace by exploring bullying as a mediating aspect in estimating how mental health issues relate to criminal behavior. The results are supposed to be used in formulating specific workplace interventions, mental health services, and crime prevention plans to young employees working in informal workshop environments. This study can also be useful to the policy makers, mental health practitioners, and employers who may wish to have a better understanding of how psychological health can be encouraged to lower cases of crime among young employees.

Keywords: Criminal Behavior, Bullying, Workplace, Common Mental Problem

INTRODUCTION

Young workshop workers are a disadvantaged group of the labor force exposed to physically challenging labor, long working hours, financial instability, and unsafe social conditions. These circumstances put them at a greater risk of experiencing the most prevalent mental health issues, such as anxiety, depression, emotional misery, and mental tension (Patel et al. 2007). There is often underreporting and under-treatment of mental health in young workers due to the prevalence of mental health issues in informal working situations where healthcare services and awareness regarding mental health are inaccessible. Studies have continuously established a high level of correlation between mental issues and criminal or delinquent conduct. Psychological distress may lead to poor judgment, more impulsive, less control of emotions and therefore more likely to commit antisocial or criminal behaviors which include violence, stealing and substance abuse crimes (Fazel and Danesh, 2002; Agnew, 2006). These risks can be further escalated among young workers because of workplace stressors and negative interpersonal experiences.

Bullying is one of such important interpersonal factors and the phenomenon that has historically been researched in the school setting yet has come to be considered a severe problem in the workplace environment. Workplace bullying is a situation in which one is subjected to recurring instances of harassment, intimidation, humiliation or aggression and has also been associated with negative psychological effects, such as depression, anxiety and anger (Einarsen et al., 2011). The young and inexperienced employees are most susceptible to bullying because of the lack of power and the fear of losing a job. Also, aggressive behavior and delinquency have been linked to bullying implying that bullying may facilitate the occurrence of criminal behavior (Olweus, 1993). Although there is an increasing number of studies that connect mental health issues, bullying, and criminality, there is a dearth of studies on how the three interact in an informal occupational setting. In particular, the mediating role of bullying in the relationship between common mental health issues

and criminal behavior in young workers of the workshop is still a poorly studied issue. This mechanism is critical to comprehend it in order to design effective workplace interventions and mental health prevention programs. Thus, the proposed study will explore bullying as a mediator between mental health issues and criminal behavior among young workshop employees as a contribution to the theory and the possible solution.

Workshop

Workshop is a common term that is used to describe a place where things are manufactured or repaired. (Graham, 2015). A place, where raw material with the help of equipment and tools are used to repair or manufacture things. As such, an automobile workshop is a facility where simple car repairs are being performed by auto mechanics or motor vehicle mechanic (Jubril, 2011). The automobile workshop is a small-scale business because it has the specified features. According to Fetherston (2009), automobile is self-moving and is mostly used on the public roads. According to the definition by George (2002), automobile was defined as a self-moving vehicle with internal combustion engine and generally having 4 wheels, used for transportation of people and goods. We, therefore, have cars having 4 wheels and may have up to 6 passengers with including or excluding drivers; wagons and buses, which transport more than 6 people; pick-up vehicles or mini trucks or large trucks based on their different sizes and types according to designs; SUVs that are used to drive in muddy or snowy areas (Fetherson, 2009). Another aspect of life that is significant but not well researched among adolescents is work which has significant implications on the development and well-being of adolescents. The relationships at work, especially with seniors and colleagues are important factors to teenagers. So far as these relations may be negative as it is in the case of workplace bullying, it may have far-reaching and lasting effects on teens.

Young Workshop Workers:

Most of the employed persons aged 15 and 24 years are paid in the formal economy. These young workers, similar to adult workers, are exposed to physically dangerous work, they suffer work-related injuries and engage in occupational safety actions aimed at ensuring the safety of them and their co-workers (Koehoorn et al., 2008). The young Australian males who perform in the construction sector are twice more likely to commit suicide compared to other youths in Australia. This population is also at a risk of having a poor mental health and alcohol and other drug related harm. Past studies have also reported that there is a bullying culture in the industry, and it targets mostly apprentices and newcomers to the industry (Ross V et al. 2021). In construction apprentices, the workplace bullying has been associated with substance use upsurge, deficient mental health and avoidant coping mechanisms (Riggall M, 2017).

Criminal Behavior and Common Mental Problems

The root causes of criminal behavior lie in adolescence (Caspi A. 2001). The connection between criminal behavior and mental problems is much more complex than acknowledged, breaking of law cannot be determined by mental illness; however, it is one of the criminogenic risk factors that interact to influence human behavior (Sociology Compass, 2014). Victims of bullying are mostly described as withdrawn, emotionally upset, and have poor social understanding; they mostly come from lower socioeconomic status families. (Tippett N. 2014). Some studies also reported that bully victims had a higher risk for mental-health issues. Youth population have more risks for mental health problems; skilled workers working in construction industry face routine workplace bullying which leads to poor mental health (Allison et al. 2025). There are strong associations between psychological distress and workplace bullying in skilled workers (Ross et al. 2021). A quarter of Australian skilled labors suffer bullying in the workplace, and that workers were at high risk of mental health problems. Bullying in workshop workers was notably related with

greater psychological distress (Ross et al. 2021). Studies have reported of increased levels of anxiety and depression among youth (Wathelet et al., 2020). Young workers are at high risk of bullying and harassment (Pidd et al., 2017). A lot of studies show that bullying at workshop settings has a direct negative impact on depression in workers (Einarsen et al. 2003). Victims of bully are associated with severe symptoms of mental health issues, which include self-harm and violent behaviors. It has long lasting effects on adolescents that can persist until early adulthood and that also contributes to victims' mental health issues (L. Arseneault et al. 2010). A child who is being a repeated bully at small ages predicted with psychological disorders in early adulthood (Sourander et al. (2010).

Human development is dynamic interrelation among various environmental and personal factors, for example; school, home, and neighborhood, as conceived by Social Ecological Theory. Bullying could be influenced by relationships with peers, teachers and families and not only as the result of individual characteristics (Hymel S, 2015). Wolke D, 2013 found in his studies that those individuals who encounter to bullying in adolescence, had higher risks for poor mental health in early adulthood.

According to studies, victimization has been associated to psychological issues, reduced concentration, low self-esteem, and fear of attending school in children of up to secondary schools (Boulton and Underwood, 1992). Adult antisocial development has been attributed to bullies (Olweus, 1994). Studies of Salmon (1996) showed that bullying was associated with depression, Slee (1995b) studied that female bullies had a poorer perceived health, and Rigby (1993) enhanced health complaints among men bullies. There is, however, a dearth of literature about the correlations of bullying and victimization in mental health, and similar research is hard to locate. The victims are also likely to be peer isolated (Perry, 1988). Victimization will most probably result in a significant uproar, and has been known to be a protracted process which is even replicated in new

environments (Boulton and Underwood, 1992); will probably be viewed as a prolonged misfortune and peer lack of support. Chronic misfortunes and the inability to get support of the social network have been linked to depression (Harrington, 1994). Therefore, there is a possibility that mental illnesses could start with victimization. Conversely, Hodges and Perry (1999) also found out that internalizing problems led to become a victim, a factor that further enhanced subsequent internalizing symptoms.

Causality between mental health complaints and victimization can be in both directions. The initiation of the bullying of other people can be suggestive of the psychological issues of the bully, rather than the outcome of exposure. This ought to be manifested on various mental health issues amongst bullies and victims. An above description victim would fit the internalizing type of person and it would be anticipated that a victim in any age group would present with such symptoms as say depression, anxiety and psychosomatic. Eating disorders in adolescence may also be internalizing disorders, and it may be anticipated to relate to victimization. In the full-scale analysis of the bullying studies by Olweus (1994), provocative victims have been described as a mix of anxiety, aggression and lack of concentration, which is likely to attract much negative attention on their side.

Bullying

The intention to hurt or harm someone, imbalance of power, an unwarranted use of power, the obvious enjoyments of the aggressor and, as a rule, the feeling of being oppressed of the victim has been described as bullying (Rigby K. 2005). Besides having severe negative outcomes on the victims involved, bullying also has dangerous consequences on far more expansive scales, such as family life, education, and health (McDougall & Vaillancourt, 2015). Much research has been carried out on bullying but very little in Pakistan. Only within the last years, bullying was recognized as a phenomenon that influences the mental health of students. Regrettably, it's yet to be taken very serious and anti-bullying programs should be encouraged to combat such phenomenon as

sooner, otherwise aggressive behavior among bullies and low self-esteem among victims would be an irrevocable aspect of their personalities (Bogart LM, et al. 2014). They all have certain features in common: bullying is viewed as intentional, recurrent, negative behavior that it may take different forms. One of the fundamental aspects is also that bullying is about a disparity of power between the bully and the victim. According to past studies, physical, verbal, and relational bullying are some types of bullying (Elinoff MJ et al, 2004).

