PERCEIVED INTERPERSONAL ACCEPTANCE – REJECTION AND BULLYING BEHAVIOR AMONG ADOLESCENTS IN SCHOOL SET-UP

MS THESIS

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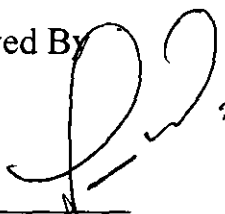
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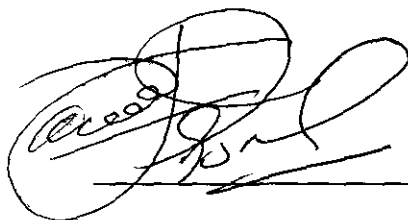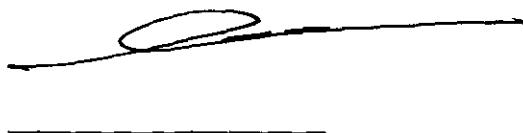
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ABSTRACT

The present study was intended at exploring the relationship between interpersonal acceptance-rejection and bullying behavior among adolescents in school setting. The study sample consisted of 300 adolescents having an equal number of boys (n=150) and girls (n=150) with the age range of 13-16 years from various schools of Islamabad and Rawalpindi. Measures included Children Parental Acceptance-Rejection Questionnaire: Father and Mother, Short Forms; Teacher Acceptance-Rejection Questionnaire, Short Form; and Illinois Bullying Scale. Reliability of all scales was found to be statistically significant. Results suggested significant gender difference in bullying behavior among adolescents in school setting. Results also showed same perception of parental acceptance-rejection by both the genders; teacher and peer acceptance-rejection was high among boys only. Regression analysis revealed that bullying behavior is high among those adolescents who perceive interpersonal rejection as compared to those adolescents who perceived interpersonal acceptance.

INTRODUCTION

Introduction

Family plays a very pivotal role in the emotional, psychological and behavioral development of a child. The relationships prevailing within a family directly affects the child interacting style as it is the child first social-education system from which the child learns, therefore family is the first institution the child interacts with. The need of belongingness is a universal need, especially during the transitional period that adolescents go through when their social world changes swiftly and the need to belong is not fully mollified (Patrick, Knee, Canevello, & Lonsbary, 2007). It is this need of belongingness that drives individual to establish close relationship with others, for adolescents' parents are those attachment figures with whom they form such strong bonds and fulfill their belongingness need (Baumeister & Leary, 1995).

Adolescence is the transformational phase in which every child has to go through noticeable emotional, physical, behavioral and psychological changes. At this particular period of life the child sees himself/herself as an adult, they become commanding and unassailable. The parents do not readily accept these changes and thus this period of adolescent is highly disposed to parent - adolescent conflict and research has proven that such conflictual relationship can lead to adolescent maladjustment (Wissink, Dekovic, Meijer, 2006).

Ronald Rohner conceptualized a similar theory stating the effect of socialization on personality development of a child and personality functioning of an adult. The "Parental Acceptance-Rejection Theory" (PAR Theory) is an evidence-based theory of socialization and lifespan development. It aims to predict and explain major causes, consequences, and other correlates of interpersonal; mainly parental acceptance and rejection both within the United States and across the world (Rohner,

2004).

Parental Acceptance-Rejection theory was initially focused on Parental acceptance and rejection but recently in 1999 the theory was expanded to Interpersonal Acceptance- Rejection. The main postulate of Parental Acceptance – Rejection theory was that perceived rejection from parents lead to constellation of psychological dispositions, the new and reformed postulate now states that perceived rejection from any attachment figure throughout the lifespan is associated with same constellation of disposition. Interpersonal Acceptance – Rejection theory now entails teacher acceptance- rejection, parental acceptance-rejection, peer and sibling acceptance-rejection, acceptance-rejection in intimate adult relationships, and acceptance- rejection in other attachment relationships throughout the lifespan.

The theory suggests that children and adults throughout their lifespan need a positive response from a significant other and other attachment figures. The two aspects of Interpersonal theory i.e. acceptance and rejection, form the warmth dimension of parenting. Every human being can be sited on this dimension as they experience affection or lack of affection from significant other in their life. Thus, the warmth dimension depends upon the relationship a child and a parent share and also the medium of expression used to show this affection. The perceived acceptance marks one end of the continuum, it insinuates warmth, care, support, affection, concern, and nurturance experienced by the children from their attachment figures. On the other end of the continuum is perceived rejection, which is simply the withdrawal of affection or support and instillation of physical and psychological painful behaviors and feelings. Worldwide research has been conducted on the parental acceptance-rejection theory assumption and it is concluded that parental rejection can be perceived by the combination of the expression of: "(1) cold and

unloving, (2) antagonistic and bitter (3) unconcern and uncaring (4) "undifferentiated rejecting". "Undifferentiated rejection" is an assumption that `a child or an adult make without plausible evidence that they are neglected and unappreciated by the attachment figures. Also the researched confirms that the expression of acceptance and rejection by attachment figure's varies cross-culturally and even within ethic groups. For example praising in one social setting might be meaningless in an other social setting. Henceforth, the way acceptance- rejection is expressed in Pakistani context will differ from the way it is expressed in United States where most of the theory has been formulated. The interpersonal acceptance-rejection theory is further divided into three sub- theories: personality sub-theory, coping sub-theory, and sociocultural systems sub-theory.

According to *personality sub-theory* personality is defined as an individual's constant set of predisposed responses (affective, motivational, perceptual, and affective dispositions) and modes of responses (overt behavior) in versatile perspectives and environment. According to this definition our behavior is stable over time and is affected by both external (environment) and internal (emotional, biological and experiential) factors. This sub-theory explores the effect and repercussions of perceived interpersonal acceptance-rejection by the attachment figures on the personality and mental health of children and adults during their lifespan. According to this sub-theory the need for acceptance from an attachment figure is innate and has been developed over the course of the time. This innate need of approval, attention, nurturance and support from close attachment figures gets stronger and intense during adulthood; which in turn is gratified by significant others for adults/ adolescents and by parents incase of children. Hence, the effect of Parental acceptance-rejection on the personality development of a child cannot be

underestimated. Similarly the emotional and psychological state of an adult is also contingent upon the relation they share with adult attachment figures. The theory interchangeable uses the word significant other. Significant other is anyone with whom a person shares an unbreakable, endless affectional bond. As child mental and physical well- being is contingent on the relationship he/she shares with his/her parent, It is this unique emotional tie which distinguish parents from the rest of the significant others thus parents are named as attachment figures in both Parental Acceptance - Rejection theory and Attachment theory. According to this sub-theory children rejected by their parents and adults rejected by their significant others are prone to be emotionally unstable and vulnerable; and to recompense they incline to become more dependent. In the theory the term dependence and independence appear on each end of a continuum in which rejection lead to immature dependence while independent are those individuals whose need of acceptance and approval are adequately met. The dependence/ independence in children and adult depends upon their perception of being accepted or rejected. Rejection by any attachment figure during the course of life can induce various psychological and emotional issues in a child or an adult e.g. aggression, antagonism, enmity, low self- confidence, emotional vulnerability and pessimism, which is contingent upon the intensity and frequency of the rejection perceived. If the rejection is ceaseless and severe, the person shuts off his emotions to avoid further damage, becoming detached and cold.

PARTheory further postulates that some individuals regardless of living in loving families display characteristics of rejected individuals; they are called as "troubled" while some individuals despite constant rejection strive through the pain and negativity, they are named as "copers". The *Coping sub-theory* attempts to inquire, that why some individuals thrive through the constant rejection unscarred,

these individuals lucratively escape the psychological and emotional suffering accompanied by the rejection to certain extent. Acceptance and warmth from other attachment figure is said to help in striving through the interpersonal rejection. Also three social-cognitive factors can help an individual to better cope up with the rejection (1) enhanced self-esteem, (2) depersonalizing oneself in various situations, and (3) autonomy.

The *Sociocultural sub-theory* explicates the consequence of social and cultural values on the perceived acceptance and rejection of children and adults. Children form cultural notions related to the outside world on the basis of being accepted and rejected, for example children tend to perceive the world as hostile, threatening, unsupportive when they are being rejected and warm, supportive and reassuring when they are loved and accepted.

Acceptance-Rejection Syndrome: Over 400 studies suggest that individual's perception of acceptance and rejection falls under four forms of behaviors (i.e., warmth/affection – or, its opposite coldness/lack of affection – hostility/aggression, indifference/neglect, and undifferentiated rejection. It suggests that rejection from attachment figures and significant others results into psychological disturbances as predicted by the personality sub-theory. These two universal factors prevailing in worldwide gave rise to a new pattern of behaviors, a new concept, a new diagnosis of Acceptance-Rejection Syndrome (Rohner, Khaleque & Cournoyer, 2012).

Therefore, it is apparent that family is an important element in the cultural growth of an adolescent. Adolescent who lives in conflicting environment and constantly facing rejection tend to move towards aggression such as bullying at school.

Bullying Behavior

Bullying is a subset of aggression it can be simple (one-to-one) or complex. In its complex form one or more "lieutenants" helps the "primary bully". Bullying in school and work setting is called as " Peer Abuse" (Bennett, 2006). The reviews of the literature suggest that there exist several definition of bullying but none justify it explicitly and therefore there is no universally agreed definition. According to few researchers bullying is a way of expressing aggression, while other calls it a proclamation of power and domination. While others differentiate between the violent acts that are occurring for power equality and those aggressive act that has unequal power distribution. "Bullying can be viewed along a continuum of seriousness, with most bullying acts being of low severity, such as in occasional unpleasant teasing, and some much less commonly perpetrated of extreme severity, as in continual physical assaults and/or total exclusion from others over an extended period" (Rigby, 2004, p.288).

Bullying is the usage of force to intimidate and dominate another person. The behavior is repeated over time and is always characterize by unequal social or psychological power. The domination is achieved by using direct or indirect bullying behaviors i.e. verbal and physical assaults. The "targets" of bullying are known as "victims" (Cambridgeshire County Council, 2013).

The most extensively used definition of bullying is that that a student is bullied or victimized when he or she is repeatedly exposed to negative actions by one or more than one student (Olweus, 1995). Negative actions in this definition connote actions like physical abuse, inappropriate words and gestures, intentional social exclusion, verbal abuse etc. The power difference is also a condition and the failure of the victim to defend himself/herself against the abuse.

Another definition of bullying is that its "a physical, verbal or psychological attack, or an intimidation that is intended to cause fear, distress or harm to the victim, with a more powerful person oppressing a less powerful one." This attack is repeated over time against the same victim (Baldry & Farrington, 2000).

Bullying appears in several different typologies, such as:

Physical bullying (Direct bullying). It includes hitting, kicking, embezzlement, pushing, punching, taking others belongings etc.

Verbal bullying. Giving threats, teasing, being unpleasant, calling names, taunting etc.

Social exclusion. It is systematically excluding someone from joining a social group.

Indirect bullying. It includes spreading vicious rumors, deliberate exclusion manipulating and coercion (Smith & Ananiadou, 2003).

