ROLE OF SCHOOL CLIMATE, PARENTING AND AGGRESSION

IN BULLYING AMONG BOARDING SCHOOL CHILDREN

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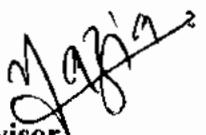
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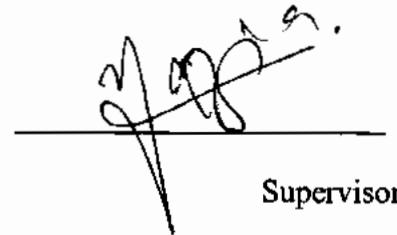
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Dedicated

To my
Mother

Whose prayers made me achieve every goal in life

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List of Abbreviations

BSCS	Boarding School Climate Scale
GaBSCI	Georgia Brief School Climate Inventory
AQ	Aggression Questionnaire
IBS	Illinois Bully Scale
EFA	Exploratory Factor Analysis
PCA	Principal Component Analysis
KMO	Kaiser-Meyer-Olkin
PC	Pastoral Care
BP	Behavioral Problems
ACL	Academics & Civic Learning
DSR	Discipline, Safety & Rules
RS	Resource Support
PE	Physical Environment
L	Leadership
R	Relationships
PPB (F)	Positive parenting behavior by father
MR (F)	Material rewarding by father
TR(F)	Teaching rules by father
D (F)	Discipline by father
HP(M)	Harsh punishment by mother
PPB (M)	Positive parenting behavior by mother
MR (M)	Material rewarding by mother
TR(M)	Teaching rules by mother
D (M)	Discipline by mother
HP(M)	Harsh punishment by mother

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Abstract

The present study was carried out to explore antecedents of bullying among boarding school students in Pakistan. Data were collected from seven public and private-sector boarding schools. The sample comprised 738 public and private sector boarding students (635 Male, 103 Female Students). The mean age of students was 15.4 years with a minimum of 12 to a maximum of 19 years (SD 1.46) from grade 6 to grade 12. Mean time spent by students in boarding institutes was 3.65 years (SD 1.77) with a minimum of 1 to maximum 11 years.

The study was divided into two phases. Boarding School Climate Scale (BSCS), comprising 68 items, was developed in the first phase through the triangulation technique employing open-ended questionnaires, focus group discussions, and literature review. Principal Component Analysis resulted in eight factors; Pastoral Care, Behavioral Problems, Academic & Civic Learning, Discipline Safety & Rules, Resource Support, Physical Environment, Leadership, and Relationships. BSCS correlated significantly with its sub-factors ranging from $r = .83$, $p < .01$ with Pastoral Care and $r = -.51$, $p < .01$ with Behavioral Problems. The Cronbach's alpha for the overall BSCS was 0.95. Boarding School Climate Scale (BSCS) was found to be significantly correlated with the 9-Item Georgia Brief School Climate Inventory (GaBSCI) ($r = .73$, $p < .01$) highlighting its convergent validity with an existing school climate measure. In the first phase, translation and adaptation of Parental Behavior Scale short version (PBS-S) (Father & Mother) and Georgia Brief School Climate Inventory were also carried out along with the determination of their psychometric properties. Factor analysis of Parental Behavior Scale (PBS-S) yielded five factors namely, Positive Parental Behavior, Material Rewarding, Teaching

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Rules, Discipline and Harsh Punishment. In the second phase, the main study was carried out. Results of the hierarchical multiple regression revealed that positive aspects of boarding school climate i.e., pastoral care, physical environment, and relationships were negatively associated with bullying whereas the factor measuring behavioral problems of BSCS was found to be positively related to bullying. Overall the positive school climate negatively predicted bullying. Positive parental behavior of father PPB (F), teaching rules by father TR (F) and Teaching rules by mother TR (M) negatively predicted bullying whereas harsh punishment by father HP (F) and mother HP (M) positively predicted bullying. Aggression as a personality trait was found to be the best predictor of bullying, explaining 13.4 % of the variance in the bullying behavior of boarders. Aggression was also found to mediate the relationship between boarding school climate and bullying. Analyzing the indirect effects revealed that aggression significantly mediated the relationship between paternal harsh punishment HP (F) and bullying a×b = .10, (95% CI, .01 to .20). Group mean differences revealed that boys scored significantly higher on bullying t (635) = 8.05, $p < .001$, $d = .82$ and its subscales. Boys also scored significantly higher on total aggression t (635) = 1.79, $p < .009$, $d = .20$ and physical aggression t (635) = 6.68, $p < .001$, $d = .76$. Overall this study holds theoretical significance as it contributed in the existing literature by developing BSCS. It also carries practical significance as it helps in understanding the correlates of bullying amongst boarding school students.

Chapter I

Introduction

Bullying is a multifaceted interpersonal aggression that serves multiple purposes and expresses itself in numerous relationship patterns. Every year millions of people are bullied especially the school-aged children (Volk, Veenstra, & Espelage, 2017). It is detrimental to the learning process and can have numerous negative consequences (National Academies of Sciences & Medicines, 2016) including impaired mental wellbeing, lower academic performance, and anti-social behavior (Gini, Card, & Pozzoli, 2018). It affects every participant even the bully, the victim and spectators (Hong & Espelage, 2012). Bullying is not just a conflict between a perpetrator and a target, but also a collective mechanism linked to different social dynamics that serve to encourage, maintain or discourage this phenomenon. Experience of bullying is very challenging and a number of adjustment issues are associated with victimization (McDougall & Vaillancourt, 2015) and there are chances of maladjustment for both bullies and victims (Coyne, Nelson, & Underwood, 2010). Bullying is prevalent in all spheres of life, including the working area, community, institutions, hospitals, homes (Smith & Brain, 2000) and particularly in schools. Bullying has been widely acknowledged as one of schools' most prevalent conduct issues. School bullying is regarded as a worldwide problem that has grabbed the attention of officials and academics (Rodkin, Espelage, & Hanish, 2015), because of its prevalence at all age groups, with middle school age described as the highest followed by a substantial decline at the high school level (Hong & Espelage, 2012). Olweus (1993) described school bullying as "aggressive, intentional acts carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself" (p. 88). Cross cultural studies have been carried out to compare the bullying ratios that

exist in various countries. It has been found that bullying ranged from approximately 9-45 percent for boys and 5-36 percent for girls in one cross-national study (Craig et al., 2009). With reference to past instances of bullying in educational institutes, several cases of bullying occur in boarding schools (Sharp & Smith, 2002) and have been widely mentioned in literature.

There is a substantial amount of research on bullying, but no definition of bullying is universally accepted. (Cowie & Jennifer, 2008; Rigby, 2008; Schott & Sondergaard, 2014). Bullying is extensively termed as a form of relational aggression that is defined by "intentionality, repetition, and imbalance of power" (Olweus, 1999, 2001, 2013) and being abuse of power as the primary factor that differentiates between bullying and other types of violence (Smith, Catalano, et al., 1999; Vaillancourt, Hymel, & McDougall, 2003). In order to elucidate and explain the nature of bullying, various conceptual perspectives have been put forth; such as learned behavior, power imbalance perspective, peer influence etc. Every theoretical perspective provides an insightful views about bullying but no concept claims to offer a comprehensive view of school bullying behavior or formulate the framework for a comprehensive approach to the problem. However, each theoretical perspective has its own strengths and weaknesses (Rigby, 2004). Scholars in general and various international organizations in particular lend support to these features, such as the U.S. Centers for Disease Control (Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014), and American Psychological Association (Vanden, 2007).

Although various methods have been employed to assess the concept of bullying like assessment through parents, teachers and peers or through observations; self-report, however, is by far the most widely employed method despite issues of biasness, faking good, self-promotion or fear factor (Pellegrini, 2001). Self-reports are cost-

effective, reliable, and offer young people a much more active role in the evaluation process, incorporating both victims' and offenders' perspectives. Peer evaluations are seen as a substitute to self-reports, despite the fact that they take longer, particularly when empirical proof is given. (Pepler, Craig, & O'Connell, 2010) as spectators are there in most encounters of bullying. Peer reviews may provide unique information about bullying, depending on data from various informants. Based on peer reports, Chan (2006) for instance established two main bullying patterns; "Serial bullies", identified by several sufferers as offenders, and "multiple victimization," wherein the same person is bullied by many perpetrators. Teacher and parent reports are less reliable as bullying takes place among peers, particularly in areas with less prospect of adult observation (Vaillancourt et al., 2008). Parents are generally unaware of occurrences at school and also the knowledge of teachers about bullying is scanty.

Extant research, proposes that diathesis–stress model, when examined within a social-ecological framework, could be a good foundation for comprehending bullying behavior. As per this paradigm, psychological problems develop as a result of combined effect of individual's biological and psychological predispositions, as well as adverse life circumstances. Individual vulnerabilities, particularly stressful events, and aggression are all put into consideration in the Social-Ecological Diathesis–Stress paradigm. The model's applicability to bullying, a subset of aggression, is of particular relevance. The social-ecological model encompasses the interrelationships of factors in an environment surrounding the child, and the diathesis–stress framework enables for an understanding of the complexity of stressors and risk/protective variables that impact both involvement and intervention in bullying. Bullying and victimization are ecological processes that develop through the complex interaction of inter and intra-individual factors (Swearer & Doll, 2001). Bullying does not happen in a vacuum. The

intricate interactions between the person, family, peer group, school, community, and culture foster and/or inhibit this phenomenon. The individual, as shown in Figure 1, is at the core of his or her social ecosystem. A child in embedded in a family and with peculiar psychological makeup. Family plays a significant role in his/her life through positive or negative parenting or through influence of siblings. The social ecology encompasses both the peer group and the school. School climate has its own impact upon the child. The student may be more prone to be bullied if he or she attends a school with a pro-bullying culture. The school, peer group, family, and individual are all part of the community. What can the community do to assist victims of bullying or to put an end to it? Finally, culture encompasses the aforementioned impacts of social ecology. What role do cultural norms and beliefs play in encouraging or discouraging bully/victim participation?
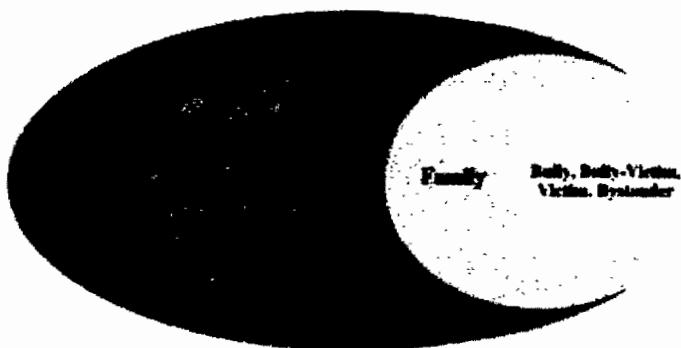
Figure 1 A social-ecological framework of bullying among youth
Note. Adapted from *Bullying in American schools: A social-ecological perspective on prevention and intervention* (p. 3), by Espelage, D. L., & Swearer, S. M. (2004). Copyright 2004 by Lawrence Erlbaum Associates, Inc.

According to ecological systems theory, all persons are part of interconnected systems that start with the individual at the center and expand outward to include all systems that affect the individual (Bronfenbrenner, 1979). A number of factors have been found to act as diatheses for the emergence of externalizing problems in children

like authoritarian and permissive parenting (Masud, Ahmad, Cho, & Fakhr, 2019), maladaptive coping mechanisms (Sontag and Graber, 2010) and peer victimization (Brendgen et al., 2008). Personality disposition also tends to express itself in particular circumstances. Researchers observed that when peer group norms supported violent behavior, a substantial genetic propensity for physical violence was more likely to manifest, as compared to the peer group norms who did not support such behavior (Brendgen, Girard, Vitaro, Dionne, & Boivin, 2013). Fanti and Kimonis (2012) discovered a substantial link between Dark Tetrad traits including impulsivity / narcissism and bullying. Moreover, sadism was found to be strong predictor of trailing and cyber bullying (Buckels, Trapnell, & Paulhus, 2014) and Machiavellianism was found to be connected to relational aggression (Kerig & Stellwagen, 2010). Gini, Pozzoli and Hymel (2014) also observed the relationship between moral disengagement, a tendency to rationalize immoral behavior, and bullying. Studies suggest that school climate is rooted within a socio-psychological context and school climate and psychological disposition are linked but separate concepts (Bizumic, Reynolds, Turner, Bromhead, & Subasic, 2009; Turner, Reynolds, Lee, Bromhead, & Subasic, 2014).

Parenting is the first sphere of influence that has deep rooted impact upon children. Parenting is a stable context that tends to influence the functional and dysfunctional behavior of adolescents outside the home (Engels, Deković, & Meeus, 2002). Various studies suggest that parenting practices can function both as a protective and risk factor for children's behavioral problems. Prior attachment based studies highlighted that fathers' parenting styles have a distinct impact on their children's psychological well-being than mothers' (Bureau, Deneault, & Yurkowski, 2020; Grossmann et al., 2002). Contemporary research suggests that study of both paternal

and maternal parenting practices is important to understand the children's behavioral

pattern (e.g., Lamb, 2010; Meunier, Bisceglia, & Jenkins, 2012; Thomassin & Suveg,

2014). It has also been established that parents, both individually and collectively, play

a role in the development of behavioral problems in their children. (Meunier et al,

2012). There is very little study on the connection between father parenting quality and

children's behavior, particularly when it comes to aggressive behaviour. Researchers

who investigated the link between maternal parenting and adolescent aggression found

that harsh and authoritarian maternal parenting is associated with aggressive social-

cognitive mechanisms. (Gulley, Oppenheimer, & Hankin, 2014; Ziv & Arbel, 2020;

Ziv, Kupermintz, & Aviezer, 2016) and aggression (Masud, Ahmad, Cho, & Fakhr,

2019; Shaw, Owens, Giovannelli, & Winslow, 2001). Moreover, aggression based

social information processing was found to mediate the relationship between harsh

mother parenting and aggression amongst children in schools (e.g., Crosswhite &

Kerpelman, 2009; Ziv et al., 2016). A cross cultural study comprising 9 countries and

13 cultures found that warmth by mother negatively predicted aggression in school

(Lansford et al., 2014). Another study, conducted in 9 countries, indicated that mothers'

authoritarian parenting style predicted higher levels of externalizing behavior in their

children, but not fathers (Lansford et al., 2018). Recent research has linked authoritative

father parenting to aggressive Response Evaluation and Decision (RED) and socio-

emotional difficulties in children, but maternal parenting has had no such effects. The

paternal authoritarian style and maladaptive behavior in children were both mediated

by aggression-based RED (Ziv & Arbel, 2020). Scholars have lately begun to

investigate the relevance of general strain theory (GST) in explaining the relationship

between punitive parenting and adolescent bullying. GST is a social-psychological

framework that describes certain behaviors as a reaction to negative emotions evoked

by unfavorable experiences or relationships (Hollist, Hughes, & Schaible, 2009).GST argues that unfavorable connections or conditions (e.g., punitive parenting, parent-adolescent conflict) can lead to negative emotional response (e.g., depression, aggression), which might raise the probability of peer conflict. Antisocial behavior or victimization may be the result of tensions or strains exacerbated by unfavorable interpersonal relationships or unfavorable experiences (Jang, Song, & Kim, 2014).

Another factor that influences how children view the quality of the school atmosphere is the school climate. Salle, Meyers, Varjas, and Roach (2015) proposed the Cultural-Ecological Model of School Climate (CEMSC) as a multilevel approach for understanding the relationship between human attributes, culture, ecological settings, and school climate. The school environment has a significant impact on children's socio-emotional skills and well-being. Quality of air, aeration, better lighting, comfort conditions, and sound insulation have all been proved to have a significant influence on teacher wellbeing as well as student attention, attendance, and overall performance (Analysis and Policy Observatory, 2018). Espelage and Swearer (2004) provided a comprehensive model of wellbeing in school based on school conditions, social relationships, means to fulfillment (pastoral care) and health promotion. The importance of incorporating the five task areas of reactive pastoral casework, proactive preventative pastoral care, developmental pastoral curricula, promotion and maintenance of an orderly and supportive environment, and pastoral care management and administration is highlighted by Best (2002). Bulling is therefore intricately linked to various proximal and distal factors within the circumstances.

Historical Overview of Bullying Research

While bullying has been an issue for decades, the problem came to the fore in late 70s and received considerable attention from researchers (Olweus, 1978). The first researcher who focused on the subject and contributed scientifically to the literature was Olweus. He is regarded as a leading figure in bullying research (Camodeca, Goossens, Schuengel, & Terwogt, 2003) and has generated concerns for bullying across the globe. The renewed focus of research in Norway and Sweden in the 1980s contributed to the major nationwide anti-bullying movement. The first national anti-bullying movement took place in Norway and the Olweus Bullying Prevention Program (OBPP) (Olweus, 2003) was eventually created and used with differing results worldwide (Smith, Slee, et al., 1999). Although the creation of academic school bullying research in the 1970s is attributed to Olweus, the research into this concept originated with the study of Peter-Paul Heinemann, who coined the term 'bullying' in 1969 (Horton, 2011). Heinemann was a Swedish physician who adopted a black boy who experienced isolation and violence in school (Schott & Sondergaard, 2014). The concept was drawn from Konrad Lorenz, who studied crowd behavior in animals. To define a scenario, Heinemann used this notion in which an individual was targeted by a group and subsequent contributions from the 'mobbing' of other people was interpreted as 'group violence' (Schott & Sondergaard, 2014). Children who bully, according to Heinemann, are not inherently bullies, but rather normal children who are engaged in it in a social context (Horton, 2011). Olweus questioned the idea of group behaviour and emphasized the individual roles in bullying situations (Horton, 2011). Although Heinemann was interested in understanding why bullying is more likely to occur in a specific environment, Olweus was more interested in the particular traits of those that were involved in a bullying incident. (Horton, 2011). The bullies are

identified by Olweus as influential aggressors who have "little empathy with their victims" and the victims as "passive, submissive, anxious, insecure and weak"(Schott & Sondergaard, 2014, p. 2). Many other researchers agreed with Olweus, and attempts were made to learn as much regarding the bully's and victim's individual traits, and their home environment. Schott and Sondergaard (2014) refers to this interpretation as "paradigm one". Paradigm one researches typically use quantitative data collection measures, highlighting an emphasis on the positivist viewpoint in advancing awareness of this phenomenon. Such studies intend to:

> "...identify causes, predict occurrences and develop evidence-based intervention programs. Both researchers and practitioners measure data that can be individualized, and they are often blind to other constituting and enacting forces" (Schott & Sondergaard, 2014, p. 3).

Paradigm Shift in Bullying Research

Bullying research has largely focused on the personality characteristics of bullies and victims highlighting the occurrence rate, protective and risk factors as well as the consequences of bullying. One disadvantage of this strategy is that it does not address the underlying causes of bullying. Schott and Sondergaard (2014) emphasized the importance of having accurate knowledge regarding bullying. They see a new phase of bullying study, one that isn't exclusively concerned with the bully's aggressive motives and the victim's implicit acceptance. These scholars believe that investigators should consider the social background of bullying encounters as well as a range of factors that play a role in the bullying phenomenon. They consider it a modern way of conceptualizing bullying, as "paradigm two" which aims to unearth the complicated systems through which bullying is committed, as well as its outcomes (Schott & Sondergaard, 2014).

Schott (2014) while criticizing the work of Olweus, also objected the argument that bullying is an expression of individual maliciousness. He argues that some individuals are natural bullies and others are natural victims. Schott (2014) also indicates that the theory of Olweus is flawed and suggests that the 'bully' and 'victim' identities are more dynamic than the theory of Olweus refers and contends that individuals shift their role in a bullying encounter. Schott and Sondergaard (2014) supports "paradigm two" that focuses on the continually shifting roles in a bullying situation, arguing that children can be the bully occasionally, the perpetrator sometimes, and the bystander or witness at times. Contrarily, paradigm one supporters contends the inflexibility in the role of bully and victim. The emphasis for "paradigm two" is on group dynamics (Schott & Sondergaard, 2014). Schott (2014) agrees that moving bullying's focus to a clearer appreciation of group structures and mechanisms does not reduce individuals' experience of bullying, but rather shifts attention to the community's acceptance process or not. Thus, views on school bullying have reverted to the previous position and to the work of Heinemann suggesting that bullying occurs through the maintenance of the group dynamics (Horton, 2011). Olweus (2003) emphasizes the dispositional characteristics and home environment while discarding the views that class size and group dynamics can promote bullying. He also recognizes that bullying can be reinforced by the community and argues that the attitudes, practices, and experiences of specific adults play a key role in deciding how bullying manifests in school. Viala (2014) contends that if we focus entirely on the personality traits of children then our view would be directed away from the contextual aspects. Horton (2011) also supported this opinion and asserts that if the bullying is an extensive issue involving huge number of children then it does not justify that bullying emanates from their personality. Horton (2011) proposes that bullying can be conceptualized "...as a

social phenomenon involving ordinary children in particular situations" (p.269). O'Brien (2019) also underscored the interpersonal and social dynamics underlying the bullying. Researcher asserts that adults and young people must collaborate on bullying agendas and interact with different meanings, consequences, and ways of helping in order to understand the relational and social contexts that underpin bullying behaviors.

Social-Ecological Diathesis- Stress Model of Bullying

In terms of contextual factors, bullying has been mostly studied in schools wherein the quality of the school climate impacts bullying and victimization (Wang, Berry, & Swearer, 2013). A number of dimensions of school climate are related to bullying like inapt handling of bullying incidents by teachers (Bauman & Del, 2006), inappropriate association of students with teachers (Richard, Schneider, & Mallet, 2012) and limited interest in school activities and limited support on the part of teachers (Barboza et al., 2009). Unnever and Cornell (2004) found that when students perceive their school environment as negative they are unlikely to inform about bullying incidents. However, the association between school climate and bullying/victimization can be reciprocal with negative school climate leading to bullying and vice versa. Bullying and victimization are not independent of each other, but arise from the active interaction between multiple variables that are proximal (i.e., family, peers, school environment) and distal (i.e., culture, cultural pressures). Thus several mechanisms must be targeted to understand the phenomenon of bullying. Diathesis–stress model is one such theoretical framework which suggests that psychopathology is the product of individual cognitive and biological inadequacies (i.e., diatheses) and certain environmental factors (Cicchetti & Toth, 1998). Moreover, this model suggests that both traumatic life experiences and one's interpretations of those experiences result in the development of psychopathology that may be internalized and externalized. When

examining the usefulness of a diathesis-stress model in comprehending the bullying in school context, it can be explained as either a survivor or perpetrator, as a harmful life event that, when coupled with some cognitive, biological and social vulnerabilities (i.e. diatheses), leads to the creation of internalizing and externalizing psychopathology and damaged social relationship. Acknowledging the vibrant nature of participation in bullying, Swearer and Hymel (2015) introduced a "social-ecological diathesis-stress" model for understanding bullying as a systematic problem, with attempts to resolve bullying by addressing the environment in which such behaviors arise. Researchers indicated that for successful programs which are meant to avert and intervene bullying, the dynamics of human experience must be taken into account deliberating together personal attributes and past record of participation in bullying, hazardous and buffering factors and the context in which bullying occurs. The present research intended to understand the phenomenon of bullying in terms of social-ecological diathesis- stress model.

Correlates of Bullying and Victimization

Various factors operate and give rise to bullying and victimization. These are as follows:

Individual variables. Variables that have been found to be the antecedents of bullying are conduct behavioral problems (Cook, Williams, Guerra, Kim, & Sadek, 2010), psychopathic vulnerability (Fanti & Kimonis, 2012), peer influence (Monks & Smith, 2006), anxiety (Craig & Pepler, 1998; Kaltiala-Heino, Rimpelä, Rantanen, & Rimpelä, 2000), callous-unemotional traits (Muñoz, Qualter, & Padgett, 2011; Viding, Simmonds, Petrides, & Frederickson, 2009), depression (Ferguson, San Miguel, & Hartley, 2009) endorsement of masculine traits (Gini & Pozzoli, 2006; Navarro, Larrañaga, & Yubero, 2011) and antisocial personality traits (Ferguson et al., 2009;

Vaughn et al., 2010). Moreover, sociability (Björkqvist, Österman, & Kaukiainen, 2000; Sutton, Smith, & Swettenham, 1999) and higher social standing (Vaillancourt et al., 2003) was found in some adolescents who indulged in bullying. Physical weakness (Gini & Pozzoli, 2013; Knack, Jensen-Campbell, & Baum, 2011), limited adaptability, depression, insecurity, absenteeism, poor school performance, school dropout have also been found to be linked to victimization (Graham, Bellmore, & Juvonen, 2003; Juvonen, Nishina, & Graham, 2000; Konishi, Hymel, Zumbo, & Li, 2010; Smith, Talamelli, Cowie, Naylor, & Chauhan, 2004). A number of variables are related to victimization like isolation and detachment (Graham & Juvonen, 1998b; Kaltiala-Heino, Rimpelä, Marttunen, Rimpelä, & Rantanen, 1999), anxiety and social withdrawal (Craig & Pepler, 1998; Espelage & Holt, 2001; Graham & Juvonen, 1998a), depression (Craig & Pepler, 1998; Kaltiala-Heino et al., 1999), and suicidal ideation (Bonanno & Hymel, 2010; Kaltiala-Heino et al., 1999), as well as hyperactivity (Kumpulainen, Räsänen, & Puura, 2001), delinquency, and aggression (Hanish & Guerra, 2000). Considering the multifaceted nature of the social-ecological model, contextual factors are likely to influence the degree to which these individual factors function as precursors, triggers, or consequences of bullying. Moreover, due to a genetic predisposition associated with the diagnosis of behavioral disorder, a violent youth having behavioral disorder is likely to bully others. In comparison, youngsters who are "accredited" for bullying practices may continue bullying, develop more aggressive habits and may finally develop behavioral disorder. Shy teens may seem more insecure, inviting themselves as attractive targets of victimization. Alternatively, anyone who is bullied may develop a shy, inhibited, and nervous attitude. Our interpretation of bullying/victimization psychology is therefore just like the causality dilemma.

Familial attributes. The role of family members as gangsters, inadequate parental supervision, destructive family background, family disputes, low parental interaction, lack of care and support by parents, authoritarian parenting, ill-discipline, and parental abuse have all been related to bullying. (Baldry, 2003; Baldry & Farrington, 1999; Barboza et al., 2009; Espelage, Bosworth, & Simon, 2000; Ferguson et al., 2009). While aggressive parenting and lack of parental control have been linked to bullying, the causal effect has yet to be established, and the effect of families when hereditary influences are taken into account remains unclear, as genetic factors have been shown to play a significant. (Ball et al., 2008). There have been more obscure family effects on victimization, but they include connections to violence, negligence, and overprotective parenting (R. D. Duncan, 2011).

Impact of peers. Bullying occurs frequently in the context of peers because adolescents spend so much of their day engaging with peers in schools, communities, and via social media. (Pepler et al., 2010). Research has demonstrated that bullying and victimization are much more imminent in schools where bullying is reinforced by peers (Craig & Pepler, 1998; Salmivalli & Voeten, 2004), having higher level of peer conflicts (Pepler et al., 2010), relationship with violent friends having history of involvement in bullying (Espelage, Holt, & Henkel, 2003; Ferguson et al., 2009), and conflict ridden relations with fellows (Bacchini, Esposito, & Affuso, 2009). With reference to peer influence, roles of bystanders have been widely studied in bullying incidence. Studies based on surveillance data reflect that 2 to 4 peers are present in 85-88 percent of bullying occurrences (O'connell, Pepler, & Craig, 1999; Pepler et al., 2010). Nevertheless, bystanders frequently reinforce bullies instead of disapproving them (Doll, Song, & Siemers, 2004). O'connell et al. (1999) reported that 21 percent of the time, peer bystanders knowingly participated in bullying, but only in 25% of cases

did they intervene on behalf of effectees, and were most frequently found to watch passively (54 percent), a reaction that could indeed be viewed as supporting such conduct. Research further found that around 20 percent of students are seen as promoting bullying and another 7 percent are seen as strongly endorsing or engaging in bullying. Moreover, peers recognize just 17 percent of students, mainly girls acted on behalf of victims (Salmivalli, Lagerspetz, Björkqvist, Österman, & Kaukiainen, 1996). Based on these results, many studies concentrate on bystanders in anti-bullying programs as a vital resource (Hazler, 1996), with peer reinforcement highlighted as a crucial aspect in anti-bullying programs at school. (Salmivalli, Kärnä, & Poskiparta, 2010).