Verbal bullying is more prevalent as compared to physical bullying among teenagers of both genders (Delfabbro, 2006). It has been pointed out that bullying may be regarded as collective process such that there is social relation and role in the group (Salmivalli, 1999). Bullying is a situation in which one or more of the following occurrences are repeated to a person who struggles to prevent the recurrence of similar situations; an action of making fun of or teasing someone, telling lies, or spreading rumors about someone to make him not liked by others, intentionally leaving someone out or not letting him participate, hitting, kicking or pushing something around, deliberately hurting it, destroying or stealing the objects of someone with an intention of hurting or making someone not like it. NOT-bullying is when teasing is done in a pleasant, jocular manner as two individuals of equal physical strength quarrel or battle (Shaw, 2013). Despite the fact that some definitions of workplace bullying are applicable in different settings, it is accepted that two essential aspects are present: (i) negative acts that are repeated and persistent in the perpetrator and (ii) perceived inequality between the perpetrator and victim (Ross, 2020). Bullies are between 2-5% and equal number of bullies/victims are found in adolescence (Copeland, 2013).

Bullying is seen in the areas where a person has no control over the group he would like to belong to. The habitual victims of bullies are those who react emotionally (e.g. cry, run away, are upset) and lack someone or few to defend them (Wolke D. et al. 2015). Over the years, various researchers on the study of organizational behavior and human resource management have tried to

explain how the work environment and employee relation contribute towards work performance and behaviors. Workplace bullying has become a phenomenon that has attracted good attention of various researchers, scholars, and practitioners. Specifically, as an issue of theoretical and empirical research, workplace bullying has been studied in a great variety of dimensions, among which are the nature and measurement of bullying, its precursors, and its implications on employees and organizations (Einarsen, 1999; Samnani, 2012).

Over the past 30 years, workplace bullying has become a thoroughly studied subject in the realms of psychology, organizations, and laws (University of Melbourne, 2019). In a recent study, it was observed that 30 percent of apprentices who were bullied and 20 percent who were severely bullied had low financial security, workplace stress, were not supported in education and training, and stigmatized mental health (Ross, V. 2021). Furthermore, a study by Pidd (2017) reported that the apprentices who were subjected to regular workplace bullying had a greater risk of poor mental health outcomes as compared with the age and gender population norms. Bullying is the repetitive injury that adolescents have towards each other, where power imbalance exists (Olweus, 1994). Bullying is differentiated with other aggressive behaviors because it has three components. To begin with, bullying is committed between people of the same age; may occur among the youths or among adults. Most of the evidence that has been presented in favor of the association of experiences of being bullied with mental health issues is either contemporaneous or in the short term. This brings about the probability that the signs of mental illness issues are transitional and vanish with the end of bullying. In case such is the scenario, interventions should be directed at preventing bullying and not alleviating distress in young victims since symptoms will vanish as soon as the bullying is prevented. (L. Arseneault et al. 2010). Bullying can be aggressive in nature whereby the aggressor can attack or steal objects and threaten using a weapon; direct bullying may be verbal aggression that includes name calling, humiliation in the presence of others, and

intimidation; indirect bullying may also be relational and it may entail spreading rumors, social rejection, being shunned by peer groups and being ignored. Older children are less likely to discuss their victimization, only half of children were able to confess to someone. Physical bullying features boys more often. The presence of bullying effect negatively boys in terms of psychological and social adjustment, increased physical health issues, and worst emotional and social adjustment (Vanderbilt, Augustyn, 2010). Bullying is a complex phenomenon, which is not simple to quantify. The most popular method of quantifying bullying behaviors is by means of personally surveying or interviewing about the experiences of bullying. The issue lies in the fact that the same phenomenon might not be discussed by adolescents and researchers (Kyriakides L et al, 2006). The most popular bullying questions used in WHO also provide a definition of bullying, which should be provided to the respondent before the question requiring him or her to specify the frequency of being bullied or a bully within a specified time span (King A, 1996). Another possible study of victimization is by listing various aggressive actions and asking the respondents to rate how frequently and how they have been subjected to each of them (Vaillancourt T. et al, 2008). The idea of victimization due to bullying is often linked to depressive affect and other disorders, which is often discussed in the public, as it has been assumed that bullying causes a person to be depressed. Depression and its recurrence can be moderated or mediated by the presence of losses, abuse and the persistence of conflicts or frustrations (Birmaher B, 2007), and the events of trauma, including victimization to violence, exposes the children and adolescents to depression (Laugharne J, et al. 2010).

Bullying victimization is likely to be a measure of abuse, conflict and frustration. Traumatic experiences caused by peer relationship like bullying can be traumatizing to the extent of resulting in depression particularly in the adolescent stage when peer relationships are of paramount importance (Larson R, et al. 1991). The mediators between victimization by bullying and psychiatric outcomes (as is the case with depression) may be increased emotional dysregulation and

decreased self-esteem (Turner H, et al. 2010). This can be a pointer that the relationship between depression and victimization is mediated by past psychological disorders. Conversely, it is also possible that depression is the cause of the perversion of processing social information: such as depressive adolescent with negative self-perception may look forward to the behavior of another social agent being rejective or hostile and may interpret it in a social interaction that others would otherwise take to be neutral or even positive (Prinstein M, 2005). Lastly, there is also a possibility that social skills and ability to defend oneself are also impaired in depressed adolescents and thus they are easy targets of bullies. The effect of depression on social skills in adolescence is known (Lewinsohn P, 1998). Bullying victims have been noted to be subservient and exhibiting a sense of low self-esteem and of helplessness (Scholte R, 2007), all attributes that predispose them to victimization, but could equally predispose them to depression (Sweeting H, 2006).

Bullying is a difficult phenomenon to measure since it is complex. Surveys or interviews are mostly the common methods of measuring behaviors by asking individuals about an experience of it. The issue is that adolescents and researchers might not discuss the same experience. The description of the experience measured could be added to the questionnaire to increase agreement between the researchers and the subjects of surveys on the definition of bullying (King, 1996). Victimization through bullying can also be examined by enumerating various aggressive acts and asking the respondents to respond to the experience which they have been victims of and how frequently. By adding a description of bullying to interviews or surveys, reported victimization is reduced and reported bullying is increased (Vaillancourt T, 2008). The other way to measure bullying behavior is the use of informants except the child himself. Voting to involvement in bullying has been done through peer, parent and teacher nomination, however, individual incidences might be perceived differently by the bystanders and the parties involved. Comments that are supposed to be playful teasing can pass off as bullying, say. It has been opined that there is low

level of consensus on the incidence of being bullied and victimized between informants (Wienke Totura C, 2009). Nevertheless, in peer nomination, the information on bullying is founded on the scores of various informants that can enhance reliability. When assessing bullying, data is usually aggregated by use of numerous informants. This can be applied in making the measurement more valid. Nonetheless, the self-report and peer nomination can measure different qualities (Cornell D, 2006). Although the methodological issues are present, self-perceived bullying should also be studied. Mood may also be influenced by the feeling of being victimized by bullying, although this perception is not always true.

1.1 Problem Statement

Young workers in a workshop are a population that is often sidelined in the research and policy. In most of the developing and industrializing societies, workshops, including automobile repair shops, metal fabrication units, carpentry shops and mechanical workshops, employ a large number of the young people, of low-income background, with minimal formal education, experience and are subject to challenging working environments. Such environments are usually marked with extended hours of work, job insecurity, job threats, work hazards, and verbal abuse. These circumstances provide a favorable environment in the emergence of widespread mental health issues, such as anxiety, depression, stress, low self-esteem, and emotional dysregulation.