A nationally representative survey in United States of Grades 6 - 12 showed that 9%, 9%, and 3% were identified as bullies, victims, and both bullies and victims, respectively (Spriggs, Iannotti, Nansel, & Haynie, 2007). A 2002–2003 study on the prevalence of various forms of victimization in a nationally representative sample of young children and adolescents found that emotional teasing (one form of bullying) occurred among 20% of the sample (Finkelhor, Ormrod, Turner, & Hamby, 2005). Other studies focusing on different areas within the United States have shown a similar prevalence of bullying ranging from 20 to 30% (Sawyer, Bradshaw, & O'Brennan, 2008).

Models of Bullying

As bullying is cogitated as a form of aggression, the models and theories of aggression are altered and shaped according to the bullying behavior by some

researchers (Camodeca, Goossens, Schuengel & Terwogt, 2003).

Social information-processing model. This model explains that how in social settings our behavior is affecting by the mental processes (Dodge & Rabiner, 2004). According to this model children innate abilities and past memories guide their responses in social settings. Firstly, the internal and external signals are received and encoded, theses signals are then processed and the relevant behavior is then exhibited. The model has six steps (1) coding internal-external signals, (2) elucidation and mental depiction of this signals, (3) Goal formation (4) response formation (5) choice of action, (6) response in behavior (Crick & Dodge, 1994).

In step 1 and 2, children firstly give attention, and then encode and interpret that situation, after the interpretation of the cue, the child might use the prior goals he has formed previously or formulate new ones, this is based on how they want a particular situation to end for them, for example, buying a new toy, escape fighting, forming new relations (step 3), after goal formation, the child formulate responses, if the situation is novel then the child looks for new responses (step 4), after the formation of responses, the child then selects the most appropriate response according to the situation (step 5) , the last step is the behavioral demonstration of response selected.

To assess this model an investigation was conducted to observe how bully, bully/victims, victims and by-standers utilize social information processing model. A sample of 236 and 242 children were tested over an interval of a year; the aim of the study was to test the children interpretation in vague situations. There responses were tested in both impulsive and intentionally provoked situations. It was seen in the results that the by-standers responded firmly when provoked as compared to bullies and victims; intimating an adults or a friend for aid was the preferred approach. But

bully/victims reacted more aggressively and violently than by-standers when the aim of the situation was unclear (Camodeca et al., 2003).

The systemic-developmental model. The systemic-developmental model of aggression encompasses "individual factors, inter-individual interactions, social, cultural and ecological conditions". The bullying behavior is influenced by several factors i.e. the individual features of the bully and the victim, the two-way relationship between the bully and the victim, the by-standers, and the environment where it occurs. To better understand the bullying phenomena the social ecological context and the relationship a bully and a victim share are equally significant.

Based on the model, a study was conducted Atlas and Pepler (1998) whose results showed that bullying behavior and aggression are related. Assessing the individual characteristics of bullying, bullying behavior was higher in those children who were more aggressive as compared to non-aggressive children. Likewise, victims in the class were seen to be both aggressive and nonaggressive. Measuring the bullying interface, the bullies in a class were seen to physically stronger than the victims, who were weak and fragile. Furthermore, the environmental factor assessed showed that by-standers especially peers seldom interfered as they are uncertain how to assist, while teachers were seen to interfere in 11 out of 60 bullying encounters in class, as most of the time the teachers are unaware of the instigation of bullying behavior and bullying is rarely started in presence of the teacher. Furthermore, verbal bullying was more frequently utilized in classroom setting than any other form of bullying, as it can be instigated secretively and silently and children can elude reprimand.

Social Cognitive/Learning Theory. The main postulate of Social Cognitive theory is that it is through the observation of models that aggressive behavior is

learned; this model can be observed directly or indirectly (Maeda, 2003). The stimulus for such aggressive behavior is the imagined repercussions and outcomes; for example if the outcome of bullying another person are positive (i.e. dominance, power, strength) then the behavior is most likely to be repeated.

Bandura (2004) has recently described the ideas and the elements of Social Cognitive theory in his study. These elements comprise of "knowledge of health risks and benefits of different health practices, perceived self-efficacy that one can exercise control over one's health habits, outcome expectations about the expected costs and benefits for different health habits, the health goals people set for themselves and the concrete plans and strategies for realizing them, and the perceived facilitators and social and structural impediments to the changes they seek" (p.144).

Applying these elements on aggression, knowledge would comprise of social competence, problem-solving ability. Self-efficacy would be responding with poise and eluding violent and hostile encounters, and assisting the victims. Outcome expectation would be the imagined outcomes of aggressive acts. Expectancies would be the weightage assigned to aggression and non-aggression by students. Self-control domain refers to the behavioral and emotional management of the students. Lastly, reinforcement would be the positive and the negative responses given by the bystanders, peers and teachers, which would increase or decrease the probability of its occurrence in the future (Orpinas & Horne, 2006).

A study was conducted centering on social cognitive theory. The sample consisted of 1,368 students of 6th grade, with a mean age of 11.3 years. The results of the study confirmed the theory postulates. The findings revealed that students having aggressive friends are more likely to get involved in aggressive behavior while a child having non-aggressive friends lowers the involvement in aggression. Also friends'

aggression was positively correlated with either being an aggressive victim or a bully and negatively correlated with victim (Mouttapa, Valente, Gallaher, Rohrbar & Unger, 2004).

Essential Pre-Requisites of Bullying Behavior

Bullying behavior has following basic components:

Harmful Intentions. The act is classified as bullying when the person has full intention of harming (physical or psychologically) another person. Annoying, hitting or mocking someone in playful manner is not bullying but if the intention of hitting and mocking someone is to upset them, that behavior is labeled as bullying.

Detrimental Results. The end result or outcome of the bullying act is always going to be damaging and harmful physically and psychologically.

Direct or indirect bullying. The Direct form of bullying is also known as Physical aggression as it entails actions like hitting someone, shoving, slapping, punching, kicking, beating, pulling hair, scratching, biting, and pinching etc. While Indirect bullying is referred to as Social aggression as the main aim is to socially isolate a single person (the victim). The techniques utilized to achieve this isolation is by spreading false rumors, condemning the victim race, appearances, religion, sex etc., making fun of the victim, mocking and passing derogatory comments regarding the victim.

There are two characteristic that distinguish bullying behavior from other aggressive behaviors:

  i. Repetitive. The behavior is repeated over time towards particular targets or victims to achieve dominance.

ii. ***Imbalance of Power.*** Bullying always occurs where the bully empowers the victim physically and psychologically (James, 2010).

Research has shown that the two main features of bullying are power disparity (children who intimidate other children to do things) and status disparity (popular kids). In some children the power-domination aspect is high as compared to status difference, for these children bullying behavior is to experience and implicate their power and dominance. This sheds light over the fact that for bullies acquiring domination is very vital instead of being socially accepted (Vaillancourt, Hymel, & McDougall, 2003).

This postulates is reinforced by the goal framing approach that states that a "keen awareness of opportunities to realize the activated goal and a readiness to have the goal activated by detecting opportunities to realize it" e.g. If power is the main goal of the bully then they will look for victims that they can dominate (Miethe & McDowall, 1993). The goal- framing approach also states some features of the bully and their victims. Firstly, children who scored high on dominant aggressiveness strive for power than the children who score low on it (LaFontana & Cillessen, 2002; Hawley, 2003).

Secondly, the self-proclaimed bullies want to have the domination and the social approval, the victims they choose pacify both these goals for them. They attain domination by choosing weak- rejected victims and social approval from the bystanders. Thus the profile that's sketched of the bully is that they are mostly (1) boys (2) intimidating and dominant and their victims are (1) susceptible and weak (2) socially rejected (3) Meek (O'Connell, Pepler, & Craig, 1999).

Causes of Bullying

Cultural causes of bullying. Cultures all around have their own sets of norms and values. Humans being living in these cultures adhere to these rules and regulation naturally. Every culture has its own strong and weak points. Some cultures promote power and violence, as means to live a glorious life while some don't. Children growing up in such violence promoting cultures have their mind-set around these phenomena's thus, violence for them become an acceptable way of achieving power and growth.

Institutional causes. Some living spaces are more prone to violence and aggression than others. Homes, educational institutions and workplaces are such areas where aggression and violence is frequently displayed as the standards in these particular spaces differ and are not explicitly stated therefore, they are easily disposed to such violent acts. As children in these institutions have no standard to aspire for, thus they become easily vulnerable to such behaviors.

Social issues. Inculcating social skills in a child grooms him for his future life. If the child is taught that he'll be socially recognized if he acts negatively and aggressively, he'll surely become a bully or vice versa. Poor management of personal and social skill can also bring children to bully.

Family issues. Family has a major impact on psychological upbringing of a child therefore; whatever he/she learns at home affects his/her rest of the areas of life. Children whose home environment is neglectful, harsh and violent are more liable to act as bullies than those homes where positive parenting is practiced.

The bully's personal history. Children who are social and psychologically rejected are more likely to treat other similarly as that's how they know to function in their surrounding. Also children who perform poorly in schools are prone to bully

others (Ahmed, Hussain, M. Ahmed, S. Ahmed, & Tabbassum, 2012).

Characteristics of Bullies

A distinctive feature of bullies is their aggression towards their peers, parents and teachers. Bullies tend to have a positive attitude towards violence and aggressive acts (Olweus, 1993). Bullies have problems in dealing with relationships as they lack social skill but some bullies skillfully manipulate others, hence displaying high social skills (Vaillancourt et al., 2003) Bullies are brought up with feelings of resentment and bitterness; their families are neglecting, harsh and erratic (Pepler, Jiang, Craig, & Connolly, 2008). Also those peers who are vulnerable to peer-pressure socially accept bullies. Initially at school, children tend to reject bullies and not the victims but gradually with time as the children reach secondary level in school; bullies are readily accepted and are popular among peers (Schafer, Korn, Brodbeck, Wolke, & Schulz, 2005). Later development of violence and bullying has a strong connection; some have the tendency to be violent against their spouses, using physical punishment for their children, and their children growing up as bullies (Carney & Merrell, 2001).

Characteristics of Victims

The main features that identifies children as victims are that; they are rejected by peers, lack social skills and suffer from solitude. Most of the victims are portrayed as passive children (Scheithauert, Hayer, Petermann, & Jugert, 2006). Victimized children are more prone to suffer from psychological problems like poor self-esteem, depression and anxiety (Hawker & Boulton, 2000). Many studies insinuate that families of the victimized children are mostly overprotective and controlling (Smith, 2004), and have gone through sibling bullying (Wolke & Samara, 2004).

Peers act as a buffer against bullying, having friends lowers the chance of becoming a victim of bully, other protective factors are e.g. good social skills, high social expertise, low anxiety and aggression (Goldbaum, Craig, Pepler, & Connolly, 2003). Bullying is a ominous factor for current and later lives of a child as it can influence his/her adolescences and adulthood, thus bullying effects are seen to be long term.

Some victims of childhood bullying experience depression, low self-esteem and low social skills in their adulthood (Brunstein-Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2007). Victims suffer more from health related issues like bedwetting; sleep disturbance, stomach pain and depression. Victims are also seen to be more likely to attempt and suffer from suicidal thoughts (Kim, Koh, & Leventhal, 2009).

Characteristics of Bully/Victim

A fraction of children fall under the category of "bully/victim. These "provocative bullies" are those children who bully and are bullied themselves in schools or home. These children are more likely to be found in primary schools than secondary (Roland & Idsoe, 2001). They possess poor social skills and act aggressively in peers setting (Griffin & Gross, 2004). They tend to have low self-efficacy, are socially- incompetent, have problems in attention and cannot resolve problems (Andreou, 2001).