Impact of School. Bullying has frequently been studied in terms of school environments and how the extent of bullying and victimization is affected by the positive or negative school climate. (Gendron, Williams, & Guerra, 2011; Marsh et al., 2012; Wang et al., 2013). There are various school factors that are directly linked to higher level of bullying and victimization such as inapt handling by teachers (Bauman & Del, 2006), poor relationships between teachers and students (Bacchini et al., 2009; Doll et al., 2004; Richard et al., 2012), unsupportive teachers and lack of interest in school events (Barboza et al., 2009). When students perceive their school environment as negative, they are likely to experience bullying (Unnever & Cornell, 2004). The path of influence between the climate of school and bullying is reciprocal in nature and one variable may influence the other and vice versa.

Influence of Community. There is the impact of society and the community at large outside families, peers and school context with increased amount of bullying associated with bad or violent community (Chaux, Molano, & Podlesky, 2009; Espelage et al., 2000), association with gangsters (White & Mason, 2012), and poor

socioeconomic background (Bradshaw, Sawyer, & O'Brennan, 2009). Bullying is also related to viewing violence on TV and violent video games (Barboza et al., 2009; Ferguson et al., 2009; Janssen, Boyce, & Pickett, 2012; Olson et al., 2009). Higher levels of bullying and victimization are commonly observed in societies where abuse is modelled and/or condoned, though the direction of influence is inconspicuous. In the school context, social environment characterized by domination, conformity and competitiveness can facilitate bullying (Yoneyama & Naito, 2003). In addition, within the peer group, students share a set of traditions, which might result in bullying being accepted and justified. Earlier literature has labelled this form of bullying as a joint violence against children who do not comply (Yoneyama & Naito, 2003). Various types of bullying and hostile behavior towards peers (e.g., intra-group and intergroup exclusion; (Rutland & Killen, 2015) can also affect the interplay between sociocultural variables and bullying. These results demonstrate that bullying and victimization do not take place in isolation instead, bullying derives from dynamic relationships between people and the environments, both proximal (i.e., family, peers, school environment) and distal (i.e., community, culture). In order to stop bullying and interruption campaigns to be successful, several mechanisms must also be targeted (O'Donnell, Hawkins, & Abbott, 1995; Rodkin, 2004). While causality factor remains an important challenge for research, these results begin to lay out a path that directs efforts in schools and communities to devise anti-bullying intervention programs (Bradshaw, 2015).

Boarding School Climate and its Relationship with Bullying

Boarding schools have distinct climate as they provide controlled environment organized for learning and growth of boarders (Cree, 2000; White, 2004). Graduates of these boarding schools are depicted as independent, self-reliant and well prepared to deal with the vicissitudes of life outside schools (Holgate, 2007; Independent Schools

Council Australia, 2008). Moreover, an organized environment, scheduled routine of study and play, provision of co-curricular activities, continuous monitoring and mentoring by teachers and boarding staff, guidance by teachers and specialized coaches and timetable for use of library and laboratories are the hallmarks of boarding institute. This may fascinate students who hold high academic pursuits, interested in co-curricular activities like sports, music, debates and dram (Anderson, 2005; Hawkes, Cockerton, & Aughton-Ferris, 2011).

Relative to day schools the boarders learn, play, and stay at school for most of the school day throughout academic terms and academic year. It provides a complex set of circumstances and interrelationships that are required to fully comprehend the school climate. Boarding experience is unique that can inevitably lead to different social environment. Students are continuously engaged in scheduled activities, get ample opportunities to develop relationships with fellow students and boarding staff that results in a unique boarding climate (Bronfenbrenner, 1970; Holden et al., 2010; Martin, Papworth, Ginns, & Liem, 2014) . Boarding life is homogenous in comparison with the day schools due to its scheduled activities, induction and regulation. Schedule directs students regarding their academic and non-academic activities, sleep, wake, dining time and the guidelines regarding the upkeep of their beddings, rooms as well as access to the computers, library and laboratories. (Cookson, 2009; Cree, 2000). Interpersonal relations are hallmark of the boarding environment that is distinct from the home environment (Scott & Langhorne, 2012). As compared to day students, boarders pass a major portion of their student life with teachers, house masters, trainers and supporting staff hence they get more chances to develop mentor-mentee relationship with the staff members (The Association of Boarding Schools [TABS], 2013). Martin, Papworth, Ginns, and Malmberg (2016) observe four aspects of

boarding life that give rise to a distinct climate; (a) unique aspect of social interaction which allowed boarders to engage in a range of events with other boarders and personnel, thus creating additional chances for better grooming (b) presence of regulatory mechanisms and traditions, (c) more stable climate than their home or familial setup (d) additional prospects to build mentorship or personal relationships with faculty and house masters as compared to students of the day schools. Most of the research in Pakistan has been carried out among day school students focusing on particular aspects. Anwar and Anis-ul-Haque (2014) developed teachers' perception of School Climate Scale (SCS) and identified three factors namely; relationship, support, and obstacles to teaching. Similarly, Zahid (2014) developed Perceived School Climate Scale (PSCS) that consisted of 5 dimensions namely: teaching problem, teacher and principal concern, authoritarian disciplining, basic facilities, and physical limitations. However, no research has been found that measured boarding school climate in Pakistan. Boarding schools are important part of our education sector hence this area also needs exploration in terms of their specific climate and bullying phenomenon.

Bullying research in boarding schools is mostly based on chronicles (Neddam, 2004), narratives (Poynting & Donaldson, 2005), or life stories (Duffell, 2005) and relies on memoirs, records or interviews with ex-boarders or current boarding students (Stoudt, 2009; Stoudt, Kuriloff, Reichert, & Ravitch, 2010). There are contradictory research results on bullying in boarding schools. Pfeiffer and Pinquart (2014) for example drew a comparison between German boarding and day schools in terms of bullying experiences. Researchers found that boarders showed higher degree of bullying relative to adolescents in day schools. A special set of circumstances and socialization effects may create dissimilarity between day and boarding school students. Boarding involves departure from parental influence, past friends and acquainted

community environment. It limits parenting practices intended to avert or decrease behavioral problems of children. In addition, boarding students spend most of their time with fellow boarders because solo rooms are offered to limited students (White, 2004). Hodges, Sheffield, and Ralph (2016) in their comparative study of staff and boarders' perception of boarding environment found that absence of privacy was the challenge as well as strength of boarding environment. Higher levels of interaction with fellow boarders offer additional openings for bullying and victimization. Duffell, (2000) identified the pattern among children who survived the traumatic experiences of boarding and used the term *"Strategic Survival Personality"*. These children tend to keep the true self disguised, achieve a type of unconscious split in personality while pretending to conform to the system. This habit may creeps in adults as an unconscious pattern. While analyzing the experiences of adult ex-boarders, some studies found negative perspectives regarding boarding. For example, Schaverien (2004) indicated that children have traditionally not been allowed to show feelings in boarding institutes that may be manifested in adult psychological indisposition. Based on the boarding experience of ex-boarders who attended boarding school as young children, Schaverien (2011) coined the term *"Boarding School Syndrome"* which is group of faulty behaviors that remain in adults for long time. Syndrome is characterized by pervasive sense of despair, as well as a pattern of broken relationships, matrimonial or job related issues. In order to help the boarding school survivors adapt skillfully, and to help them unlearn maladaptive behavior, Duffell and Basset (2016) also suggested a therapeutic intervention based on recognition, acceptance and change.

Morgan (2004), in his study based on questionnaire based survey entitled *'Being a Boarder'*, found that bullying in boarding schools was not a big concern. The researcher also found that contrary to this negative perception of boarding, most young

people and parents claimed that boarding school provides more prospects of socialization, cultural understanding, social skills and autonomy. Nobody described bullying as a significant cause for concern in an open-ended question asking participants to remember the dreadful thing about going to boarding school. "They concentrated mainly on verbal bullying for those who commented on bullying and parents claimed that the schools dealt successfully with problems, but said that bullying could be recurrent and that it still needs to be dealt with" (Morgan, 2004, p. 14). Bullying in boarding schools differs from bullying in day schools because students are constantly confined in the school settings, making it difficult to flee from. (Morgan, 2004, p. 14). This point is reinforced by Carlisle and Rofes (2007); who observed that bullying experiences in boarding schools spread to the night time; resonating with Duffell (2000) results in his book on ex-boarders' experiences. Relevant boarding research, mostly established on anecdotal experiences, parenting accounts, surveys and case studies offer divided views, ranging from a favorable view of personal growth (Hawkes, 2001; Holgate, 2007) to lack of emotional support (Duffell, 2000; Lambert, Bullock, & Millham, 1970; Poynting & Donaldson, 2005; Schaverien, 2004). Fagging' practice (Junior boys acted as servants to seniors) has also been observed in boarding schools that condoned bullying as a right of age (Duffell, 2000; Schaverien, 2004). Poynting and Donaldson (2005) report that "dobbing" (p.329) in boarding schools is considered as unthinkable and no one would report bullying in an atmosphere where violence is perceived to be 'natural' conduct. Furthermore, studies on the boarding school experiences based on biographical, historical and anecdotal accounts say that bullying is part of school life and is celebrated when bullies join the boarding school (Duffell, 2000; Poynting & Donaldson, 2005). While students felt otherwise, La Fontaine (1991) argued that the concept of bullying as a part of school life was an adult

phenomenon. Researcher further found that the most common problem for boarders, based on case reports and on telephonic accounts reported on Boarding School Line, was bullying. A study indicated that bullying was a source of concern for boarding school children (La Fontaine, 1991).

Stoudt (2009) performed a Participatory Action Research (PAR) in which the author worked at the school to investigate bullying along with a team of student researchers and staff members. The student researchers noted that bullying was the trend at school and characterized it as "white noise" and it was largely ignored (Stoudt et al., 2010, p. 35). The results were consistent with previous studies into boarding schools. The study uncovered three major themes.

Bullying holds power and authority. Children were inclined to create authority and control in the group's traditional norms (Stoudt et al., 2010). Verbal bullying was described as a specific school problem. The ability to respond immediately to verbal abuse was once considered a symbol of intellect. Bullying was visualized as a normal behaviour and a part of the school's routine owing to the correlation between bullying and intellect. (Stoudt et al., 2010). Similarly, Duffell (2000) observed that in their responses to verbal assaults, boarders need to be sharp to show they were not vulnerable to bullying.

Emotional vulnerability and friendships. The ridicule of one student in the classroom contributed to the community's cohesion, according to the narratives. This finding is compatible with Duffell (2000), who used a boy's instance who on the first day could say something naive and could be branded with a nickname afterwards, but provided the rest of the class with entertainment in exchange. Stoudt et al. (2010) identified association between certain forms of bullying for creating fun in the class and the source of developing social relations.

Bullying is about upholding dictatorial limits. The value of socioeconomic status in school was stated by staff and student researchers. Teachers spoke about hearing verbal putdowns, like questioning others regarding their socioeconomic background based on the occupational status of parents and their geographical belongingness. Student researchers spoke of the importance of taking the best car to school or wearing the fine outfits on days when no uniform was needed to escape oral mockery. "The reference to someone as" gay "or" a female "was one of the huge witticisms ever noted by researcher (Stoudt et al., 2010, p. 39). Slurs associated with social class and homosexual verbal assaults helped establish normality at this level. In order to create in group and out-group criteria, racist comments and jokes were used as part of standards to enforce group boundaries. During the interviews, from the students' viewpoint, employees were informed about the nature of the school's bullying problem. This allowed staff to review their personal perceptions about bullying and to rethink the students' experiences in school as victims of "traditions" and "detrimental brawl in school" (Stoudt, 2009).

School Climate

The school environment has been recognized as the most critical factor contributing to overall school success since the 17th century (Schoen & Teddlie, 2008). Halpin and Croft (1963) drew a parallel between personality and climate by saying "Personality is to the individual what 'climate' is to the organization" (p. 1). While the concept of school climate has been extensively studied over the last 40 years, recent research has extensively appreciated its significance due to its role in the performance of schools (Peterson & Deal, 2011; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). The school climate has always been an important area for researchers and school administration alike due to its proven links to social, emotional and academic results.

Educators recognize the value of maintaining a positive, secure, and encompassing school climate and policymakers are largely focusing on strategies to improve school climate (Hamilton, Doss, & Steiner, 2019) due to its undeniable pragmatic results.

A variety of positive results are correlated with a positive school climate, such as greater academic achievement. (Allensworth et al., 2018; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Shindler, Jones, Williams, Taylor, & Cardenas, 2016; Wang & Degol, 2016) lesser rate of absenteeism, higher percentage of graduated students and lesser rates of suspension (Christle, Jolivette, & Nelson, 2007). Moreover, positive school climate is also positively correlated to several intangible gains like connectedness, motivation and self-efficacy (Fast et al., 2010). Positive school climate plays an important part in encouraging social-emotional development and reducing risk behaviors (Espelage, Low, & Jimerson, 2014; Steffgen, Recchia, & Viechtbauer, 2013). Perceived safety and discipline within a school is related to reporting any significant safety risks (Syvertsen, Flanagan, & Stout, 2009; Welsh, 2000) is inversely proportional to school violence (Steffgen et al., 2013) and bullying (Fedewa & Ahn, 2011; Hong & Espelage, 2012; Richard et al., 2012). Bullying and victimization may result in decline in school engagement and academics (Hong & Espelage, 2012). Nowadays, school climate instruments are increasingly being used as investigative instrument to judge schools' performance. For instance, school climate measures have also been used for the assessment of Principals' across the United States (Clifford, Menon, Gangi, Condon, & Hornung, 2012). However, researchers have conceptualized the concept by developing various perspectives.

Definition of School Climate

School climate is a heterogeneous concept defined throughout the literature with numerous contextual and critical features. There are two major concerns facing school

climate research; first, how to define it, and second, how to quantify it. Various climate measures for schools have been established since the publication of *The organizational Climate of Schools* by Halpin & Croft (1963) who identified climate as an organization's personality and developed *organizational climate descriptive questionnaire*. Since then, several school climate measures have been developed however; there is no universally agreed upon concept of school climate, dimensions, or evaluation unit. (e.g., teachers, students, parents) (Gage, Larson, & Chafouleas, 2016). Hoy and Miskel (2013) proposed "School climate is relatively enduring quality of the school environment that is experienced by participants, affects their behavior and is based on their collective perceptions of behavior in schools" (p. 210). Whereas Mitchell, Bradshaw, and Leaf (2010) defined school climate as the "shared beliefs, values and attitudes that shape interactions among the students, teachers and administrators" (p. 272). Jonathan Cohen, McCabe, Michelli, and Pickeral (2009) on the other hand defined it as "the quality and character of school life. It is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures" (p. 182). Positive school climate has been defined by US National School Climate Council (2007) as "schools that are safe (emotionally and physically), engaged, collaborative (between teachers, students and parents) and respectful".

Unit of Measurement of School Climate

School climate is a blend of learning climate for students and the working climate for teachers (Meristo & Eisenschmidt, 2014). Though teachers and students are primary players in the school environment, yet they perceive school climate differently. In educational psychology research, there is a disagreement about whose reports or assumptions are most suitable for researching the relationship between school

climate perceptions and human development (Cooper & Good, 1983; Wang & Degol, 2016). The social ecological theory also advocates that effects at various layers of factors within a school can affect the perspective of students and teachers differently (Bronfenbrenner, 1979). In a multilevel exploratory study comparing the perception of students and teachers Mitchell et al. (2010) found "classroom-level factors were more closely associated with teachers' perceptions of climate, whereas school-level factors were more closely associated with the students' perceptions" (p. 271).Work on school climate at elementary school level was based primarily on the perceptions of teachers instead of on the perceptions of the students about climate (Johnson & Stevens, 2006). Most researchers believe that students' personal school climate experiences facilitate real school climate effects (Kuperminc, Leadbeater, & Blatt, 2001; Loukas & Robinson, 2004; Roeser, Eccles, & Sameroff, 2000). Teachers' perception of the school climate is linked to organizational climate research because it tests employees' perception of their working atmosphere. However, students' perception of school climate is directly linked to positive student outcome. It is therefore crucial to include students to gauge perception of school climate as they are not only primary users of all resources of school but their 24-hours presence within school vicinity also has important implications for developing insight about school climate. Social–ecological theory also advocates that perception of individuals rather than perspective of significant others are important for developing insight about their behavioral pattern (Bronfenbrenner, 1979). Moreover, we can measure transitional effects as students pass through secondary to higher secondary grades in school and it may help us in understanding its impact on perspective of students and their behavioral pattern. Earlier studies found that the perception of school climate declined with passing years (Way, Reddy, & Rhodes, 2007). This pattern may be the result of a disparity between the psychological needs of

adolescents (e.g., independence and connectedness) or the school environment (Wang, 2009). Thapa et al. (2013) conceptualized that later school years are as "natural window of opportunity for anti-bullying and upstander interventions" (p. 363) as students in that age start making moral judgments regarding groups and peers.

Dimensional Structure of School Climate

While there is no universally recognized description of the school climate, there is, however, a general agreement that "school climate is a multidimensional construct that includes organizational, instructional, and interpersonal dimensions" (Loukas & Robinson, 2004, p. 210). For example Loukas & Murphy, 2007 suggested a 3-dimensional structure of school climate based on physical, social, and academic aspects. Similarly, Wang and Degol (2016) identified 4 broader 'domains' and 13 'dimensions' of school climate. Domain authors identified in their study were the "academic climate, community, safety, and institutional environment". Every school has a unique climate that is influenced by its culture and institutional features. (Kuperminc, Leadbeater, Emmons, & Blatt, 1997). Physical environment and ambiance of a school affects the perception of a school climate (Van Houtte, 2005). There are certain domains of a school climate that are largely irrepressible, such as geographical location, size, demographic variables of students, and typology (military, public schools). Since there is universally no agreed description of school climate therefore measuring school climate is a complicated procedure. Scholars have studied diverse features that distinctly categorize one school climate from another. They have further suggested various sub-dimensions of school climate as schools are unique in terms of organizational, cultural, and individual characteristics. Sometimes one factor of school climate is capable enough to halt a school from progressing forward (Lindahl, 2011) and school administration must have capability to detect the grey areas in school

climate. Since the escalation of school climate research, several detailed reviews have been carried out apropos school climate scales with the purpose of describing the dimensional structure and psychometric features of contemporary school climate scales.

A review by Anderson (1982) , selected nine measures out of which five were having students as the unit of analysis. All these scales measured different school climate dimensions, and all were centered on various school climate concepts. For instance, the factor *Pupil Control Behavior* was assessed through students' perspective of teachers' approach towards custodial care of students. On the other hand, the *Quality of School Life* was measured through students' views about school. Though the review was broad-spectrum conducted 38 years before however, most of the scales are now inaccessible.

Gangi (2010) selected 102 valid and reliable instruments of school climate based on teachers' perception of school climate This study identified *Comprehensive School Climate Inventory (CSCI), Tennessee School Climate Inventory- Revised* and *Western Alliance for the assessment of School Climate (WAASC)* as the most valid and reliable instrument that support 8 factors of school climate namely; Appearance and Physical Plant, Faculty Relations, Student Interactions, Leadership/Decision Making, Discipline Environment, Learning Environment, Attitude and Culture and School-Community Relations. WAASC was declared as valid and reliable however, it did not use nationally representative samples, nor did it have any technical manual.

In a study by Zullig, Koopman, Patton, and Ubbes (2010), reviewers selected five scales of school climate in order to create a new measure out of the existing scales. Benchmarks for inclusion were consistent usage of instruments and perception of school climate by students. Five historically common school climate domains were

spotted namely; Order, Safety, & Discipline, Academic Outcomes, Social Relationships, School Facilities and School Connectedness. Five instruments that fulfilled the inclusion criteria were *California School Climate and Safety Survey* (CSCSS), *National Education Longitudinal Study (NELS)*, *Comprehensive Assessment of School Environments* (CASE), the *Effective Schools Student Survey (ESSS)*, and the *School Development Program*. Out of these five instruments only SDP, CASE, and CSCSS demonstrated psychometric properties of scales. Out of these three scales, only CASE projected five dimensions of school climate namely; Order, Safety, & Discipline, Academic Outcomes, Social Relationships, School Facilities and School Connectedness while rest of the scales insufficiently provided coverage of these five dimensions. In the second phase, Zullig et al. (2010) combined items of above mentioned scales and developed a 39 item school climate scale that depicted 8 factors through CFA. These factors were; Positive Student–Teacher Relationships, School Connectedness, Academic Support, Order and Discipline, School Physical Environment, School Social Environment, Perceived Exclusion/Privilege and Academic Satisfaction.

Clifford et al. (2012) conducted a systematic evaluation in their review research and reported 125 potentially valid and reliable school climate surveys. The aim of this study was to find instrument for evaluating Principals' performance. A total of 13 scales were found to meet psychometric requirements out of which 8 surveys were designed to be used only for school employees, two for school staff and teachers, and three for staff, students, and parents. Nevertheless, none of these focused exclusively on the perception of the school climate by the student.

Thapa et al. (2013) carried out a comprehensive and broad-spectrum review of school climate research. They adopted an empirical and multidimensional strategy to

carry out their review by adopting three strategies (a) Consultation with relevant scholars to find factors/sub-factors of school climate (b) Collection of pertinent books and published manuscripts since 1970 (c) Identification of relevant literature through Google Scholar. They favored five domains of school's climate namely; safety, relationships, teaching and learning, institutional learning, and the school improvement process.

Ramelow, Currie and Felder-Puig (2015) carried out qualitative review of school climate measures published between 2003 and 2013 in scholarly articles. Guidelines for selection of scales comprised (a) Scale assessing minimum 2 factors of school climate recommended by Jonathan Cohen et al. (2009) (b) Scale constructed for students aging11 years and above (c) Demonstrated validity and reliability (d) Reported in scholarly journals in English/German language between 2003 and 2013. They identified 12 school climate scales and few school climate dimensions were found to be relatively consistent across different scales with some minor differences. All the measures included the dimension of relationships. Moreover, safety was another factor that was reported in most scales, whereas the environmental-structural aspect was given least importance.

There are hundreds of scales available to assess school climate however, maximum instruments either lack empirical validation or are not available in scientific literature (Zullig et al., 2010). In all school climate assessments, the United States National School Climate Centre NSCC (2014) recommends addressing the 4 main areas. These domains offered more insight into the school environment, containing norms, values and behaviors that favor the social and emotional growth of students while maintaining physical, emotional and social security at the same time (Table 1).

Table 1

Domains Recommended by the US National School Climate Centre for Assessment of School Climate

Domain	Subdomains
Safety	Rules and Norms
	Physical Safety
	Social and Emotional Security
Teaching and Learning	Support for learning
	Social and civic learning
Interpersonal Relationships	Respect for diversity
	Social support – adults
	Social support – students
Institutional Environment	School connectedness/engagement
	Physical surroundings

Note. Reprinted from "School Climate: Research, Policy, Teacher Education and Practice", by Cohen, J., McCabe, E.M, Michelli, N.M & Pickeral, T. (2009). *Teachers College Record, 111*(1), pp. 180-213.

Climate, Culture and Context

Three terms, culture, context, and climate are used synonymously, however, they are different (Van Houtte, 2005). Climate and Culture are distinct (Patti, 2000; Schein, 2004; Schneider, Ehrhart, & Macey, 2013). School climate is largely considered in terms of psychological perspective (James et al., 2008) while school culture is largely considered in terms of anthropological perspective (Ouchi & Wilkins, 1985; Reichers & Schneider, 1990). The overall environmental quality of an organization can be conceived as climate (Anderson, 1982) whereas culture is defined closely as "a fairly stable set of taken-for-granted assumptions, shared beliefs, meanings, and values that form a kind of backdrop for action" (Smircich, 1985, p. 58). Culture is formed over time through relationships and is based on norms, values, standards, principles, and opinions. Context applies both to a school compositional features as well as to the community or neighboring characteristics (Clifford et al., 2012). Year after year, these attributes differ and are dependent on individual students who are admitted in the institute. By altering school-level guidelines and standards, culture and climate may be changed, but context is less likely to be altered by educators. Culture and climate supplement one another, and a climate may be either hindered or supported by cultural elements. There are two potential explanations for concentrating on climate assessment. First, the climate is generally assumed to be much more modifiable than culture (Gruenert, 2008; Sarason, 1982). Second, since the climate is centered on experiences and interactions in school, it may be measured more effectively than culture (Hoy, 1990).

Theoretical perspectives of boarding school climate

A variety of philosophical and theoretical insights also provide framework for viewing and assessing the boarding schools and can assist to understand differences in

the day and boarding students ' school experiences. No particular viewpoint explicitly guides a boarding school analysis, but there are paradigms that offer a starting point when evaluating different dimensions of the of boarding school environment. For framing this study, the following perspectives are considered important; ecological viewpoint, extracurricular viewpoint, sociological perspective, and perspective of Positive Youth Growth (PYD).

Ecological perspective. Theory of ecological systems stresses the importance of continuing encounters between humans and the environment in influencing human growth (Bronfenbrenner, 2001, 2005). As Bronfenbrenner and Morris (1998, p. 996) reported, "human development takes place through processes of progressively more complex reciprocal interaction between an active, evolving bio-psychological human organism and the persons, objects, and symbols in its immediate external environment. To be effective, the interaction must occur on a fairly regular basis over extended periods of time." Boarding school undoubtedly considered as a continuous mechanism of mutual contact between students and the environment and the proximal processes are enforced within the boarding house. Continuing interactional processes between students and environment get more complex during boarding life. This include the statutory processes and practices that take place in boarding houses and the philosophies and missions related to boarding houses. The schools themselves often form the culture, value structures, and function of the lower-level structures (houses, students) in terms of more 'macro' factors influencing these proximal mechanisms, giving weight to possible variation in motivation, participation, and social outcomes at the school level. Considering the distinctive nature of the boarding climate, this theory is critical in analyzing specific processes and interactions that function on boarding students. The primary focus of this model was to grasp through what Bronfenbrenner

calls "proximal processes" the reciprocal nature of individuals' relationships with their surroundings.

The role of bio-psychological characteristics in human development and the environment in which they occur are significant from this perspective. The bio-ecological perspective views evolution as a continuous mechanism that occurs over the span of a person's life and subsequent generations. (Bronfenbrenner, 2001). Day students, he explained, are in a particular school setting during the day, but once they leave, the school they are affected by two major factors; the family and community peers, therefore witnessing greater variation in agents of socialization. His research showed adult approved values dominate in boarding environment whereas children raised exclusively in an atmosphere of pluralistic environments have multidimensional influences. He believed that students raised exclusively in a single environment of socialization are more likely to adapt to their immediate environment.

Ecological systems relevant to boarding.

Microsystem. Individual is at the core of this model forming the first layer termed as *microsystem.* The microsystem is the network of behaviors, social roles, and personal relationships that explicitly and implicitly influence the development of an individual. This may include organizations and groups that render contexts such as families, schools, and fellow groups: "It is within the immediate environment of the microsystem that proximal processes operate to produce and sustain development" (Bronfenbrenner, 1994, p. 39). Boarders live most part of year away from their home, familial settings and community fellows. They make new relationships with other boarders, boarding staff, teachers and house masters. In this way they establish new proximal contexts that affect their development.