There is a strong support of the connection between mental health problems and criminal behavior in the literature. The untreated distressed individuals are likely to perform maladaptive coping mechanisms, poor decision-making, impulsivity, and emotional reactivity which are all linked with higher participation in criminal and other antisocial actions. The criminal behaviors of youth working in workshops can be in various forms and they may be theft, interpersonal violence, fights on the street, and substance related crimes. But most of current studies have considered school going youth, prison populations or samples of urban communities but very little research has

been done on workshop workers. This literature gap limits the knowledge regarding the interaction of work-related stressors and psychological vulnerabilities to create crime. Another aspect that has not been explored well in this relationship is bullying. Bullying does not only take place in schools, it may also be done in the workplace, particularly in the informal sectors where there is less regulation and power inequities are prevalent. In the workshop setting, bullying can be expressed through verbal bullying, humiliation, calling of names, making threats, physical attacks, social banishment, and peer coercion by bosses, older employees, or colleagues. This is prone to young workers because they are less powerful, less experienced, and fear to lose the job. Being victims of bullying as well as being bullies have both been linked to increased psychological distress such as anxiety, depression, anger and the sense of helplessness. Bullying also has the effect of normalizing aggression and antisocial behavior, reducing inhibition against committing crime as well as strengthening bad behavioral patterns.

Although there has been an increased awareness that workplace bullying is a severe occupational and mental health concern, the possibility of the mediating role of mental health problems and criminal behavior has not been well studied. By mediation, it means that bullying can be a channel in which psychological stress can be transformed into criminal acts. Indicatively, when a young worker is feeling depressed or anxious, he or she will be an easy target of bullying, which will further fuel anger, frustration, and alienation and increase the chances of committing crimes such as violence, stealing, or using drugs.

Alternatively, people with pre-existing mental health issues can also be bullies themselves and in a bid to take control or to endure their distress, they will strengthen behavior patterns of aggression that will spill over to the criminal behaviors that are not meant to be at the working place. Considering such gaps, it is of paramount importance that systematic studies are developed that examine the correlation between prevalent mental health issues and criminality among young

workers in workshops, with a special focus on the role of bullying as a mediator. This paper aims to address this gap by providing empirical research on the role of mental health issues in causing criminal behavior and whether bullying is a critical process in that behavior. The study will create a context-specific body of knowledge by targeting this neglected occupational group that can be used to drive workplace mental health initiatives, anti-bullying programs, youth crime prevention campaigns, and social support networks.

The gap in this study is that very little is known about the complex psychosocial processes that link mental health problems to engagement in criminal behavior by youth employed in workshops. The absence of research that may view bullying as a mediator variable has thwarted development of effective preventive and rehabilitative interventions. The suggested research, therefore, will provide empirical evidence with regard to such a relationship and contribute to the improvement of the theoretical and practice-based interventions to improve mental health outcomes and reduce criminal propensity among this vulnerable population.

1.2 Significance of the Study

The study is of considerable theoretical, practical, social and policy importance since it deals with a vital although under researched domain in the science of psychology and criminology. The research can add valuable insights by exploring the mediating effect of bullying in the connection between common mental health issues and criminality among young workers at the workshop, which is not limited to personal well-being only but to work safety, crime prevention, and societal development.

The majority of current studies of mental health and crime have focused on a sample of school-going adolescents, the population of prisons or the sample of the urban community. The research underscores the relevance of the already existing psychological theories like the General Strain Theory, the Social Learning Theory and the Stress-Vulnerability Models to informal workplaces by

concentrating on young workshop workers. Moreover, the research contributes to the development of the conceptual knowledge of bullying as a mediating variable as opposed to independent or outcome variable. Past studies have tended to consider bullying as an effect or a reason behind mental health issues. This research, nevertheless, places bullying as a factor in which mental ailments can guide criminal action. This contribution to the theory is important as it can be used to narrow down on causal models and enhance the comprehension of intricate behavioral mechanisms and thus give a less simplified framework to be used in the future.

The practical value of the research is high especially to the employers, the owners of the workshop, the supervisors, and the labor organizations. The findings can be used to create specific workplace interventions by revealing the interactions between bullying and mental health issues to affect criminal behavior. These can be the anti-bullying policies, training on conflict resolution, mental health awareness, and peer-support within workshop settings. The research provides a mental health practitioner and a social worker with useful insights concerning the certain psychological risks of the young workshop workers. The awareness of the role of bullying may provide professionals with a more effective counseling and intervention planning that targets not only emotional distress but also behavioral risk. It is particularly crucial in an environment where mental health services are limited, and criminal behavior cannot be triggered by the development of psychological issues, which can be addressed at an early stage.

The results of this study can contribute to minimizing the stigmatization of mental illnesses as well as criminal acts. The study also presupposes a more understanding and knowledgeable person to grasp the problems of young workers who are frequently marginalized and misunderstood, as long as it is put into the perspective of a more social and occupational context. This has the potential of supporting community-based interventions instead of punitive ones. The findings can help policymakers to create laws and policies that prevent the young workers against workplace bullying

and psychological damage. One aspect that can be seen to promote the development of safer workplaces is the evidence-based recommendations, especially in the informal sector which in most cases is not legally formalized to safeguard the workers. Instead of using punishment and imprisonment as the only efforts, the findings can be used to promote preventive measures by addressing mental and workplace conditions. This is in line with the current policy insights that focus on rehabilitation, early intervention and community-based prevention initiatives.

Also, the findings of the study can be applied by the public health authorities to develop awareness campaigns and outreach programs that impact the young workers in high-risk workplaces. This may be through stress management, emotional regulation and healthy coping programs, which will decrease the possibility of bullying and crime. This study is a very important gap to the literature since it was based on an understudied population and context. The results may be used as a basis of future comparisons of the research among various occupational groups, geographic areas and cultural backgrounds. The research also paves way to longitudinal research which is capable of investigating the long-term consequences of bullying, psychological issues and criminality. The research demonstrates the significance of psychological well-being among young employees, stating that mental health is a very significant aspect of personal growth and social performance. A better understanding of these problems may result in interventions that help to improve self-esteem, emotional strength, and positive behavioral patterns in young workers of workshops. By providing the proper mental health assistance to young people and protecting them against bullying cases, there is a higher chance of them having healthy relationships in their families and communities. This works towards better family units and minimizing the impacts of crime and mental stress to relatives and dependents.

This research has multidimensional value to theory, practice, policy, and social well-being; fills a gap in the existing body of knowledge and offers a basis of understanding on which suitable

interventions may be developed because the study explored how bullying mediates the relationship between common mental health issues and criminal behavior among young workshop workers. It is hoped that the results will help formulate policies, enhance practices at the workplace, support mental health services better, and eventually lead to the mitigation of criminal behavior and the creation of healthier and safer societies.

LITERATURE REVIEW

Numerous cross-sectional surveys of adolescents in various countries and in various stages of adolescent development have shown that there is a relationship between being victimized in bullying and depression self-report, and being bullied and suicidality (Brunstein Klomek, et al. 2007). These studies have employed a number of depression scales and varied self-report questionnaires and the peer nomination method independently have shown that cross-sectional studies have correlated victimization as a result of bullying and depression. Cuevas (2009) examined psychiatric diagnosis as a predisposing factor to the various types of victimizations in adolescents. Depression was not dealt with independently. A structured questionnaire was used to gather information on parents who reported having contacts with treatment as a result of nine different psychiatric diagnosis diagnoses and victimization by different incidents. The study established that a psychiatric diagnosis was more likely to result in victimization by various forms of assault, such as bullying, in kids and adolescents. Luukkonen et al. (2010) examined relations between psychiatric diagnoses and bullying among inpatient adolescent psychiatric patients. The diagnoses were provoked during the structured psychiatric tests, and bullying participation was considered as self-reported during the psychiatric assessment. Victimization by bullying was also linked to internalizing disorders among boys though not in girls. Regrettably, the separate study of various diagnoses under the internalizing disorders was not done. In a separate study, Luukkonen et al. found that bullying victimization was linked to suicidal behavior in females, but not in males, of

psychiatric adolescent inpatients (Luukkonen et al. 2009). Subsequent research has proposed that bullying victimization is a factor preceding of affective, behavioral, and psychosocial issues in the near and far future. Conversely, antecedents of victimization of bullies have been identified to be internalizing and externalizing problems (Sourander A et al. 2007). Fekkes et al (2006) demonstrated that psychosomatic, depressive and anxiety symptoms occurred as a result of victimization in a preadolescent sample. In one such population study, victimization due to bullying was found to have a direct and an indirect role in risking depression among teenagers aged 10-17 (Turner H, et al. 2010).