The parents of bully/victims lack nurturing, are erratic and punitive, and lack parental warmth and love (Schwartz, Dodge, Pettit, & Bates, 2000). And therefore are more prone to fall prey to severe psychological problems (Smith, 2004). Bully/victims also tend to have poor social, behavioral, psychological and emotional competence (Ahmed, 2001). They have the most troubled relationship with their parents and peers.

They have poor academic achievement and tend to remain desolate (Nansel, Overpeck, Pilla, Ruam , Simons-Mortion, & Scheidt, 2001).

The Consequences of Bullying and Victimization

Burgeoning of research sheds light upon this fact that bullying behavior affects the social, psychological and emotional development of the children. The act is labeled as bullying when the victim of the bully is weaker psychologically and physically i.e. in size and strength, the victim is either alone or outnumbered, and cannot protect himself/herself. The bully likes to impose dominance over others (U.S. Department of Justice, 2004; Northwest Regional Educational Laboratory, 2001). They justify their actions by convincing themselves that the victims deserve to be treated as such. They tend to be poorly adjusted socially, psychologically, emotionally and academically (Veenstra, Lindenberg, Oldehinkel, De Winter, Verhulst, & Ormel, 2005).

There are explicit and distinctive features of children who bully others, these children are impulsive, dominant, lack empathy and tend to display such violent behavior later in their life (Baumeister, Campbell, Krueger, & Vohs, 2003). They are more susceptible to be entangled in violent acts, drug-abuse and delinquent acts, poor social adjustment, poor academic self-efficacy as compared to children who doesn't bully (Bender & Lösel, 2011).

Albeit the misconceptions about bullies, they are usually well known among their peers and teachers. They tend to have average or high self-esteem, which is contradictory to the common perception. Also they like tormenting their victims as they yearn for control and dominance (Shellard, 2002). Some of the studies have proven that bullies are "psychologically strongest" and have "high social standing"

among their peers, while their targets are "emotionally distressed" and "socially marginalized" (Juvonen, Graham, & Schuster, 2003).

Meta-analysis of 153 studies concluded that bullies lack problem-solving skills and perform poor academically. They think negatively about themselves, about their peers and school altogether, they belong to conflicting family with poor parenting skills. They also found that bullying behavior is higher in boys than girls and bully score poor academically (Cook, Williams, Guerra, Kim, & Sadek, 2010).

Psychological problems like depression and suicidal ideation were seen to be most prevalent among children who are bullied regularly. But this prevalence is higher for indirect form of bullying than direct bullying. Girls are more likely to suffer from depression and suicidal ideation as consequence of direct bullying as compared to boys. Delinquency has been frequently observed in those girls and boys who bully others. Both boy bully and girl bully suffer from depression and suicidal thoughts. Moreover, the most appalling consequence of being victim of the bullying was suicide (Smith, Pepler, & Rigby, 2004).

Adolescent involved in bullying behavior are observed to be lacking empathy, as they do not feel the physical and emotional pain they inflict in their victims (Jolliffe & Farrington, 2011). Hence the relationship between bullying behavior and empathy is seen to be of two-way; lacking empathy foretells the tendency to help in bullying but helping in bullying behavior also hinders the development of empathetic feelings in adolescent. Also teenage boys possess lower level of empathetic feeling therefore they are more likely to aid in bullying behavior than teenage girls (Stavrinides, Georgiou, & Theofanous, 2010).

Research confirms that bully/victims are more likely to suffer from psychiatric disorders as compared to children who are not involved in bullying behavior. Male

bullies are more likely to be effected mentally. Attention Deficit disorder, conduct disorder and depression were most prevalent among bully/victim; and these children are more likely to consult professionals (Kumpulainen, Räsänen, & Puura , 2001).

Being victimized has some adverse consequences as well, psychosomatic complaints like insomnia, restlessness, body aches, anxiety, touchiness is high among those individual who are repeatedly exposed to bullying behavior (Natvig, Albrektsen, & Qvarnstrøm, 2001). They also have low self-esteem and confidence; they are physically and emotionally weaker and fragile and perform poor academically (Baldry, & Farrington, 1999).

Other behavioral problems like alcohol consumption, smoking, stealing, destruction of acreage and parental guidelines were seen to be high among children who were involved in bullying and victimization (Haynie, Nansel, Eitel, Crump, Saylor, & Simons- Morton, 2001).

Meta-analytical studies of over 100,000 students from 25 countries have shown that both bullies and victims suffer from poor social, emotional and physical health. And these difficulties tend to persist from adolescences to adulthood. In few countries it was also reported that both bullies and bully/ victims have an accesses to a weapon (Nansel, Craig, Overpeck, Saluja, & Ruan, 2004).

Prevalence of Bullying and Victimization World- Wide

Since Olweus (1995) first stating the phenomena of bullying, the importance of bullying behavior and its negative effect on student development has been immensely studied. Large-scale studies and survey are conducted all around the world on bullying behavior.

A large-scale study on primary and secondary school students of Norway revealed that 5 % students are repeatedly and regularly bullied by other students and

10.1% students are victimized. Boys are more likely to be bullied as compared to girls. The prevalence rate among the students was somewhat like, 10.2% were pure victim, 10.4 % were pure bullies, and 1.7% were bully/victims (Solberg & Olweus, 2003). 36 % boys and 38 % girls are at least once bullied over the whole year in Australian Schools, a study consisting of 805 adolescents with the mean age of 13.6 years (Wilkins-Shurmer, O'Callaghan, Najman, Bor, Williams, & Anderson, 2003). Similarly in Zimbabwe, 18% and in South Africa 38% adolescents are regularly bullied by their peers (Greeff, & Grobler, 2008).

In the United Kingdom the prevalence of direct and relational among 1,639 children were as follows; 4.3% were direct bullies, 39.8% were victims, and 10.2% were Bully/victim (Wolke, Woods, Bloomfield, & Karstadt, 2000). The prevalence rates and types of Bullying in Scottish secondary schools revealed that 7.5% of the sample was bullied and verbal bullying was the frequently used (59.4%), followed by physical (28.1%) (Karatzias, Power, & Swanson, 2002). Similar results were seen in Spanish Secondary school, sample of 3000 students from 300 schools reported verbal bullying as most prevalent form of bullying and 40 % of the sample suffered cause of bullying behavior, 11 % - 15 % were excluded from socially and 10 % were threatened (Barrio, Martín, Montero, Fernández, & Gutiérrez, 2001).

In Turkish school 33.5% students were verbally bullied, 35.5% had been bullied physically, 28.3% had been bullied emotionally, and 15.6% had been bullied sexually, at least once. The most common and prevalent form of bullying was physically with 58.1% girls and 63.5% boys being pushed around, followed by name calling (44.1% girls and 61.8% boys) (Kepenekci & Çınkır, 2006).

Thus, worldwide studies confirm that various countries around the globe are facing same difficulties and challenges posed by bullying behavior among adolescents in school setting.

Bullying in School Settings

Bullying has recently emerged as a great concern for educators, psychologist, teachers and parents worldwide due to its adverse effects. Majority of the bullying occurs in school setting. The school environment either encourages or hinders the psychological adjustment and development of a child. If the school climate is positive, the child will feel secure, acknowledged and self-sufficient. It will minimize the impact and frequency of negative behaviors occurring among school personnel and peers e.g. physical and verbal abuse, mockery, and bullying. However if the child feels the school climate as hostile and rejecting, it is indicative of poor teacher-student relationship, low self-confidence and poor academic performance (Hyman & Snook, 2001).

Inception of bullying behavior ensues as the child starts going to a school, for many generations it was believed that students in school tease and annoy each other and is not something to be alarmed about. It was thought to be a part of normal growing and socialization of the students. But recent school bullying incidents has sparked a new amplified interest about the bullying effects specifically in school settings. Bullying is a complex phenomenon that is effected by schools, culture, family and peer relationships (Swearer & Espelage, 2004).

Bullies create a climate of fear, intimidation, coercion, threat and terror in school. Schools especially are the fertile arenas where bullying behavior transpires; recess times, in hallways, bathroom, after school and other secluded areas are where these aggressive acts are displayed, as chances of adult intrusion are less. The most

prevalent form of bullying in school is that of verbal and psychological in which name-calling, offensive comments, social- exclusion, sexual harassment, and humiliation are frequently used (Shellard, 2002). It has been seen that at middle and high school level verbal and psychological bullying occurs while at elementary level physical form of bullying i.e. physical aggression, hitting along with teasing and social exclusion are frequent (Banks, 1997).

It has been perceived that bullying effects a substantial portion of the school children, it inflict such emotional scar in the children that persist till adolescent and adulthood. Bullying has been seen as a group activity involving a bully, a victim and the bystanders. These bystanders can help the bully, intervene or act as a spectator (Atlas & Pepler, 1998). In majority of the scenarios the bystanders doesn't help the victim that in turns boosts the bully to further intimidate the victim. However it has been seen that when bystanders try to assist the victim, they are effective in most of the settings, also bullying behavior usually occurs with approximately 88% of bystanders including peers (Hawkins, Pepler, & Craig, 2001).

More than one-third of children at school fail to report bullying to the school personnel out of fear and apprehension as they are not sure if the school authorities will intervene proficiently against the bully or not (Slee, 1994). A study conducted in a Dutch school on children aged 9 -11 years showed that 16% of the children were bullied on regular basis during the school year, 10% or more reported being bullied more than once a week. While 37% of the children testified to have bullied someone once at least, and 6% reported bullying another child on daily basis. No gender difference was seen in being bullied, though boys bullied substantial amount of boys and girls were bullied by girls. Boys mostly exhibited physical form of bullying like hitting, smacking, punching etc. while indirect bullying was present among the girls

i.e. spreading rumors, gossiping, group exclusion etc. (Fekkes, Pijpers & Verloove-Vanhoric, 2005).

A large study conducted in Norway concluded with the same result, 11% of elementary students were bullied regularly while 7% bullied other children on regular basis (Olweus, 1991). Schools in United Kingdom reported 27 % of students being bullied and 12 % as active bullies (Whitney & Smith, 1993). The schools in Italy showed higher level of bullying on regular basis, 46% were the victims of the bully while 23% were active bullies (Genta, Menesini, Fonzi, & Costabile, 1996). More recent numbers on victimization vary from 24% in England, 17% in the US to 8% in Germany (Wolke, Woods, Stanford, & Schulz, 2001).

Researchers have identified a number of significant correlates of bullying within the peer group and the school environment. Children who bully others are more likely to be nominated as responsible for "starting fights" and "disrupting" others (Whitney, Nabuzoka, & Smith, 1992). Not surprisingly, they tend to be rejected by peers (Boulton & Smith, 1994). In general, bullies lack friends (Rigby & Slee, 1993) and feel lonely at school (Rigby, 1996).

Apart from having interpersonal difficulties, bullies experience higher levels of daily hassles in relation to school work (O'Moore & Hillery, 1991). In addition, they express strong dissatisfaction with school (Slee, 1995) and feel disengaged from the school community (Ahmed, 2001).

Teacher's role in Bullying Behavior

School is a powerful ground with teachers as its mediators; it directly affects a child's social, emotional and psychological development. It equips a child for the future accomplishments in which teachers play a very crucial and vital role therefore a student-teacher relationship has been given a great importance as teacher inculcate

positive thoughts and attitudes in a child. Research has deduced that positive teacher-student relationship leads to high social and self- competence, high academic self-efficacy and has overall positive impact on a youth's mind (Hughes & Kwok, 2006).