Mesosystem. The interactions and mechanisms between two or more microsystems in which the person is engaged, create the mesosystem. It entails relationships between home and school, family and peer interactions and, in context of boarders, between home and boarding house, procedures and management systems of different boarding houses within a school and other school-based pastoral or welfare systems (e.g. coordinators/advisors). Cree (2000) contended that boarding houses within school might have their own traditions and philosophies inside a school. They are a result of past transformations and trends, he suggested with evidence "that the process of indoctrination and cultural reproduction commences" (p. 105). Multiple boarding houses within the school can establish a local community by indirectly influencing individuals in another boarding house by events and activities of one boarding house (Cree, 2000). The quality and quantity of links between the contexts in which the person is embedded also have important developmental consequences, such as the relations between parents and teachers or, in the case of boarders, between parents and boarding staff. Interaction of microsystems is beneficial in understanding how these can impact mesosystem-level boarding, as well as how these variables can be affected by attending boarding school.

Exosystem. It involves the links and mechanisms that exist between two or more contexts, at least one of which does not necessarily impact the individual, but affects an individual indirectly. These usually involve economic, political, government, educational and religious settings. For a student, this may include the interaction and processes between the home and the workplace of a parent; although the student may not be directly involved in the workplace, but the activities may impact a parent, thereby influencing the child in response. Anderson (2005) identified the interaction of a number of systems within a boarding school where "each setting has an environment

which is specialized in terms of education, health, social care, custodial care, or any combination of these to address the specific needs with the main nurturing role, the residential staff" (p. 22). The effect of exosystem-level socio-economic, political, governmental, and religious structures is also visible in boarding schools.

Macrosystem. Bronfenbrenner (1994) defined *macrosystem*, comprising "overarching pattern of micro-, meso- and exosystems characteristic of a given culture, or subculture, with particular reference to the belief systems, bodies of knowledge, material resources, customs, lifestyles, opportunity structures, hazards and life course options that are embedded in each of these broader systems" (p. 40). Boarding schools have the ability to influence cultural identity, Yeo (2010) provided an alternate point of view that in the boarding house setting, students show the ability to maintain their collective identity, suggesting that community identity was a significant driver of how boarding was considered by these boarders.

Chronosystem. The chronosystem includes life events and changes that take place in the life of a student, but also the world in which the person lives. For a student, joining school, advancing to higher level, becoming boarder and graduating from school may include important life changes or events. Other events which include conflicts or death within family, changing jobs, biological maturity and disease. All of these factors enable students to respond to changes in the environment in different ways.

Extracurricular perspectives. Extracurricular activity is characterized as any activity that takes place outside of the classroom and consumes the energy, resources, and focus of students. (Marsh & Kleitman, 2002). As a result, boarding is clearly a form of extracurricular activity. The extracurricular activity model proposed by Marsh and Kleitman (2002) claims that it has the ability to "improve the recognition, engagement

and commitment of schools in a way that it increases broadly defined academic results as well as non-academic results" (p. 471). Students who participate in extracurricular activities at school are more likely to associate with and identify with the institution. (Bryce, Mendelovits, Beavis, McQueen, & Adams, 2004; Fredricks & Eccles, 2005; Hunter, 2005). Area association (e.g., boarding house) can also improve the familiarity and engagement of students with that location.

Sociocultural perspective. The internalization of social phenomena is explored through sociocultural approaches (Nolen & Ward, 2008). The roots of psycho-educational factors are social but their manifestation is individual. Thus, various expressions are evoked by the same environment (McCaslin, 2004; Walker, 2010; Walker, Pressick-Kilborn, Arnold, & Sainsbury, 2004). Sociocultural approaches, then, promote the importance of individual experience in a social setting, moving further to indicate that this environment's perceived characteristics could be more significant factors than the actual characteristics of that environment.

Positive youth development. Positive Youth Development (PYD) is an asset based approach that recognizes and encourages youth strengths and competencies, rather than adolescent threats, challenges and deficits (Benson, Leffert, Scales, & Blyth, 1998; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). The PYD perspective consider young people as a resource worth nurturing, stressing their inherent ability to contribute positively and productively to society. (Damon, 2004; Lerner & Lerner, 2012). Although youth may encounter developmental difficulties, the PYD approach acknowledges, these are part of their developmental trajectory. PYD's aim is to encourage positive results irrespective of the resources of a person (Lerner & Lerner, 2012). The boarding school climate can contribute significantly in PYD through its long term association with staff, interrelationship of boarders and academic and non-

academic pursuits. (Anderson, 2005; Hawkes, 2010) and through supportive and loving staff-student relationships (Bramston & Patrick, 2007; Mason, 1997). As the boarders are away from their family, the valuable ecological assets the boarding schools provide, help boarders in their adaptation and positive development.

Reasons for Students Joining Boarding Schools

Although there is limited research on motives behind sending youth to boarding however, (Independent Schools Council Australia, 2008) carried out a survey to study this subject. Parents in this survey indicated that they sent their youth to boarding school for their optimal growth and balanced personality. However, a rationalization by parents may also reflect this rather optimistic evaluation of boarding school graduates (Duffell, 2005; Poynting & Donaldson, 2005; Schaverien, 2004). Consistent trends can be identified from research on recent and historical boarding accounts (Bramston & Patrick, 2007; Commonwealth Schools Commission, 1982; Independent Schools Council Australia, 2008; White, 2004). These include:

Opportunity to get admission in specialized courses. Research demonstrates that the decision to place adolescents in boarding schools is driven by the preference to enroll in higher education courses. (Bramston & Patrick, 2007; Fisher, Frazer, & Murray, 1984; Independent Schools Council Australia, 2008; K. Mason, 1997; McGibbon, 2011). Many areas do not have access to schools offering specialized courses and many high school provide this opportunity for aspirants (Bramston & Patrick, 2007; McGibbon, 2011).

Jobs by parents. The modernization has resulted in greater workforce movement. In some occupations for example armed forces, frequent movement is a norm so for these families boarding is a feasible choice (Cree, 2000). If a parent's job

requires them to spend time away from home or to live abroad rather than sacrificing their child's education, boarding is always a viable option. (McGibbon, 2011).

Split family. Destabilized family circumstances were cited by just 9.9% of students as a justification for enrolling in boarding schools. (Commonwealth Schools Commission, 1982; Independent Schools Council Australia, 2008). In recent times, however, divorce, breakup and remarriage of parents are motives behind preferring boarding as an alternative (Anderson, 2005; Cree, 2000). Some families have been driven by a lack of home stability and exposure to difficult and challenging experiences let them to find a place in an organized and healthy group (Anderson, 2005; Gerrard, 2001). Parenting's inherent stresses could be enough to compel parents to withdraw their children from a chaotic home and place them in a safe, supervised setting where experts may act as parents. (Cree, 2000; Gerrard, 2001; Hawkes, 2001). During times of distress or when families are having relationship issues, the boarding population's support network, safety, and group norms can be helpful. (Hawkes, 2001).

Overseas students. Boarding has been the preferred mode of education in Commonwealth Countries. Some students from Malaysia, Singapore, and Hong Kong are admitted by most Australian boarding schools (Cree, 2000). Australia's higher education system is also seen in the United Kingdom or the United States as a better option to college courses (Cree, 2000; Han, Jamieson, & Young, 2000).

Character-building perspective. Parents' preference for quality education and self-reliance guides their decision to send their children to boarding schools.(Commonwealth Schools Commission, 1982; Holgate, 2007; Independent Schools Council Australia, 2008). Sociological analysis of students' responses in White (2004) study of an Australian co-educational boarding school often retain a character-

building viewpoint in support of this vision. Most cadet colleges and boarding schools in Pakistan also claim to groom the students intellectually, emotionally, and morally.

Pastoral Care in Boarding Schools

Within colleges, there has been a heavy emphasis on achieving superior educational results for students. (Haynes, Emmons, & Ben-Avie, 1997). Resultantly, it has often been noted that teachers think that inculcating knowledge about the relevant subject is the core objective of teaching and that the concept of care is beyond their primary role and task (Chittenden, 2002; D. Wilson, 2004). In the absence of parents, boarding staff is responsible for the upbringing and grooming of students. Boarding professionals are not just enablers of safety and security, (Anderson, 2005; Hawkes, 2016), but they are also responsible to act the role of "in loco parentis" (Latin for "in the place of a parent") for the boarders. Modelling in loco parentis means that boarding staff undertakes whole or few responsibilities of parents (Garner, 2009). The role of surrogate parents is demanding as the boarding staff have to walk on the line between legal and parental obligations. Boarding staff are responsible for the upbringing and grooming of students in the absence of guardians. There is an increasing understanding that the school atmosphere has a significant impact on children's emotional and cognitive health, as well as their overall well-being. Increasingly worldwide concern has been developed and efforts have been geared to the development of Health Promoting Schools (Mũkoma & Flisher, 2004), with attempts been undertaken to determine how education and pastoral care will better lead to the social, emotional, physical, and spiritual well-being. Four factors are building blocks of pastoral care, namely: the elevation of health and well-being, resilience, academic and social development of students. (Hearn, Campbell-Pope, House, & Cross, 2006). Pastoral care allows students to become knowledgeable and confident in coping

with and making choices based on their familial upbringing and what they learn in school (Chittenden, 2002). Therefore, pastoral care needs guiding and encouraging "knowledge of self, self-efficacy, healthy risk taking, goal setting, negotiation, reflection and empowerment" providing best result for learning and growth (Nadge, 2005, p. 30). With the growing awareness for policymakers to adopt the comprehensive "whole school approach" and to ensure wellness of all students (Nadge, 2005), pastoral care is largely seen not only as a technique for self-growth, but also as the development of such empathic relationships that school students are nurtured towards balanced individuals. Keeping in view this insight Grove (2004) defines pastoral care as: "…all measures to assist an individual person or community reach their full potential, success and happiness coming to a deeper understanding of their own humanness" (p. 8). In terms of boarding, various schools have their own ideologies, mission, vision, and goals. Whereas pastoral care concept have typically been identified as promotion of the spiritual and moralistic well-being of students through academic and non-academic pursuits. Today, students' safety and well-being is deeply connected to school environment, interactions and accomplishment of goals. (Konu, Alanen, Lintonen, & Rimpela, 2002). Pastoral care has lately got an inclusive role, being seen as totally connected to the educational program and the school's structural framework, thus advocating:

"pupils' personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers and adults other than teachers; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral and support systems; and through extra-curricular activities and the school ethos"(Weir, 2008, p. 3).

The term "Pastoral Care" has been used in multiple terms. It is a complex mechanism and a host of areas are covered under pastoral care. Education system of various countries use the concept interchangeably. For instance the terms "guidance", "career education" "life path" and "pastoral curriculum" has long been referred in Australian education system, while in England the terms "personal and social education" (PSE), or "Personal, Social and Health Education'" (PSHE) are used (Mead, 2004).

Chittenden (2002) noted that the word pastoral care in education was used in terms of nurturing "values" of "mutual respect, responsibility and service within the community" so as to offer youth with "every opportunity to value themselves and to experience well-being" (p. 3-4). Researcher further observed that personal development of students is also focus of attention by other definitions, citing the delivery of pastoral care as a mechanism that encourages the transfer of students from dependency to independence. However, pastoral care and academic care have also been observed to be strongly linked (Chittenden, 2002; Nadge, 2005).Therefore, pastoral care requires encouraging and helping students in gaining "knowledge of self, self-efficacy, healthy risk taking, goal setting, negotiation, reflection and empowerment" (Nadge, 2005, p. 30). Pastoral care is not simply a supportive activity created via extra-curricular activities that either build character or target vulnerable people (Best, 1999; Chittenden, 2002). Rather, it is an integrated role incorporated into the school's curriculum and organization to address the personal, social and academic needs of the students (Boddington, Perry, Clements, Wetton, & McWhirter, 1999; Chittenden, 2002). One of the best and most extensive descriptions of pastoral care was given by the British Department of Education and Science (Elton, 1989) which noted that pastoral care is:

"promoting pupils' personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers and adults other than teachers; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral and support systems; and through extra-curricular activities and the school ethos. Pastoral care, accordingly, should help a school to articulate its values, involve all teachers and help pupils to achieve success. In such a context it offers support for the learning behaviour and welfare of all pupils and addresses the particular difficulties some individual pupils may be experiencing. It seeks to help ensure that all pupils, and particularly girls and members of ethnic minorities, are enabled to benefit from the full range of educational opportunities that schools offer" (Elton, 1989, p. 3).

This explanation describes the widely held belief that colleges, as individuals and as members of the community, should foster the well-being of their students (Grove, 2004; Nadge, 2005). In addition, this definition illustrates the requirements that teachers must focus on individual cases as well, for instance challenges of personal anxiety, interpersonal conflict, social demands, and emotional distress (Doll & Lyon, 1998; Holling, 2003; Jimerson, Brock, & Pletcher, 2005).This emphasis on caring attitude can also be evident through a program that strengthens coping mechanisms (Jones, 2005). Best (2002) through his comprehensive research has delineated five approaches to pastoral care:

Reactive pastoral care. It is individually based response to adolescents carried out on individual basis in reply to children's "social, emotional, physical, behavioral or spiritual nature" (Best, 2002, p. 4). The provision of "open door" guidance and

counselling (Lang, 1999), supportive role of peers (Charlton & David, 1997) have also been included in such an approach. The Emergent models, however, stresses on preemptive rather than responsive approach to pastoral care (Galassi & Akos, 2004).

Proactive, preventative pastoral care. It involves modes of practices and instructional mechanisms that predict "sensitive events" in the lives of children and are designed to eliminate and minimize the need for reactive care. This approach includes a school-wide strategy to develop not only children's self-efficacy, endurance and academic prowess to enable them to make rational and viable decisions (Boddington et al., 1999; Wilson, Hall, Hall, Davidson, & Schad, 2004) , but also to create a wider culture, structure, and atmosphere of school and community that promotes student physical and psychological health.

Developmental pastoral care. It is established through distinguished programs, tutorial work and extra-curricular activities to promote children's personal, social , moral, spiritual and cultural growth and well-being (Best, 2002). These tasks include content knowledge, syllabus general blended learning, student knowledge and characteristics; and understanding of teaching content, objectives, and values. (Best, 2002; Wilson et al., 2004). In addition, it helps teachers link learning to personal experience by enabling students to develop specialized knowledge, skills and safety measures through discussion with students and influencing their beliefs (Nadge, 2005).

Development and management of an organized and supportive environment. It refers to the development of supportive mechanisms and positive relationships between all participants through extra-curricular activities, and the advancement of a positive traditions of shared respect and care (Force, 1997). This strategy demonstrates the execution of pastoral care policies that represent the personal needs of various groups and student populations (Frydenberg et al., 2003).

The management and administration of pastoral care. It includes "planning, motivating, resourcing, monitoring, evaluating, encouraging and otherwise facilitating all of the above" processes (Best, 1999). Centered on this description, it seems that pastoral care requires the implementation of an overarching approach or 'norm' to be used by schools to enable them appreciate and fulfill the needs of children, rather than being based on a curriculum (Chittenden, 2002). A multiphase (Boddington et al., 1999), diversified strategy (Bond et al., 2004; Yinger, 1986), made up of five roles described by Best (2002), would be needed for such criteria.

Elite Boarding Schools

Elite boarding schools are typically kept hidden from the spot light and have a stellar reputation as they are considered as exceptionally privileged. Researchers have largely paid little attention to them, mainly because of their inviolable status, therefore research on these schools is limited. What makes these schools as elite is difficult to recognize as no clear classification of such schools exists. Based on literature review Gaztambide-Fernández (2009) classified boarding schools into five dimensions namely; typologically elite, scholastically elite, historically elite, geographically elite, and demographically elite.

Typologically elite. These schools are independent as they are autonomous and self-sustaining. These institutes are not government sponsored and thus not accountable to government. Kane (1991) described six fundamental features of autonomous schools: sovereign, self-reliant, self-regulating syllabus, self-selected students, independently chosen faculty, and limited area. Modern independent schools are managed by board of governors that is responsible for managing the school's overall administration and facilitating fundraising activities (Powell, 1996). Similarly, such schools are privileged to choose their students and teachers having inclusion and exclusion criteria

(Gaztambide-Fernández, 2009), have a wider talent pool, and their potential to recruit students regardless of need is also growing as their financial capital grow (Fabrikant, 2008). Through a dynamic selection process, plenty of resources and their ability to strategically build their cultures give them an elite identity.

Scholastically elite. These are based on the extensive and specialized syllabus they provide and their unique instructional techniques. The students of such schools have a spectacular variety of opportunities to pursue diverse interests, develop and pursue exclusive hobbies, and find a role to actualize their strengths and interests (Chase, 2008; Gaztambide-Fernández, 2009). These schools' syllabi are based on the requirements of parents paying exorbitant tuition, the interests of students taking classes, and the criteria of prestigious colleges and universities who expect to accept graduates of these schools (Stevens, 2007). In addition to their specialized curricula they are often distinguished by a teaching methodology focused on constructivist philosophy of learning and progressive approaches in education that are unusual for most other schools. Co-curricular activities are mandatory for students in these schools and they provide an array of sports, arts, and athletic programs to students. Three types of programs are usually included: *student leadership groups* that usually comprise some form of screening procedure (e.g. student council, administrative committees, etc.); *service and voluntary activities* (e.g. volunteer clubs, tutoring, etc.); and *affiliate groups* (e.g. religious activities, civic advocacy, racial and/or cultural membership, etc.).(Gaztambide-Fernández, 2009).

Historically elite. These schools are centered on social networks in their growth. Historical roots of these elite boarding schools are based on the tradition of capitalist society, where the most competent were sent to the boarding to be fostered intellectually and culturally (McLachlan, 1970).

Geographically elite. Geographically elite are based on their vicinity and physical edifice, infrastructure, resources, and space which are abundant in these schools. Baird (1977) found that most elite schools, either boarding or day schools are situated in rural areas that are cut off from the rest of the world. The vast fields, rural scenes, waterways, and the old colonial houses and barnlike structures are observed in these schools (Duncan & Lambert, 2004).

Demographically elite. Some schools put their best efforts in an attempt to work against the assumption of elitism to contend that the demographics of their student populations are more egalitarian (Stevens, 2007). The fifth and final dimension shared by elite boarding schools deals with the students' characteristics. It is an area that schools tend to be most actively interested in reforming. It's also a dimension wherein schools create and show an image to their target audience.

Relationship between Parenting and Bullying

The concept of parenting has three theoretical underpinnings namely practices, dimensions, and styles. Parenting practices are "specific, goal-directed behaviors through which parents perform their parental duties" (Darling & Steinberg, 1993, p. 488). For instance, parenting practices include rule setting, rewarding, monitoring etc. Since parenting has a significant effect on a child's behavior, Brenner and Fox (1998), by using the Parent Behavior Checklist (Fox, 1994) having discipline, nurturing and expectation scales, categorized basic parenting practices into four clusters to explain consistent patterns of parental behavior. Four clusters have been found to conform to the parenting styles of Baumrind (1966). Similarly, Linver and Silverberg (1997) proposed that it is more beneficial to investigate different parenting practices instead of analyzing Baumrind 's global parenting styles. Differentiation of parenting practices into clusters will define core parenting patterns that are not evident in broader set of

parenting. For instance, close parental supervision of youth is a characteristic of both authoritative and authoritarian types of parenting. Thus, we must go beyond global parenting models to clearly define which parenting aspects need to be targeted in bullying prevention. While there are several different elements and methods of parenting, parental monitoring, warmth/support, and limit setting/discipline have been commonly correlated with problem behavior of adolescents (Windle et al., 2010).

Parenting dimension is a broader concept that entails general tendency of parents to employ a parenting technique (Power, 2013). *Demandingness*, the degree to which the parents exercise restraint on their children and *responsiveness,* the degree to which parents counter the emotional and developmental requirements of children (Power, 2013) were initially conceptualized two broader dimensions of parenting. Lately, the dimension, responsiveness was replaced by *support*, while demandingness was replaced by two dimensions i.e. *psychological* and *behavioral control* (Power, 2013). The *support* component includes parental response, affection, approval, and engagement, all of which reflect behaviors that lead to children's growth and well-being (Barber, Maughan, & Olsen, 2005; Barnes & Farrell, 1992; Power, 2013; Putnick et al., 2015; Tuggle, Kerpelman, & Pittman, 2014). A number of positive attributes are correlated with support dimension like overall health, improved school performance (Ginevra, Nota, & Ferrari, 2015; Putnick et al., 2015), and a greater educational self-concept. Psychological control is associated with invasive parental attitude towards a child that influences the child's emotions, feelings through verbal and non-verbal communication. (Barber, 1996; Fung & Lau, 2012; Pellerin & Lecours, 2015; Soenens & Vansteenkiste, 2010) Many negative effects are also linked to increased levels of psychological control (Barber, 1996; Symeou & Georgiou, 2017), such as low self-esteem (Cui, Morris, Criss, Houltberg, & Silk, 2014), internalizing problems (Soenens,

Vansteenkiste, Luyten, Duriez, & Goossens, 2005), externalizing problems (Soenens et al., 2005) and poorer school performance (Pinquart, 2016; Wang, Chan, & Lin, 2012). Parental attempts to align behavior of the child with the social and familial norms is regarded as behavioral control (Soenens & Vansteenkiste, 2010). Behavioral control is a type of control practiced for planned (e.g. setting of rules), current (e.g. monitoring and understanding of activity), and previous behavior (e.g. discipline and feedback) (Pinquart, 2016; Smetana & Daddis, 2002). Lack of behavioral control (Barber, Olsen, & Shagle, 1994) or its excessive implementation (Fingerman et al., 2012) are linked to detrimental effect on youth well-being (Barber, 2002). Parenting literature has outlined three derivatives of behavioral control namely; proactive control, punitive control, and harsh punishment and correlations have been found between these three modes of control and the behavior of adolescents (Janssens et al., 2015). Both punitive control and harsh punishment are reactive control, since they accompany teenage behavior that is unacceptable to parents. Both dimensions are punitive in nature, but a physical aspect is implied in harsh punishment (Janssens et al., 2015; Van Heel et al., 2019). It has been shown that reactive behavioral control predicts academic underperformance (Tang & Davis-Kean, 2015) and externalizing behavioral problems (Pinquart, 2017a). Proactive control, on the other hand, is a nonintrusive mode of parental control wherein parents impose codes of conduct to promote the requisite behavior of the adolescent (Van Heel et al., 2019). Proactive control is correlated with good results in schools and less externalizing and internalizing problems (Chang, Shaw, Dishion, Gardner, & Wilson, 2015; Pinquart, 2017a, 2017b).

Parenting styles form a stable pattern of parenting known as gestalt (Baumrind, Larzelere, & Owens, 2010; Mandara, 2003; Smetana, 2017). Baumrind suggested a taxonomy of parenting having vibrant and enduring effect in parental studies

(Baumrind, 1966, 1991; Power, 2013). Four kinds of parenting styles have been defined depending on the dimensions of demandingness and responsiveness: the authoritative, authoritarian permissive type and uninvolved. Authoritarian parents have a high level of demandingness but a low level of responsiveness, while authoritative parents have a high level of responsiveness but a low level of demandingness. The permissive style was divided into parenting indulgence (high responsiveness and low demandingness) and neglecting or uninvolved parenting (i.e. low responsiveness and demandingness) (Maccoby & Martin, 1983).

Prior studies have reflected that authoritative parenting style is correlated with a positive effect on adolescents' improved psychological well-being and school performance (Steinberg, Lamborn, Dornbusch, & Darling, 1992), prosocial behavior (Padilla-Walker, Carlo, Christensen, & Yorgason, 2012), fewer use of substances (Gray & Steinberg, 1999), better social maturity, and less internalizing and externalizing problems (Galambos, Barker, & Almeida, 2003; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994). The goal of authoritarian parents is to exercise power and to neglect parental warmth (Pellerin, 2005). Authoritarian parenting in Western cultures is associated with more externalizing problem behavior (Lamborn, Mounts, Steinberg, & Dornbusch, 1991), lower academic achievement (Shumow, Vandell, & Posner, 1998), and more internal problems (Baumrind, 1996). The permissive style of parenting is associated with both advantageous and detrimental effects. Permissive parents strive, without exercising control to maintain a pleasant child-parent bond (Pellerin, 2005). Even though permissive style is positively linked to social trust and self-confidence, it is negatively linked to educational progress and participation in schools (Aunola, Stattin, & Nurmi, 2000; Pellerin, 2005), and it increases the likelihood of externalizing problem behavior (Meteyer & Perry-Jenkins, 2009).The negligent parenting style, on

the contrary, is related to maladaptive child growth (i.e. lower social and emotional skills) (Briere, Runtz, Eadie, Bigras, & Godbout, 2017; Sullivan, Carmody, & Lewis, 2010). Neglecting parenting style is linked to hardships and unemployment on the part of parents (Shumow et al., 1998).

Influence of Maternal and Paternal Parenting

Certain factors in bullying behavior among adolescents are considered as protective factors and others as risk factors. Some of them are approximate variables and others are distal variables. School climate and peer relationships are variables that arise from the immediate social environment and family is the first variable that influences the individual. Most studies based on familial relations have primarily focused on the parenting styles (Nickerson, Mele, & Osborne-Oliver, 2009), described by Darling & Steinberg, (1993) as the behaviors exhibited by the mother and father, jointly or independently, and creating the socio-emotional environment in which the children are enmeshed. A number of positive parental attributes like parental support, acceptance and dedication have been found to be negatively related to bullying (Baldry & Farrington, 2005) and victimization (Lereya, Samara, & Wolke, 2013), while relationship conflict with fathers increase the likelihood of participation in school aggression, (Estévez, Murgui, Moreno, & Musitu, 2007). In children who exhibit aggressive behaviour towards their peers or are victims of such abuse, authoritarian, permissive, and indifferent parenting styles appear to be far more common, while the parents whose children do not indulge in bullying are more likely to adopt a democratic style. (Baldry & Farrington, 2005; Kawabata, Alink, Tseng, Van Ijzendoorn, & Crick, 2011; Lereya et al., 2013). Research indicates that physical discipline meant to correct the behavior of a child is associated with bullying involvement (Calvete, Gamez-Guadix, & Orue, 2010). Parental behaviors like shaking, pushing, slapping, hitting, and using items such as belts, brooms, and sticks to beat the child has been found to be

associated with peer-led violence and victimization, especially by mothers (Duong, Schwartz, Chang, Kelly, & Tom, 2009; Lereya et al., 2013). Parental psychological aggression marked by the use of coercion tactics like withdrawing affection, accusing, shouting, and throwing insults is associated with peer aggression in sons and daughters (Rogers, Buchanan, & Winchell, 2003; Zottis, Salum, Isolan, Manfro, & Heldt, 2014). This data shows that in particular, discipline and punitive discipline can be an important factor contributing to bullying. It appears that being harassed at home physically or psychologically can raise the chance of being a bully or a victim of bullying at school. Most studies have concentrated on mother parenting, but have overlooked the influence of parenting practices of father. Hoeve et al. (2009) observed that less than 20 percent of prior research on the relationship between parenting and delinquency was on the subject of paternal parenting. Furthermore, studies usually centered on one or both parents without distinguishing the gender of the parent. However, it was found on the basis of those studies that the effect of poor father care was greater than poor maternal care, especially for sons (Hoeve et al., 2009). While mothers still spend more time taking care of their children, both paternal and maternal parenting effects should be taken into account. Although disposition can directly lead a child to certain behavioral problems, and a child development is also influenced by parenting (Bornstein, Arterberry, & Lamb, 2014). When children experience poor quality parenting, they can display unfavorable temperamental characteristics, therefore fostering more externalizing and internalizing behaviors (Belsky, 2005; Morris et al., 2002; Slagt, Dubas, Deković, & van Aken, 2016). In uni-directional studies parenting practices were considered as predictors while the problematic behaviors of children were taken as outcomes variables. Whereas parenting styles and child temperament bilaterally affect each other in bidirectional models (Pettit & Loulis, 1997; Sameroff & Fiese, 2000) and thus lead to the behavioral problems of children. For example, during infancy, parents align themselves with their child's wellbeing, implying that they change their parenting

in accordance to their child's needs; therefore, parenting can reflect both the outcome and the cause of children's behaviour. (Patterson & Fisher, 2002).