Certain studies have also not observed relationships between the victimization due to depression and bullying. In boys, the victimization by bullying at early years of age did not relate to depressive or suicidal outcomes at the age of 18 years (Brunstein Klomek, 2007) and Kim (2005) observed none relationship in either way between victimization or victimization perpetrated bullying and depression or anxiety. Subsequent studies of victimization in bullying and depression have utilized various approaches to measuring the depression and victimization, but the results are relatively same regardless of the measures. Both short- and long-term studies have largely implied that being bullied leads to the later increase in depression risk. It has also been established in most studies in case the path-way between depression and subsequent victimization has been observed. The study of victimization and bullying has long been based on overt aggression. In recent years, scholars have discovered an input to a social oriented type of victimization and aggression (Crick,1995). Unlike physical aggression which damages other people by hurting them physically or by the threat of hurting them physically, indirect aggression damages other people by damaging their peer relationship or by threatening to damage their peer relationship (Crick, 1995). Additional sex differences in aggression are less conspicuous in inclusion construct of aggression that has been encompassed by indirect aggression. Further, girls tend to employ indirect (or relational) aggression

as compared to overt aggression, which is likely to be so because indirect aggression hurts the goals that are of special importance to girls (Crick, 1995). So far, studies have not investigated indirect aggression in bullies and victims. On this matter, Crick (1996) have discovered that both male and female children refer to relationally aggressive behavior as being hostile and fairly common occurrences. Bullying in its definition is a social relationship (though negative), prevalent in the presence of others, social anxiety was measured specifically (Craig, 1995). Silverman, (1995) postulate that decisive aspect of anxiety is the repetitive exposure to stimuli where one is taught that there is likelihood of danger or harm. It is then deducible that anxiety can be the consequence of being repeatedly exposed to bullying that could lead to physical or psychological damages. The worst and most common concern of children in the two to six grades was personal harm (Silverman, 1995). Moreover, the concerns about their friends and peers included being rejected, not invited to the social activities, and betrayal. Most organizational literatures that have addressed workplace relationships in general and detrimental relationships like bullying and aggression in particular have been inclined towards the adult or full-time employment in organizations whose workforce is usually adults in nature (Keashly L, 2011).

Since minimal research has been conducted on bullying in the workplace among adolescents, a scarcity of prevalence information exists. But we can derive a sense of the rate of exposure by looking at the numbers of adult subjects and of prevalence by occupation and work status. Nielsen et al. (2008) in their review of the international literature conclude that 1 out of 10 workers are exposed to workplace bullying. Indicatively, the European Working Conditions Survey (EWCS) in 2010 gives rates of overall 4.1 with country rates of less than 1 in Poland, Bulgaria, and Italy with a nearly 10 in France; between 10-14 percent according to US records (Tucker S, 2006). These rates are applicable on direct targets. When the witnesses are included in the victim net, the figures of exposure to workplace bullying increase dramatically. In a representative sample of nearly 7000

workers in US, 12.3 percent said that they had observed the other beings bullied at the workplace within the last one year (Lutgen-Sandvik P, et al. 2006). To this, the 12.6 percent that reported having been bullied in the same period, nearly a quarter of the working adults in America have been the target and victims of bullying in the workplace within a 12-month time frame. In terms of age, young employees seem to have the same exposure rates as compared to the older employees. The age group of 50 to 49 years and 30 to 49 years records a minimal difference in the reports of the EWCS (4.2% and 4.3% respectively), however, the age group 50 and above records the figure of rates of 3.7 (Eurofound, 2010).

A 2010 study by Zogby Survey of nearly 2600 adults who work in workshops revealed approx. the same results with employees older than fifty years (9 percent) being less exposed than the other age categories of 18-29 years and 30-49 years (WBI Survey, 2010). The younger people showed more bullying than the 30-49 years old category of age group and above fifty years age group. Nevertheless, in these surveys the young workers included adolescents and young adults. The two groups are very different when it comes to the social and cognitive level of development and the cause of the bullying is not determined because the prevalence rates of these representative polls could be underestimated. The idea of source is commonly linked to the dissimilar exposure and impact (Hershcovis MS, et al. 2010). Therefore, there is going to be different rates depending on the actor. Indicatively, North American studies have established that bosses were more of the perpetrators of emotionally abusive conducts among young workers and equal were the adult workers who claimed bosses and coworkers as perpetrators (Keashly L, et al, 1994, 2006). Organizational insider aggression (coworkers and supervisors) has the greatest impact and therefore the highest effects on the workers than customer and public aggression (Dupre KE, et al. 2006). The role of hostile behaviors by the supervisors is more damaging than that of coworkers (Keashly L, 2002). Considering the developmental work that characterizes adolescence, the possibly special role

of work and consequently work relationships in them, and the tendency of teen workers to be more affected by the work, teens can actually be more susceptible to bullying than adults. Baillien et al. (2009) postulate three intersecting pathways of workplace bullying namely interpersonal, intrapersonal, and intragroup.

Antecedents at the individual and work levels are involved in being the cause of these processes or having an impact on how employees deal with the issues posed by these processes. One of the ways is intrapersonal pathway where stressors and frustration are the result of workplace bullying and the methods employed by employees to handle them. Studies on this context center on personal traits that can increase susceptibility to become a victim or likelihood to become an aggressor. The characteristics of relevance are relevant in that they can either influence what the person perceives to be happening or cause effective and behavioral responses that are provocative to others or make them appear to be an easy target of displaced aggression (De Cuyper, et al. 2009). Those who have the predisposition to have negative affect like fear, anger, and depression have the highest levels of hostile treatment (Milam AC, et al. 2009). On the same note, the most relevant actor traits linked to elevated aggression include those linked with anxiety and poor perspective-taking ability and lack of self-reflection (Einarsen S, et al. 2011). What is intriguing about these traits is that they overlap in describing these traits as such where the negative emotions predominate over other age groups (Carstensen LL, et al.2000). It is also a phase in which emotional regulation and control is also still in the development process.

Since effective management of emotional states is the keystone to success in interpersonal relationships and in dealing with stress, in general, the adolescent group is at risk of interpersonal problems. The relevance of anger is of special significance because it has been linked to an expression of aggression (Grandey AA, et al. 2002). In such a way, one can even say that the adolescents can be more vulnerable to anger or other negative emotions and that this can serve as

the motivation not only to their behavior but also to how they think other people behave. To illustrate, the study of the experience of abusive leadership by teen workers indicates that teens might view the leader behavior more negatively (consider it abusive or bullying) and, therefore, more adversely affected by it.

Adolescents also tolerate aggression and violence more as a way of solving frustrations (Tucker S, 2006). Research on young workers revealed that anger was the most common emotion displayed in relation to the perceived mistreatment and also found that young workers tended to display anger in form of aggression compared to older workers (Dupre KE, et al. 2006). Therefore, the evidence indicates that teens are more inclined to view or interpret the behavior of others as hostile and may also be more inclined to act aggressively, as a result of their emotional competence. Interpersonal path-way is an avenue where bullying in the workplace can be attributed to interpersonal conflict that is poorly handled and leads to an explosion i.e. dispute related bullying (Baillien E, et al. 2009).

During heightened conflict situations, all people are involved in more antagonistic and destructive behavior (Keashly L, 2011). Such conflicts turn into bullying circumstances when one of the sides becomes particularly incapable of keeping the defense, but the other one pursues a more punitive direction. In fact, active attempts by the target to solve the problems usually fail and failure is often accompanied with the growing negative influence on the target (Richman J, 2001). Since work is a relational phenomenon, performance at work requires that one develops and manages relational relationships well, hence, being able to handle conflict. There is an indication that adolescents have scarcely received training in positively solving interpersonal conflict (Weitzman, 2001). As far as teenagers lack either the competence or the belief in their power to cope with differences or to communicate their issues in a constructive manner, the conflicts may also grow in terms of violent interactions. This kind of interaction may expose the teens to the danger of being

victimized or becoming bullies. Organizational pathway is the pathway where the bullying at workplace is an outcome of characteristics of an organization that facilitates/triggers bullying. These are evident significant findings to be put into consideration when studying the experiences of adolescent workers in bullying.

Recent studies among working adults have indicated that workplace bullying may have a bad implication on family and friendship since such individuals suffer the strains of having to support the targeted loved one and frustrations of being unable to transform the circumstances of the target persons (Hoobler, 2006). This strain may be transferred into more conflict within or without the family or friends and thus interfere with important social support which is necessary in assuring the target to cope with the current employment situation. Such tension and discord can be even more worrisome in the case of teen workers whose family and relationship with peers are crucial to the proper development of identity and attainment of autonomy. The adult literature on bullying records bullying behavior, which evolves into problem behaviors as a self-medication strategy to cope with mental and emotional challenges caused by being a victim of workplace bullying (Richman J, 2001). Youth employment studies offers that sexual behavior and overall delinquency would be an option to analyze (Staff J, 2009). These habits have long-term consequences of adulthood adjustment. Regarding school results, a study of sexual harassment at work discovered a school avoidance and academic withdrawal (Fineran S, 2009). Even though the disruption of school is a severe event in itself, having an impact on school engagement, workplace bullying can also have a secondary impact on the future career.