Literature has indicated that the relationship a student and teacher share influences the development of an individual. Congenial student-teacher relationship is accompanied with positive student outcome like good academic achievement and peer-relations, social competence, insightfulness, forbearance and less behavioral issues while poor student-teacher relationship is associated with behavioral and academic difficulties (Davis, 2003). It is evident by these researches that students having good interpersonal relations with teachers tend to avoid bullying behavior while students who perceive rejection from teachers tend to involve in bullying others students in school settings.

Perceived teacher acceptance by children is positively associated with school-liking and negatively associated with school- avoidance (Harrison, Clarke & Ungerer, 2007). Perceived teacher acceptance by young adolescents is also correlated with prosocial behavior and high academic achievement as evaluated by peers and teachers (Wentzel, 2002). It is also correlated with psychological well being of adolescents, a longitudinal study (Reddy, Rhodes, & Mulhall, 2003) showed that changes in perceived teacher acceptance – rejection affected the self- esteem and depression level among adolescents. The authors suggested that the depression level declined and self-esteem was escalated when the child perceived more teacher-acceptance (Cattely, 2004).

Gender differences in perception of teacher acceptance and rejection also prevail according to various studies. Boys negative relationship with teacher was seen to be strongly correlated with low school performance (Blankemeyer, Flannery, &

Vazsonyi, 2002). This could be possibly due to the fact that girls tend to form cozy and warm relations with teachers hence perceiving more teacher acceptance as compared to boys (Pianta, Hamre, & Stuhlman, 2003).

Burgeoning literature shows that adolescent's psychological development and adjustment, along with academic achievement is greatly influenced school environment (Wentzel, 1999; Davis, 2001). School environment and class environment, both are dependent upon the type of relationship that the adolescent share with his/her teacher. Teachers tend to play a dual role of both a mentors and close friend in life of a student and therefore their role in a student's life are highly influential and significant (Pianta, 1999). When teachers intervene in a bullying situation, they are more likely to stop the bullying act successfully.

Ample studies are now pointing to the fact that school and teachers play a profound role in a child's life. They greatly influence the level of academic efficacy, self-esteem and psychological development of their students (Brophy, 1998). A child perceiving teacher acceptance is better adjusted in school as compared to his peers, who share less congenial relationship with their teachers (Eccles & Roeser, 1999). Also Social and emotional developments of students are enhanced when they perceive acceptance and warmth from their teachers (Murray & Greenberg, 2000).

The importance of teachers' acceptance- rejection is evident by a study conducted, in which the authors identified three factors that affect school adjustment of the youth. First is closeness, which indicates the level of comfort, warmth and emotional bond between the teacher and children. Second is dependency, if a child is excessively dependent over his/her teacher he/she will feel isolated in school as well as among peers. Thirdly and lastly the authors suggested that a child would be aggressive and anxious and poorly adjusted in school if his/her relationship with the

teachers were conflicted (Birch & Ladd, 1997). Study concluded that the teachers perceived high academic achievement for those students with whom they shared close relationship as compared to those with whom they had a discord (Pianta & Stuhlman, 2004). Acceptance and Support from teachers' foster feeling of belongingness and students who feel rejected evades school thus endangering their academic - emotional efficacy and performance (DeRosier, 2008). And such students are more likely to get involve in bullying acts or being victimized.

A child's relationship with other adults has always been of a great interest for researchers. The emotional bond that a child shares with his parent has been of great importance as it sets ground for the child further relations with other adults. A child relationship with his parent resembles the bond his shares with his/her teachers. This conclusion was based upon a study conducted on 101 two-year olds, their teachers and mothers. The child's quality of relation with their teachers was assessed after measuring their bond with the mothers with an interval of 6 months. The authors observed that the child demonstrated same form of relationship with both the attachment figures whilst keeping in mind that the child might behave differently sometimes cause of the difference in the context and role of both attachment figures (Pianta & Steinberg, 1992).

Parental role in Bullying Behavior

Family is an important factor in a child's life, as their personality is shaped and nurtured by the family environment. It is the first social group the child interacts with, and that's why has the longest influence. This has been the main reason that researchers have now shifted their attention towards family interaction to better understand bullying behavior exhibited by some children. These researcher have focused upon the rearing style and disciplinary practice selected by the parents, as its

these methods that suggest why some children become a bully or a victim (Doll, Song, & Siemers, 2004; Olweus, 2009).

Most of the research insinuates that the behavior displayed by an individual is somehow reflection of his social support or in simple terms his family environment. Some families induce disruptive behavior in their children by not properly monitoring the schedules of reinforcement; they are inconsistent in providing reward for showing positive behavior and punishment for negative conduct. Some parents strengthen their child's wrong behavior by laughing or appreciating, while disregarding the positive behavior (Patterson, Reid, & Dishion, 1992).

Social learning theory of Bandura (1986) clearly illustrates the effect of modeling on children development, it states that if adults display aggressive and hostile behavior in front of the children, the children will tend to copy and act the same with others (bullying) (Rican, Klicperova, & Koucka, 1993). Thus, a family environment induces hostility in an adolescent personality by demonstrating and promoting aggressive behavior.

Bullying and victimization both have been linked to parenting style and family experiences. Being exposed to parental conflict and corporal punishment is indicative of being a participant of bullying behavior (Bauer, Herrenkohl, Lozano, Rivara, Hill, & Hawkins, 2006). Bullies mostly belong to those families where the parents are harsh, rejecting, punitive and dictatorial (Shields & Cicchetti, 2001). Parents of bullies lack parental monitoring and supervision, they doesn't ask there children whereabouts which increases their chance of association with deviate peers and involvement in bullying behavior. On the other hand parents of victims tend to be highly intrusive and interfering in their child life affairs, they monitor their child to an extent where it induces low self-esteem and confidence (Marini, Dane, Bosacki, &

Ylc-Cura, 2006).

Investigating the difference prevailing within families of bully, victims and bully/victims, researchers (Stevens, Bourdeaudhuij, & Oost, 2002) found out that bullies perceived their families as inconsistent, more conflict prone, unconnected, struggling for common grounds, rejecting and disorganized. The parents of the bullies were seen to score lower on self- expression, bonding and social competence. They believe in induction of physical punishment as a way to handle their child behavior. The victims portrayed their families same as the bully families apart from showing higher level of evasion and rejection. While children who are both bully and victims perceived their families as more hostile, less emotionally connected and dictatorial.

The affections manifested by the parents along with the emotional security and supportiveness they show is very essential for the stable development of a child. Such positive upbringing induces in the child the necessary self-confidence required to deal with day-to-day obstacles and hurdles. With this due attention by the parents, also teaches problem- solving skill to the child so they can adequately deal with minor issues that may arise. Paternal absences has been seen to play a role in making a child susceptible to victimization, this absences can be because of death, or limited involvement of father in the child's life or other issues like separation or divorce (Papanikolaou, Chatzikosma & Kleio, 2011).

As ample research shows us that punitive and harsh parents nurture bullies, other researches points to the fact that child-rearing practices where the parents allows their children autonomy and independence but remain authoritative tend to give raise to children who are less likely to get involve in bullying behavior. Also the children who perceive acceptance from their parents do not participate in bullying (Rigby,

1993).

The basic view that "violence at home begets violence at school" precisely supports the conclusion drawn from various researches. Bullying behavior has seen to be a vicious cycle, A 24- year longitudinal survey found out that adolescent bullies not only grew up as adult bullies but their children grew up to be bullies as well (Farrington, 1993).

It has been seen that those adolescents are mostly likely to be involved in bullying who are deprived of warm, caring and cooperating mother (Barboza, Schiamberg, Oehmke, Korzeniewski, Post, & Heraux, 2009). Burgeon of studies claim that depressed mothers tend to induce aggression in their children especially boys. The plausible description for this outcome can be that boys require more social supervision as compared to girls and when this monitoring is not available as the caretaker is depressed can stimulate bullying behavior, that's due to their mood instability, harshness and physical disciplinary acts. Apart from inducing bullying behavior, a depressed parent can also produce victimization tendency in their child since they are not there to present to protect and provide emotional security to the victimized child (Georgiou, 2008).

Parental support acts as a buffer against anti-social behavior for adolescents and helps them in developing social skills necessary in schools. However, this does not imply that adolescent possessing these skills would intervene in a bullying situation, they tend to evade and distract themselves from such bullying scenarios; mostly they adopt a passive outlook but with guilty feelings for not being able to assist the victim (Baldry & Farrington, 2005). Peers reaction in bullying scenarios has been seen to be directly related to the parenting style, adolescents who experience low

parental guidance will tend to be more likely to be involved in the bullying behavior (Wang, Iannotti, & Nansel, 2009).

Parents relationship with their children are on two dimensions, its either acceptance or rejection. These domains promote a child personality development. It sheds light upon the rearing practices that can inculcate positivity in children and negating hostility and aggression (Rohner et al, 2012). Parental acceptance is when a parent acknowledges a child's capabilities and shortcoming; it enhances the child self-confidence and self- adequacy (Mruk, 2003). While rejected children have impaired self-confidence and are psychologically maladjustment (e.g. depression or aggression) (Coie, 1990).

Therefore, Children those are accepted by parents as well as socially competent are less likely to be rejected at school and show aggressive behavior, this is because children who receive maternal warmth and support feel more confident and protected. Furthermore, the behavior modeled by parents i.e. warmth, benevolence, care is embraced by the children and exhibited among peers. These finding are proven by studies conducted claiming that supportive and positive parenting is directly associated with social competence and negatively associated with aggression (Craig, Peters, & Konarski, 1998).

Bullying behavior encompasses coercion, hostility and violence, cross-cultural study of 101 societies conform these finding that children rejected by their parents are more likely to be violent, aggressive and destructive, they tend to have low self-esteem and relay heavily on others (Rohner & Britner, 2002). Also bullies tend to be emotionally closed and un-empathetic, and meta-analysis of 43 studies have shown that parental acceptance-rejection affects psychological well-being of adolescents and these rejected children tend to be cold, indifferent and emotion-less as predicted by

the theory (Rohner, 1999).

Peer relations and Bullying Behavior

When children move into adolescents their need to be loved, to belong, to be emotionally supported is fulfilled by other attachment figures (peers) instead of by parents. Adolescent tend to spend ample amount of time with their peers and trust their opinions and solution instead of their parents (Agnew, 2003). Peers relations become stronger at this developmental stage because adolescents crave to be in unrestricted, non-judgmental and less monitoring environment and they find it among their peers (Giordano, 1995). Research has shown that adolescents who are accepted by their peers tend to have better social and mental development (Rubin, Dwyer, Booth-LaForce, Kim, Burgess, & Rose-Krasnor, 2004) while rejection from peer have a negative impact and hinders the adolescents' social and mental development and induces later psychological and behavioral maladjustment (Rubin, Bukowski, & Parker, 1998). Confirming these research findings, it was seen that when peer context was removed and only parental acceptance- rejection was focused, the parental rejection was related with higher level of maladjustment and this maladjustment was lower in case of parental acceptance. Likewise when parental context was ignored, peer rejection was related with higher level of psychopathology and this level was lower in case of peer acceptance in early adolescences (Rubin et al. 2004).