Cultural Connotation of Parenting

Although parenting is a universal phenomenon but parenting behavior has cultural connotations. In Western cultures, characterized by individualistic approach, the parental monitoring may be considered as a breach of trust however, in Eastern Culture having Collectivist style thus it may be considered as sigh of caring attitude. Nelson, Hart, Yang, Olsen, and Jin (2006) contended that authoritarianism had different meaning in Eastern and Western cultures. A Western Child may interpret it as intrusive and oppressive and on the other hand it can be attributed to love care and concern by an Asian child. In Western culture, the authoritative parenting style tends to be more effective for the child relative to the other three styles (i.e., negligent, permissive, and authoritarian parenting style). In non-western societies, however, the authoritative parenting style is less common and depends on socioeconomic (SES) status (Smetana, 2017). In other words, results in one culture may not be sustained and caution is required to describe "normative" parenting (Bornstein, 2012). The negative impact of harsh punishment on children, for example, appears to be moderated by cultural values, suggesting that when examining the effects of physical punishment on children, punishment should be considered in the cultural context (Gershoff, Lansford, Sexton, Davis-Kean, & Sameroff, 2012; Smetana, 2017). While studying immigrant Chinese families, (Chao, 1994) suggested that parental control should be developed among Asians on the basis of indigenous conceptions rather than concepts imposed by Western parenting frameworks. Chao (1994) questioned the portrayal of Asian parents as harsh, oppressive and dominant, in particular features generally associated with the conception of authoritarian parenting by Baumrind (1966).

Aggressive Personality and Bullying

The association between bullying and personality has been measured and found to be linked to multiple personality constructs. Olweus (1993) for instance, suggested that bullies are usually extremely impulsive, lacking empathy, and endure violence. Barry et al. (2000) indicated a link between bullying and callous and unemotional traits, including a lack of guilt and empathy, poor effects, and a propensity to manipulate others for personal benefit. Connolly and O'Moore (2003) suggested that psychoticism (aggressive interpersonal conflict) as a feature of personality raises the risk of bullying. Personality factors are claimed by some theorists as significant predictors of aggressive behavior (Carvalho & Nobre, 2019; Lau, 2013). The most widely used approach to describe personality-aggression relationship in scientific studies is the General Aggression Model (GAM) (Hosie, Gilbert, Simpson, & Daffern, 2014; McCrae & Costa Jr, 2004). GAM indicates that aggressive behaviour arises from the interaction of psychological causes, individuals and environmental characteristics and mental processes. (Anderson & Bushman, 2002). Several studies have verified the significance of personality traits in predicting aggression.(Bettencourt, Talley, Benjamin, & Valentine, 2006). DeWall, Anderson, and Bushman (2012) described aggression as conduct that is intentionally carried out with the intent to hurt another individual who is driven to escape harm. Nature and nurture approaches have generally been employed to explain the aggressive behavior. Although the environmental factors have been reported while explaining the concept of aggression, however the trait aspect has usually been ignored. Trait aggressiveness is distinct from aggressive behavior, the former is characterized by hostile beliefs and angry affects as well as readiness to participate in physical and verbal aggression (Buss & Perry, 1992).

Buss-Perry Aggression Questionnaire (Buss & Perry, 1992) is generally used to measure the quantity of trait aggression. Buss and Perry (1992) described trait aggression as a tendency to indulge in physical and verbal aggression, to maintain hostile beliefs, and to express anger. They presented a model of aggression based on four factors; physical aggression, verbal aggression, anger and hostility. *Physical aggression* relates to typical aggression, the act of physically harming other persons who are driven to avoid hurt. For instance, the item measuring the physical aggression include "If somebody hits me, I hit back". *Verbal aggression* relates to the act of harming others verbally. For example, the item measuring the verbal aggression include "My friends say that I'm somewhat argumentative". *Anger* is the interpersonal form of trait aggression that acts as the trigger to aggressive behavior. For example it includes items such as "I have trouble controlling my temper." *Hostility*, is a cognitive form of trait aggression or that driven adversarial mentality centered on the premise that the world is unjust. For example it includes items such as "I am suspicious of overly friendly strangers". The Buss-Perry Aggression Questionnaire is the key to measure of trait aggression, and it can be direct or displaced. The direct aggression takes place when an individual leads an offensive act towards an instigator, whereas in displaced aggression, a person vents his/her aggression towards an innocent person. Hostility, anger, and depression have also been shown to be capable of predicting bullying behaviour. It is relatively well known that anger and hostility anticipate bullying (Bettencourt et al., 2006; Rose & Espelage, 2012). Tiedens (2001) asserted that those high in trait aggressiveness are likely to make aggressive inferences, display higher levels of agitation, and generate a viscous circle of aggression and negative effects. Research showed negative associations between trait aggression and the dimension of agreeableness (Caprara, Barbaranelli, & Zimbardo, 1996; Martin, Watson, & Wan,

2000; Ruiz, Smith, & Rhodewalt, 2001). Positive associations between neuroticism and trait aggression were documented by Caprara et al. (1996) and Ruiz et al. (2001). Most of the studies indicate that individuals who are high in trait aggression act more violently than those who are low in trait aggression and that this effect is observed even when circumstances are non-violent. (Bushman, 1996; Giancola & Zeichner, 1995; Hammock & Richardson, 1992). Research has also shown that while the personality-environment relationship is bidirectional (Eysenck, 1963), we might be predisposed by our genes to develop certain temperaments (Goldsmith, Lemery, Buss, & Campos, 1999), aggressiveness (DiLalla, 2002) and aggression related personality traits (Ashton & Lee, 2007).

Rationale of the Study

Increasing global concerns about school-based bullying and its effects on students have created a lot of research activities among academics and policymakers who are struggling to comprehend the issue of bullying and the steps to mitigate this problem. The goal of the present study was to explore the complex relationship between individual-psychological and social-psychological factors influencing the incidence of school-based bullying amongst Pakistani public and private sector boarders. These factors include the school climate, parenting practices, and aggression as a personality trait.

Several researches in Pakistan have shown increased levels of bullying and victimization among teenagers (E. Ahmed & Braithwaite, 2004; M. Ahmed, Hussain, Ahmed, Ahmed, & Tabassum, 2012; Tariq & Tayyab, 2011). Being extremely challenging, the experience of bullying is connected to numerous adjustment problems (McDougall & Vaillancourt, 2015) and both bullies and victims are likely to be

maladjusted (Coyne et al., 2010). Hence, studying the phenomenon of bullying in schools is practically significant.

Boarding schools are an important segment of the education system in Pakistan. Two broader categories of boarding schools / colleges exist in Pakistan; military boarding schools and private boarding schools however, no official data was found regarding the exact number of these schools / colleges. Few studies were carried out upon hostel students in Pakistan. For example Iftikhar and Ajmal (2015) found that hostel experience broadened the social circle of hostel students due to multiculturalism. In another study, no significant variation was observed between the academic achievements of hostel and day students (Faisal, Shinwari, & Izzat, 2016). Despite the fact that a lot of research have been conducted on bullying in day schools, no studies on bullying in Pakistani boarding schools have been found. This trend of limited research on boarding schools is global (Hodges et al., 2016) and is generally attributed towards claimed sacrosanct nature of boarding schools that do not allow collection of data due to apparent image of schools and the confidentiality of information related to boarders (Cree, 2000; Poynting & Donaldson, 2005; Schaverien, 2004, 2011). Due to the limitations of the nature of subjects, and non-availability of any scale to assess the boarding school climate (Hodges et al., 2016), this research is mainly pioneer and hence exploratory with reference to Pakistani Boarding Schools.

As boarders spend most of their boarding life with fellow students as compared to day schoolers therefore understanding the contextual factors in boarding is important (La Fontaine, 1991). Bullying in boarding schools is a persistent risk and in some boarding schools bullying is a tradition (Hodges, Sheffield, & Ralph, 2013; La Fontaine, 1991). The issue is compounded in private boarding schools, where bullies are appreciated and accepted (Poynting & Donaldson, 2005). Boarding schools have

dynamic and complicated environments for social and emotional development of boarders. According to White (2004), social bonds established among boarders are of dual nature. One with their family and the other with their institutes, thus drawing some of their individual values from the family and others from their boarding houses. In the "home-away-from-home" concept of the boarding community, it emphasize the significance of the relationships between staff and boarders (Anderson, 2005; Bramston & Patrick, 2007; Cree, 2000; Hawkes, 2001; Holgate, 2007). A review of literature on boarding offers diverse views regarding boarding, varying from positive outcome of personality grooming (Hawkes, 2001; Holgate, 2007; ISCA., 2008) to emotional trauma. (Poynting & Donaldson, 2005; Schaverien, 2004, 2011). Positive factors focus on the potential of boarders to reinforce their ability to free themselves from the family's primary social structure and to build tolerance towards others while respecting individuality. (Bramston & Patrick, 2007; Hawkes, 2001; Holgate, 2007; White, 2004). Negative case studies present a different aspect of boarding, highlighting the youth who though apparently successful but carry baggage of negative experiences of being isolated, neglected, humiliated or bullied (Duffell, 2000; Poynting & Donaldson, 2005; Schaverien, 2004, 2011).

This study addresses limitations in previous boarding school research besides clarifying conceptual underpinnings of the Boarding School Climate. Until now, boarding school research has primarily focused on school interaction, intention of parents to send students to boarding school, or boarding school-related policy and management concerns. So far, no Pakistani study has conducted extensive work across representative samples of boarding schools, nor any research has been conducted using multivariate modelling to understand the specific role of the boarding school climate in understanding students' behavioral patterns.

This research evaluated social-contextual perspective that appreciates how bullying can be minimized by factors within the school settings. Based on assessment of boarding school climate, school-based interventions may be devised to improve the school climate factors. By fostering healthy environments and caring relationships for adolescents, a positive school climate may mitigate destructive behaviors. A healthy school environment may encourage safety and respect for all school members including teachers and staff who template prosocial behaviors (Cohen, 2014). A "culture of bullying" or violence in a school, on the other hand, may promote violent conduct and may prevent bystanders from supporting aggression (Goldweber et al., 2013).

Bullying and victimization can be influenced by the interaction of individual, familial, social, and environmental factors. In the present study, the antecedents of bullying are categorized into three groups. First the negative paternal and maternal parenting practices are assumed to be the causal risk factors associated with bullying. Harsh paternal and maternal parenting practices to enforce desired behavior among adolescents are the significant causal factors for aggression. Second, the negative school climate is another risk factor for bullying. Various school factors are directly related to higher level of bullying and victimization such as poor handling by teachers, lack of discipline, poor relationships between teachers and students and non-supportive environment. Third, trait aggression is predominantly the highest risk factor linked to bullying. Aggressive inferences are likely to be made by those high in trait aggression, show higher levels of anger, and create a vicious cycle of hostility and negative effects. Figure 2 depicts an outline of the causal model.
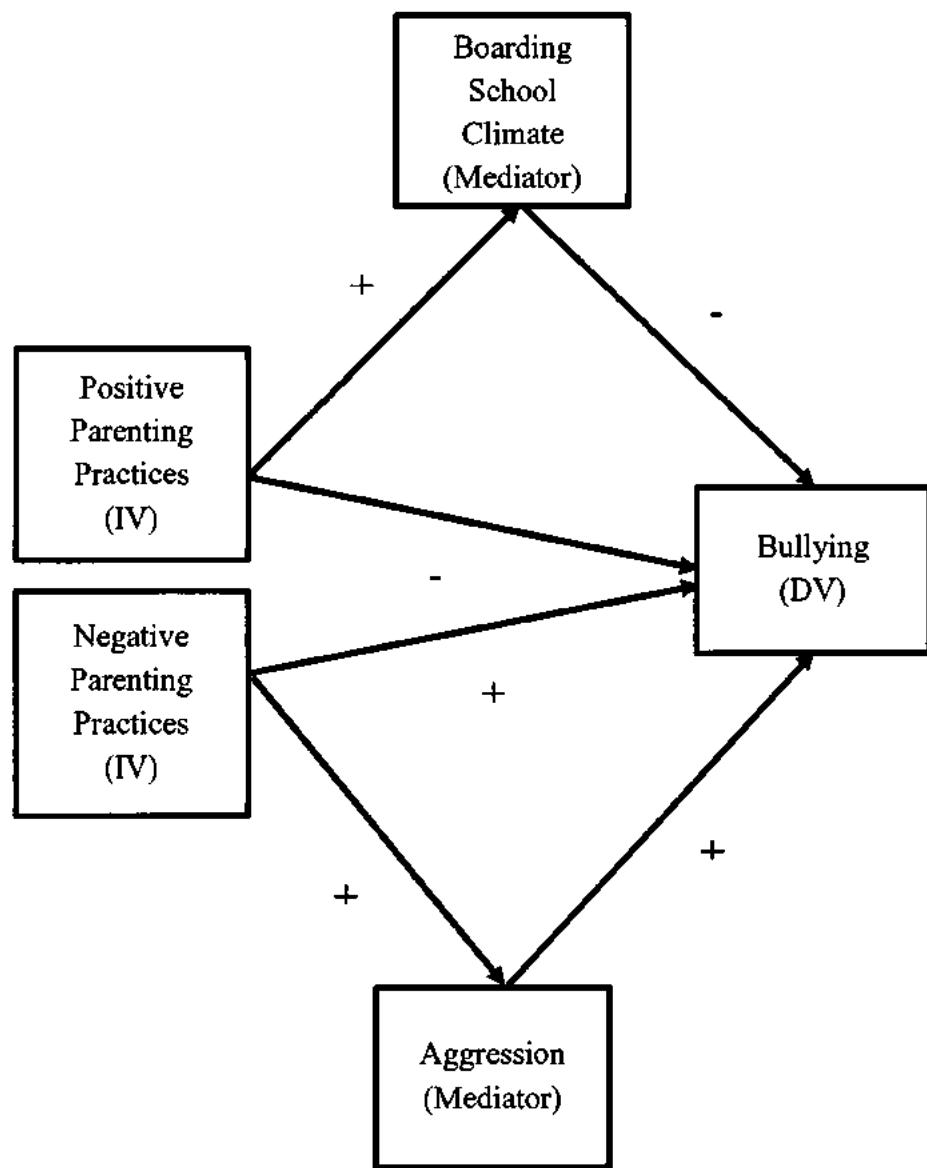
Figure 2. Conceptual model predicting bullying from school climate, parenting practices and aggression.

Objectives of the Study

Main objective of this study was to explore correlates of bullying among boarding school students. In order to achieve the main objectives several secondary objectives were set which are presented below:

1. To develop of an indigenous Boarding School Climate Scale (BSCS) along with determination of its psychometric properties.

2. To study the protective and risk factors of boarding school climate associated with bullying behavior of boarding students.

3. To translate and adapt Parenting Behavior Scale short version (PBS-S) (Leeuwen et al., 2013; Van Leeuwen & Vermulst, 2004) for measuring parenting practices, besides, determination of its psychometric properties.

4. To identify protective and risk factors associated with paternal and maternal parenting practices in bullying behavior of boarding students.

5. To explore the role of aggression as a personality trait in bullying amongst boarding school students.

6. To study the mediating role of aggression in the relationship between paternal and maternal parenting practices and bullying amongst boarding school students.

7. To explore the moderating role of paternal and maternal parenting practices in the relationship between boarding school climate and bullying.

8. To translate and adapt Georgia Brief School Climate Inventory (GaBSCI) (La Salle & Meyers, 2014) and determination of its psychometric properties.

9. To explore the effect of demographic variables (consisting of gender, age and number of years spent in boarding school) in bullying among boarding school students.

Hypotheses

Following hypotheses were formulated to achieve the stated objectives:

1. Positive boarding school climate would be negatively correlated with bullying among boarding school students.

2. Negative boarding school climate would be positively correlated with bullying among boarding school students.

3. Boys would show higher score on aggression and bullying as compared to girls.

4. Positive parenting behavior would be negatively correlated to bullying.

5. Harsh punishment by parents would be positively correlated to bullying.

6. Aggression as a psychological trait would be positively correlated to bullying among boarders.

7. Aggression as a personality trait would mediate the relationship between boarding school climate and bullying among boarding school students.

8. Aggression would mediate the relationship between paternal harsh punishment and bullying.

9. Aggression would mediate the relationship between maternal harsh punishment and bullying.

10. Physical environment and pastoral care interactively moderate the relationship between pastoral care and bullying.

11. Girls would exhibit more positive perception of school climate as compared to boys.

12. Boarders perception of school climate would decrease with length of study time in boarding.

Research Design

This study was cross sectional mixed method exploratory study in which boarding students provided self-report measures of boarding school climate, paternal and maternal parenting practices, aggression and their bullying behavior. Research was carried out with the prior approval of Board of Studies and Department of Psychology IIUI Ethics Committee (*Appendix A*). The study was divided into two phases. First phase of the study consisted of three parallel studies. Study one comprised development of the Boarding School Climate Scale to measure boarding students' perception of school climate as no scale was available to measure the perception of boarding school climate. This study also included translation of boarding school climate into Urdu language along with establishment of its psychometric properties. In the second study, translation and adaptation of Parental Behavior Scale short version (PBS-S) (Father & Mother) (Van Leeuwen & Vermulst, 2004; Van Leeuwen & Vermulst, 2010) and Georgia Brief School Climate Inventory (La Salle & Meyers, 2014) were carried. In the third study, psychometric properties of all the scales were carried out including Aggression Questionnaire (Buss & Perry, 1992), translated into Urdu by Khalid and Hussain (2000), and Illinois Bully Scale (Espelage & Holt, 2001) translated into Urdu by (Shujja & Atta, 2011). Qualitative analysis of the data was done through thematic analysis. Quantitative analysis of the data was carried out through SPSS version 23. In the second phase, main study was carried out. In the main study, analyses were conducted in accordance with the stated hypotheses using different statistical techniques like regression, mediation and moderation. Group differences were ascertained through MANOVA. A schematic depiction of the study is presented in Figure 3.