For adolescent workers self-efficacy is also an important term to be explored. There is a negative relation between self-efficacy and victimization (MacMillan, 2004); job stress affected self-efficacy of young workers at 4-9 years (Mortimer JT, 2004). Lubbers (2005) studied that the self-efficacy influenced the performance at job and even the physiological health after a period of

time (Lubbers R, 2005). Such given results give a sense that adolescents who are exposed to bullying at workplace may face important long-term health and well-being issues and also implications in their relationship with others and especially with close relations, academic performance, and behaviors at work (Frone MR, 1999). As mentioned, older workers may be less affected by the job experiences than adolescent workers due to their relative experience and social competence. Therefore, the mentioned effects can be more destructing for youth workers, however, there are some of the factors that may control such impact at a moderate level. As applied to adolescent workers, this study concludes that the impact intensity may be lessened to the level that work does not be seen as a main part of the overall identity by adolescents.

2.1 Objectives

- To explore the relationship between common mental problems and criminal behavior in a population of young workshop workers.
- To determine the types of criminal behavior (e.g., theft, violence, substance-related offenses) exhibited by young workshop workers.
- To determine whether Bullying mediates the relationship between common mental problems and criminal behavior.

2.2 Hypothesis

- There is a significant relationship between Bullying on common mental problems and criminal behavior among young workshop workers.
- Bullying mediates the relationship between common mental problems and criminal behavior among young workshop workers.

2.3 Conceptual Framework

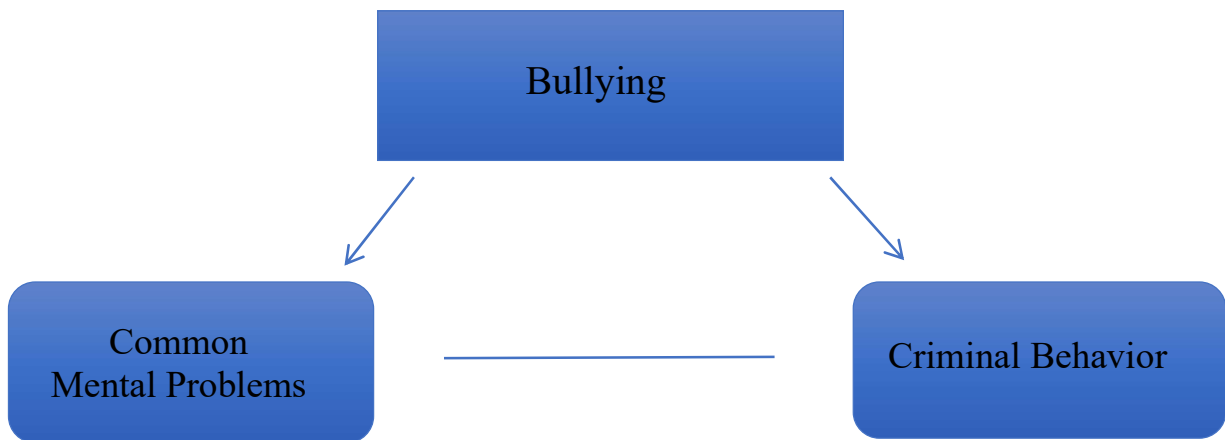


Figure 1. Mediating role of Bullying on Common Mental Problems and Criminal behavior

METHODOLOGY

3.1 Research Design

A correlational and cross-sectional design was applied to explore the relationship and effect of bullying on common mental problems and criminal behavior.

3.2 Sample/Population

The sample size consists of 150 individual males. The sample was taken from young workshop workers (aged 14-21 years) employed in auto-repair, carpentry, and other manual labor workshops may or may not using substances. The Purposive Convenient Sampling used to collect the data from participants.

3.2.1 Inclusion Criteria

In this study male participants/workshop workers of ages between 14-21 years and currently employed in workshops for at least 6 months were included.

3.2.2 Exclusion Criteria

Workers who were unwilling to participate in the study and those who were at administrative jobs at workshops were not recruited.

3.3 Operational Definitions

3.3.1 Bullying

There are cultural variations in the definition of bullying, in most instances bullying is considered as a systematic misuse of a power wherein one individual repetitively assaults another that is premeditated and which is characterized by an imbalance of power (Olweus D, 1991). This aggression may be either physical, verbal, relational (i.e. social), or even cyber based (Gladden, 2014). Those who perpetuate the bullying include bullies, the victims, and the victims who bully other people as well as the victims of the bullying (Radford L, 2005).

This has been established to have long-term consequences of bullying that have the potential to continue well into adulthood. Bullying is included in conduct disorder hence the rationale of the combination of psychopathology and criminality makes sense (Wolke D, 2014).

3.3.2 Common Mental Problems

Defining mental health and mental health problems is difficult due to impact of continuous variations in youth subcultures in terms of behavior and priorities. The World Health Organization defines mental health as

“a state of well-being whereby individuals recognize their abilities, are able to cope with the normal stresses of life, work productively and fruitfully, and make a contribution to their communities.”

There are more groups of the population that were more likely to have common mental problems; adults living alone, women living in big households, adults not in employment, those receiving benefits and cigarette smokers. These correlations agree with the fact that Common mental problems are ranked more likely in the presence of higher social disadvantage and poverty. Common mental problem can be mild or severe and is usually related with physical and social problems (Goldberg, 1992). They may lead to physical disability and issues with social and occupational functioning and are an important cause of distress to an individual and a surrounding (Kessler, 2002).

3.3.3 Criminal Behavior

Multiple biological, psychological, and social factors, including genetic predisposition, mental health problems, socioeconomic status, and environmental factors are often found to act as influences of criminal behavior (Farrington, 2005). Criminality and other behaviors are complex outcomes of reciprocal interaction between the biology, psychology, and social environment of an individual (Focquaert, 2018). Akers and Sellers (2013) indicate that various criminological theories

can be used to explain criminal behavior such as social learning theory that says that a person commits crimes by watching and replicating others.

Poverty, bad families, and violence are some of the environmental factors that allege to the prevalence of psychological problems. These issues may culminate in occupational rehabilitation, criminal activities, and low mental condition which might result in criminal propensity.

The negative connotations of Mental Health in Pakistan are so numerous that most of the population cannot find it easy to seek mental health help. To make the situation even worse, there is a lack of proper access to mental health services, and there are no steps taken to ensure that marginalized groups are treated.

3.4 Instruments

3.4.1 Mental Health Inventory

Mental Health Inventory is a 38-items scale developed by C. T. Veit and J. E. Ware in 1983. It is used to measure psychological distress and well-being in general, and encompasses both positive and negative facets of well-being (cheerfulness, interest in and enjoyment in life) and negative facets of mental health (anxiety, depression). This code set is applied to indicate the choices that an individual can make on the Mental Health Inventory (MHI-38). The individual will be asked questions regarding the past month, and only one response of the question is possible. The response scales will be 1-6 with various labels being applied to different questions on the form (like Always, All the time, Extremely so and Never, None of the time, Not at all). Lower score means that individual response to the question is more positive whereas the higher score indicates a more negative response. In certain questions, the score 1 will be used to represent an improvement of mental health and in other questions, the score 1 will represent deterioration of mental health.

3.4.2 Self-Report Delinquency Scale:

The Self-Reported Delinquency Scale (SRDS) developed by Naqvi and Kamal (2008) was used to distinguish between individuals with high and low self-reported delinquent tendencies. The scale operated on the hypothesis that a higher score numerically was more indicative of the participation in delinquent behaviors and the lower score was more indicative of a less frequent participation in the same. The SRDS is a set of 27 items in a positive wording format with a five-point Likert-type response scale that is 0 (never), 1 (10 or more times in life). All the items evaluate various areas of delinquent behavior, which include stealing, drug use, aggression and breaking the rules. The overall score scale includes a range of 0 to 108, whereby, the higher the score the higher the tendency to delinquency. The internal consistency of the scale, which is a significant measure of reliability, was estimated by the analysis of pilot studies and appeared to be .85, which indicates a high positive correlation of individual items with the total score. This large reliability coefficient indicates that the SRDS is stable in its measurement of the desired construct of self-reported delinquency.