Ladd (2005) in his book "Children's Peer Relations and Social Competence: A Century of Progress", pursued the major findings from 1900s to the present about the role of peer relationship in child and adolescent development. He says "Children begin their lives in the social world of their families, however, as they mature they are introduced to the social world of peers and spend increasing amounts of time with kids their own age". As soon as children starts going to school they are confronted

with the difficult task of making new friends, managing peer relationship, evading bullies and adjusting in-group setting, and to handle all this requires social competence, intricate thinking and interactive skills.

Some children are aggressive and some are passive. "Social Competence" in children is somewhat innate. Some children like to be friends with few people while some like to be a part of larger group. Regardless of the common misperception, making friends is not an easy task, some children has the ability to mingle easily with people but some doesn't, researches have revealed that even toddlers are 50 to 70% rejected by their peers (Keeler, 2006). Studies conducted on finding the answers to why some children and adolescents are rejected revealed that these individuals are treated in this way by their peers because they are seen to be immature, socially incompetent, reserved, nervous and lacking skills like honesty and benevolence (Newcomb, Bukowski, & Pattee, 1993).

Developmental researches have verified that adolescence is a time-period that is very perceptive to peer companionship, to rejection and emotionally disturbance caused by rejection. When adolescent enter academic institutions, the time they spend with peers dramatically increases. They tend to rely on their peers for suggestions, views, ideas, and support and therefore adolescent are highly sensitive to rejection and maintaining peer relationships, as bullying is highly prevalent at this age. Rejection from peers at this age has been associated with social retreat and a worst treatment (Abecassis, Hartup, Haselager, Scholte , & Lieshout 2002) and bullying and making fun happens to relate to perceived recognition (Juvonen, Graham, & Schuster, 2003). Studies have confirmed that bullies experience interpersonal difficulties as well. They are rejected by their peers, have no friends and tend remain alone in school (Rigby, 1996). Bullying is a risk factor for the current and later lives

of adolescents. Although it is known that the responses of peers to bullying can both increase and decrease the frequency of bullying behavior, little knowledge exists about the factors related to these peer roles (Keeler, 2006).

It has been seen that the occurrence of bullying behavior is frequent in academic institution not because children spend most of their time there but because academic institutions are peer interactive milieus, where specific peer norms revolve around and are abided by the students, these norms are created by the students and are communed ubiquitously between them (Eder, Evans, & Parker, 1995). The "Person-Group dissimilarity model" states that when a behavior not in accordance with the peer group norm is displayed the individual is more likely to be rejected by peers, if a child acts aggressively which is against the norm system of the peer group he'll be rejected. And peers will accept them if they display behavior in accordance to the peer group norm (Wright, Giammarino, & Parad, 1986). This model has been replicated by many researcher in their respective studies and all have reached a common conclusion that peer acceptance- rejection is based upon the norms existing in that classroom or school (Sentse, Scholte, Salmivalli, & Voeten, 2007).

The cycle of violence and aggression is invigorated over time when children become more aggressive when their peers reject them (Vitaro, Boivin, & Tremblay, 2007). Peer rejection especially during adolescence has been associated with negative outcomes i.e. poor academic achievement, less school involvement, drug abuse, social incompetence, antisocial behavior and inappropriate sexual acts (London, Downey, Bonica, & Paltin, 2007) That's why when adolescents go through peer rejection they need to vent out their hostility and aggression by indulging themselves in negative behaviors like bullying others. As social status is an important factor behind bullying behavior, researches have reported that to achieve high social status, adolescent boys

tend to act aggressive and tough while for adolescent girls physical appearance is the cue (Eder, 1995). Hence, adolescent boys uses physical bullying and girls uses verbal bullying as means to achieve this dominance.

Peer role in bullying behavior has been explicitly portrayed in a study conducted by Craig and Pepler (1997). They videotaped children on the playground, they observed that in 85% scenarios, peers were involved in the bullying act, in which in 30% of the bullying episodes the peers were active participants, in 23% they were just observers, and in 12% bullying episodes they intervened. Along with that in 74% encounters the peers were respectful towards the bullies while only 23% to the victims. Peers are therefore the target unit for intervening during a bullying act as the perceived acceptance or rejection from the peers increase or decrease the likelihood of the occurrence of the bullying behavior among children and adolescence (Arnett, 2010).
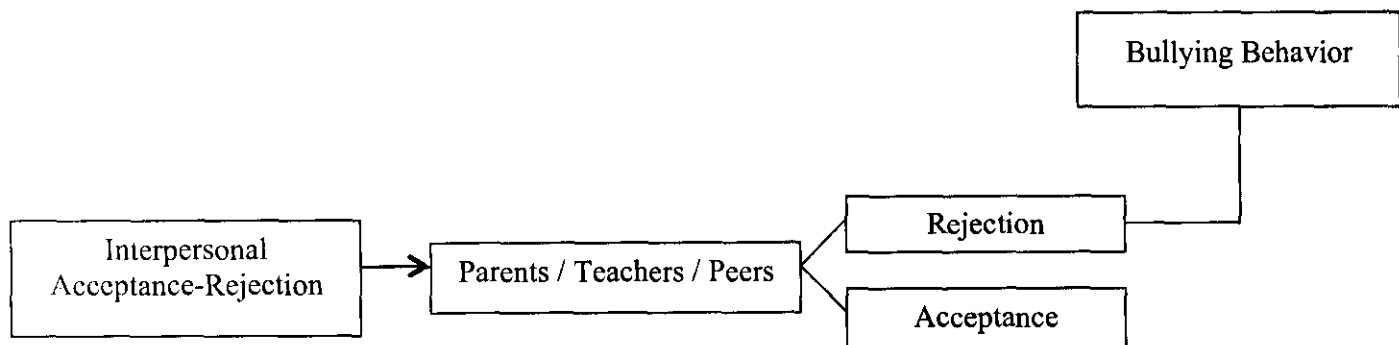
Gender difference in Bullying Behavior

Gender is a fundamental facet to inspect for the better understanding of the phenomena of bullying. Burgeon of research has reported that bullying behavior is different in boys and girls. Boys are seen to be more aggressive and physical during bullying acts while girls are more likely to use name-calling, social exclusion and verbal form of bullying. Along with these findings, literature reveals inconsistent results related to gender in bullying behavior, while some studies indicate that bullying behavior is more prevalent among boys than girls (Haynie et al., 2001). Other studies specify that there is no gender difference in bullying behavior (Wolke et al., 2000).

High fractions of boys are seen to be victims of bullying, but bullying behavior certainly occurs in girls as well. Boys are more likely to bullies other

students as compared to girls, approximately 50% students report being bullied by boys. Boys tend to use the physical form of bullying more while this form of bullying is less demonstrated by girls as they usually use the indirect form of bullying like social exclusion, rumor - diffusion, name-calling, and unfairness in friendships, indirect bullying also has more adverse reactions on the individuals mental health (Olweus, 2003). Also boys are more likely to be bullies as they are more aggressive than girls. The bully-victim dyad relationship has proven this claim as in it the aggressors are usually boys and victims are girls and boys both (Hanish & Guerra, 2004).

This gender- difference in bullying behavior demonstration can be explicitly explained by the process of socialization. Different cultures promote different forms of behavior for example in Turkey, boys are stirred towards aggression and violence therefore, the boys in turkey are more likely to deal with their daily school difficulties by bullying other individuals as they have learned that violence and aggression is the preferred way to deal with interpersonal difficulties. Secondly, bullying behavior is also enhanced by modeling, if parents and teachers physically punish children (Sumer & Aydın, 1999), the child especially boys are more likely to perceive the male adult actions as acceptable and exhibit the same behavior of hostility and coercion in their interpersonal relations, thus bullying others. Literature has inconsisnent research findings about gender-difference. (Kepenekci & Çınkır, 2006) found explicit gender-difference, with boys using physical form of bullying (e.g. kicking, slapping, weapon usage, pushing etc.) and girls using verbal form of bullying (e.g. manipulations, name-calling, social exclusion, and spreading rumors. In another study (Dölek, 2002) no significant gender-difference was observed.

Proposed Model of the Present Study

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                                                            │   Bullying Behavior  │
                                                            └──────────────────────┘
                                                                      │
                                              ┌──────────────┐        │
                                              │   Rejection  │────────┘
┌────────────────────┐   ┌───────────────────┐└──────────────┘
│   Interpersonal    │──▶│ Parents / Teachers │
│ Acceptance-Rejection│  │      / Peers       │└──────────────┐
└────────────────────┘   └───────────────────┐│  Acceptance  │
                                              └└──────────────┘
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Rationale of the study

The present study aimed at exploring the relationship of interpersonal acceptance- rejection and bullying behavior among adolescents in school setting. Bullying behavior recently attracted much of the media attention cause of the devastating crimes taking place in schools worldwide. Previously, bullying was taken as a normal behavior displayed by adolescents but recent development has changed the whole perspective. Burgeoning of literature on bullying is present in western countries but little has been explored in Pakistan in this area. Very few studies have been conducted to see the understanding of school bullying and some correlates (Hanif & Smith, 2010).

The role of parental influence has been seen to have a great influence on social and psychological nurturing of an adolescent. Acceptance or rejection from parents is seen to instill negative behavior like conduct disorder, aggression and hostility. It has been seen in worldwide researches that parents of bullying adolescents are cold, harsh, aggressive and punitive, they doesn't provide their child with necessary warmth, love and care, which inculcate negative behavior in them and they display similar interaction styles in social settings, thus are lacking social competence (Murray & Murray, 2004). Many studies have been conducted on various aspects of parental acceptance – rejection (PARTheory) in Pakistan (Munaf & Sardar, 2010; Riaz & Qasmi, 2012; Hussain & Munaf, 2012) but these studies have been limited to the psychological adjustment of the adolescents only.

This study aims at finding the prevalence rate of bullying behavior in Pakistani adolescents especially focusing on school set-up as schools are regarded as fertile arenas for bullying, school is an area where peer interact most and that is why peer bullying is a common phenomena but its hasn't been studied in detail as such.

Also in schools, teachers play a dual role of mentors and guardian and sometimes as a friends, the impact of teachers behavior in cultivated bullying behavior is very substantial, if the teachers are accepting and warm, it will foster positive thoughts in the adolescent minds but if the teacher is rejecting and cold, it will have the undesirable effect. Therefore school and teachers have a great influence on the determination of an adolescent acting as a bully.

A contemporary benefit of this study would be that it would open new horizons for research on the subject of bullying behavior and effect of interpersonal acceptance – rejection on it. It would equip as well as inspire the forthcoming researchers to further explore this phenomenon and investigate culturally influence, issues and other factors contributing in enhancing this aggressive behavior. The present study would be helpful in providing the necessary information required by the schools to set-up intervention plans, which would include parents, teachers and peers, as these three interpersonal relations has the greatest and largest influence on adolescents life.

METHOD

METHOD

Objective

The study has following objective:

- To study the relationship between Perceived Interpersonal Acceptance-Rejection and Bullying Behavior among adolescents in school set-up.

Hypotheses

- There is a relationship between perceived interpersonal acceptance-rejection (parents, peers and teachers) and bullying behavior among adolescents in school setting.

- There is a difference between perceived interpersonal acceptance-rejection scores of boys and girls in school setting.

- Boys show high bullying behavior as compare to girls in school setting.