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                    ┌─────────────────────────┐
                    │  Scale Development BSCS  │
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                                 ⇩
                    ┌─────────────────────────┐
                    │    Literature Review    │
                    └─────────────────────────┘
                          Triangulation
    ┌──────────────────┐           ┌──────────────────────────┐
    │   Focus Group    │  ⟺        │  Open-Ended Questionnaire │   Phase I
    │ Discussions N =48│           │   (Ex-Boarder) N =20      │   Study-1
    └──────────────────┘           └──────────────────────────┘
```

Translation and adaptation
Parental Behavior Scale (PBS-S)
Georgia Brief School Climate Inventory (GaBSCI)

Phase I
Study-2

Pilot Study (N =25)

Psychometric Properties
Illinois Bully Scale
Aggression Questionnaire
Parental Behavior Scale
Boarding School Climate Scale
Georgia Brief School Climate Inventory

Phase I
Study-3

Main Study
Hypothesis Testing
(N =738)

Phase II

Figure 3. Schematic depiction of the study.

DEVELOPMENT AND

TRANSLATION OF SCALES

Phase-I

<div align="right">**Chapter II**</div>

Phase-I: Development and Translation of the Scales

Phase-I consists of three studies. It aimed at developing, translating, adapting, and determining the psychometric properties of all the study scales. These are as follows:

1. Development of Boarding School Climate Scale (BSCS)

2. Translation and Adaptation of Parental Behavior Scale short version (Father & Mother) (PBS-S) and Georgia Brief School Climate Inventory

3. Psychometric Properties of the Study Scales

Study-1: Development of Boarding School Climate Scale

Overview

Since no indigenous scale for measuring the perception of boarding school climate was available (Hodges et al., 2016), a scale was developed to measure the students' perception of boarding school climate. This chapter deals with the initiation of items for the development of Boarding School Climate Scale (BSCS), the available school climate measures have provided impetus for the development of the Boarding School Climate Scale. School climate research has mostly focused on day schools where the students spend major portion of their lives outside schools (Approximately 6 hours in school and the remaining time is spent with their family), which limits school climate effects on their behaviour. In contrast, boarding students spend a great deal of their time under exceptional set of circumstances as they study and reside in boarding schools. It establishes a unique environment and interrelationships between boarding school and students that are important to study in order to better understand school's physical, social, and academic climates and their impact upon boarders. Personal relationships are distinctive feature of the boarding environment (Martin et al., 2014) which are different from those of day schools. Planned and systematic activities and

relationships in boarding schools with fellow students and staff have a special significance for the creation of boarding school climate. (Bronfenbrenner, 1970; Holden et al., 2010; Martin et al., 2014). Boarding school life entails an integrated and comprehensive network of students' standardized regular activities that renders this group comparatively more homogeneous than their day-school counterparts. For example, specific guidelines and schedules specify when boarders get up and go to sleep, eat meals, participate in various indoor and outdoor activities, when and where they should study, the instructions for keeping their dormitory tidy and well-organized or even exposure to telecommunications (Cookson, 2009; Cree, 2000; Lee & Barth, 2009). Martin et al. (2014) identified four aspects of boarding life that give rise to a distinct climate; (a) unique mechanism of social interaction from that of day students, which encourages students to participate in diverse ranged activities and experiences with other students and personnel, thus creating more opportunities for better grooming (b) presence of regulatory mechanisms and traditions, (c) more stable climate than their home or familial setup (d) additional prospects to build mentorship or personal relationships with faculty and house masters than students of the day schools. The present study is a pioneer one to carry out research in the domain of boarding school climate with the intention to develop an indigenous boarding school climate scale for Pakistani boarding schools.

Objectives

Phase I of the study aims at achieving the following objectives:

1.   Development of an indigenous scale for assessment of students' perception of boarding school climate.

2.   Translation of Boarding School Climate Scale into Urdu language.

3.   Determination of the psychometric characteristics of Boarding School Climate

Scale (BSCS).

Schematic diagram of steps taken in Phase 1 is shown in figure 4.
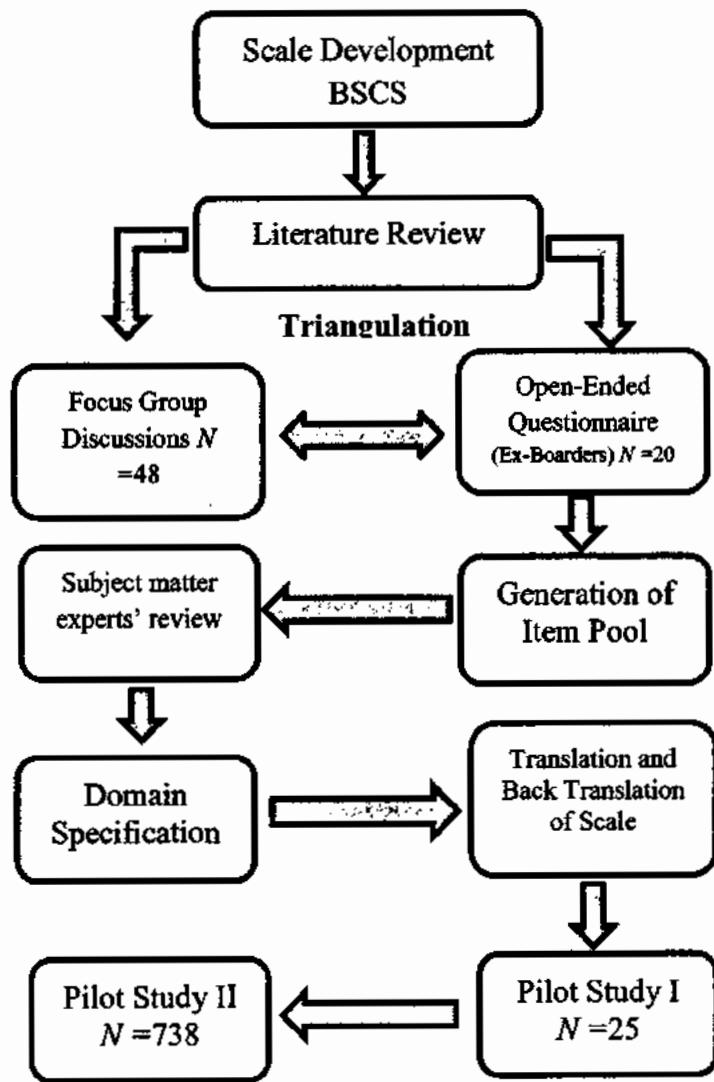
Figure 4. Schematic depiction of Study 1 of Phase-I.

Following steps were taken to achieve the stated objectives:

Step-1: Item Elicitation through Triangulation Method

The first step dealt with the initiation of items for the boarding school climate scale. Triangulation technique was employed to comprehend the construct and to generate themes / dimensions of boarding school climate. Triangulation is a qualitative data collection technique in which numerous sources are employed to grasp a concept. Ammenwerth, Iller, and Mansmann (2003) claimed that triangulation techniques can be used to achieve two important goals; confirmation; i.e. supporting a result with the assistance of additional resources and completeness i.e. augmenting the data with new findings, thereby discovering new insight, and adding to the overall knowledge. Researchers who utilize multi-sources are likely to attain more rational results as compared to those who apply one source. A concept is 'evaluated' from two or more different perspectives in order to identify the concept or to strengthen, verify, or confirm the validity of the perception (Mason, 2006). The Triangulation Method is one of the four types of triangulation explained by Patton (1999) to get a broader picture of the similar phenomenon by employing multi-sources (Polit & Beck, 2008) and may include interviews, observations and field notes (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). Whereas Mason (2006) explicated it as mixing techniques for demonstration of a larger image, a proactive research approach that incorporates many techniques to support researchers and to comprehend the concept in its entirety. The first objective of Phase I was to identify the items representing different dimensions / constructs of the BSC. To achieve this objective three sources of information were used consisting of (a) available literature on construct of school climate (presented in Chapter 1 of this thesis), (b) open-ended questionnaire administered upon ex-boarders for the identification of the items representing different dimensions of the BSC. (c)

Focus group discussions with current boarding students. Details of the procedures and sources used for the stated purpose are presented in the following section of this chapter.

Available literature on school climate measures. School climate has become an extremely significant field for both researchers and school administration due to its established associations with social, emotional and academic results. Owing to its proven connection to academic and non-academic results, educators understand the importance of ensuring a healthy, stable, and encompassing school climate. The most widely accepted definition of school climate is the one stated by Cohen et al. (2009) as "the quality and character of school life," that is resulting from "patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices and organizational structures" (p. 182).

Proliferation of research in the school climate domain has resulted in numerous wide-ranging reviews to explain the multidimensional structure and psychometric features of the school climate scales (Detailed reviews are given in Chapter I) and very briefly restated here. Anderson (1982), has identified nine measures of which five have used students as the unit of analysis. Gangi (2010) reviewed and identified 102 measures of school climate in which he included only teachers' perception of school climate through valid and reliable instruments available in literature. This study identified the *Comprehensive School Climate Inventory (CSCI)*, the *Tennessee School Climate Inventory- Revised* and *Western Alliance for the Assessment of School Climate (WAASC)* as the most valid and reliable instruments that supported 8 factors of school climate namely; (1) Appearance and Physical Plant, (2) Faculty Relations, (3) Student Interactions, (4) Leadership/Decision Making, (5) Disciplined Environment, (6) Learning Environment, (7) Attitude and Culture and (8) School-Community Relations. Zullig et al. (2010) in their study also identified eight factors of school climate with

slightly different titles i.e. "positive student-teacher relationships, school connectedness, academic support, order and discipline, school physical environment, school social environment, perceived exclusion/privilege, and academic satisfaction" (p. 127). Clifford et al. (2012) conducted a systematic evaluation in their review research and reported 125 potentially valid and reliable school climate surveys. A total of 13 scales were found to meet psychometric requirements out of which 8 surveys were designed to be used only for school employees, two for school staff and teachers, and three for staff, students, and parents. Thapa et al. (2013) adopted an empirical and multidimensional strategy to carry out their review and favored five domains of school's climate namely; safety, relationships, teaching and learning, institutional learning, and the school improvement process. Ramelow et al. (2015) conducted an overview and assessment of school climate measures published between 2003 and 2013. They identified 12 school climate scales and all the measures included the dimension of relationships. Moreover, safety was another factor that was reported in most scales whereas the environmental-structural aspect was given less importance. Based on 327 relevant studies Wang and Degol (2016), identified 4 broader 'domains' and 13 'dimensions' of school climate. Domain authors identified in their study were the "academic climate, community, safety, and institutional environment".

In all school climate assessments, United States' National School Climate Centre NSCC (2014) recommended four major areas namely (1) physical & social-emotional safety, (2) teaching and learning, (3) relationships, and (4) physical environment. These domains added to our understanding of what constitute the school climate by incorporating norms, values, and behaviors that foster students' social and emotional growth while also maintaining their physical, emotional, and social safety. There are hundreds of school climate measures however, most of these instruments are

not empirically validated or published in the psychometric literature (Zullig et al., 2010). Moreover, no instrument has been identified that specifically addresses the boarding school climate (Hodges et al., 2016).

Open-ended questionnaire administered upon ex-boarders. Based on the literature review and recommendations by US National School Climate Centre NSCC (2014), a semi-structured open-ended questionnaire was designed to capture the themes of boarding school climate. Ex-boarders served as subjects in the study. The objectives of development of this open-ended questionnaire were:

(a)   To explore the differences between boarding and day school climate as perceived by ex-boarders.

(b)   To gain insight into the boarding experiences of ex-boarders encouraging self-reflection.

(c)   To understand the boarding school climate as per the experiences of ex-boarders.

(d)   To comprehend the role of boarding staff such as house masters, teachers, sports coaches in the grooming of boarders.

(e)   To ascertain the challenges faced by boarders during their stay in boarding schools.

List of Open-ended questions is given in Table 2. Questionnaire was administered upon 20 ex-boarders who were graduated from various civil or military boarding institutes. These ex-boarders were having 4 to 6 years of boarding experience and their age ranged from 32 to 47 years.

Table 2

Open-Ended Questionnaire for Ex-Boarders

S NO	Questions
1.	Which aspects of a boarding school make it different from a day school?
2.	In your view, what makes a boarding school an ideal place for living and learning?
3.	In your view what challenges boarding institute face to become a conducive learning place?
4.	While you were a boarder, how did the boarding staff take care of the boarders of your institute?
5.	How did your boarding institute help grooming the boarders including you?
6.	How different was the role of your house master from that of your class teacher?
7.	In which specific ways the principal/commandant of your boarding institute inspired you?
8.	What were the negative aspects of students' behavior of your boarding school?
9.	Which factors of your boarding institute made it a second home for you?
10.	As a boarder what specific challenges did you face during your stay in a boarding institute?
11.	What are the challenges for a safe and secure environment in a boarding institute?
12.	What are the specific discipline issues / problems of boarding students?
13.	Which specific aspects of your boarding institute you did not like?
14.	How did the boarding staff discipline the boarders of your institute?
15.	What facilities made your boarding school a special place?
16.	Anything special you want to mention about boarding education.

The data collected through open-ended questionnaires were analyzed to grasp themes related to boarding school climate. "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). A theme uncovers something significant about the data and reflects a form of patterned response or context within the data set. The thematic analysis should not necessarily detect quantitative keynote idea but somewhat important to research (Braun & Clarke, 2006). Data in thematic analysis can be analyzed qualitatively either by following inductive or theoretical approach. In Inductive or bottom up approach, the themes noted are connected strongly to the data (Patton, 1990), and the themes are

described at overt level and may have little connection to the actual research questions that the subjects were asked. Therefore, inductive analysis is a process of coding the data without attempting to fit it into a pre-established coding scheme and 'theoretical' analysis tend to be influenced by theoretical framework in the field and looks for latent meanings (Braun & Clarke, 2006). Since thematic analysis is flexible so combination of these two approaches can be used for analysis of data. Braun and Clarke (2006) described six stages of thematic analysis namely "familiarization with the data, generating initial codes, searching, reviewing, naming and reporting the themes" (p. 87). Theses phases are not followed in linear fashion rather cyclic approach is followed where any one step can be repeated when required. These steps were followed while conducting thematic analysis of the data gleaned through open ended questionnaire given to ex-boarders. The data was recorded, transcribed, and analyzed for searching underlying themes. Data collected though open-ended questionnaire is attached as *Appendix D*. Two subject experts were requested to analyze the questionnaire data. One of the experts was PhD qualified researcher and the other was an MPhil degree holder in psychology. The themes garnered through this process are given as *Appendix E*.

Focus group discussions with boarding students. Keeping in view the literature review and open-ended questionnaire administered upon ex-boarders, the group discussions with boarding students were planned. Objective of this stage are given below:

(a)   To explore the boarding experiences of current boarders.

(b)   To understand the boarding school climate as per the experiences of boarders.

(c)   To understand specific aspects of boarding experiences that give rise to the conducive boarding climate.

(d)   To comprehend role of boarding staff such as house masters, teachers, sports coaches in the grooming of boarders.

(e)   To ascertain the challenges faced by boarders during boarding.

Group discussions were conducted at PAF College Lower Topa Murree, Pakistan. A research assistant attended all the group discussions who took notes and let the author to act as moderator in group discussion. Group discussion topics covered during each session are shown in Table 3. Moreover, due to semi-structured nature of discussion, probing questions were also asked during each session. Three group discussion sessions, each session comprising 15-18 students, were convened with boarding students. Age range of students was 14 to 18 years, studying in grade 9, 10 and 12 and having 2 to 5 years of experience as boarders. These sessions helped researcher in understanding the views of the current boarder students about various aspects of their school climate. Data obtained were analyzed in terms of frequency, extensiveness, intensity, specificity, and participants' perception of importance (Krueger, 2014). Themes that emerged during group discussion were categorized into domains and notes were jotted down against each domain depicting various dimensions as shown in *Appendix F*.

Table 3

Focus Group Discussion (FGD) Topics for Current Boarders

S NO	Topics
1.	Generalized questions about boarding experiences and any challenges faced.
2.	Boarding school climate. What is positive climate? What is negative climate?
3.	Role of house masters in grooming of students.
4.	Role of school principal in a boarding institute.
5.	Discipline, rules and regulations.
6.	Physical, social and emotional safety.
7.	Bullying and violence experiences.
8.	Academic support.
9.	School's physical environment.
10.	School's social environment.
11.	Affiliation with the school.
12.	Questions about student-teacher relationship.
13.	Co-curricular activities.
14.	Civic learning.
15.	Resources.

Step-2: Generation of Item Pool

Exploratory phase adopted in Step 1 assisted in identifying the themes of the boarding school climate to be explored in the development of student perception of boarding school climate scale. Next phase was item writing in the form of statements for the scale. At this stage items were written under theoretically derived themes. Themes included: (1) Pastoral Care (2) Teaching and Learning (3) Safety and Security (4) Behavioral Problems (5) Connectedness (6) Relationships (7) Principal/ Commandant (8) School Norms and Discipline (9) Co-curricular Activities (10) Routine and schedule of activities (11) Resources/facilities (12) Life skills training Civic Education (13) Physical surroundings. A total of 168 items were generated in this

phase out of which 155 items were written in the light of information obtained through group discussions and data extracted from open-ended questionnaire from ex-boarders and 13 items were obtained after reviewing the literature and existing scales (Ding, Liu, & Berkowitz, 2011; Gage et al., 2016; New Jersey School Climate Survey, 2014; Zullig et al., 2010). Items were in the form of statements for boarding school climate scale and 5-point Likert type rating scale ranged from strongly agree to strongly disagree was appended with each dimension.

Step-3: Subject Matter Experts' Review

After writing the items, two house masters (one PhD Scholar and other MS degree holder) of PAF College, Lower Topa, were requested to analyze the items critically. These house masters were having 20 years teaching experience in the boarding institute. The experts reviewed the contents, format and face validity of the scale. Only a few items were proposed for revision, and the rest were thought to be suitable for describing the boarding school climate.

Step-4: Committee Approach for Selection and Categorization of Items

In order to determine content validity and selecting best items for the scale, a committee was formed. The committee comprised two PhD teachers and one PhD scholar. The committee was given 168 item pool and each member was requested to evaluate each statement in terms of contents, format and face validity of the scale. Aims of this consultation phase were three fold: (1) domain specification (2) deletion of redundant items (3) fusion of sub dimensions into broader dimensions. Moreover, the committee was requested to check the relevance of each item to its theme. A total of 58 items were deleted or merged in this phase resultantly 110 items left in the pool from which six broader domains emerged which the committee members named as (1)

Physical Climate (2) Academic Climate (3) Social Climate (4) Discipline and Security

(5) Leadership and (6) Pastoral Care.

Step-5: Translation and Back Translation of Items

Since the generated items were in English Language, the 110-item scale was translated into Urdu language in order to make the statements of the questionnaire more comprehensible and easier to understand by study subjects. As no Boarding School Climate Scale was found in Urdu or English language, it was prudent to translate the scale before conducting pilot studies as all the scales used in the current study were in Urdu language. The following steps were taken in this phase to achieve this objective (1) Forward translation (2) Selection of Suitable items for inclusion in Urdu Translation (3) Backward translation (4) Comparison of the two translations to carryout content and sematic analysis. The scale was translated from the original text, English, to the chosen language, Urdu, in the first phase. Three bilingual experts were asked to translate the scale into Urdu during this process; with instructions to translate the items into Urdu language in such a manner that inherent meaning of these items could be comprehensible by Pakistani Adolescents. The translators included two Ph. D scholars of Psychology and one person holding MPhil degree in Islamic Studies. The second step involved evaluation of translated items through committee approach. Received translations of the scale were presented to the committee for semantic analysis that comprised of bilingual subject matter experts (SMEs). The committee finalized the translated version of the scale into Urdu language. In the third step, back translation of all the items into source language i.e. English language was done through a panel of bilingual experts who were different from those who had translated the scale into Urdu. In the fourth step, a panel of experts was requested to evaluate both English and Urdu version of the scale who checked whether the items in the scale were compatible with

the original scale or not. Two experts who evaluated the scale were psychologists and one was a teacher of English who finalized the Urdu version of the scale for pilot studies.

Step-6: Pre-Testing of the Questionnaire

After getting approved by the panel, the 110 items was subjected to pilot study. The scale was named as Boarding School Climate Scale (BSCS) and it was administered upon 25 boarders of two public sector boarding colleges. During test administration, students were directed to read each statement carefully and to indicate their response on a 5-point Likert type scale ranging from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). Higher score indicated a more positive school climate. Moreover, students were also asked to indicate any problematic or difficult item. In this pilot study, 7 items were deleted as they were difficult or incomprehensible as indicated by students, resultantly, 103 items were retained in the scale *(see Appendix G)*.

Psychometric Properties of the Boarding School Climate Scale

This section of the study holds results of the study intended to determine the factor structure and psychometric properties of the Boarding School Climate Scale (BSCS) and SPSS version 23 was used for statistical analysis. Scale comprising 103 items was administered upon sample taken from public and private sector boarding students.

Sample. Purposive sampling technique was used to select the sample. The data were collected from 7 public and private sector boarding schools of Murree, Sargodha, Jand, Islamabad, Warsak and Swabi. Three out of 7 institutes were military boarding colleges while 4 were private public schools. One of the 7 institutes was all-girls institute whereas remaining 6 were all-boys colleges. The ratio of male to female students was low as there were limited female boarding schools in Pakistan. A total of 811 students participated in the study along with 20 ex-boarders (Grand total 831 participants), whereas data for the main study was collected from 738 (635 Male 103 Female Students) public and private sector (Military and Civil) boarding students. Mean age of students was 15.4 years with minimum 12 to maximum 19 years ($SD =$ 1.46) from grade 6 to grade 12. Average time spent by students in boarding institutes was 3.65 years ($SD = 1.77$) with minimum 1 to maximum 11 years.

Exploratory Factor Analysis of Boarding School Climate Scale (BSCS)

The factor structure of the initial form of the Boarding School Climate Scale was calculated using exploratory factor analysis (EFA). Prior to conducting EFA, pre-analysis checks were convened to ensure 1) Appropriateness of sample size for a stable factor structure (2) Properly scaled items free from biases, and (3) Suitability of data for EFA.

Sample size is the most important consideration for factor analysis (Guadagnoli & Velicer, 1988). However, they add that mean factor loading for a factor is also a vital condition and if 4 or more items load on each factor with item loading ≥ 0.6 then sample size is less important. Some researchers have concluded that composition of data also determine the adequacy of sample size (Fabrigar, Wegener, MacCallum, & Strahan, 1999; MacCallum, Widaman, Zhang, & Hong, 1999). Data having uniformly high commonalities, items with high loadings and factors without cross loadings is considered as strong data and, in that case, a small sample size can be used for precise analysis. Generally subject to item ratio is considered as the best method for standardizing sample size data. Costello and Osborne (2005) carried out a survey to determine the sample size used in Factor Analysis. They found that most of the researchers (62.9%) conducted analysis with a subject to item ratio of 10:1 for FA. Some used 5:1 ratio (40.5%) while a number of researchers used 2:1 ratio (14.7%) for analysis. In the current study a sample of 738 boarding students was used for PCA against the scale comprising 82 items that was considered appropriate for FA.

Adequacy for Exploratory Factor Analysis

Factor analysis is utilized to comprehend the fundamental structure in the data, to distinguish the most compact factors and to build up the adequacy of measures for testing the hypotheses. There are certain measures to gauge the appropriateness of data for factor analysis. These are Measure of Sampling Adequacy (MSA) or Kaiser-Meyer-Olkin (KMO) value and Bartlett's Test of Sphericity. The KMO value of .935 showed how much of a correlation matrix truly supported factors rather than only random correlations between a particular set of variables. Tabachnick and Fidell (2001) had proposed that for good factor analysis, a KMO value of .60 or higher was needed. Kaiser (1974) recommended that a KMO value near 1 suggests that correlation matrices are

relatively compact, implying that factor analysis can yield distinct and consistent factors. Bartlett's test of Sphericity for BSCS had a significant value of (χ^2 (3321) = 24264.01, p < 0.00), so data was deemed suitable for factor analysis. The high value of Chi-Square indicated that the correlation matrix was not an identity matrix and values positively correlated with each other.

Normality Analysis

Univariate normality is required in order to perform exploratory factor analysis. Normality of data is the underlying assumption in parametric research. In the current study, items having kurtotic value between -2 and +2 for each item was considered acceptable in order to prove normal univariate distribution (Muthén & Kaplan, 1985) and deviant items beyond this range were removed (Gorsuch, 1983). A total of 21 items were deleted in the process and resultantly 82 items were left in the scale.