3.4.3 Forms of Bullying Scale (FBS)

In 2013, Shaw et al developed Forms of Bullying Scale (FBS). One of the psychological instruments that are used to determine the different types of bullying in schools and social setups. The scale is structured in a way that the perceptions of students or other participants focus on the perceived forms of bullying they experience or witness and the frequency of the same (Olweus, D. 1993). It incorporates questions that encompass physical, verbal, social and cyber bullying. The scale measures different types of bullying including physical violence, verbal attacks, social isolation and cyberbullying. It has questions concerning various types of bullying and their occurrence, which gives a multidimensional concept of bullying (Hawker, 2000).

3.5 Procedure

This research was conducted in a number of systematic activities that guaranteed proper data gathering and complied with the ethical guidelines. The researcher found several workshops that utilized the usage of the young workers including Automobile repair shops and Manufacturing workshops. Access to the workers was granted by the workshop owners but they had no say in the recruitment process so that they did not influence participation. The study contacts were approached one by one, and the aim was presented to the participants using simple and straightforward language. Individuals who accepted the participation were supposed to sign an informed consent form. A researcher stressed the importance of confidentiality, anonymity, and voluntary participation prior to the administration of any research tools. The data collection was done on-site at the workshops in a quiet place or section to ensure confidentiality. The participants received a questionnaire that included three standardized tools; each participant was given the questionnaire.

Participants were asked about their experiences with bullying and the scale was called Forms of Bullying Scale (FBS) scale. It quantified the various types of bullying which were verbal, physical, relational and workplace-based harassment. Mental Health Inventory (MHI) was used to assess the level of psychological well-being and distress of the respondents. It measured anxiety, depression, emotional, and general mental health symptoms. The participants were assessed using Self-Report Delinquency Scale (SRDS) scale in their involvement in different criminal or delinquency behaviors, including theft, fighting, vandalism, and substance-oriented crimes. Part of the participants undertook the questionnaires one by one and the researcher was present to answer any question without influencing answers and those who were illiterate answered questions by the assistance of the researcher. Average completion time of questionnaires was about 25-30 minutes. Upon completion of the questionnaires, the researcher appreciated the respondents and also gave them details on the mental health assistance services in case any respondent was concerned about

any emotional issues raised as a result of participating in the study. All the collected data were coded and arranged and inputted to the statistical software to analyze them. Further analysis was done to establish the effect of bullying as a mediator between common mental health problems and criminal behavior in young workshop workers.

3.6 Data Analysis

Statistical methods including descriptive statistics, correlation analysis, t-test and ANOVA were performed to examine relationships between variables.

3.7 Ethical Considerations

Ethical considerations were also observed throughout the process of conducting this research in order to safeguard the rights, dignity, and well-being of every participant. Each participant was informed and then gave informed consent before data collection commenced. The aim of the research, the nature of the questions that were asked and the voluntary nature of the participation was well elaborated in simple language to make them understand all the points. It was also educated to the participants that they were free to pull out at any point without negative repercussions.

The privacy and anonymity were strictly followed. All information was coded in order to maintain privacy, and no personal identifiers were present in the final dataset. The researcher had interactions of empathy and care and made the process to be respectful and non-intrusive. In order to prevent coercion, it was requested to participate without regard to employers or supervisors. There were no involved authority figures in the process of the recruitment which minimized the pressure that the participants could have experienced because of workplace hierarchies. This was necessary to make sure that the participation in the study was on the free will of the participants.

Lastly, there were ethical principles upheld in the presentation of the results. Honesty and objectivity were upheld in all data presentation and no exaggeration or misrepresentation of data was made. Any sensitive information was only reported in aggregate way so that no individual or

workshop was identified. These ethical issues made the research work ethically responsible and respectful. Ethical issues in this research work guaranteed that the participants are accorded dignity, security, and that they are treated equally during the research process.

RESULTS

Table 1

Descriptive values of Bullying, Common Mental Problems, Criminal Behavior among young workshop workers (N=150)

Scales	k	Mean	SD	α
Bullying	10	68.54	14.23	.85
Common Mental Problems	38	19.98	5.96	.71
Criminal Behavior	27	64.76	12.87	.70

Bullying, Common Mental Problems, Criminal Behavior among young workshop workers descriptive data are displayed in Table 1.

Table 2

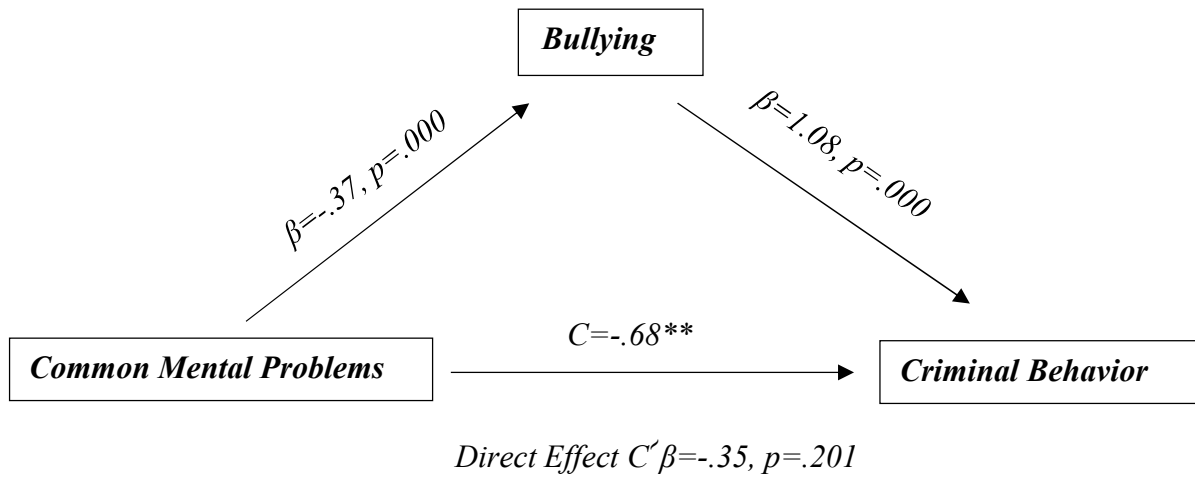
Correlation of Bullying, Common Mental Problems, Criminal Behavior among young workshop workers (N=150)

	Bullying	Common Mental Problems	Criminal Behavior
Bullying	-	.74**	.68**
Common Mental Problems	-	-	.69**
Criminal Behavior	-	-	-

**p<.01

Table 2 findings show a strong positive correlation between the Bullying, Common Mental Problems, and Criminal Behavior among young workshop workers.

Mediation Analysis



Indirect effect, $b = -.35$, 95% BCa CI $[-.61, -.07]$

Figure 2. Path analysis of bullying as a mediator between Common Mental Problems, Criminal Behavior among young workshop workers (N=150)

The influence of on Criminal Behavior, Common Mental Problems, bullying (the mediator) positively predicts Criminal Behavior ($b = 1.06$, $t = 3.76$, $p = .000$, 95% BCa CI $[.51, 1.62]$). Common Mental Problems is also found to negatively predict bullying ($b = -.25$, $t = -3.61$, $p = .000$, 95% BCa CI $[-.39, -.11]$). The direct effect indicates that, after adjusting for the influence of bullying on Common Mental Problems, there is no significant correlation between Common Mental Problems and Criminal Behavior ($b = -.29$, $t = -1.28$, $p = .201$, 95% BCa CI $[-.76, .16]$). According to the R^2 , 12.56% of the variation in Criminal Behavior may be explained by the Common Mental Problems and bullying. We may conclude that the indirect effect is significant because it is clear that the confidence intervals do not cross zero when examining it.

DISCUSSION

The aim of the present study was to explore the connection between common mental problems and criminal behavior in the group of young workshop workers, to learn the most common types of criminal behavior in this group, and to understand whether bullying mediates this connection. The findings contribute useful information to the understanding of the relationship between psychological distress and the workplace social arrangements in their interaction and impact on criminal behavior of a susceptible occupational group, guided by the mentioned objectives and hypotheses. Based on the first goal, the research examined the linkage between common mental issues and crimes among youths in the workshop setting. Research conducted in the past has always revealed that risk-taking, aggression, and antisocial behavior are related to psychological distress, such as anxiety, depression, and emotional instability (Kessler et al., 2005; DeLisi and Vaughn, 2014). Mentally ill young employees can have a problem regulating their emotions and controlling their impulses, which can make them more vulnerable to committing crimes. But, according to the current results, this relationship is not so simple and direct, and it is critical to look at the contextual and interpersonal factors.