- Bullying behavior is high among adolescents who perceive interpersonal rejection than who perceive interpersonal acceptance.

Operational Definition

Interpersonal Acceptance-Rejection

The two aspects of Interpersonal theory i.e. acceptance and rejection are two continuums. The perceived acceptance marks one end of the continuum, it insinuates warmth, care, support, affection, concern, and nurturance experienced by the children from their attachment figures. On the other end of the continuum is perceived rejection, which is simply the withdrawal of affection or support and instillation of physical and psychological painful behaviors and feelings (Rohner et al, 2012).

Bullying

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus, 1995).

Sample

The sample was comprised of 300 adolescent (N= 300) having equal number of boys (n=150) and girls (n=150). The age range of the sample was from 13 years - 16 years. For the present study data was collected from Islamabad Model College including boys (n =50) and girls (n=50), Fauji Foundation boys (n=50) and girls (n=50), Educators boys (n = 50) and girls (n = 50) were approached with the help of convenient sampling technique.

Instruments

For the present study following instruments were used:

Demographic Sheet

Demographic sheet was printed separately that included age, gender, education, birth-order, parental education, and family system of the participant. All participants were approached in school setting.

Children Parental Acceptance- Rejection Questionnaire: Father And Mother, Short Forms

It is a self-report instrument designed to measure individuals' perceptions of parental acceptance-rejection (i.e., the warmth dimension of parenting). It measure individuals' perceptions of the warmth, affection, care, nurturance, support, or simply love (i.e., parental acceptance) or rejection they received in their family of origin. The both PARQ forms comprises of 24 items, and has four scales: (1)

warmth/affection, (2) hostility/aggression, (3) indifference/neglect, and (4) undifferentiated rejection, each of which is scored to the following four categories: '4' as "almost always true", '3' as "sometimes true", '2' as "rarely true", '1' as "almost never true". All scales on the PARQ are keyed in the direction of perceived rejection. That is, the higher the score on any scale or on the total PARQ scores, the greater the perceived parental coldness/lack of affection, hostility/aggression, indifference/neglect, undifferentiated rejection, and overall perceived rejection. The possible score range can be spread from a possible low of 24 (revealing maximum perceived acceptance) to a high of 96 (revealing maximum perceived rejection) with midpoint 56. All the statements are negative except one that is positive; to partially control the response set biases. Reverse scoring has been assigned to only item no 13. The alpha reliabilities in Malik and Rohner (2012) were .90 for father version (Annexure - E) and .86 for mother version (Annexure - F).

Teacher Acceptance-Rejection Questionnaire, Short Form

The TARQ/Control was designed to measure children perception of teacher acceptance-rejection. The short form comprises of 29 items, and has five scales, four of which assess students' perceptions of their teacher's warmth/affection, hostility/aggression, indifference/neglect, and undifferentiated rejection—and overall acceptance-rejection, each of which is scored to the following four categories: '4' as "almost always true", '3' as "sometimes true", '2' as "rarely true", '1' as "almost never true". All scales on the TARQ are keyed in the direction of perceived rejection. That is, the higher the score on any scale or on the total TARQ scores, the greater the perceived teacher coldness/lack of affection, hostility/aggression, indifference/neglect, undifferentiated rejection, and overall perceived rejection. The

possible score range can be spread from a possible low of 24 (revealing maximum perceived acceptance) to a high of 96 (revealing maximum perceived rejection) with midpoint 60. All the statements are negative except two that is positive; to partially control the response set biases. Reverse scoring has been assigned to the item no 16 and 20. The alpha reliability in Parmar & Rohner (2004) was found to be .88 (Annexure - H).

Illinois Bullying Scale (IBS)

The bullying scale original developed by Espelage (2002) is an 18-item questionnaire designed to assess bullying behavior. It was translated in Urdu and validated by Shujja and Atta (2011) for Pakistani population; responses are anchored on four-point rating; "never" to "always". The IBS yields a total score on three construct scale scores: bullying, fight, and victim. The internal consistency (alpha) coefficients for the IBS total score was .89 and coefficients for the construct scales demonstrate .82 (bully), .81(fight) and.73 (victim) for children and adolescents. (Annexure - I)

Procedure

The adolescents belonged to schools located in twin cities i.e. Rawalpindi and Islamabad. After taking informed consent from the participants, questionnaire booklet, which comprised of Parental Acceptance-Rejection Questionnaire, Teacher Acceptance – Rejection Questionnaire, Illinois Bullying Scale and Dyadic Peer Nomination was distributed among all the students. In dyadic peer nomination procedure the numbers of nominations children received individually from their same- and other-gender classmates with regard to '"like" and "dislike" was used to

create measures of same- and other-gender peer acceptance and peer rejection. After the numbers of received nominations had been summed, proportions are calculated to take differences in the number of respondents per class into account, yielding scores from 0 to 1 (Veenstra, Lindenberg, Munniksma, & Dijkstra, 2010). Required demographic information was administered individually on a sample of 300 participants (150 boys and 150 girls). Researcher gave instructions about the questionnaires and explained each statement to the participants. The participants were assured that their identity will not be disclosed and this information will be used only for the research purpose.

Statistical Analyses

For achieving the objectives and testing the hypotheses of present study alpha coefficient and correlation will be calculated. The mean difference of boys and girls will be estimated on all measures. Multiple Regressions will be carried out for estimation of the relationship between all the variables.

RESULTS

RESULTS

Table 1

Reliability coefficient of Parental Acceptance- Rejection Questionnaire (PARQ),

Teacher Acceptance – Rejection Questionnaire (TARQ) and Illinois Bullying Scale

(IBS) (N=300).

Scales	No. of items	Cornbach's Reliability Coefficient
PARQ – Father Version	24	.74
PARQ – Mother Version	24	.76
TARQ	29	.77
IBS	18	.88

Parental Acceptance – Rejection Questionnaire Father/ Mother Version (PARQ), Teacher Acceptance-Rejection Questionnaire (TARQ), Illinois Bullying Scale (IBS).

The result in the table 1 indicates that these four measures have significant Cornbach's Reliability Coefficient. The reliability for PARQ – Father version is .74, for PARQ- Mother Version is .76, for TARQ is .77 and for IBS is .88.

Table 2

Correlation matrix of scores of PARQ (Father and Mother version), TARQ (Teacher

acceptance- rejection Questionnaire), PAR (Peer Acceptance-Rejection) and IBS

(Illinois bullying scale) of boys and girls (N = 300).

	PARQ (father version)	PARQ (mother version)	TARQ	PAR	IBS
PARQ (father version)		.72**	.53**	.50**	.56**
PARQ (mother version)			.57**	.52**	.59**
TARQ				.62**	.54**
PAR					.66**
IBS					

**P > .01 Parental Acceptance- Rejection Questionnaire – Father/ Mother version (PARQ), Teacher Acceptance-Rejection Questionnaire (TARQ), Illinois Bullying Scale (IBS).

It is observed from the table 2 that there exists strong correlation between PARQ Father and PARQ Mother *(r = .72, p < .01)*, PARQ Father and TARQ *(r=.53 ,p <.01)*, PARQ Father and PAR *(r=.50 ,p<.01)* , PARQ Father and IBS *(r=.56, p<.01)*, PARQ Mother and TARQ *(r= .57 , p < .01)* , PARQ Mother and PAR *(r=.52, p<.01)*, PARQ Mother and IBS *(r= .59 , p< .01)* , TARQ and PAR *(r=.62, p<.01)* , TARQ and IBS *(r= .54, p<.01)*, PAR and IBS *(r=.66, p<.01)*.

Table 3

Mean, Standard Deviation, t value and Cohen's d of boys and girls on dimensions of Father Acceptance – Rejection on PARQ (N= 300).

PARQ	Boys (n=150)		Girls (n=150)		t	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
Father Acceptance – Rejection	1.79	.41	1.78	.42	.20	.84	.086	.11	0.02

p=n.s, df=288

The results of the table 3 illustrate no significant difference among the perception of boys as compared to girls on the PARQ Father acceptance-rejection *(t= .20, df=288,p=n.s)*. The results indicate that boys and girls equally perceive their father to be less warming, aggressive and rejecting.

Table 4

Mean, Standard Deviation, t value and Cohen's d of boys and girls on dimensions of Mother Acceptance – Rejection on PARQ (N= 300).

PARQ	Boys (n=150)		Girls (n=150)				95% CI		
	M	SD	M	SD	t	p	LL	UL	Cohen's d
Mother Acceptance-Rejection	1.76	.43	1.74	.44	.39	.69	.079	.12	0.05

p=n.s, df=298

The results of the table 4 show no significant difference among the perception of boys as compared to girls on the PARQ Mother acceptance-rejection *(t= .39, df=298,p=n.s)*. The results indicate that boys and girls equally perceive their mother to be less warming, aggressive and rejecting.

Table 5

Mean, Standard Deviation, t value and Cohen's d of boys and girls on dimensions of Teacher Acceptance – Rejection on TARQ (N= 300).

TARQ	Boys (n=150)		girls (n=150)		t	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
Teacher Acceptance – Rejection	1.81	.39	1.68	.47	2.67	.008	.035	.23	0.31

p=.05, df=298

The results of the table 5 indicate significant difference among the perception of boys and girls on the TARQ *(t= 2.67, df=298,p=0.5)*. The results indicate that boys perceive their teachers to be less warming and rejecting as compared to girls.

Table 6

Mean, Standard Deviation, t value and Cohen's d of boys and girls on dimensions of Peer Acceptance – Rejection (N= 300).

PAR	Boys (n=150)		Girls (n=150)		t	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
Peer Acceptance – Rejection	1.67	.47	1.51	.50	2.96	.003	.056	.28	0.34

p=.05 df=298

Results in the table 6 indicate significant difference among the perception of boys and girls on the PAR *(t= 2.96, df=298,p=0.5)*. The results indicate that boys perceive their peers to be less warming and rejecting as compared to girls.

Table 7

Mean, Standard Deviation, t value and Cohen's d of boys and girls on bullying behavior (IBS) (N= 300).

IBS	Boys (n=150)		Girls (n=150)				95% CI		
	M	SD	M	SD	t	p	LL	UL	Cohen's d
Illinois Bullying Scale	18.37	10.41	13.37	9.34	4.38	.000	2.75	7.25	9.6

p=.001, df=298

Results of the table 7 indicate that Boys and Girls differ significantly on IBS *(t= 4.38, df=298,p=. 001)*. The table shows that boys tend to have higher tendency of bullying behavior *(M= 18.37, SD= 10.41)* as compared to girls (M= *13.37, SD= 9.34)*.

Table 8

Regression Analysis for Bullying Behavior from Parental (Father- Mother) Acceptance- Rejection, Teacher Acceptance-Rejection and Peer Acceptance- Rejection.

	B	SE B	β	t	F
(Constant)	13.64	2.25		6.07	65.20
FAR	4.46	1.63	.180	2.74	
MAR	1.79	1.55	.075	1.157	
TAR	3.48	1.24	.147	2.79	
PAR	11.773	1.02	.565	11.53	

$R = .69$ $R^2 = .478$ $P < .000$

Note : B = unstandardized coefficient β = standardized coefficient SE= standard error

Table 8 shows regression analysis for bullying behavior from Father-Mother acceptance-rejection, teacher acceptance-rejection and peer acceptance-rejection, figure shows that Father-Mother acceptance- rejection is a significant predictor of bullying behavior ($\beta = .180$, t= 2.74, p <. 000; $\beta=.075$, t= 1.157, p <. 000), also Teacher acceptance-rejection ($\beta = .147$, t = 2.79, p< .000), and Peer acceptance-rejection ($\beta= .565$, t= 11.53, p <.000).