Principal Component Analysis

Principal Component Analysis (PCA) with oblique rotation was conducted in order to determine the factor structure of the scale. Since latent variables in social sciences are correlated (Costello & Osborne, 2005), oblique rotation with promax method was used. Items were retained on factors if they had high loadings (absolute value ≥ .32), contained eigenvalues greater than 1, according to Kaiser's rule (Nunnally, 1978) and on a scree plot (Cattell, 1966). Preliminary factor analysis resulted in excessive factors i.e. a solution emerged where besides major factors there were surplus inappropriately defined factors. Factor analysis was tried with 8,9,10 factors. When the number of factors was limited to 8, a meaningful factor solution emerged with 70 items. The eight-factor solution was apparently the best formulation of the factor structure, and the results were potentially quite comprehensible. Table 4 shows the factor structure of Boarding School Climate Scale (BSCS), eigenvalues and Cronbach's Alpha

for the entire scale and its subscales. Pastoral care dimension of the Boarding School

Climate Scale explained the highest percentage of variance, eigenvalue and Cronbach's

Alpha. The total variance explained by BSCS is 46.30 %. The scree plot suggested one

factor with eigenvalue 16.42 and remaining factors having eigenvalue in the range of

4.02 to 1.5 (See Figure 5).

Table 4

Results of Principal Component Analyses and Factor Structure of Boarding School Climate Scale (BSCS) (N =738)

Factor Loadings	PC	BP	ACL	DSR	RS	PE	L	R
	.74	.77	.64	.54	.86	.75	.72	.76
	.74	.75	.59	.53	.61	.66	.71	.64
	.66	.71	.57	.52	.55	.64	.68	.60
	.66	.68	.53	.51	.43	.61	.65	.52
	.61	.65	.48	.50	.41	.36	.65	.50
	.61	.61	.46	.48	.38	.35	.62	.44
	.61	.57	.45	.46				.42
	.61	.49	.40	.43				.40
	.61		.35	.42				
	.60			.41				
	.52			.34				
	.50							
	.49							
	.35							
Mean Factor Loadings	.59	.65	.50	.47	.54	.56	.67	.54
Eigen Values	16.42	4.02	2.71	2.39	2.09	1.71	1.56	1.50
Percentage of Variance	23.46	5.75	3.87	3.41	2.99	2.45	2.23	2.15

Note. PC=Pastoral Care, BP= Behavioral Problems, ACL=Academics & Civic Learning, DS*R* = Discipline Safety & Rules, RS=Resource Support, PE=Physical Environment, L=Leadership, S*R* = Social Relations.
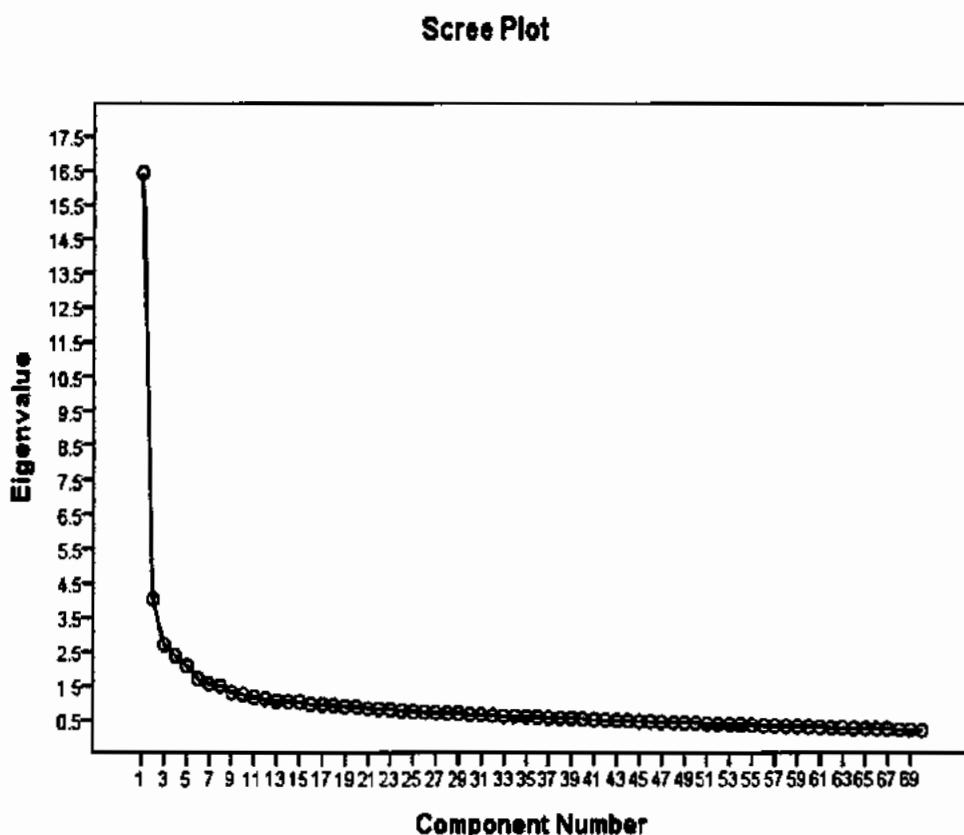
Scree Plot

Figure 5. Scree plot diagram depicting factor structure of BSCS

Final Boarding School Climate Scale (BSCS)

The factor analysis showed that BSCS has a multidimensional structure. The scale was designed to test boarder's perception of the boarding school climate. Participants were students of grade 6 to 12. The items were selected based on two parameters in the end; i.e., factor loading $\geq.32$ on one factor only and theoretical relevance of the items to one of the eight factors derived from the data. Factor loadings of BSCS is attached as *Appendix H*. Principal Component Analysis derived 8 factors which are as follows:

Factor I. This factor was stacked with items that were linked to "Pastoral Care". A total of 14 items loaded on this factor. Items were related to boarding staff's caring and helping attitude towards students and their interest in physical, emotional and social

wellbeing of students. Items included in this factor were item no PC5, PC6, PC4, PC1, PC2, PC9, PC10, PC11, PC3, PC8, PC15, PC14, PC16, and PC13.

Factor II. Eight items loaded on this factor and it was named as "Behavioral Problems". Items that loaded on this factor were related to behavioral problems of adolescents, like bullying, harassment, aggression, fagging, cheating etc. This factor comprised item no BP11, BP12, BP13, BP10, BP22, BP9, BP20 and BP17. All the items were reverse scored.

Factor III. This factor loaded with 9 items that was named as "Academic and Civic Learning". Items were relevant to academic and co-curricular activities, civic education, social, emotional and psychological wellbeing of students. Items loaded on this factor were item no ACL21, ACL17, ACL6, ACL16, ACL18, ACL22, ACL13, ACL4, and ACL10.

Factor IV. This factor loaded with 11 items. This factor was named as "Discipline, Safety and Rules". Item no PE6 also loaded on this factor however, it was theoretically irrelevant, reverse scored, and cross loaded on factor VIII, so it was decided through committee approach to discard it. Number of items finally included in Factor IV were item no DS1, DS16, DS4, DS7, DS24, DS15, DS3, DS23, DS21, DS2 and DS24. Items DS4 and DS17 were reverse scored.

Factor V. Six items were loaded in factor 5 and this factor was labelled as "Resource Support". Items were related to the provision of tangible and intangible resources like audiovisual equipment, medical facilities, hygienic food etc. This factor comprised item no RS8, RS12, RS14, RS3 and RS12.

Factor VI. Six items loaded on this factor and it was named as "Physical Environment". Items were related to infrastructure, physical surroundings, and upkeep of structures. Item ACL7 was also loaded on this factor but it was theoretically

irrelevant, and cross loaded on Factor II, so it was not retained in the scale. Number of items finally included in factor VI were item no PE4, PE3, PE9, PE10, PE11 and PE1.

Factor VII. Six items loaded on this factor. This factor was named as "Leadership". Items that loaded on this factor were relevant to principal's/commandant's leadership skills like empowerment, delegation of authority and responsibility, communication, awareness, inspiration and role model. This factor comprised item no L4, L1, L3, L5, L9 and L6.

Factor VIII. A total of eight items loaded on this factor that was named as 'Relationships". Items were related to interpersonal relations between students and teachers and connectedness/affiliation with the school. Items that loaded on this factor were SC1, SC2, SC3, SC6, SC5, SC10, SC11, and SC9.

Final Urdu version of the scale comprised 68 items divided into 8 sub-factors namely; Pastoral Care (14 Items), Behavioral Problems (8 Items), Academic & Civic Learning (9 Items), Discipline Safety & Rules (11 Items), Resource Support (6 Items), Physical Environment (6 Items), Leadership (6 Items) and Relationships (8 Items) (*Appendix I*). Moreover English version of the BSCS is attached as *Appendix J.*

Inter-Item, Item-total and Sub-Scale Correlations for The Boarding School Climate Scale

In order to determine the internal consistency of all the emerged factors of the BSCS, inter-item, inter subscales and item-total correlations were calculated, and estimates are reported in subsequent tables.

Table 5

Alpha Reliability Coefficient and Subscale Correlations of Boarding School Climate Scale

(BSCS) (N =738)

Scales	α	No of Items	PC	BP	ACL	DSR	RS	PE	L	R
PC	.91	14	-	-	-	-	-	-	-	-
BP	.84	8	-.25**	-	-	-	-	-	-	-
ACL	.82	9	.66**	-.27**	-	-	-	-	-	-
DSR	.78	11	.56**	-.23**	.51**	-	-	-	-	-
RS	.72	6	.44**	-.17**	.55**	.43**	-	-	-	-
PE	.73	6	.41**	-.35**	.53**	.42**	.45**	-	-	-
L	.83	6	.57**	-.18**	.53**	.56**	.46**	.38**	-	-
R	.79	8	.58**	-.36**	.57**	.47**	.41**	.52**	.47**	-
BSCS	.95	68	.83**	-.51**	.80**	.75**	.65**	.67**	.71**	.77**

Note. ** Correlation is significant at the .01 level. PC=Pastoral Care; BP= Behavioral Problems; ACL=Academic & Civic Learning; DS*R* = Discipline Safety & Rules; RS=Resource Support; PE=Physical Environment; L=Leadership; *R* = Relationships, BSCS = Boarding School Climate Scale

Table 5 depicts Alpha Reliability Coefficient and Subscale Correlations of Boarding School Climate Scale. With Cronbach's Alphas of.72 or higher, the scales showed high internal consistency. The Cronbach's alpha for the overall BSCS was .95. Factor measuring Pastoral Care reflected the strongest positive correlation with the overall school climate ($r = .83, p < .01$) followed by Academic and Civic Learning ($r = . 80\ p < .01$), Relationships ($r = .77, p < .01$), Discipline Safety and Rules ($r = .75, p < .01$), Leadership ($r = . 71, p < .01$) Physical Environment ($r = . .67,\ p < .01$) and Resource Support ($r = . 65,\ p < .01$). Whereas the factor measuring Behavioral problems showed the significant negative correlation with the overall boarding school

climate (r = -.51, p < .01). The Pastoral Care dimension consisted of 14 items (α = .91),

Behavioral Problem (BP) dimension consisted of 8 items (α = .84), Academic and Civic

Learning (ACL) dimension consisted of 9 items (α = .82), Discipline Safety and Rules

(DSR) consisted of 11 items (α = .78), Resource Support (RS) dimension consisted of

6 items (α = .72), Physical Environment (PE) dimension consisted of 6 items (α = .73),

Leadership (L) dimension consisted of 6 items (α = .83).

Table 6

Item-Total Correlations of Boarding School Climate Scale and its Subscales (N = 738)

Item	Item-Total Correlations	Item	Item-Total Correlations	Item	Item-Total Correlations
	Pastoral Care		Discipline Safety and Rules		Academic and Civic Learning
PC1	.68**	DSR1	.67**	ACL1	.68**
PC2	.63**	DSR2	.57**	ACL2	.69**
PC3	.67**	DSR3	.48**	ACL3	.59**
PC4	.67**	DSR4	.44**	ACL4	.67**
PC5	.71**	DSR5	.62**	ACL5	.65**
PC6	.70**	DSR6	.60**	ACL6	.64**
PC7	.68**	DSR7	.62**	ACL7	.62**
PC8	.70**	DSR8	.54**	ACL8	.64**
PC9	.71**	DSR9	.59**	ACL9	.56**
PC10	.71**	DSR10	.65**		Leadership
PC11	.58**	DSR11	.57**	L1	.79**
PC12	.67**		Resource Support	L2	.69**
PC13	.64**	RS1	.14**	L3	.74**
PC14	.69**	RS2	.18**	L4	.75**
	Behavioral Problems	RS3	.35**	L5	.74**
BP1	.55**	RS4	.68**	L6	.68**
BP2	.70**	RS5	.37**		Relationships
BP3	.79**	RS6	.41**	SC1	.72**
BP4	.77**		Physical Environment	SC2	.68**
BP5	.75**	PS1	.72**	SC3	.63**
BP6	.60**	PS2	.68**	SC4	.72**
BP7	.65**	PS3	.68**	SC5	.66**
BP8	.66**	PS4	.75**	SC6	.58**
		PS5	.64**	SC7	.54**
		PS6	.47**	SC8	.61**

** Correlation is significant at the 0.01 level.

Table 6 shows item-total correlations of Boarding School Climate Scale and its subscales. The correlation coefficients indicate that all the items have significant high correlations ($p < .001$) with their respective subscales and with the total scale. Overall, the scale is internally consistent and valid to measure the boarding school climate.

Table 7

Inter-item Correlation for measure of Pastoral Care of Boarding School Climate Scale (N = 738)

Items	SK	KT	PC1	PC2	PC3	PC4	PC5	PC6	PC8	PC9	PC10	PC11	PC13	PC14	PC15	PC16
PC1	-1.18	.76	1	-	-	-	-	-	-	-	-	-	-	-	-	-
PC2	-1.37	1.69	0.48**	1	-	-	-	-	-	-	-	-	-	-	-	-
PC3	-1.43	1.71	0.41**	.47**	1	-	-	-	-	-	-	-	-	-	-	-
PC4	-1.27	0.88	0.41**	.45**	.54**	1	-	-	-	-	-	-	-	-	-	-
PC5	-1.23	1.01	0.48**	.43**	.43**	.53**	1	-	-	-	-	-	-	-	-	-
PC6	-1.45	1.64	0.45**	.38**	.43**	.47**	.60**	1	-	-	-	-	-	-	-	-
PC8	-1.47	1.78	0.40**	.36**	.40**	.39**	.45**	.46**	1	-	-	-	-	-	-	-
PC9	-1.17	1.2	0.43**	.38**	.35**	.37**	.44**	.42**	.55**	1	-	-	-	-	-	-
PC10	-1.26	1.64	0.45**	.42**	.43**	.43**	.47**	.47**	.54**	.57**	1	-	-	-	-	-
PC11	-1.05	0.42	0.45**	.38**	.41**	.41**	.50**	.48**	.47**	.51**	.49**	1	-	-	-	-
PC13	-1.41	1.87	0.29**	.27**	.35**	.31**	.29**	.33**	.36**	.33**	.30**	.38**	1	-	-	-
PC14	-1.55	1.94	0.37**	.29**	.37**	.32**	.38**	.46**	.40**	.40**	.41**	.41**	.54**	1	-	-
PC15	-0.87	-0.31	0.38**	.31**	.33**	.32**	.37**	.34**	.34**	.41**	.37**	.39**	.38**	.46**	1	-
PC16	-1.3	1.4	0.41**	.38**	.42**	.34**	.33**	.32**	.41**	.48**	.44**	.42**	.46**	.60**	.54**	1

Note. **. Correlation is significant at the 0.01 level (2-tailed). Note: PC = Pastoral Care, SK = Skewness, KT = Kurtosis

Table 7 shows the correlation among items of the measure of Pastoral Care dimension of BSCS and skewness and kurtosis of its items. All the items were positively correlated at the .01 significance level. The values of skewness and kurtosis for each item were within the acceptable range. The values for skewness and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution (Field, 2009; Derren George & Mallery, 2010; Gravetter & Wallnau, 2014; Trochim & Donnelly, 2006). Mean inter-item correlation between 14 items of Pastoral Care dimension was within acceptable limits (.33). Briggs and Cheek (1986) suggested that the inter-item correlation mean should ideally be between .20 and .40.

Table 8

Inter-item Correlation for Measure of Behavioral Problems of Boarding School Climate Scale (N = 738)

Items	SK	KT	BP9	BP10	BP11	BP12	BP13	BP17	BP20	BP22
BP9	.14	-.66	1	-	-	-	-	-	-	-
BP10	-.02	-.94	.50**	1	-	-	-	-	-	-
BP11	.39	-1.02	.36**	.52**	1	-	-	-	-	-
BP12	.34	-1.13	.30**	.47**	.68**	1	-	-	-	-
BP13	.03	-1.43	.32**	.51**	.57**	.61**	1	-	-	-
BP17	.32	-1.20	.18**	.31**	.36**	.31**	.34**	1	-	-
BP20	.41	-1.04	.24**	.30**	.41**	.38**	.35**	.39**	1	-
BP22	.74	-.45	.23**	.26**	.45**	.45**	.37**	.36**	.50**	1

Note. **Correlation is significant at the 0.01 level (2-tailed). BP = Behavioral Problems SK = Skewness, KT = Kurtosis.

Table 8 shows the correlation among different items of the measure of Behavioral Problems (BP) of BSCS and their skewness and kurtosis. All the items were positively correlated at the 0.01 significance level and the mean inter-item correlation was within acceptable range (.39). The values of skewness and kurtosis for each item were within the acceptable range.

Table 9

Inter-item Correlation for measure of Academic and Civic Learning of Boarding School Climate Scale (N =738)

Items	SK	KT	ACL4	ACL6	ACL10	ACL13	ACL16	ACL17	ACL18	ACL21	ACL22
ACL4	-1.54	1.85	1	-	-	-	-	-	-	-	-
ACL6	-1.53	1.77	.32**	1	-	-	-	-	-	-	-
ACL10	-1.38	1.03	.32**	.23**	1	-	-	-	-	-	-
ACL13	-1.28	1.76	.37**	.22**	.33**	1	-	-	-	-	-
ACL16	-1.27	1.82	.37**	.30**	.26**	.39**	1	-	-	-	-
ACL17	-1.31	1.78	.34**	.29**	.28**	.38**	.55**	1	-	-	-
ACL18	-1.55	1.62	.35**	.32**	.20**	.34**	.41**	.44**	1	-	-
ACL21	-1.28	1.20	.33**	.35**	.27**	.31**	.35**	.43**	.40**	1	-
ACL22	-1.12	.83	.27**	.35**	.22**	.29**	.36**	.37**	.36**	.46**	1

Note. **. Correlation is significant at the 0.01 level (2-tailed). ACL = Academic and Civic Learning, SK = Skewness, KT = Kurtosis.

Table 9 shows the correlation among different items of the measure of Academic and Civic Learning dimension of BSCS and their skewness and kurtosis. All the items were positively correlated at the .01 significance level and the mean inter-item correlation was within acceptable limits (.34). The values of skewness and kurtosis for each item are within the acceptable range.

Table 10

Inter-item Correlation for measure of Discipline, Safety and Rules of Boarding School Climate Scale (N =738)

	SK	KT	DSR1	DSR2	DSR3	DSR4	DSR7	DSR14	DSR15	DSR16	DSR21	DSR23	DSR24
DSR1	-1.80	1.84	1	-	-	-	-	-	-	-	-	-	-
DSR2	-1.11	.17	.51**	1	-	-	-	-	-	-	-	-	-
DSR3	-1.51	1.94	.52**	.42**	1	-	-	-	-	-	-	-	-
DSR4	-.38	-1.06	.19**	.17**	.20**	1	-	-	-	-	-	-	-
DSR7	-.96	-.48	.19**	.17**	.12**	.41**	1	-	-	-	-	-	-
DSR14	-.60	-.98	.28**	.31**	.26**	.12**	.08*	1	-	-	-	-	-
DSR15	-1.62	1.77	.36**	.33**	.30**	.12**	.08*	.37**	1	-	-	-	-
DSR16	-1.56	1.85	.34**	.32**	.31**	.12**	.13**	.28**	.42**	1	-	-	-
DSR21	-1.59	1.93	.28**	.34**	.28**	.20**	.14**	.25**	.37**	.28**	1	-	-
DSR23	-1.32	1.57	.32**	.27**	.28**	.14**	.09*	.22**	.28**	.25**	.28**	1	-
DSR24	-1.63	1.97	.35**	.29**	.38**	.17**	.08*	.32**	.35**	.33**	.40**	.41**	1

Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).
DSR = Discipline, Safety and Rules SK = Skewness, KT = Kurtosis.

Table 10 shows the correlation among different items of the measure of Discipline, Safety and Rules dimension of BSCS and their skewness and kurtosis. All the items were positively correlated at the 0.01 and .05 significance level and the mean inter-item correlation was inside acceptable limits (.27). The values of skewness and kurtosis for each item are within the acceptable range.

Table 11

Inter-item Correlation for measure of Resource Support of Boarding School Climate Scale (N =738)

Items	SK	KT	RS3	RS8	RS12	RS14	RS15	RS19
RS3	-1.74	1.99	1	-	-	-	-	-
RS8	-1.03	-.57	.31**	1	-	-	-	-
RS12	-1.04	.19	.22**	.24**	1	-	-	-
RS14	-.8	-.54	.26**	.41**	.31**	1	-	-
RS15	-1.28	1.12	.24**	.24**	.39**	.36**	1	-
RS19	-.99	-.15	.28**	.42**	.26**	.30**	.23**	1

Note. **. Correlation is significant at the 0.01 level (2-tailed). RS=Resource Support, SK = Skewness, KT = Kurtosis.

Table 11 shows the correlation among different items of the measure of Resource Support dimension of BSCS and their skewness and kurtosis. All the items were positively correlated at the 0.01 significance level and the mean inter-item correlation was within limits (.29). The values of skewness and kurtosis for each item are within the acceptable range.

Table 12

Inter-item Correlation for measure of Physical Environment of Boarding School Climate Scale (N =738)

Items	SK	KT	PE1	PE3	PE4	PE9	PE10	PE11
PE1	-1.07	1.78	1	-	-	-	-	-
PE3	-1.58	1.86	.31**	1	-	-	-	-
PE4	-1.52	1.74	.27**	.43**	1	-	-	-
PE9	-1.75	1.98	.23**	.26**	.40**	1	-	-
PE10	-1.04	.04	.18**	.43**	.42**	.39**	1	-
PE11	-1.77	1.86	.19**	.35**	.26**	.39**	.32**	1

Note. **. Correlation is significant at the 0.01 level (2-tailed). PE=Physical Environment, SK = Skewness, KT = Kurtosis.

Table 12 shows the correlation among different items of the measure of Physical Environment dimension of BSCS and their skewness and kurtosis. All the items were positively correlated at the 0.01 significance level and the mean inter-item correlation was .32. The values of skewness and kurtosis for each item are within the acceptable range.

Table 13

*Inter-item Correlation for measure of Leadership of Boarding School Climate Scale (N
=738)*

Items	SK	KT	L1	L3	L4	L5	L6	L9
L1	-1.58	1.67	1	-	-	-	-	-
L3	-1.18	.57	.43**	1	-	-	-	-
L4	-.96	-.24	.43**	.56**	1	-	-	-
L5	-1.48	1.63	.38**	.46**	.53**	1	-	-
L6	-1.34	1.20	.40**	.35**	.41**	.46**	1	-
L9	-1.08	.29	.44**	.45**	.49**	.47**	.40**	1

Note. **. Correlation is significant at the 0.01 level (2-tailed). L=Leadership, SK = Skewness, KT =
Kurtosis.

Table 13 shows the correlation among different items of the measure of Leadership
dimension of BSCS and their skewness and kurtosis. All the items were positively
correlated at the .01 significance level and the mean inter-item correlation was .44. The
values of skewness and kurtosis for each item are within the acceptable range.

Table 14

Inter-item Correlation for measure of Relationships of Boarding School Climate Scale (N =738)

Items	SK	KT	R1	R2	R3	R5	R6	R9	R10	R11
R1	-.99	.19	1	-	-	-	-	-	-	-
R2	-.91	.14	.63**	1	-	-	-	-	-	-
R3	-1.56	1.99	.49**	.47**	1	-	-	-	-	-
R5	.10	-1.33	.31**	.28**	.25**	1	-	-	-	-
R6	-.71	-.54	.38**	.33**	.37**	.54**	1	-	-	-
R9	.11	-1.27	.31**	.29**	.25**	.35**	.31**	1	-	-
R10	-1.66	1.82	.37**	.27**	.27**	.22**	.35**	.23**	1	-
R11	-1.79	1.62	.25**	.28**	.26**	.20**	.31**	.24**	.49**	1

Note. **. Correlation is significant at the 0.01 level (2-tailed). *R* = Relationships, SK Skewness, KT = Kurtosis.

Table 14 shows the correlation among different items of the measure of Relationships dimension of BSCS and their skewness and kurtosis. All the items were positively correlated at the 0.01 significance level and the mean inter-item correlation was within acceptable limits (.33). The values of skewness and kurtosis for each item were within the acceptable range.

Convergent Validity Index for Boarding School Climate Scale (BSCS)

In order to provide evidence for convergent validity of Boarding School Climate Scale, a correlation was computed between newly developed Boarding School Climate Scale and a 9-item Georgia Brief School Climate Inventory.

Table 15

Correlation showing relationship of Georgia Brief School Climate Inventory (GaBSCI) and Boarding School Climate Scale (BSCS) (N =738)

Scales	PC	BP	ACL	DSR	RS	PE	L	R	GaBSCI	BSCS
GaBSCI	.68**	-.27**	.58**	.55**	.43**	.46**	.54**	.60**	-	.73**

Note. **. Correlation is significant at the 0.01 level (2-tailed). PC=Pastoral Care; BP= Behavioral Problems; ACR = Academic & Civic Learning; DSR = Discipline, Safety & Rules; RS=Resource Support; PE=Physical Environment; L=Leadership; R = Relationships

Table 15 indicates that Boarding School Climate Scale (BSCS) was significantly correlated with Georgia Brief School Climate Inventory (GaBSCI) (r = .73, p < .01) highlighting its convergent validity with an existing school climate measure. GaBSCI also reflected significant correlations with sub factors of BSCS. It displayed significant negative correlation with Behavioral Problems (r = -.27, p.01) and significant positive correlations with other positively connotated factors of BSCS ranging from Pastoral Care (r = .68, p.01) to Resource Support (r =.43, p.01).

After determining the reliability and validity of Boarding School Climate Scale (BSCS), it was used to measure the boarding students' perception of boarding school climate. The subsequent part of Chapter II entails the translation and adaptation of short

version of Parental Behavior Scale (PBS-S) and Georgia Brief School Climate Inventory

(GaBSCI) and determination of their psychometric properties.

Study-2: Translation and Adaptation of Parental Behavior Scale Georgia Brief School Climate Inventory

Translation and Adaptation of Parental Behavioral Scale

This section comprised translation of short version of Parental Behavioral Scale (Van Leeuwen & Vermulst, 2004; Van Leeuwen & Vermulst, 2010). Parental Behavior Scale has parental and child versions that measures parenting practices as perceived by parents and children. PBS-S has been used in various studies (Janssens et al., 2015) and it was translated in Urdu Language for the current study. The scale is based on the social interaction learning theory (Patterson, Reid, & Dishion, 1992) which stresses family management strategies such as monitoring, discipline, and positive reinforcement, as a realistic way of looking at parenting. Authors identified a pattern of manipulative behaviors in which maladaptive child behaviors impact parenting inversely and in which negative reinforcement contributes to the persistence of unwanted behaviors in parents and adolescents together. (Patterson, 1982; Reid, Patterson, & Snyder, 2002). PBS measure specific parenting practices instead of more generic parenting styles. Based on manifested parental behaviors, this theoretical framework organizes paternal and maternal parenting into five well-defined constructs including; Positive Parenting (11 items, e.g. "My father/mother makes time to listen to me, when I want to tell him/her something"), Discipline (6 items, e.g. "When I do something that I am not allowed to do, my father/mother punishes me"), Harsh Punishment (5 items e.g. "My father / mother slaps me when I do something wrong"), Material Rewarding (4 items, e.g. " My father/mother gives me chocolate as a reward for good behaviour") and Teaching Rules (6 items " My

father/mother teaches me to adapt to rules at school"). Translation was done in the following steps:

Step-1: English to Urdu translation. Authors were approached before initiating the translation process and were requested for provision of PBS-S and permission for its translation into Urdu language. Authors permitted the scale for translation in Urdu (*Appendix K*) and provided the scale (*Appendix L*). The scale was translated from English to the Urdu language during the first stage of this phase. Five scholars with excellent bilingual comprehension were requested for translation of the scale. The experts were informed about the study's scope and objective. These scholars had the clarity and understanding of English with a high probability of finding an equivalent target language and were able to produce target language items appropriately.

Step-2. Committee approach for selection of items. Following the completion of the initial translations, all of the translations were examined by bilingual experts. Experts were tasked with carefully scrutinizing the translated items and selecting those that conveyed the best meaning, syntax, and phrasing; they were also told to check the cultural connotation and linguistic correlation of the items.

Step-3: Back translation. After the final selection of the Urdu translated items of PBS-S, the scale was back translated into the source language. A group of three bilingual experts were contacted to translate the Urdu translated items into English. The purpose of the back translation was to check the accuracy of the Urdu translation.

Step-4: Committee approach. The committee approach was employed for the compilation of back translated items. The judges were instructed to examine and compare

the back translated items to the original scale to ensure that both versions were contextually and semantically equivalent.

Step-5: Finalization of PBS-S for pilot study. After the approval of the committee approach for back translation, the items of Urdu translation were finalized for pilot study (See *Appendix M for PBS-Father and Appendix N for PBS-Mother*).

Translation and Adaptation of Georgia Brief School Climate Inventory (GaBSCI)

The section was aimed at translation and adaptation of Georgia Brief School Climate Inventory (La Salle & Meyers, 2014) . Georgia Brief School Climate Inventory was used in the present study to measure the convergent validity of Boarding School Climate Scale (BSCS). The Georgia Brief School Climate Inventory (GaBSCI) is a measurement of the school climate perception of students. The conciseness of the 9-item scale makes it suitable as a general indicator that can be used to track the school climate experiences of the students. Due to time constraint in the academic settings and scope of administering detailed Boarding School Climate Scale, administration of GaBSCI proved to be pragmatic and less time consuming. GaBSCI addresses different aspects of the school climate like teaching and learning, relationships, and safety however, it is a one-dimensional scale. Since only English version of GaBSCI was available, it was translated and adapted in Urdu language. Translation and adaptation of GaBSCI was carried out in the following steps:

Step-1: English to Urdu translation. Initially authors of Georgia Brief School Climate Inventory were approached for the provision of GaBSCI and permission to translate it in Urdu language. Permission was granted by authors along with the provision of scale (*Appendix O*). Initially five scholars having bilingual understanding were invited for doing the translations. The purpose and scope of the study was explained to the experts. These scholars had the comprehension and understanding of English with a high probability of discovering an identical target language and were able to accurately generate target language items. Response options for the first seven items of the original scale were *always* (scored as 2), *sometimes* (scored as 1), and *never* (scored as 0). Responses to the

school safety item were *always* (scored as 3), *sometimes* (scored as 2), *not really very safe* (scored as 1), and *no—it's dangerous* (scored as 0). During the translation and adaptation process, the response options were changed from strongly agree to strongly disagree.

Step-2: Committee approach for selection of items. After the translations were finished, all the translations were checked by specialists who had strong bilingual understandings. Experts were asked to carefully examine the translated statements and to choose the items that express the best meaning, syntax and terminology, as well as to validate the cultural connotation and semantic equivalence of the items.

Step-3: Back translation. Following the final collection of the Urdu translated GaBSCI statements, the scale was retranslated to the source language. A team of three bilingual experts was approached to translate Urdu language scale back into English. The aim of the back-translation was to test the accuracy of Urdu translation.

Step-4: Committee approach. The final committee strategy was considered for choosing back-translated objects after achieving the retranslation. In order to verify the qualitative and conceptual equivalence of both versions, the judges were instructed to scrutinize and compare the back translated scale with the initial scale.

Step-5: Finalization of GaBSCI for pilot study. After back-translation through committee approach was approved, the Urdu translated items were finalized for pilot study (see *Appendix P*).

Study-3: Psychometric Properties of the Study Scales

Objectives. This part deals with the determination of psychometric properties of all the study scales. Pilot study was carried out with the following objectives:

1.   To validate short version of Parental Behavior Scale (PBS-S).

2.   To validate Georgia Brief School Climate Inventory (GaBSCI)