The second purpose of the research was to identify the crime forms practiced by young workshop employees. The available literature shows that young people who are employed in the informal and stressful settings are more probable to commit the crimes of theft, physical aggression, vandalism, and substance-related actions (World Health Organization, 2014; Farrington et al., 2016). Such reactions tend to be maladaptive coping strategies towards economic misery, social exclusion and being subjected to hostile environments. The workplace atmosphere that is marked by power struggles, job insecurity and absence of formal control can provide an environment where such behaviors are more prone to occur.

The role of bullying in mediating the relationship between common mental problems and criminal behavior was the primary topic of this research, as stated in the third objective and in both hypotheses. The results prove the hypothesis that bullying is an important mediating factor, which means that bullying experiences are a key process by which experiences of mental health problems mediate criminal behavior. This observation conforms to ecological and social interaction models, which insist on the fact that the behavior is founded on ongoing interactions between people and their social surroundings (Bronfenbrenner, 1979). Workplace bullying is a type of persistent interpersonal stress, which may escalate psychological frailty. Studies have indicated that being exposed to bullying is linked to an increased level of anger, resentment, hostility, and sense of injustice, which the predictors are clearly known to lead to aggressive and criminal behavior (Baillien et al., 2017; Nielsen and Einarsen, 2018). In the case of young workers in a workshop, bullying can be in the form of verbal abuse, humiliation, threats, or physical intimidation by managers or other workers. These experiences can support the development of negative self-concepts and create hostile approaches to authority and social regulations.

The results also indicate that accounted common mental problems when bullying is controlled do not significantly predict criminal behavior. This also explains the second hypothesis which stated that mental health problems are mediated by bullying in the criminal behavior. This trend shows that psychological distress can predispose criminal behavior mainly when it is incorporated in unfriendly social situations. The same was observed in previous research indicating that the development of mental health issues can only result in adverse responses in the form of negative behavior when coupled with environmental stressors like victimization, abuse, or social exclusion (Evans et al., 2013; Arseneault, 2018). Theoretically, the results are in line with the social stress models, which hold that exposure to repetitive interpersonal stress has the potential of converting internal distress into externalized behavior (Pearlin et al., 2005). Bullying can also serve as an

agitating factor that transforms emotional pain into externally expressive behavior, such as criminal behavior. This is the sense of bullying, which is no longer complementary to mental health issues but focuses on shaping the behavioral results through defining coping mechanisms and emotional reactions.

The results can also be linked to the problem behavior theory that postulates risky and antisocial behavior are the result of personality factors, perception of the environment, and behavior system interactions (Jessor, 2016). Among young workshop workers, mental health issues depict a vulnerability factor, and bullying is a negative factor of the environment that, combined, predisposes people to committing crimes.

The mediation hypothesis results are critical in explaining the criminal behavior of working youths. It implies that the efforts of enhancing the mental health of individuals through interventions could be ineffective, unless bullying and unfriendly work-related relationships. On the other hand, the decrease in bullying can make the channel of psychological distressing to criminal behavior weak, despite the presence of mental health issues. The other factor that should be taken into account is the developmental stage of the participants. Young employees are usually in a critical phase of identity development and socialization. Bullies at this developmental stage can make aggression normalized and support the continuation of antisocial behavioral models (Lansford et al., 2015). The workplace atmosphere can also be considered a socializing agent where the power can be exercised based on dominance instead of on collaboration, and the young workers are more likely to embrace the norms of aggression.

On the whole, the results prove the hypotheses and address the mentioned aims by showing that bullying has not just common mental issues and criminal mind but is a prominent means of connecting the two. This lays stress on the importance of the multidimensional approach to the

interpretation and treatment of criminal behavior among young workers, which should combine psychological well-being with social and occupational aspects.

5.1 Limitations and Suggestions

The research design used in the study was the cross-sectional one that does not provide an opportunity to support the causal conclusions between common mental problems, bullying, and criminal behavior. The time-relationship was not strongly determined.

The self-report questionnaires were used in data collection, thus can be subject to social desirability and recall bias especially because bullying experiences and criminal behaviors are sensitive.

The sample was limited to young manual workers on workshops in a small geographical region that might cause difficulties in extrapolating the results to other working groups or regions.

The subsequent studies are advised to embrace longitudinal or mixed-method designs that would be more appropriate in establishing a cause-and-effect relationship as well as understanding the experiences of bullying and mental health among the young workers.

The researchers are advised to incorporate other variables, including family environment, peer influence, substance use as well as job satisfaction in order to come up with a more detailed picture of the variables that lead to criminal behavior.

Practical resource measures must aim at introducing anti-bullying and mental health awareness measures in the workplace, especially in informal workshops to minimize psychological stress and avert criminal activities among the young employees.

5.2 Conclusion

The research was done to investigate how bullying played the mediating role between common mental problems and criminal behavior among the young workshop workers. The given research has filled a critical knowledge gap in the literature since the population studied is a vulnerable and

least-investigated occupational group that works in informal settings. The combination of psychological and social variables enabled the study to give a thorough insight into the interactions between mental health issues and work process dynamics to determine the effects on criminal behavior. The results indicated the importance of bullying as a determinant association of common mental problems with crime, in line with the objectives of the study. Although psychological distress is also widely accepted as a risk factor of any maladaptive behavior, the current study has also proved that the impact of this factor depends on the social environment where young workers are working. Bullying under the workshop environments seemed to raise emotional stress and lead to behavioral consequences of committing crimes. This highlights the need to study environmental stressors as well as personal psychological parameters.

The research also led to the awareness of the criminal behavior among young workers in the workshops by highlighting that criminal behaviors do not emerge out of vacuum. They are instead incorporated into a larger context of relationships among people, hierarchy at work, and social forces. Bullying was proved to be one of the key factors according to which emotional distress can be reshaped into externally oriented actions and thus the necessity of workplace-oriented interventions. The mediating role of bullying has been confirmed and presents significant implication to the prevention and intervention measures. Handling bullying in informal workplaces can help prevent the possibility of mental health issues developing into criminality. This states the necessity of combined interventions based on the mental health support and interventions to enhance workplace relationships and decrease interpersonal aggression.

To conclude, the present research confirms the perception that young employees commit crimes due to the multidimensional problem involving psychological, social, and occupational factors. The research that bullying is a key mediating factor provides important implications to mental health professionals, employers, and policymakers that aim to enhance psychological health

and minimize criminal acts in young workshops workers. The results are applicable to future studies and intervention measures that would help in creating safer, healthier, and more accommodating working conditions in young people.

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ANNEXES

Annexure “A”

Informed Consent

Dear Participant!

I am MS Scholar at International Islamic University, Islamabad. I am doing this research in supervision of my Supervisor Ms. Maryam Khursheed in partial fulfillment of my degree. I am examining the mediating role of bullying on common mental problems and criminal behavior among young workshop workers. In this regard, I am requesting your cooperation in filling out the booklet. You are requested to provide the information according to the best of your experiences and perceptions. Your voluntary participation in this research will help improve the mental health of adults who cannot seek help through interventions and awareness sessions at different levels. I further assure you that the information provided by you will be completely anonymous, confidential, and will only be utilized for research purposes. It will take 15-20 minutes to provide the information on the booklet. You have the right to withdraw at any stage during the research without any penalty or prior information. However, I'll be grateful if you will complete this questionnaire till the end.

By signing this form, you are indicating that you have read the description of the study and that you agree to the terms as described and agree to participate in this research.

Participant's Signature _____

Researcher's Signature _____

Date _____

Thank you for your time and cooperation.