DISCUSSION

DISCUSSION

The present study was aimed at exploring the relationship between perceived interpersonal acceptance-rejection and bullying behavior among adolescents in school settings. The reliability of all the scales was satisfactory (Table 1). The result analysis showed strong relationship between all the measures (Table 2). A child first social interaction is with his parents that's where he learns his first lesson on social interaction therefore family environment plays a vital role in formation of congruence and sense of attachment within and individuals. It is believed that the relation a parent and a child shares forms the base for the child's further social development and attitudes in various spectrum of life. Burgeon of researches shed light upon this fact that maladjustment and behavioral issues are inculcated in children by negative parenting. Lack of communication, unresolved conflicts between family members can enhance the possibility of cultivating socially negative attitude in adolescents in various settings (Cummings, Goeke-Morey & Papp, 2003).

In the present study it was hypothesized that there exist gender differences among adolescents on perception of parental acceptance- rejection. The results showed that boys and girls do not have any difference in perception regarding parental acceptance-rejection (Table 3 and 4). This issue remains ambiguous as most of the researches conducted on parental acceptance- rejection revolve around parenting styles and family dynamics; none has examined gender difference (Shek, 2005). A recent study conducted showed somewhat similar results, that boys and girls perceive parental acceptance-rejection similarly, with boys experiencing less parental acceptance than girls (Tulviste & Rohner, 2010). Another study conducted over child abuse and parental acceptance- rejection with gender taken as a demographic variable

revealed no difference in perception of parental acceptance across gender, concurring similar results as this study. The bond a parent –child share is very vital especially during adolescence, as it is the stage of stress, conflict and detachment between children and parents. In adolescence, children strive for autonomy and spend more time in the outside world than inside, giving rise to nonconformity (Agnew, 2003). Most adolescent report having cordial relationship with their parents but this factor is contingent on the parenting style, that is how parents can obtain equilibrium in setting limits and providing freedom to their children (Steinberg, 2001).

Adolescent development is greatly influence by schools as it enhances their psychological functioning, academic outcomes and social adjustment (Davis, 2001). Important figures in school set up are teachers, they play various roles in the life of an adolescent, they act as mentors, as friends, and as role models (Pianta, 1999). Studies suggest that students who are positively perceived by their teachers tend to score higher in social and emotional development (Murray & Greenberg, 2000). Warm and accepting teachers are researched to have a positive influence over adolescent as they spent majority of their time with them in school setup (Eccles & Roeser, 1999). Similarly the present study showed that adolescents especially boys perceive more teacher acceptance- rejection than girls (Table 5). A recent study conducted found similar results that boys perceive significantly less teacher acceptances than girls (Tulviste & Rohner, 2010). According to Birch and Ladd (1998) boys in schools tend to show more aggressive and confrontational behaviors than girls that is why they may perceive and experience more teacher denunciation than girls. Another study found similar results showing boys perceiving slightly more teacher acceptance-rejection than girls (Parmar & Rohner, 2010).

Further, current study results reveals that boys are more likely to perceive peer acceptance- rejection than girls (Table 6). This fact is proven by various researches conducted over time. When children transit from childhood to adolescents, peers come to play an important role in various aspects of their life. They tend to have both positive and negative impact on social and psychological development of an adolescent. It has been seen that the child social state is determined by peer acceptance and rejection therefore peers have great influence over the social adjustment of an adolescent. The child's need of belongingness is being satisfied when they are accepted by their peers and vice versa. This fact is proven by many researches that peer acceptance has enormous impact on social and psychological development of adolescents. Researches also shows that as compared to girls, boys are more likely to be rejected by their peers (Buhs, & Ladd 2001; Rubin et al. 2004).

In the present study, it was hypothesized that boys tend to show more bullying behavior than girls in school setting. Result analysis showed significant presence of bullying behavior among boys than girls (Table 7). Bullying has been labeled as a "social relationship problem" (Pepler, Jiang, Craig, & Connolly, 2008). Some bullies tend to show poor social skills while some display superior social skills and are perceived as popular among school fellows, also boys are seen to be more involved in bullying behavior than girls (Cook, Williams, Guerra, Kim, & Sadek, 2010). It is popularity and admirations that gives bullies the upper hand to manipulate other people. In similar manner, many researches have shown consistent findings with present research results. Bullying and victimization is seen to be more prevailing in boys than in girls (Pekel, 2004; Kepenekci & Çınkır, 2006).

It was hypothesized in this study that bullying behavior exists among those adolescents who perceive more interpersonal rejection than those who perceive more

interpersonal acceptance (Table 8). Family dynamic has a great influence over bullying behavior of adolescent (Smith, & Myron- Wilson, 1998). Presence of violent behavior at home fosters aggression and bullying behavior in adolescents; constant exposure to disagreement, punishment and parental conflict are few examples that are positively affiliated with bullying behavior (Bauer et al., 2006). Parental supervision has a huge effect on the aggression and peer-relations of adolescents; if the adolescents are unsupervised they tend to get involve with deviant peers (Gage, Overpeck, Nansel, & Kogan, 2005). Other features that affect the adolescents are low parental warmth, low family interaction, and lack of communication (Flouri & Buchanan, 2003). Along with parents and teachers, peer acceptance and rejection also plays an essential role in adolescents' psychological well-being. In his famous book Ladd (2005) explained that poor peer relationship is a significant indicator for psychological, social and behavioral maladjustment in childhood, adolescence and adulthood. Children rejected by peers are socially withdrawn, poor in social communication, absent from schools and perform poor academically. When this peer rejection is severe the psychological maladjustment tend to be severe too. Sometimes these children display hostile and aggressive behavior towards others (Coie, & Kupersmidt, 1983).

Robust evidence suggests that parental rejection along with teacher rejection is allied with psychological adjustment of adolescents (Rohner, 2010). According to Rohner (1991) psychological adjustments in this context includes hostility, aggression, emotional unresponsive/instability and other attributes, which are all elements of bullying behavior. Acceptance-rejection from parents, teachers and peers was seen to be effecting the psychological well-being of adolescents in a study conducted in five villages of northern Israel with the sample of 350 females and 220

males from 10th grade (15 – 16 yrs.). It was seen that adolescents that were rejected by the parents, teachers and peers showed aggression and mistreatment (Dwairy, 2011). Similarly a study conducted on 103 Korean American adolescents revealed that adolescents that perceived parental rejection showed poor psychological adjustment along with all of its attributes, confirming our hypothesis (Kim, 2008). 148 girls from diverse ethnic background were assessed in a 6- year longitudinal study which revealed that girls perceiving rejection from peers displayed covert bullying and other externalizing behavior. Analyzing the results of 380 high-school students of Tehran revealed that cold and rejected parents especially mothers tend to induce relational aggression in adolescents (Azimia, Vaziri, & Kashani, 2012). Relational aggression is a type of covert bullying which is mostly displayed by adolescents in school setting.

Conclusion

The above discussion of the results shows that perceived interpersonal rejection is a strong predictor of bullying behavior among adolescents than those adolescents who perceive interpersonal acceptance. Further finding suggest that boys tend to have high tendency of displaying bullying behavior as compared to girls in school settings. The results also revealed that both genders equally perceive their parents to be less warming, unaffectionate and aggressive while only boys perceived high level of rejection from teachers and peers as compared to girls, thus showing gender differences in these two features. Unconstructive home environment instills hostility and aggression in adolescents, which they display in form of bullying in school setting.

Limitations

The limitations of the study are as follows:

1. The study sample was restricted to Islamabad and Rawalpindi only, which limits the researchers to make generalization about the whole population including rural areas.

2. The sample size of the present research was not large enough therefore the findings cannot be generalized nationwide.

Suggestions

Following are the suggestions:

1. A comparative sample of rural boys and girls should be considered.

2. A comparatively large sample is needed to generalize the findings.

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ANNEXURE - A

**Ronald and Nancy Rohner Center
for the Study of Interpersonal Acceptance and Rejection**

Human Development & Family Studies, Box U-1058, University of Connecticut, Storrs, CT
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December 1, 2014

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archived in the Center and placed in the Center's online bibliography.

Ronald P. Rohner, Professor Emeritus
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Director, **Ronald and Nancy Rohner Center**

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RPR:n

ANNEXURE - B

Search Mail   Search Web   Home   Uzma

Compose

Inbox (1)
Drafts
Sent
Spam
Trash (3)
Folders
Recent

Sponsored

Facebook
Facebook – Account Sign Up
on the internet today

← ← → 🗑 Delete Move ∨ Spam ∨ ••• More ∨ ≡ Collapse All   ↑ ↓ ✕

● hi(6)

Dorothy Espelage   are you using the english version or the pakistan version? the scoring is descr   Nov 16, 2013

Dorothy Espelage   good luck! On Fri, Nov 15, 2013 at 1:40 PM, Uzma Khan <uzma.iiui@ymail.co   Nov 16, 2013

me   Afternoon, M using the english version and i do have the scoring details i just need your perm   Nov 16, 2013

Dorothy Espelage   Nov 16, 2013
To me

yes, you can use it.

On Fri, Nov 15, 2013 at 1:38 PM, Uzma Khan <uzma.iiui@ymail.com> wrote:
Afternoon,

M using the english version and i do have the scoring details i just need your permission to use your Scale.
In my previous mail i have explained to you my research topic that is related to interpersonal acceptance rejection theory of ronald rohner and bullying behaviour.

On Saturday, November 16, 2013 12:33 AM, Dorothy Espelage <dlespelage@gmail.com> wrote:
are you using the english version or the pakistan version?

the scoring is described in many publications.

On Wed, Oct 30, 2013 at 2:18 PM, Uzma Khan <uzma.iiui@ymail.com> wrote:
Hi,

Hope this mail finds you in best of your health.
i'm a student of MS Clinical Psychology, i'm doing my thesis and the topic m working on is " The effect of interpersonal acceptance- rejection on bullying behaviour among adolescents", interpersonal acceptance- rejection entails parental,peers and teachers acceptance-rejection. for this purpose i was looking for a questionnaire that i could use to measure bullying behaviour and i came across your scale which fulfils the criteria of my research. i would like to know the scoring details and also your permission/procedure to use this scale.

will be looking forward to your reply.

Regards

Uzma Qayyum
MS Clinical Psychology
International islamic University, islamabad
Pakistan

--
Dorothy L. Espelage, Ph.D.
Edward William Gutgsell & Jane Marr Gutgsell Endowed Professor
Hardie Professor of Education

ANNEXURE - C

CONSENT FORM

Department of Psychology, International Islamic University, Islamabad is a division not just limited to academic activities, but also greatly focused on conducting different researches regarding the societal issues; this research project is also one of its efforts for which your cooperation is requested.

The research topic is "Interpersonal Acceptance-Rejection and Bullying Behavior among adolescents in school set-up". The purpose of this research is to find the role parents; teachers and peers play in inducing or dissuading bullying behavior in adolescents. You are requested to kindly fill the questionnaire to the best of your knowledge, the information that you share will be kept confidential and will be used for research purpose only.

I would be grateful for your cooperation.