3.   To determine the psychometric properties of all the study scales.

4.   To explore the trends of relationship between the study scales.

Sample. Data was collected from 7 boarding schools of Murree, Sargodha, Jand, Islamabad, Warsak and Swabi. The sample comprised of 738 public and private sector boarding students (638 Male & 103 Female Students). Mean age of students was 15.4 years with minimum 12 to maximum 19 years (SD 1.46) from grade 6 to grade 12. Inclusion criteria entail full time boarding students, aged 12 to 19 years having spent minimum one year in boarding. Mean time spent by students in boarding institutes was 3.65 years (SD 1.77) with minimum 1 to maximum 11 years. Table 16 depicts the frequencies and percentages of demographic specifications of the final sample.

Table 16

Frequency and Percentages of demographic Characteristics of the sample (N = 738)

Variable	*f*	*%*
Gender		
Boys	635	86
Girls	103	14
Missing	0	0
Age		
Early Adolescence	59	8
Middle Adolescence	494	67
Late Adolescence	185	25
Missing	0	0
Time spent in boarding		
1 to 3 Years	417	57
4 to 11 Years	321	44
Missing	0	0

Instruments. Following instruments were used in the pilot study:

Boarding School Climate Scale. Student version of Boarding School Climate Scale was developed in the first phase of this study (*See Appendix I*). BSCS consists of 68 items under 8 theoretically derived factors namely: (1) Pastoral Care (2) Behavioral Problems (3) Academic & Civic Learning (4) Discipline Safety & Rules (5) Resource Support (6) Physical Environment, (7) Leadership and (8) Relationships. Each statement of the scale was appended with a five-point Likert scale ranging from strongly agree (5) to strongly disagree (1). Inter-item and Item-total correlations of Boarding School Climate Scale are depicted in Chapter III.

Parental Behavioral Scale (PBS-S). Parental Behavioral Scale (Van Leeuwen &

Vermulst, 2004; Van Leeuwen & Vermulst, 2010) has parental and child versions that

measure parenting practices as perceived by parents and children. Child version of PBS-S

was used in the current study. The scale is based on the theory of social interactional

learning and it measure specific parenting practices rendered by parents. Based on

manifested parental behaviors, parenting is divided into five different components in this

theoretical context, namely; Positive Parenting (11 items, e.g. "My father/mother makes

time to listen to me, when I want to tell him/her something"), Discipline (6 items, e.g.

"When I do something that I am not allowed to do, my father/mother punishes me"), Harsh

Punishment (5 items e.g. "My father/mother slaps me when I do something wrong"),

Material Rewarding (4 items, e.g. " My father/mother gives me chocolate as a reward for

good behaviour") and Rules (6 items " My father/mother teaches me to adapt to rules at

school"). During test administration, students were asked to rate parental behavior

retrospectively when they were living with their parents at home. The students were

required to rate each item on a 5-point Likert scale (1 = never, 2 = little, 3 = sometimes, 4

= often, and 5 = always. PBS-S has been used in various studies (Janssens et al., 2015) and

it was translated in Urdu Language for the current study (*Appendix M and Appendix N*).

Based on Parenting Behavior Scale (PBS-S), two composite scores namely Positive

Parenting and Negative Control were also calculated for father and mother. Composite

Positive Parenting score was based on positive parenting practices i.e.; Positive Parenting

Behavior, Teaching Rules and Material Rewarding while the composite Negative Control

score was based on negative parenting practices i.e.; Harsh Punishment and Discipline.

Georgia Brief School Climate Inventory. Georgia Brief School Climate Inventory (GaBSCI) (La Salle & Meyers, 2014) is a measurement of the school climate perceptions of the students. The conciseness of the 9-item scale makes it suitable as a generic indicator that can be used to track the school climate experiences of the students. Due to time constraint in the academic settings and scope of administering detailed Boarding School Climate Scale, administration of GaBSCI proved to be pragmatic. GaBSCI addresses different aspects of the school climate like teaching and learning, relationships, and safety however, it a uni-dimensional scale. N. White, La Salle, Ashby, and Meyers (2014) reported the Cronbach's alpha for the scale is 0.71 while exploratory factor analyses yielded single factor solution. For the present study GaBSCI was translated into Urdu language and attached as *Appendix P*.

Illinois Bully Scale (IBS). Illinois Bully Scale (Espelage & Holt, 2001) is considered to be the reliable and valid scale with three sub-factors of bullying i.e. Bullying, Victimization and Fighting. The 9-items in Bullying subscale are 1, 2, 8, 9, 14, 15, 16, 17 and 18, the items representing Victimization subscale are 4,5,6 and 7 and items in Fighting subscale are 3, 10, 11, 12 and 13. The Urdu translation of Illinois Bully Scale (Shujja & Atta, 2011) was used in the present study (See *Appendix Q*). Shujja and Atta (2011) have reported the Cronbach's Alpha of translated version as .88.

The Aggression Questionnaire (AQ). The Aggression Questionnaire (AQ) is a 29-item self-report questionnaire developed by Buss and Perry (1992). This test is a self-report indicator of aggression-related thoughts and behaviors. It measures four dispositional sub traits of aggression: Physical Aggression (items 1 to 9), Verbal Aggression (items 10 to 14), Anger (items 15 to 21) and Hostility (items 22 to 29). The instrumental or motor part

of behaviour is physical and verbal aggression, which involves harming others. The emotional or affective component of aggression is anger, which involves physiological arousal and aggression preparation. The cognitive aspect of behaviour is hostility, which consists of feelings of ill intent and oppression (Buss & Perry, 1992). It is a five-point rating scale which ranges from 1 (extremely uncharacteristic of me) to 5 (extremely characteristic of me), yielding a minimum score of 29 points and a maximum score of 145. High scores on this questionnaire indicate high aggression and low score indicate less aggression. The item number 7 and 18 are reverse coded. For the purpose of present study, Urdu translated version of the scale (R. Khalid & Hussain, 2000) was used. The internal consistency coefficients of the AQ are as follows: Physical Aggression, α = .85; Verbal Aggression, α = .72; Anger, α = .83 and Hostility, α = .77, with the internal consistency being α = .89 (Buss & Perry, 1992). Test-retest reliability (nine weeks) for the subscales and total score ranged from α = .72 to α = .80 (Buss & Perry, 1992). Gender differences were also observed by Buss and Perry (1992), wherein Physical, Verbal Aggression, and Hostility, men had significantly higher mean scores than women, but not in Anger. Iftikhar and Malik (2014) also translated the AQ and confirmed its factorial validity for Pakistani Children. The translated version of the scale can be found attached as *Appendix R*.

Procedure. Twelve boarding institutes were initially requested to participate in the study (*Appendix B*), 7 colleges gave their consent to collect the data while 5 colleges declined the request on pretext of sanctity of information related to institute or students. The data was collected from 7 colleges out of which 6 institutes were all boys while one institute was all girls. Prior to the collection of data, permission was sought from principal of each boarding school. The scope and goals of the study, as well as about the approximate

time period for data collection, were initially briefed to the school administration. After

obtaining the consent of concerned authorities, the date and time of test administration was

fixed. In some institutes, researcher was allowed to administer tests upon students in

groups on scheduled date and time while in others researcher was asked to leave

questionnaires with the administration that were later sent through mail after administration

upon students. However, school psychologists of relevant institutes were briefed regarding

the test administration procedure prior to handing over the booklets. Students were initially

briefed about the nature of study and the procedure to fill questionnaires. Only those

students were included in the study, who gave written informed consent to participate in

the study (*Appendix C*). Booklets consisting of Boarding School Climate Scale (BSCS),

Georgia Brief School Climate Inventory (GaBSCI), short version of Parental Behavior

Scale (PBS-S) pertaining to parenting practices of father and mother separately, Illinois

Bully Scale (IBS) and Aggression Questionnaire were handed over to the students.

Instructions were clearly elaborated on each questionnaire and students were ensured about

confidentiality of the data. Initially 780 (boys=665, girls=115) students were approached;

however an attrition rate of 7% was observed as 42 participants left the questionnaire

incomplete. The data of these 42 students were rejected and a final sample of 738 students

was used to meet the objectives of the pilot study.

Results

This section holds results regarding the psychometric properties of all the study scales. Table 17 shows alpha coefficients, means, standard deviations, range, skewness and kurtosis for Illinois Bully Scale, Aggression Questionnaire, Parental Behavior Scale (Father & Mother), Boarding School Climate Scale and Georgia Brief School Climate Inventory. The findings indicate that all the study scales and their subscales have high alpha coefficients and all the scales and subscales are normally distributed. All the scales used in the study i.e. Illinois Bully Scale (α ranging from .84 to .94), Aggression Questionnaire (α ranging from .55 to .84), Parental Behavior Scale-S (Father) (α ranging from .74 to .89) Parental Behavior Scale-S (Mother) (α ranging from .72 to .89) Boarding School Climate Scale (α ranging from .72 to .95) and Georgia Brief School Climate Inventory (α =.87) had high reliabilities except Verbal Aggression (.59) and Anger (.55) dimensions of Aggression Questionnaire however, it is moderately reliable range as per (Perry Hinton, Hinton, McMurray, & Brownlow, 2004).

Table 17

Reliability Estimates and Descriptive Statistics of the Study Scales (N =738)

Variables	No. of Items	M	SD	α	Range Actual	Range Potential	Skewness	Kurtosis
B	18	13.11	10.80	.94	54	72	1.08	.68
Bly	9	5.02	4.79	.91	22	36	1.25	1.14
V	4	4.28	4.38	.84	16	16	.92	-.13
F	5	2.89	3.40	.89	16	20	1.39	1.35
BSCS	68	266.24	34.84	.95	338	340	-.48	.01
PC	14	57.96	9.49	.91	70	70	-.94	.75
BP	8	25.91	7.18	.84	40	40	.22	-.68
ACL	9	37.48	5.70	.82	45	45	-.79	.33
DSR	11	44.74	7.09	.78	55	55	-.79	.58
RS	6	23.75	4.69	.72	30	30	-.69	-.20
PE	6	25.68	3.67	.73	30	30	-1.02	.87
L	6	24.65	4.87	.83	30	30	-1.07	1.07
R	8	29.88	5.89	.79	40	40	-.622	.51
PP(F)	21	90.31	11.29	.89	55	110	-.87	.15
NC(F)	9	27.83	8.99	.86	40	45	.35	-.36
PPB(F)	11	46.84	6.94	.87	55	55	-.87	.15
TR(F)	6	27.76	2.95	.82	30	30	-1.79	1.87
MR(F)	4	16.03	3.40	.74	20	20	-.97	.80
HP(F)	5	11.67	5.45	.84	25	25	.73	-.32
D(F)	4	16.00	3.98	.77	16	20	-.33	-.57
PP(M)	20	93.86	9.08	.89	100	100	-1.05	.87
NC(M)	10	27.07	10.05	.89	40	50	.47	-.42

Continued...

Variables	No. of Items	M	SD	α	Range		Skewness	Kurtosis
					Actual	Potential		
PPB(M)	11	48.62	6.33	.87	55	55	-1.1	.61
D(M)	5	15.28	5.25	.82	20	25	-.01	-.79
HP(M)	5	11.79	5.76	.87	25	25	.71	-.45
MR(M)	4	16.46	3.30	.72	20	20	-1.04	1.02
TR(M)	5	23.51	2.85	.82	20	25	-1.88	2.02
Agg	29	75.27	17.15	.84	137	145	.16	.002
PA	9	21.67	6.65	.72	41	45	.33	-.32
VA	5	14.20	4.33	.59	25	25	-.006	-.33
A	7	17.80	5.01	.55	31	35	.08	-.44
H	8	21.60	6.66	.74	40	40	-.03	-.43
GaBSCI	9	39.08	5.02	.87	45	45	-.72	-.15

Note. B= Bullying (Full Scale), Bly=Bully, V=Victim, F=Fight, BSCS=Boarding School Climate Scale (Full Scale), PC=Pastoral Care, BP= Behavioral Problems, ACL=Academics & Civic Learning, DSR = Discipline Safety & Rules, RS=Resource Support, PE=Physical Environment, L=Leadership, R = Relationship, PP(F)=Positive Parenting (Father)(Composite Scores), NC(F)=Negative Control (Father) (Composite Score), PPB(F) = Positive Parenting Behavior (Father), TR(F)=Teaching Rules Father, MR(F)= Material Rewarding (Father), HP(F)=Harsh Punishment (Father), D(F)=Discipline (Father), PP(M)=Positive Parenting (Mother)(Composite Scores), NC(M)=Negative Control (Mother) (Composite Score), PPB(M) = Positive Parenting Behavior (Mother), TR(F)=Teaching Rules (Mother),), MR(M)= Material Rewarding (Mother), HP(F)=Harsh Punishment (Mother), D(M)=Discipline (Mother), Agg= Aggression (Full Scale), PA=Physical Aggression, VA= Verbal Aggression, A=Anger, H= Hostility, GaBSCI=Georgia Brief School Climate Inventory S.E for Skewness= .09 S.E for Kurtosis=.18

Factor Structure of Parental Behavior Scale (PBS-S)

In order to determine the factor structure of 32-item Parental Behavior Scale short version (PBS-S), Factor analysis was carried out through Maximum Likelihood with direct oblimin method. Before carrying out factor analysis, appropriateness of data for factor analysis was determined by calculating values of Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity for both father and mother evaluation. The value of KMO for both father and mother assessment was .91 which indicated that correlation matrix truly contained factors. Tabachnick and Fidell (2001) recommended that KMO value of .60 and

above was required for good factor analysis. Kaiser (1974) recommended that KMO value close to 1 reflects that patterns of correlations are relatively compact, so factor analysis should give distinct and reliable factor results. Bartlett's test of Sphericity for PBS-S father's evaluation had a significant value of (χ^2 (435) = 9361.60, p < .000), whereas Bartlett's test of Sphericity for PBS-S mother's evaluation had a significant value of (χ^2 (435) = 10285.99, p < .000), so data was considered appropriate for factor analysis. In PBS-S (M) maternal patenting, Item number 13 measuring discipline aspect and item number 29 measuring teaching rules aspect were discarded during the iteration process. Similarly, scale measuring child perception of paternal parenting PBS-S (F), Item number 13 and 16 were also discarded during the iteration process. Item number 13 was reverse scored in both father and mother versions of PBS-S. Factor analysis yielded a 5-factor solution for children's perception of both maternal and paternal parenting practices that clearly corresponded to the best approximation of theoretically more interpretable results. Table 18 and Table 19 shows the factor structure of PBS-S father's and mother's evaluation of parenting practices respectively by children.

Table 18

Factor Structure of Parental Behavior Scale PBS-Short (Father) (N =738)

S NO	Items	PPB(F)	HP (F)	TR (F)	MR (F)	DIS (F)
1.	PF5	.73				
2.	PF4	.72				
3.	PF6	.69				
4.	PF3	.69				
5.	PF8	.62				
6.	PF2	.62				
.7.	PF10	.60				
8.	PF7	.56				
9.	PF1	.52				
10.	PF11	.51				
11.	PF9	.48				
12.	PF22		.77			
13.	PF19		.74			
14.	PF18		.68			
15.	PF20		.63			
16.	PF21		.57			
17.	PF28			.87		
18.	PF27			.85		
19.	PF30			.81		
20.	PF31			.70		
21.	PF32			.51		
22.	PF29			.37		
23.	PF25				.69	
24.	PF24				.59	
25.	PF23				.55	
26.	PF26				.55	
27.	PF17					.69
28.	PF12					.68
29.	PF14					.63
30.	PF15					.43

Note. PPB (F) = Positive Parental Behavior by Father, HP (F) =Harsh Punishment by Father, TR (F) =Teaching Rules by Father, MR (F) =Material Rewarding by Father DIS (F) =Discipline by Father

Table 19

Factor Structure of Parental Behavior Scale PBS-Short (Mother) (N =738)

S NO	Items	PPB (M)	HP (M)	TR (M)	MR (M)	DIS (M)
1.	PM4	.79				
2.	PM2	.72				
3.	PM3	.70				
4.	PM6	.66				
5.	PM5	.65				
6.	PM7	.63				
7.	PM1	.63				
8.	PM10	.56				
9.	PM9	.55				
10.	PM8	.47				
11.	PM11	.38				
12.	PM19		.89			
13.	PM18		.79			
14.	PM22		.63			
15.	PM20		.60			
16.	PM21		.48			
17.	PM30			.77		
18.	PM28			.75		
19.	PM31			.74		
20.	PM27			.73		
21.	PM32			.55		
22.	PM25				.69	
23.	PM26				.58	
24.	PM24				.54	
25.	PM23				.51	
26.	PM15					.59
27.	PM17					.56
28.	PM12					.56
29.	PM14					.52
30.	PM16					.51

Note. PPB (M) = Positive Parental Behavior by Mother, HP (M) =Harsh Punishment by Mother, TR (M) =Teaching Rules by Mother, MR (M) =Material Rewarding by Mother DIS (M) =Discipline by Mother

Table 20

Eigen Values and Percentage of Variance associated with each factor in Five Factor Solution of Parenting Behavior Scale (PBS-S) Father (N =738)

S No	Factors	Eigen Values	Percentage of Variance	Cumulative Percentage
1	PPB	7.28	24.28	24.27
2	HP	4.24	14.14	38.42
3	TR	2.63	8.77	47.19
4	MR	1.64	5.46	52.65
5	DIS	1.13	3.76	56.41

Note. PPB=Positive Parental Behavior, HP=Harsh Punishment, TR = Teaching Rules, MR = Material Rewarding DIS=Discipline

Table 20 shows the variance explained by 5 factor solution of PBS-S father. The total variance explained by PBS-S for father's evaluation is 56.41 %. Kaiser rule, eigenvalues greater than one, was applied for the extraction of factors in the study (Nunnally, 1978) which is the most frequently used measure for determining the factor structure (Costello & Osborne, 2005). Positive parenting behavior by father PPB (F) explained the greatest amount of variance followed by harsh punishment, teaching rules and material rewarding. Scree plot diagram representing factor structure of PBS-S (F) is shown in figures 6.
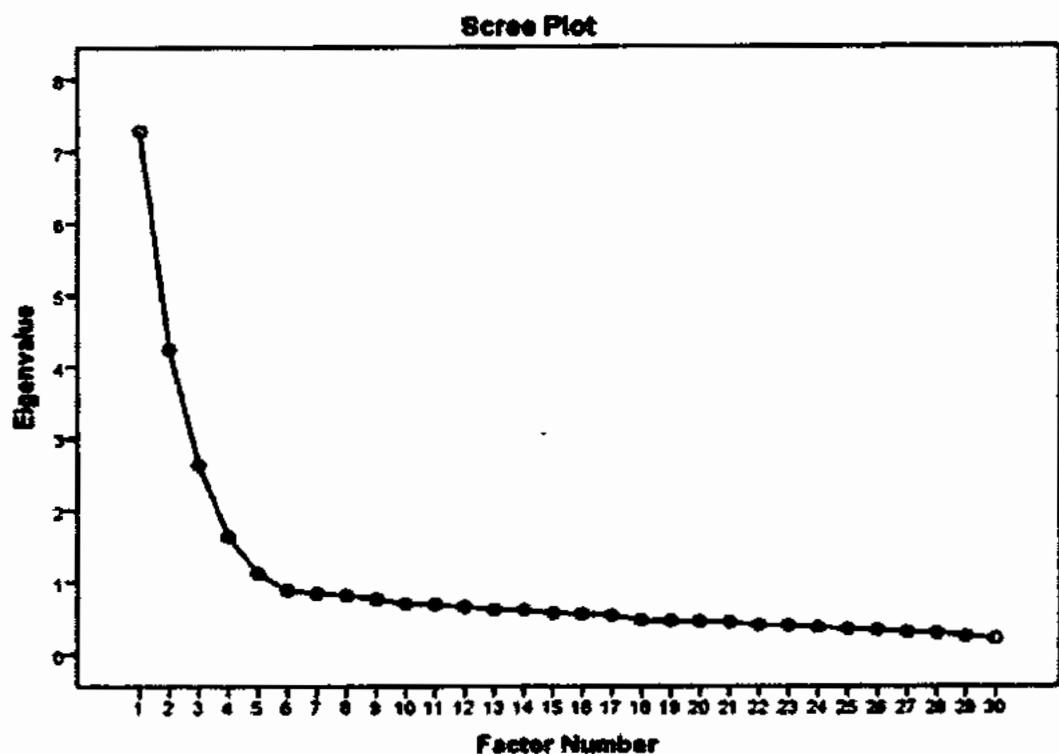
Figure 6. Scree plot diagram depicting factor structure of PBS-S (Father).

Table 21

Eigen Values and Percentage of Variance associated with each factor in Five Factor

Solution of Parenting Behavior Scale (PBS-S) Mother (N =738)

S.No	Factors	Eigen Values	Percentage of Variance	Cumulative Percentage
1	PPB	7.47	24.89	24.89
2	HP	5.16	17.21	42.10
3	TR	2.21	7.38	49.49
4	MR	1.50	5.01	54.50
5	DIS	1.08	3.63	58.13

Note. PPB=Positive Parental Behavior, HP=Harsh Punishment, TR = Teaching Rules, MR = Material
Rewarding DIS=Discipline

Table 21 shows the variance explained by 5 factor solution of PBS-S mother. The

total variance explained by PBS-S for for mother's evaluation is 58.13 %. Kaiser rule,

eigenvalues greater than one, was applied for the extraction of factors in the study (Nunnally, 1978) which is the most frequently used measure for determining the factor structure (Costello & Osborne, 2005). Positive parenting behavior by mother PPB (M) explained the greatest amount of variance followed by harsh punishment, teaching rules and material rewarding. Scree plot diagram representing factor structure of PBS-S (M) is shown in figures 7.
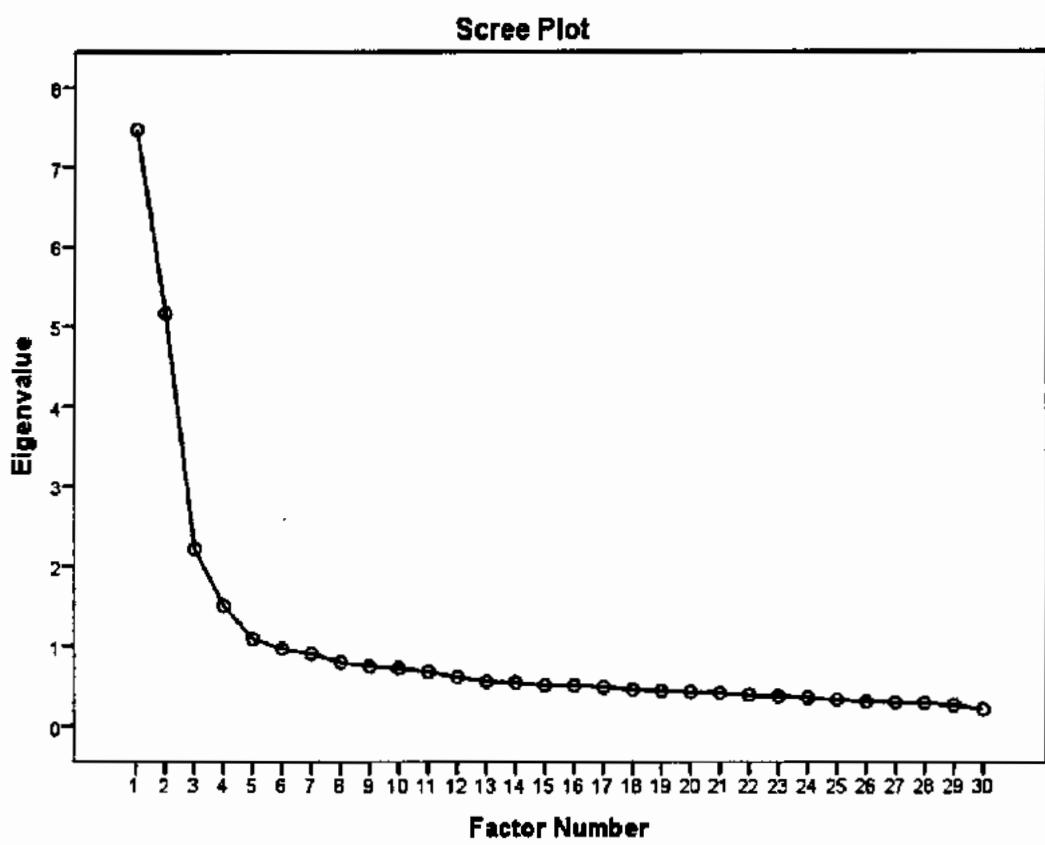
Figure 7. Scree plot diagram depicting factor structure of PBS-S (Mother).

Item-total Correlations Statistics of the Study Scales

In order to determine the internal consistency of all the study scales, item-total correlations were calculated, and estimates are reported in Table 22 to Table 25.

Table 22

Item-Total Correlations of Illinois Bully Scale (IBS) and its Subscales (N = 738)

Item No	Item-total Correlation
Bully Scale	
B1	.53**
B2	.61**
B8	.44**
B9	.63**
B14	.56**
B15	.45**
B16	.53**
B17	.45**
B18	.43**
Victim	
B4	.82**
B5	.90**
B6	.85**
B7	.64**
Fight	
B3	.59**
B10	.69**
B11	.58**
B12	.72**
B13	.76**

**p < .01

Table 22 shows item-total correlations of Illinois Bully Scale and its subscales. The correlation coefficients indicate that all the items reflect significant high correlations with their respective subscales. Overall, the scale is internally consistent having Cronbach's Alpha of .94 and is valid to measure bullying among boarding school students.

Table 23

Item-Total Correlations of Parental Behavior Scale (Father) and its subscales (N = 738)

Item	Item-total Correlation	Item	Item-total Correlation
	Positive Parenting Behavior (Father)		Material Rewarding (Father)
PF1	.51**	PF23	.73**
PF2	.63**	PF24	.73**
PF3	.68**	PF25	.80**
PF4	.70**	PF26	.78**
PF5	.74**		Harsh Parenting (Father)
PF6	.67**	PF18	.80**
PF7	.64**	PF19	.85**
PF8	.67**	PF20	.75**
PF9	.63**	PF21	.71**
PF10	.68**	PF22	.82**
PF11	.65**		
	Teaching Rules (Father)		Discipline (Father)
PF27	.67**	PF12	.72**
PF28	.65**	PF14	.72**
PF29	.62**	PF15	.74**
PF30	.68**	PF17	.77**
PF31	.67**		
PF32	.65**		

**$p < .01$

Table 23 shows item-total correlations of Parental Behavior scale (Father) and its subscales. The correlation coefficients indicated that all the items show significant high correlations with their respective subscales. Overall, the scale is internally consistent having Cronbach's Alpha of .87 and is valid to measure paternal parenting practices as perceived by boarding students.

Table 24

Item-Total Correlations of Parental Behavior Scale (Mother) and its subscales (N = 738)

Item	Item-total Correlation	Item	Item-total Correlation
	Positive Parenting Behavior (Mother)		Material Rewarding (Mother)
PM1	.53**	PM23	.72**
PM2	.62**	PM24	.73**
PM3	.70**	PM25	.78**
PM4	.74**	PM26	.75**
PM5	.70**		Harsh Parenting (Mother)
PM6	.66**	PM18	.83**
PM7	.62**	PM19	.87**
PM8	.63**	PM20	.79**
PM9	.61**	PM21	.73**
PM10	.66**	PM22	.81**
PM11	.63**		
	Teaching Rules (Mother)		Discipline (Mother)
PM27	.69**	PM12	.75**
PM28	.69**	PM14	.74**
PM30	.74**	PM15	.77**
PM31	.67**	PM16	.73**
PM32	.70**	PM17	.80**

$**p < .01$

Table 24 shows item-total, corrected item-total and item total sub-scale correlations of Parental Behavior Scale (Mother) and its subscales. The correlation coefficients indicate that all the items show significant high correlations with their respective subscales. Overall, the scale is internally consistent Cronbach's Alpha of .87 and is valid to measure maternal parenting practices as perceived by boarding school students.

Table 25

Item-Total Correlations of Aggression Questionnaire (AQ) and its subscales (N = 738)

	Physical Aggression		Anger
Item No	Item-total Correlations	Item No	Item-total Correlations
A1	.63**	A15	.38**
A2	.64**	A16	.48**
A3	.59**	A17	.62**
A4	.56**	A18	-.20**
A5	.48**	A19	.64**
A6	.64**	A20	.65**
A7	.18**	A21	.64**
A8	.54**		Hostility
A9	.54**	A22	.52**
	Verbal Aggression	A23	.62**
A10	.57**	A24	.58**
A11	.56**	A25	.63**
A12	.62**	A26	.65**
A13	.70**	A27	.50**
A14	.63**	A28	.65**
		A29	.58**

Note. **Correlation is significant at the 0.01 level (2-tailed).

Table 25 shows item-total correlations of Aggression Questionnaire and its subscales. The correlation coefficients indicate significant correlations with their respective subscales except item A7 and A18 that are reverse scored however, both of these items are significantly correlated with their respective subscale. Overall, the scale is internally consistent having Cronbach's Alpha of .84 and is valid to measure aggression among boarding school students.

Table 26

Inter- Scale Correlations of the study Variables (N =738)

S No	Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	B	1																
2	Bly	.87**	1															
3	V	.77**	.50**	1														
4	F	.83**	.69**	.48**	1													
5	BSCS	-.29**	-.22**	-.26**	-.22**	1												
6	PC	-.22**	-.14**	-.23**	-.13**	.83**	1											
7	BP	.32**	.30**	.34**	.25**	-.51**	-.25**	1										
8	ACL	-.20**	-.18**	-.15**	-.15**	.80**	.66**	-.27**	1									
9	DSR	-.14**	-.08*	-.08*	-.14**	.75**	.56**	-.23**	.51**	1								
10	RS	-.07	-.07	-.04	-.05	.65**	.44**	-.17**	.55**	.43**	1							
11	PE	-.26**	-.21**	-.21**	-.24**	.67**	.41**	-.35**	.53**	.42**	.45**	1						
12	L	-.14**	-.11**	-.11**	-.13**	.71**	.57**	-.18**	.53**	.56**	.46**	.39**	1					
13	RS	-.27**	-.17**	-.28**	-.18**	.77**	.58**	-.36**	.57**	.47**	.41**	.53**	.47**	1				
14	PP(F)	-.24**	-.22**	-.20**	-.14**	.25**	.29**	-.14**	.22**	.08*	.12**	.07	.14**	.25**	1			
15	NC(F)	.07	.02	.03	.08*	.02	.05	-.01	.08*	-.09*	-.04	-.01	0	.09*	.05	1		
16	PPB(F)	-.24**	-.21**	-.21**	-.11**	.21**	.26**	-.14**	.17**	.06	.11**	.05	.08*	.24**	.88**	.04	1	
17	TR(F)	-.19**	-.19**	-.15**	-.13**	.19**	.23**	-.12**	.23**	.05	.06	.08*	.09*	.14**	.60**	.05	.33**	1
18	MR(F)	-.06	-.05	-.04	-.07	.13**	.14**	-.03	.15**	.02	.13**	.03	.13**	.13**	.71**	.07	.44**	.39**

Continued....

S.No	Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
19	HP(F)	.14**	.10**	.08*	.12**	-.02	.01	.06	.05	-.11**	-.03	-.01	-.01	.04	-.06	.89**	-.05
20	DIS(F)	-.03	-.07	-.03	.01	.07	.08*	-.08*	.09*	-.04	-.04	0	.01	.12**	.15**	.85**	.14**
21	PP(M)	-.25**	-.26**	-.15**	-.24**	.18**	.20**	-.10**	.18**	.08*	.07	.09*	.15**	.15**	.54**	.07	.39**
22	NC(M)	.05	.02	0	.09*	-.03	.03	.02	.01	-.14**	-.03	-.04	-.04	.06	.13**	.67**	.13**
23	PPB(M)	-.22**	-.24**	-.15**	-.18**	.17**	.19**	-.11**	.14**	.07*	.07*	.08*	.13**	.15**	.52**	.03	.48**
24	TR(M)	-.25**	-.25**	-.16**	-.25**	.17**	.20**	-.10**	.18**	.08*	.01	.10**	.12**	.12**	.37**	.04	.15**
25	MR(M)	-.13**	-.12**	-.07*	-.16**	.13**	.12**	-.03	.13**	.07*	.08*	.06	.13**	.11**	.41**	.07*	.21**
26	HP(M)	.10**	.08*	.04	.13**	-.04	.02	.05	.01	-.13**	-.03	-.03	-.04	.02	.05	.63**	.06
27	D(M)	-.03	-.05	-.04	.03	-.01	.04	-.01	.01	-.13**	-.03	-.05	-.03	.10**	.20**	.57**	.18**
28	A	.47**	.40**	.33**	.44**	-.27**	-.19**	.29**	-.14**	-.21**	-.09*	-.20**	-.12**	-.25**	-.13**	.06	-.16**
29	PA	.48**	.43**	.28**	.49**	-.30**	-.19**	.28**	-.19**	-.24**	-.09*	-.24**	-.16**	-.28**	-.15**	.11**	-.17**
30	VA	.22**	.19**	.19**	.15**	-.07	-.08*	.14**	-.05	.03	-.01	-.03	.03	-.09*	-.03	-.08*	-.08*
31	Angr	.30**	.28**	.15**	.31**	-.15**	-.08*	.17**	-.03	-.16**	-.06	-.12**	-.06	-.14**	-.02	.08*	-.04
32	H	.37**	.29**	.33**	.32**	-.24**	-.20**	.25**	-.11**	-.20**	-.09*	-.16**	-.13**	-.20**	-.14**	.04	-.15**
33	GaBSCI	-.23**	-.17**	-.20**	-.17**	.73**	.68**	-.27**	.58**	.55**	.43**	.46**	.54**	.60**	.27**	.05	.23**

S No	Variables	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
19	HP(F)	-.05	.03	1														
20	DIS(F)	.15**	.10**	.51**	1													
21	PP(M)	.44**	.51**	0	.12**	1												
22	NC(M)	.04	.11**	.61***	.54***	.10**	1											
23	PPB(M)	.32**	.38**	-.03	.08*	.88***	.08*	1										
24	TR(M)	.58**	.29**	-.01	.10**	.71**	.03	.47**	1									
25	MR(M)	.25**	.57**	.05	.08*	.71**	.13**	.46**	.43**	1								
26	HP(M)	-.03	.07*	.67**	.41**	.03	.92**	.01	-.04	.10**	1							
27	D(M)	.11**	.12**	.43**	.58***	.15**	.89***	.14**	.09***	.13**	.63**	1						
28	A	-.09*	.03	.10**	0	-.08*	.06	-.10***	-.09*	.01	.07	.04	1					
29	PA	-.10**	-.01	.16**	.02	-.13**	.10**	-.15**	-.13**	-.03	.13**	.04	.80**	1				
30	VA	-.02	.05	-.06	-.08*	-.02	-.08*	-.05	.01	.04	-.08*	-.07	.62***	.32**	1			
31	Angr	-.05	.05	.10**	.04	0	.09*	0	-.08*	.05	.08*	.09*	.76***	.51**	.35**	1		
32	H	-.08*	.01	.07	0	-.06	.05	-.08*	-.06	-.02	.04	.05	.80**	.47**	.37**	.47**	1	
33	GBSCI	.20**	.17**	.01	.08*	.19**	-.01	.18***	.15***	.16**	-.03	.02	-.22**	-.22**	-.06	-.14**	-.21**	1

Note. ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed). Note. B= Bullying full scale, Bly=Bully, V=Victim, F=Fight, BSCS=Boarding School Climate Scale, PC=Pastoral Care, BP= Behavioral Problems, ACL=Academics & Civic Learning, DSR = Discipline Security & Rules, RS=Resource Support, PE=Physical Environment, L=Leadership, R = Relationship, PP(F) = Positive Parenting (Father) composite scale, NC=Negative Control (Father) Composite Scale, PPB(F) = Positive Parenting Behavior (Father), TR(F)=Teaching Rules Father, MR(F)= Material Rewarding (Father), D(F)=Discipline (Father), HP(F)=Harsh Punishment (Father), PP(M) = Positive Parenting (Mother) composite scale, NC=Negative Control (Mother) Composite Scale, PPB(M) = Positive Parenting Behavior (Mother), TR(M)=Teaching Rules (Mother), MR(M)= Material Rewarding (Mother), HP(M)=Harsh Punishment (Mother), D(M)=Discipline (Mother), A= Aggression full scale, PA=Physical Aggression, VA= Verbal Aggression, Angr = Anger, H= Hostility, , GaBSCI=Georgia Brief School Climate Inventory.

Table 26 depicts inter-scale correlations of the study variables. The results indicate that bullying and its subscales i.e. bully, victim, and fight has negative correlations with all the factors of Boarding School Climate Scale (BSCS) and overall BSCS (r range = -.23 to -.29, p < .01), except factor measuring Behavioral Problems (r range = .22 to .34, p < .01). All the factors of Boarding School Climate Scale have positive connotations except Behavioral Problem (BP) that has negative undertones. The findings support the hypotheses that positive school climate factors consisting of Pastoral Care, Academic & Civic Learning, Discipline Safety & Rules, Resource Support, Physical Environment, Leadership and Relationships are negatively related to bullying. Moreover, negative school climate factor consisting of Behavioral Problem is positively related to bullying (r = .32, p < .01). Hence, positive school climate factors are likely to reduce bullying, whereas the negative school climate factors are likely to increase bullying. Likewise, bullying and its subscales also depict negative correlation with Georgia Brief School Climate Inventory (GaBSCI) (r range = -.17 to -.23, p < .01).