Annexure “B”

Demographic Sheet

Age: _____ Education: _____ Family Income: _____

Father Alive: Yes/No Mother Alive: Yes/No Type of Workshop: _____

City: _____

Annexure “C”

Mental Health Inventory (MHI-38)

نمبر شمار	سوالات	ہر وقت	زیادہ تر	کافی وقت	کچھ وقت	بہت کم وقت	بالکل نہیں
01	آپ اپنی زندگی سے کتنا خوش اور مطمئن رہے؟						
02	آپ نے کتنی مرتبہ خود کو تنہا محسوس کی؟						
03	غیر متوقع صورتحال کا سامنا کرتے ہوئے آپ کتنی دفعہ گھبرائے اور بے چین ہوئے؟						
04	کتنی مرتبہ آپ کو مستقبل پر امید اور تابناک نظر آیا؟						
05	کتنی بار آپ کی زندگی ایسی چیزوں سے بھرپور تھی جو آپ کے لیے دلچسپی کا باعث تھا؟						
06	کتنا وقت آپ نے پرسکون اور پریشانی کے بغیر گزارا؟						
07	آپ کس قدر ان چیزوں سے لطف اندوز ہوئے جو عام طور پر کرتے ہیں؟						
08	کیا آپ کو ایسا محسوس ہوا کہ آپ کا اپنی سوچ عمل باتوں احساسات اور یادداشت پر قابو نہیں رہا؟						
09	کیا آپ نے ڈپریشن محسوس کیا؟						
10	کتنے وقت کے لیے آپ نے محبت اور چاہت محسوس کی؟						
11	کتنا وقت آپ گھبراہٹ اور پریشانی کا شکار رہے؟						
12	روز صبح اٹھنے پر آپ نے یہ محسوس کیا کہ یہ ایک دلچسپ دن ہو گا؟						
13	کتنے وقت کے لیے پریشانی اور ذہنی تناؤ محسوس کیا؟						
14	کیا آپ کو ایسا محسوس ہوتا ہے کہ آپ کا اپنے عمل سوچوں جذبات اور احساسات پر قابو ہے؟						
15	جب کوئی کام کرنے کی کوشش کی تو کیا ہاتھوں میں کبھی کپکپاہٹ محسوس ہوئی؟						
16	آپ کو کتنی بار یہ لگا کہ زندگی میں اب کچھ نہیں رہا؟						
17	کتنا عرصہ آپ نے سکون اور اطمینان محسوس کیا؟						
18	کتنے وقت کے لیے آپ اپنے آپ کو جذباتی طور پر متوازن محسوس کیا؟						
19	آپ کس قدر افسردہ اور مایوس رہے؟						
20	کتنی بار آپ کا رونے کو دل چاہا؟						
21	آپ نے کتنی مرتبہ محسوس کیا کہ اگر آپ مر گئے ہوتے تو دوسروں کے لیے بہتر ہوتا؟						
22	کتنی مرتبہ بغیر کسی مشکل کے آپ نے خود کو پرسکون محسوس کیا؟						
23	کتنی دیر کے لیے آپ کو احساس ہوا کہ آپ کے چاہنے اور چاہے جانے کے تعلقات مکمل ہیں؟						
24	کتنی مرتبہ آپ نے یہ محسوس کیا کہ کچھ وقت بھی ویسا نہیں ہو رہا جیسا کہ آپ چاہتے ہیں؟						
25	کسی حد تک آپ کے اعصاب اور گھبراہٹ آپ کے لیے پریشانی کا باعث بنے؟						
26	کتنا وقت زندگی آپ کے لیے ایک زبردست مہم تھی؟						
27	کتنی دفعہ آپ نے محسوس کیا کہ آپ اتنے دکھی ہیں کہ کوئی چیز آپ کو خوشی نہیں دے سکتی؟						
28	کیا آپ نے کبھی اپنی زندگی ختم کرنے کا سوچا؟						
29	کتنے وقت کے لیے آپ نے بے چینی بے قراری اور بے صبری محسوس کی؟						
30	کتنا وقت آپ چیزوں کے لیے غمزدہ اور افسردہ رہے؟						

						آپ نے کتنا وقت خود کو خوش اور ہلکا پھلکا محسوس کیا؟	31
						کتنی دفعہ آپ بڑبڑاہٹ پریشانی اور گھبراہٹ میں مبتلا ہوئے؟	32
						کیا آپ پریشان اور بے چین رہے؟	33
						آپ کتنا وقت ایک خوش باش انسان رہے؟	34
						کتنی مرتبہ خود کو پرسکون کرنے میں آپ کو مشکل رہی؟	35
						کتنی بار آپ کی ہمت اور جذبہ کم رہا؟	36
						آپ کتنی مرتبہ صبح پرسکون اور تازہ دم جاگے؟	37
						آپ پر کوئی دباؤ تھا یا آپ نے محسوس کیا کہ آپ کسی دباؤ میں ہیں؟	38

Annexure “D”

Self-Report Delinquency Scale (SRDS)

نمبر شمار	سوالات	کبھی نہیں	ایک دفعہ	2 سے 3 دفعہ	5 سے 10 دفعہ	10 اور زیادہ دفعہ
01	میں نے گھر کی کوئی چیز سستے داموں بیچ دی					
02	میں نے کئی بار دوستوں کے ساتھ شوگر میں نشہ اور چیز کا مزہ چکھا					
03	میں نے اپنی خوشی کے لیے دوسروں کو ڈرایا / دھمکایا					
04	میں نے بس اور ٹرین پر سفر کرائے کے بغیر کیا					
05	میں نے اکیلے یا دوستوں کے ساتھ مل کر بلو فلز یا گندی فلز بنائی					
06	میں نے والدین کو بتائے بغیر ساری رات دوستوں کے ساتھ آوارہ گردی کی					
07	میں نے کسی کو اس کی چیز چھین لینے کی دھمکی دی					
08	میں نے ایک سے زیادہ نشہ اور اشیاء مثلاً صمبند، سگریٹ، چرس اور ہیر وٹن کا استعمال کیا					
09	میں نشے کے کاروبار میں پوری طرح ملوث رہا					
10	میں نے سر راہ پڑی ہوئی قیمتی چیز کو نظر بچا کر اٹھایا اور غائب کیا					
11	میں نے شرط لگا کر کوئی بھی کھیل مثلاً تاش، بلیر ڈو وغیرہ کھلایا					
12	میں نے کسی کے عزیز اور پیارے شخص کو نقصان پہنچانے کی دھمکی دی					
13	میں ہم جنس پرستی کی حرکات میں ملوث رہا					
14	میں نے قانون کی خلاف ورزی کرنے کے بعد پولیس سے چھپنے اور بچ نکلنے کی کوشش کی					
15	میں نے خواتین کو چھیڑنے یا تنگ کرنے کی کوشش کی					
16	میں نے کسی دوسرے کو اس کی مرضی کے بغیر چھو یا تنگ کرنے کی کوشش کی					
17	میں نے موقع ملنے پر کسی دوسرے شخص کی جیب سے پیسے نکالے					
18	میں کسی لڑکی کے ساتھ جنسی حرکات میں ملوث رہا					
19	میں نے ہوٹل دکان ورکشاپ یا فیکٹری میں پڑی ہوئی قیمتی چیز کو نظر بچا کر اٹھایا یا غائب کیا					
20	میں نے تفریحاً بغیر کسی مقصد کے جھوٹ بولا					
21	میں نے بازار یا مارکیٹ میں کسی کو زخمی کیا					
22	میں نے ماں باپ کو پلٹ کر جواب دیا یا بد تمیزی کی					
23	میں بغیر ٹکٹ خریدے فلم دیکھنے گیا					
24	میں نے سائیکل موٹر سائیکل یا گاڑی کے مالک کو بتائے بغیر اس کی سواری کی					
25	غیر قانونی کام کرنے پر میرا واسطہ پولیس سے پڑا					
26	میں نے جان بوجھ کر بازار فٹ پاتھ اور سڑک پر شیشے کی بوتلوں اور جوس کے ڈبوں اور کوڑے کے کنستروں کو توڑا					
27	میں نے خود کو جانی نقصان مثلاً زخمی یا مارنے کی کوشش کی					

Annexure “E”

Forms of Bullying Scale (FBS)

(Victimization Version)

نمبر شمار	سوالات	متفق	بہت زیادہ متفق	پتہ نہیں	غیر متفق	بہت زیادہ غیر متفق
01	مجھے بری طرح چھیڑا جاتا ہے					
02	مجھے تکلیف دینے کے لیے میرے بارے میں راز دوسروں کو بتائے جاتے ہیں					
03	دوسرے مجھے دکھ دیتے ہیں اور دوستی توڑنے کی کوشش کرتے ہیں					
04	مجھے بلاوجہ ڈرایا اور دھمکایا جاتا ہے					
05	مجھے جان بوجھ کر جسمانی طور پر اور یا اکٹھے ہو کر تکلیف دی جاتی ہے					
06	مجھے برے طریقے سے مختلف ناموں سے چھیڑا جاتا ہے					
07	دوسرے مجھے کہتے ہیں کہ جب تک میں ان کی مرضی کے کام نہیں کروں گا وہ مجھے پسند نہیں کریں گے					
08	میری چیزوں کو جان بوجھ کر خراب، تباہ اور چوری کیا جاتا ہے					
09	دوسرے مجھے گروپ سے نکال کر یا اکٹھا کر کے تکلیف پہنچاتے ہیں					
10	میرے بارے میں جھوٹ بول کر یا غلط باتیں پھیلا کر میرے دوستوں کو مجھ سے دور کرنے کی کوشش کی جاتی ہے					