Signature _____

ANNEXURE - D

DEMOGRAPHIC SHEET

Age:

Gender: Male -

       Female -

Education:

Parent's education:

Birth order:

Parents alive or dead: Father -

               Mother -

ANNEXURE - E

CHILD PARQ: Father (Short Form)

Name (or I.D. number)   Date

The following pages contain a number of statements describing the way fathers sometimes act toward their children. I want you to think about how each one of these fits the way your father treats you.

Four boxes are drawn after each sentence. If the statement is *basically* true about the way your father treats you then ask yourself, "Is it almost *always* true?" or "Is it only *sometimes* true?" If you think your father almost always treats you that way, put an *X* in the box ALMOST ALWAYS TRUE; if the statement is sometimes true about the way your father treats you then mark SOMETIMES TRUE. If you feel the statement is basically *untrue* about the way your father treats you then ask yourself, "Is it *rarely* true?" or "Is it almost *never* true?" If it is rarely true about the way your father treats you put an *X* in the box RARELY TRUE; if you feel the statement is almost never true then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Respond to each statement the way you feel your father really is rather than the way you might like him to be. For example, if he almost always hugs and kisses you when you are good, you should mark the item as follows:

MY FATHER	TRUE OF MY FATHER		NOT TRUE OF MY FATHER	
	Almost Always True	*Sometimes True*	*Rarely True*	*Almost Never True*
Hugs and kisses me when I am good	☒	☐	☐	☐

Respondent's significant male caregiver, if not father

© Ronald P. Rohner, 2002, 2004

(Revised June, 2004)

MY FATHER		TRUE OF MY FATHER		NOT TRUE OF MY FATHER	
		Almost Always True	*Sometimes True*	*Rarely True*	*Almost Never True*
1.	Says nice things about me	☐	☐	☐	☐
2.	Pays no attention to me	☐	☐	☐	☐
3.	Makes it easy for me to tell him things that are important to me	☐	☐	☐	☐
4.	Hits me, even when I do not deserve it	☐	☐	☐	☐
5.	Sees me as a big nuisance	☐	☐	☐	☐
6.	Punishes me severely when he is angry	☐	☐	☐	☐
7.	Is too busy to answer my questions	☐	☐	☐	☐
8.	Seems to dislike me	☐	☐	☐	☐
9.	Is really interested in what I do	☐	☐	☐	☐
10.	Says many unkind things to me	☐	☐	☐	☐
11.	Pays no attention when I ask for help	☐	☐	☐	☐
12.	Makes me feel wanted and needed	☐	☐	☐	☐
13.	Pays a lot of attention to me	☐	☐	☐	☐
14.	Goes out of his way to hurt my feelings	☐	☐	☐	☐
15.	Forgets important things I think he should remember	☐	☐	☐	☐
16.	Makes me feel unloved if I misbehave	☐	☐	☐	☐
17.	Makes me feel what I do is important	☐	☐	☐	☐
18.	Frightens or threatens me when I do something wrong	☐	☐	☐	☐
19.	Cares about what I think, and likes me to talk about it	☐	☐	☐	☐
20.	Feels other children are better than I am no matter what I do	☐	☐	☐	☐

21.	Lets me know I am not wanted	☐	☐	☐	☐
22.	Lets me know he loves me	☐	☐	☐	☐
23.	Pays no attention to me as long as I do nothing to bother him	☐	☐	☐	☐
24.	Treats me gently and with kindness	☐	☐	☐	☐

ANNEXURE - F

CHILD PARQ: Mother (Short Form)

Name (or I.D. number) _____   Date_____

The following pages contain a number of statements describing the way mothers sometimes act toward their children. I want you to think about how each one of these fits the way your mother treats you.

Four boxes are drawn after each sentence. If the statement is *basically* true about the way your mother treats you then ask yourself, "Is it almost *always* true?" or "Is it only *sometimes* true?" If you think your mother almost always treats you that way, put an *X* in the box ALMOST ALWAYS TRUE; if the statement is sometimes true about the way your mother treats you then mark SOMETIMES TRUE. If you feel the statement is basically *untrue* about the way your mother treats you then ask yourself, "Is it *rarely* true?" or "Is it almost *never* true?" If it is rarely true about the way your mother treats you put an *X* in the box RARELY TRUE; if you feel the statement is almost never true then mark ALMOST NEVER TRUE.

Remember, there is no right or wrong answer to any statement, so be as honest as you can. Respond to each statement the way you feel your mother really is rather than the way you might like her to be. For example, if she almost always hugs and kisses you when you are good, you should mark the item as follows:

MY MOTHER	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	Almost Always True	*Sometimes True*	*Rarely True*	*Almost Never True*
Hugs and kisses me when I am good	☒	☐	☐	☐

Respondent's female caregiver, if not mother

MY MOTHER	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	Almost Always True	*Sometimes True*	*Rarely True*	*Almost Never True*
1. Says nice things about me	☐	☐	☐	☐
2. Pays no attention to me	☐	☐	☐	☐
3. Makes it easy for me to tell her things that are important to me	☐	☐	☐	☐
4. Hits me, even when I do not deserve it	☐	☐	☐	☐
5. Sees me as a big nuisance	☐	☐	☐	☐
6. Punishes me severely when she is angry	☐	☐	☐	☐
7. Is too busy to answer my questions	☐	☐	☐	☐
8. Seems to dislike me	☐	☐	☐	☐
9. Is really interested in what I do	☐	☐	☐	☐
10. Says many unkind things to me	☐	☐	☐	☐
11. Pays no attention when I ask for help	☐	☐	☐	☐
12. Makes me feel wanted and needed	☐	☐	☐	☐
13. Pays a lot of attention to me	☐	☐	☐	☐
14. Goes out of her way to hurt my feelings	☐	☐	☐	☐
15. Forgets important things I think she should remember	☐	☐	☐	☐
16. Makes me feel unloved if I misbehave	☐	☐	☐	☐
17. Makes me feel what I do is important	☐	☐	☐	☐
18. Frightens or threatens me when I do something wrong	☐	☐	☐	☐
19. Cares about what I think, and likes me to talk about it	☐	☐	☐	☐
20. Feels other children are better than I am no matter what I do	☐	☐	☐	☐
21. Lets me know I am not wanted	☐	☐	☐	☐

MY MOTHER	TRUE OF MY MOTHER		NOT TRUE OF MY MOTHER	
	Almost Always True	*Sometimes True*	*Rarely True*	*Almost Never True*
22. Lets me know she loves me	☐	☐	☐	☐
23. Pays no attention to me as long as I do nothing to bother her	☐	☐	☐	☐
24. Treats me gently and with kindness	☐	☐	☐	☐

ANNEXURE - G

CHILD TARQ/CONTROL (Short Form)

Name (or I.D. number)
     Date

The following pages contain a number of statements describing the way teachers sometimes act toward their students. Read each statement carefully and think how well it describes the way your teacher treats you. Work quickly. Give your first impression and move on to the next item. Do not think too long about any item.

     Four boxes are drawn after each sentence. If the statement is *basically* true about the way your teacher treats you then ask yourself, "Is it almost *always* true?" or "Is it only *sometimes* true?" If you think your teacher almost always treats you that way, put an *X* in the box ALMOST ALWAYS TRUE; if the statement is sometimes true about the way your teacher treats you then mark SOMETIMES TRUE. If you feel the statement is basically *untrue* about the way your teacher treats you then ask yourself, "Is it *rarely* true?" or "Is it almost *never* true?" If it is rarely true about the way your teacher treats you put an *X* in the box RARELY TRUE; if you feel the statement is almost never true mark ALMOST NEVER TRUE.

     Remember, there is no right or wrong answer to any statement, so be as honest as you can. Respond to each statement the way you feel your teacher really is rather than the way you might want her/him to be. For example, if (s)he almost always smiles and seems happy when you are good, you should mark the item as follows:

MY TEACHER	TRUE OF MY TEACHER		NOT TRUE OF MY TEACHER	
	Almost Always True	*Sometimes True*	*Rarely True*	*Almost Never True*
Smiles and seems happy when I am good	☒	☐	☐	☐

MY TEACHER	TRUE OF MY TEACHER		NOT TRUE OF MY TEACHER	
	Almost Always True	*Sometimes True*	*Rarely True*	*Almost Never True*
1. Says nice things about me	☐	☐	☐	☐
2. Pays no attention to me	☐	☐	☐	☐
3. Sees to it that I know exactly what I may or may not do	☐	☐	☐	☐
4. Makes it easy for me to tell about things that are important to me	☐	☐	☐	☐
5. Hits me, even when I do not deserve it	☐	☐	☐	☐
6. Sees me as a big nuisance	☐	☐	☐	☐
7. Is always telling me how I should behave	☐	☐	☐	☐
8. Punishes me when (s)he is angry	☐	☐	☐	☐
9. Is too busy to answer my questions	☐	☐	☐	☐
10. Seems to dislike me	☐	☐	☐	☐
11. Is really interested in what I do	☐	☐	☐	☐
12. Says many unkind things to me	☐	☐	☐	☐
13. Pays no attention when I ask for help	☐	☐	☐	☐
14. Insists that I must do exactly as I am told	☐	☐	☐	☐
15. Makes me feel wanted and needed	☐	☐	☐	☐
16. Pays a lot of attention to me	☐	☐	☐	☐
17. Goes out of her/his way to hurt my feelings	☐	☐	☐	☐
18. Forgets important things I think (s)he should remember	☐	☐	☐	☐
19. Makes me feel disliked if I misbehave	☐	☐	☐	☐
20. Lets me do anything I want to do	☐	☐	☐	☐
21. Makes me feel what I do is important	☐	☐	☐	☐
22. Frightens or threatens me when I do something wrong	☐	☐	☐	☐
23. Cares about what I think, and likes me to talk about it	☐	☐	☐	☐
24. Feels other children are better than I am no matter what I do	☐	☐	☐	☐

MY TEACHER		TRUE OF MY TEACHER		NOT TRUE OF MY TEACHER	
		Almost Always True	*Sometimes True*	*Rarely True*	*Almost Never True*
25.	Lets me know I am not wanted	☐	☐	☐	☐
26.	Wants to control whatever I do	☐	☐	☐	☐
27.	Lets me know (s)he cares about me	☐	☐	☐	☐
28.	Pays no attention to me as long as I do nothing to bother her/him	☐	☐	☐	☐
29.	Treats me gently and with kindness	☐	☐	☐	☐

ANNEXURE - H

ILLINOIS BULLYING SCALE

For each of the following questions, choose how many times you did this activity or how many times these things happened to you in the LAST 30 DAYS:

1. I upset other students for the fun of it.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

2. In a group I teased other students.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

3. I fought students I could easily beat.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

4. Other students picked on me.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times.
-

5. Other students made fun of me.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

6. Other students called me names.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times.

7. I got hit and pushed by other students.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

8. I helped harass other students.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

9. I teased other students.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

10. I got in a physical fight.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

11. I threatened to hurt or hit another student.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

12. I got into a physical fight because I was angry.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

13. I hit back when someone hit me first.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

14. I was mean to someone when I was angry.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

15. I spread rumors about other students.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

16. I started (instigated) arguments or conflicts.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

17. I encouraged people to fight.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times

18. I excluded other students from my clique (group) of friends.

- Never
- 1 or 2 times
- 3 or 4 times
- 5 or 6 times
- 7 or more times