Positive Parenting Behavior of father and mother PPB (F) and PPB (M) showed significant negative correlation with bullying and its subscales. Correlations between positive parenting behavior of father and bullying and its subscales were in the range of r = -.13 to r = -.23, p < .01, whereas for mother it lies in the range of r = -.14 to r = -.2, p < .01. Material rewarding by father MR(F) was negatively related to bullying and its subscales but the correlations were non-significant, whereas the material rewarding by mother MR(M) was significantly negatively correlated to Bullying (r = -.13, p < .01), Bully (r = -.11, p < .01), Victim (r = -.07, p < .01) and Fight (r = -.14 p < .01). Teaching rules by father TR (F) shows negative correlation with Bullying (r = -.18, p < .01), Bully (r = -.17, p < .01), Victim (r = -.14, p < .01) and Fight (r = -.12, p < .01). Likewise teaching rules by mother TR (M) also showed negative correlation with Bullying (r = -.26, p < .01), Bully (r = -.26, p < .01), Victim (r = -.16, p < .01) and Fight (r = -.22, p < .01). The results support the hypotheses that individual positive

parenting practices consisting of positive parenting behavior, material rewarding, and teaching rules are negatively related to bullying and positive parenting practices are likely to attenuate bullying among boarders. Composite factor of positive parenting by father PP(F) consisting of PPB(F), MR(F) and TR(F) is negatively related to Bullying ($r = -.22, p < .01$), Bully ($r = -.21, p < .01$), Victim ($r = -.19\ p < .01$) and Fight ($r = -.14, p < .01$). Similarly, composite factor of positive parenting by mother PP (M) consisting of PPB(M), TR(M) and MR(M) is also negatively related to Bullying ($r = -.25, p < .01$), Bully ($r = -.24, p < .01$), Victim ($r = -.16, p < .01$) and Fight ($r = -.20, p < .01$). It further lends credence to our hypothesis that positive parenting practices are likely to decrease bullying.

Furthermore, significant positive correlations were found between paternal harsh punishment HP (F) and bullying ($r = .14, p < .01$), Bully ($r = .14, p < .01$), Victim ($r = .08, p < .05$) and Fight ($r = .14, p < .01$). In the same manner, significant positive correlations were also found between maternal harsh punishment HP (M) and Bullying ($r = .10, p < .01$), Bully ($r = .11, p < .01$) and Fight ($r = .15\ p < .05$), but not for victim scale ($r = .04$). Paternal and maternal discipline practices Dis (F) and Dis (M) respectively reflected both non-significant mix positive and negative correlations with bullying and its subscales. The findings support the hypothesis that negative parenting practices i.e. harsh punishment shows positive correlation with bullying and is expected to enhance bullying. However, parental attempts to discipline the child show mix results. Composite factor of negative control by father NC(F), consisting of HP(F) and Dis(F) was significantly negatively correlated to Fight ($r = -.08, p < .01$). Similarly, composite factor of negative control by mother NC(M) consisting of HP(M) and Dis(M) was significantly negatively correlated to Fight ($r = -.09, p < .01$). The findings partially supported the hypotheses that harsh punishment tends to increase bullying; however paternal and maternal discipline practices do not reflect significant positive or negative relationship.

Discussion

Phase 1 was primarily aimed at development, validation, translation and determination of the psychometric properties of all the study scales. Because of its established links to social, emotional, and academic results, school climate has become an extremely significant area of study. Numerous researches have shown that a positive school climate is inextricably linked to a number of academic (e.g. Allensworth et al., 2018; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Shindler, Jones, Williams, Taylor, & Cardenas, 2016; Wang & Degol, 2016) and nonacademic outcomes (Fast et al., 2010). Boarding schools have distinct climate as compared to the day schools. There is a variety of available day school climate scales; however, the lack of an instrument to quantify boarding school climate necessitated the development of BSCS.

The first objective of this study was the development and validation of the Boarding School Climate Scale (BSCS). Eight factor BSCS was developed through Principal Component Analysis these factors were; Pastoral Care, Behavioral Problems, Academic & Civic Learning, Discipline Safety & Rules, Resource Support, Physical Environment, Leadership, and Relationships. Alpha Reliability Coefficient and Subscale Correlations of Boarding School Climate Scale showed Cronbach's Alphas of .72 or higher, the scales reflected high internal consistency. The Cronbach's alpha for the overall BSCS was .95. Factor measuring Pastoral Care reflected the strongest positive correlation with the overall school climate ($r = .83$, $p < .01$) followed by Academic and Civic Learning ($r = .80$ $p < .01$), Relationships ($r = .77$, $p < .01$), Discipline Safety and Rules ($r = .75$, $p < .01$), Leadership ($r = .71$, $p < .01$) Physical Environment ($r = .67$, $p < .01$) and Resource Support ($r = .65$, $p < .01$). Whereas the factor measuring Behavioral problems showed the significant negative correlation with the overall boarding school climate ($r = -.51$, $p < .01$). The Pastoral Care dimension consisted of 14 items ($\alpha = .91$), Behavioral Problem (BP) dimension consisted of 8

items (α = .84), Academic and Civic Learning (ACL) dimension consisted of 9 items (α = .82), Discipline Safety and Rules (DSR) consisted of 11 items (α = .78), Resource Support (RS) dimension consisted of 6 items (α = .72), Physical Environment (PE) dimension consisted of 6 items (α = .73), Leadership (L) dimension consisted of 6 items (α = .83). In the second study translation and adaptation of Parental Behavior Scale short version (PBS-S) (Father & Mother) and Georgia Brief School Climate Inventory were also carried out along with the determination of their psychometric properties. Factor analysis of Parental Behavior Scale (PBS-S) yielded five factors namely, Positive Parental Behavior, Material Rewarding, Teaching Rules, Discipline and Harsh Punishment. The total variance explained by PBS-S for father's evaluation was 56.41 %. Positive parenting behavior by father PPB (F) explained the greatest amount of variance followed by harsh punishment, teaching rules and material rewarding. The total variance explained by PBS-S for mother's evaluation was 58.13 %. Positive parenting behavior by mother PPB (M) explained the greatest amount of variance followed by harsh punishment, teaching rules and material rewarding. The correlation coefficients of Parental Behavior scale (Father) indicated that all the items showed significant high correlations with their respective subscales. Overall, the scale was internally consistent having Cronbach's Alpha of .87 and was found to be valid to measure paternal parenting practices as perceived by boarding students. Item-total, correlations of Parental Behavior Scale (Mother) indicated that all the items showed significant high correlations with their respective subscales. Overall, the scale was found to be internally consistent Cronbach's Alpha of .87 and valid to measure maternal parenting practices as perceived by boarding school students. The correlation coefficients of Illinois Bully Scale (IBS) indicated that all the items reflected significant high correlations with their respective subscales. Overall, the scale was internally consistent having Cronbach's Alpha of .94 and was valid to measure bullying among boarding school students. The correlation coefficients of Aggression Questionnaire

(AQ) indicated significant correlations with their respective subscales except item A7 and A18 which were reverse scored however, both of these items were significantly correlated with their respective subscale. Overall, the scale is internally consistent having Cronbach's Alpha of .84 and is valid to measure aggression among boarding school students. Foregone in view, the studies carried out in Phase-I showed that all the study scales reflected satisfactory psychometric properties including validity coefficients, reliabilities, item-total correlations, and inter-scale correlations. The results of this phase reinforced to use these measures for hypotheses testing in the main study.

MAIN STUDY

Phase-II

Phase-II: Main Study

Objectives of the Main Study

This phase was aimed at testing hypotheses of the study mentioned in Chapter I. Main objectives of this study were as follows:

(a)   To study the impact of boarding school climate factors on bullying behavior of boarding students.

(b)   To explore the role of paternal parenting practices in bullying behavior of boarding students.

(c)   To explore the role of maternal parenting practices in bullying behavior of boarding students.

(d)   To study the impact of aggression as personality trait in bullying behavior of boarding students.

(e)   To explore the effect of demographic variables (consisting of gender, age, grade, number of years spent in boarding school and parental education) in bullying among boarding school students.

Sample

Sample details have been given in Chapter II while establishing the psychometric properties of the scale used in the subsequent studies.

Procedure

Procedure adopted for collection of data is given in Chapter II.

Instruments

Following instruments were used in the main study:

Boarding School Climate Scale. Student version of Boarding School Climate Scale was developed in the first phase of this study (*See Appendix I*). BSCS consists of 68 items under 8 theoretically derived factors namely: (1) Pastoral Care (2) Behavioral Problems (3) Academic & Civic Learning (4) Discipline Safety & Rules (5) Resource Support (6) Physical Environment, (7) Leadership and (8) Relationships. Each statement of the scale was appended with a five-point Likert scale ranging from strongly agree (5) to strongly disagree (1). Inter-item and Item-total correlations of Boarding School Climate Scale are depicted in Chapter II. BSCS demonstrated high internal consistency, with Cronbach's Alphas of .72 or greater. The Cronbach's alpha for the overall BSCS was .95.

Parental Behavioral Scale (PBS-S). Parental Behavioral Scale (Van Leeuwen & Vermulst, 2004; Van Leeuwen & Vermulst, 2010) has parental and child versions that measure parenting practices as perceived by parents and children. Child version of PBS-S was used in the current study. Students were required to rate each item on a 5-point Likert scale (1 = never, 2 = little, 3 = sometimes, 4 = often, and 5 = always.

PBS-S has been used in various studies (Janssens et al., 2015) and it was translated in Urdu Language for the current study (*Appendix M and Appendix N*). The scale is internally consistent having Cronbach's Alpha of .87 for both paternal and maternal version of the scale and is valid to measure paternal parenting practices as perceived by boarding students. Based on Parenting Behavior Scale (PBS-S), two composite scores namely Positive Parenting and Negative Control were also calculated for father and mother. Composite Positive Parenting score was based on positive parenting practices i.e.; Positive Parenting Behavior, Teaching Rules and Material

Rewarding while the composite Negative Control score was based on negative parenting practices i.e.; Harsh Punishment and Discipline. Cronbach's Alpha for the composite factor of Positive Parenting by father PP (F) was .89 while Cronbach's Alpha for the composite factor of Negative Control by father NC (F) was .86. Whereas the Cronbach's Alpha for the individual scales of PBS-S (Father) ranged from .74 to .87. Cronbach's Alpha for the composite factor of Positive Parenting by mother PP (M) was .89 while Cronbach's Alpha for the composite factor of Negative Control by mother NC (M) was .89. Whereas the Cronbach's Alpha for the individual scales of PBS-S (Mother) ranged from .72 to .87.

Illinois Bully Scale (IBS). Illinois Bully Scale (Espelage & Holt, 2001) is considered to be the reliable and valid scale with three sub-factors of bullying i.e. Bullying, Victimization and Fighting. The 9-items in Bullying subscale are 1, 2, 8, 9, 14, 15, 16, 17 and 18, the items representing Victimization subscale are 4,5,6 and 7 and items in Fighting subscale are 3, 10, 11, 12 and 13. The Urdu translation of Illinois Bully Scale (Shujja & Atta, 2011) was used in the present study (See *Appendix Q*). Shujja and Atta (2011) have reported the Cronbach's Alpha of translated version as .88. The Cronbach's Alpha for subscales of IBS ranged from .84 to .91 while the Cronbach's Alpha for the overall scale was .94.

The Aggression Questionnaire (AQ). The Aggression Questionnaire (AQ) is a 29-item self-report questionnaire developed by Buss and Perry (1992). This test is a self-report indicator of aggression-related thoughts and behaviors. It measures four dispositional sub traits of aggression: Physical Aggression (items 1 to 9), Verbal Aggression (items 10 to 14), Anger (items 15 to 21) and Hostility (items 22 to 29). The instrumental or motor part of behaviour is physical and verbal aggression, which involves harming others. The emotional or affective component of aggression is anger,

which involves physiological arousal and aggression preparation. The cognitive aspect of behaviour is hostility, which consists of feelings of ill intent and oppression (Buss & Perry, 1992). It is a five-point rating scale which ranges from 1 (extremely uncharacteristic of me) to 5 (extremely characteristic of me), yielding a minimum score of 29 points and a maximum score of 145. High scores on this questionnaire indicate high aggression and low score indicate less aggression. The item number 7 and 18 are reverse scored. For the purpose of present study, Urdu translated version of the scale (Khalid & Hussain, 2000) was used. The internal consistency coefficients of the AQ are as follows: Physical Aggression, α = .85; Verbal Aggression, α = .72; Anger, α = .83 and Hostility, α = .77, with the internal consistency being α = .89 (Buss & Perry, 1992). Test-retest reliability (nine weeks) for the subscales and total score ranged from α = .72 to α = .80 (Buss & Perry, 1992). Gender differences were also observed by Buss and Perry (1992), wherein Physical, Verbal Aggression, and Hostility, men had significantly higher mean scores than women, but not in Anger. Iftikhar and Malik (2014) also translated the AQ and confirmed its factorial validity for Pakistani Children. The translated version of the scale can be found attached as *Appendix R*. Cronbach's Alpha for the AQ based in this study was in the range of .55 to .74 whereas the Cronbach's Alpha for the overall scale was .84.

RESULTS
(MAIN STUDY)

Results

This section includes results of the main study that aimed to test hypotheses established in the research. The main study was intended to investigate the effect of boarding school climate on boarding students' bullying behavior. The research also attempted to examine the impact of paternal and maternal parenting patterns on boarders' bullying behavior. Furthermore, the purpose of this research was also to study the role of aggression as personality trait independently and as a mediator.

In order to meet the aforementioned objectives and to test the hypotheses of this study, hierarchical multiple regression analysis as well as moderation and mediation analysis were carried out in this section. For all study variables, some additional analysis was also performed to examine group differences in terms of demographic variables i.e. gender, age and time spent in boarding school.

Predictors of Bullying among Boarding School Students

In order to explore the predicting role of school climate, parenting practices, and aggression on bullying behavior of boarding students, a multi-step hierarchical regression using the enter method was employed (Darren George & Mallery, 2016). The relevant assumptions of this statistical analysis were tested before undertaking a hierarchical multiple regression. First, a sample size of 738 was considered adequate given 10 independent variables to be taken into account in the appraisal (Tabachnick & Fidell, 2001). Singularity presumption was also met, as the independent variables were not a blend of other independent variables. A review of correlations in Table 26 indicates that independent variables are not highly correlated. Multicollinearity presumption was also fulfilled as the collinearity data (i.e., tolerance and VIF) were all within prescribed range having no independent errors (Durbin-Watson = 1. 71).

Data Analysis

Statistical analysis was carried out using SPSS-23. Initially Pearson's correlation coefficient (r) was carried out to determine the degree of relationship between study variables (Creswell & Poth, 2007). The correlation matrix between the study variables is given in Table 27. A significant negative correlation was noted between bullying and overall boarding school climate $r = -.29, p < .001$. Additionally, all the positive aspects of boarding school climate were significantly negatively correlated to bullying except the factor measuring resource support $(r = -.07)$, whereas the factor measuring behavioral problems showed significant positive relationship with bullying $(r = .32, p < .001)$. Moreover, positive aspects of boarding school climate i.e. pastoral care $(r = .83, p < .001)$, academic and civic learning $(r = .80, p < .00)$, resource support $(r = .65, p < .001)$, physical environment $(r = .67, p < .001)$, leadership $(r = .71, p < .001)$, and relationship $(r = .77, p < .001)$ were strongly and positively correlated to boarding school climate, whereas factor measuring behavior problems was strongly negatively related to overall boarding school climate $(r = .-51) p < .001)$. It supports our hypothesis 1 that Positive boarding school climate would be negatively correlated to bullying among boarding school students. Moreover, Hypothesis 2 is also supported that negative boarding school climate would be positively correlated to bullying among boarding school students. Composite positive parenting practices of father and mother were negatively related to bullying while negative parenting practices were positively related to bullying. Aggression was positively related to bullying $(r = .47, p < .00)$ but negatively related to all the factors of boarding school climate except the behavioral problems $(r = .29, p < .00)$.

Table 27

Correlations among predictor and outcome variables of the study (N =738)

		M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	B	13.1	10.8	1																											
2	BSCS	266	34.8	-.29**	1																										
3	PC	58	9.49	-.22**	.83**	1																									
4	ACL	37.5	5.7	-.20**	.80**	.66**	1																								
5	DSR	44.7	7.09	-.14**	.75**	.56**	.51**	1																							
6	RS	23.8	4.69	-.07	.65**	.44**	.55**	.43**	1																						
7	PE	25.7	3.67	-.26**	.67**	.41**	.53**	.42**	.45**	1																					
8	L	24.7	4.87	-.14**	.71**	.57**	.53**	.56**	.46**	.39**	1																				
9	R	29.9	5.89	-.27**	.77**	.58**	.57**	.47**	.41**	.53**	.47**	1																			
10	BP	25.9	7.18	.32**	-.51**	-.25**	-.27**	-.23**	-.17**	-.35**	-.18**	-.36**	1																		
11	PP(F)	90.3	11.3	-.24**	.25**	.29**	.22**	.08*	.12**	.07	.14**	.25*	-.14**	1																	
12	NC(F)	31	8.97	.07	.02	.05	.08*	-.09*	-.04	0	0	.09*	-.01	.05	1																
13	PPB(F)	46.8	6.94	-.24**	.21**	.26**	.17**	.06	.11**	.05	.08*	.24**	-.14**	.88**	.04	1															
14	TR(F)	27.8	2.95	-.19**	.19**	.23**	.15**	.05	.06	.08*	.09*	.14**	-.12**	.60**	.05	.33**	1														
15	MR(F)	16	3.4	-.06	.13**	.14**	.02	.13**	.03	.03	.13**	.13**	-.03	.71**	.07	.44**	.39**	1													
16	HP(F)	11.7	5.45	.14**	-.02	.01	.05	-.11**	-.03	-0	-0	.04	.06	-.06	-.05	-.05	.03	-.05	1												
17	D(F)	19.3	4.86	-.03	.07	.08*	.09*	-0	-.04	0	.01	.12**	-.08*	.15**	.89**	.15**	.14**	.15**	.10**	1											
18	PP(M)	93.9	9.08	-.25**	.18**	.20**	.18**	.08*	.07	.09*	.15**	.15*	-.10**	.54**	.07	.39**	.44**	.51**	.51**	.12**	1										
19	NC(M)	30	9.74	.05	-.03	.05	.03	.01	-.14**	-0	-0	.06	.02	.13**	.67**	.13**	.04	.07	.11**	.54**	.61**	1									
20	PPB(M)	48.6	6.33	-.22**	.17**	.19**	.14**	.07*	.07*	.08*	.13**	.13**	-.11**	.52**	.03	.48**	.32**	.38**	.13**	.48**	.88**	.10**	1								
21	TR(M)	28	3.09	-.25**	.17**	.20**	.18**	.01	.08*	.10**	.12**	.15**	-.10**	.37**	.04	.15**	.58**	.29**	-0	.15**	.71**	.08*	.71**	1							
22	MR(M)	16.5	3.3	-.13**	.12**	.13**	.13**	.08*	.07	.06	.13**	.12**	-.03	.41**	.07*	.21**	.25**	.57**	0.1	.07*	.13**	-0	.13**	.47**	1						
23	HP(M)	11.8	5.76	.10**	-.04	.01	.02	.01	-.13**	-0	-.03	.06	.05	.05	.63**	.06	-.03	.07*	.67**	.12**	.03	.10**	.01	0	.46**	1					
24	D(M)	18.3	5.03	-.03	-.01	.01	.04	.01	-.13**	-0	-.03	.18**	-.01	.20**	.57**	.18**	.11**	.12**	.43**	.58**	.43**	.92**	.71**	.09**	.01	-0	1				
25	A	75.3	17.2	.47**	-.27**	-.19**	-.19**	-.14**	-.21**	-.09*	-.20**	-.12**	.29**	-.13**	.06	-.10**	-.16**	-.09*	.03	-.16**	.03	.15**	-.10**	-.10**	.09**	.14**	.01	1			
26	Gender	-	-	.28**	-.21**	-.12**	-.22**	-0	0	.03	-.12**	-.11**	-.25**	.06	-.10**	-.13**	-.13**	-.10**	0	-.15**	-0	-.13**	-.12**	-.09*	.01	-.10**	0.1	.07	1		
27	Age	15.4	1.46	.08*	-.02	-.01	-.04	-.09*	.19**	.19**	.04	.03	.07*	.14**	-0	-.13**	-.13**	-.11**	-.09*	.07*	-.13**	-.15**	-.16**	-.01	0	-.13**	-.16**	.01	.20**	1	
28	Time Spent	3.65	1.77	-.02	.08*	.08*	.02	.02	.04	.20**	.11**	.05	-.03	-0	-.10**	-0	-.08*	-0	-.08*	-0	-.08*	-.15**	-.01	-.13**	-.01	.01	-0	-.1	-.03	.29**	1

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed). Note: B= Bullying full scale, BSCS=Boarding School Climate Scale, PC=Pastoral Care, ACL=Academics & Civic Learning, DSR = Discipline Security & Rules, RS=Resource Support, PE=Physical Environment, L=Leadership, R = Relationship, BP= Behavioral Problems PP(F) = Positive Parenting (Father) composite scale, NC=Negative Control (Father) Composite Scale, PPB(F) = Positive Parenting Behavior (Father), TR(F)=Teaching Rules Father, MR(F)= Material Rewarding (Father), HP(F)=Harsh Punishment D(F)=Discipline (Father), (Father), PP(M) = Positive Parenting (Mother) composite scale, NC=Negative Control (Mother) Composite Scale, PPB(M) = Positive Parenting Behavior (Mother), TR(M)=Teaching Rules (Mother), MR(M)= Material Rewarding (Mother), HP(M)=Harsh Punishment (Mother), D(M)=Discipline (Mother), A= Aggression full scale

Hierarchical Multiple Regression

Initially a three-stage hierarchical multiple regression was carried out with bullying as dependent variable and demographic variables along with factors of boarding school climate as independent variables. Demographic variables i.e. gender, age, and time spent in boarding were entered in step 1. As Boarding School Climate Scale has multidimensional factors, only those factors were entered in step 2 that reflected significant relationship with bullying as indicated in Table 27. In step 2, positively connotated factors of boarding school climate were entered i.e. those having significant negative relationship with bullying. These factors were, pastoral care, academic and civic learning, discipline safety and rules, physical environment, leadership and relationships. In step 3 only negatively connotated factor i.e. behavioral problems was entered as it reflected the highest level of significant positive correlation with bullying ($r = -.32, p < .01$).

Results of hierarchical multiple regression in Table 28 reveal that overall, the regression model predicted 17.8 % of variance in bullying. Gender, age, and time spent at school predicted 8.2 % of variance in bullying $\Delta R^2 = .08\ F(3,734) = 21.77, p < .000$), although only gender was significant predictor of bullying with higher rate of bullying in boys. After controlling for gender, age, and time spent at school and launching the positive aspects of boarding school climate, step 2 explained additional 6.2% of variance in bullying and this change in R^2 was significant $\Delta R^2 = .06\ F(9,728) = 13.62\ p < .000$). Finally, addition of factor measuring behavioral problems to the regression model explained additional 3.4 % of variation in bullying and this change in R^2 was also significant $\Delta R^2 = .03\ F(10,727) = 15.77\ p < .000$). When the factor Behavioral Problems (BP) was added to the model, the factor measuring relationship dimension

became non-significant and the only strong predictor of bullying was Behavioral Problems.

The six positive aspects of boarding school climate together explained 6.2% variance, whereas the single behavioral problems amongst boarding students explained 3.4 % of variance, together the demographic variables and boarding school climate accounted for 18 % of variance in bullying among boarders. Moreover, positive aspects of school climate i.e. pastoral care, physical environment, and relationship reflect significant negative relationship with bullying, hence hypothesis 1 is confirmed as positive aspects of boarding school climate are likely to retard bullying. Negative aspect of boarding school climate i.e. Behavioral Problems (BP) tends to enhance bullying so positive relationship was found between BP and bullying, hence hypothesis 2 was confirmed. Significant higher rate of bullying in boys supports our hypothesis 3 which states that boys exhibit higher level of bullying as compared to females.

Table 28

Summary of Hierarchical Regression Analysis showing the effect of boarding school climate factors and demographic variables on bullying (N = 738)

Predictors	Model 1			Model 2			Model 3		
	B	$SE\ B$	β	B	$SE\ B$	β	B	$SE\ B$	β
Gender	9.76	1.27	.28***	7.72	1.2	.22***	6.77	1.27	.19***
Age	.59	.84	.03	.70	.85	.03	.06	.84	.00
Time spent in boarding	-.46	.91	-.02	-.14	.89	-.00	.06	.88	.00
Pastoral Care				-.15	.06	-.12*	-.15	.07	-.11*
Academic and Civic Learning				.13	.11	.06	.12	.11	.05
Discipline Security and Rules				.00	.08	.00	.04	.08	.02
Physical Environment				-.46	.14	-.14**	-.33	.14	-.10*
Leadership				.06	.11	.02	.03	.11	.01
Relationship				-.24	.09	-.11*	-.15	.09	-.08
Behavioral Problems							.35	.06	.20***
R		.29			.38			.42	
R^2		.08			.14			.18	
ΔR^2		.08			.06			.03	
ΔF		21.77**			8.85**			30.25**	

*$p < .05$ **$p < .01$ ***$p < .001$

Table 29

Summary of Hierarchical Regression Analysis showing the effect of boarding school

climate and demographic variables on bullying (N = 738)

	Model 1			Model 2		
Predictors	B	$SE\,B$	β	B	$SE\,B$	β
Gender	9.76	1.272	.279***	7.937	1.26	.23***
Age	.59	.84	.027	.683	.82	.031
Time spent in boarding	-.46	.911	-.019	-.049	.89	-.002
Boarding school Climate				-.084	.01	-.24***
R		.29			.37	
R^2		.08			.14	
ΔR^2		.08			.06	
ΔF		22.61***			47.81***	

***$p < .001$

Table 29 reflects the hierarchical multiple regression showing the effect of composite boarding school climate on bullying behavior of boarding students. Overall, the model attributed 14% variance in bullying amongst boarding students. In the first step, demographic variables were entered in the model that explained 8% of variance and in the second step overall boarding school climate scale scores were entered that explained additional 6 % of variance and change in R^2 was significant $\Delta R^2 = .06$ $F\,(4,733) = 29.99$ $p < .000)$. The results lend support to our hypothesis which proposed that positive boarding school climate is negatively related to bullying.

Table 30

Summary of Hierarchical Regression Analysis showing the effect of paternal parenting practices on bullying (N = 738)

Predictors	Model 1			Model 2			Model 3		
	B	SE B	β	B	SE B	β	B	SE B	β
Gender	9.76	1.27	.28***	8.96	1.24	.26***	8.49	1.25	.24***
Age	.59	.84	.03	.17	.82	.01	.39	.82	.02
Time spent in boarding	-.46	.91	-.02	-.68	.89	-.03	-.64	.88	-.03
Positive Parenting Behavior (Father)				-.42	.15	-.24***	-.41	.15	-.23**
Teaching Rules (Father)				-.56	.21	-.14**	-.54	.21	-.13**
Positive Parenting (Father) (Composite				.09	.11	.08	.09	.11	.08
Harsh Parenting (Father)							.21	.08	.09**
R		.29			.37			.38	
R^2		.08			.13			.14	
ΔR^2		.08			.05			.008	
ΔF		21.77***			15.23***			6.97**	

**$p < .01$ ***$p < .001$

Table 30 depicts results of hierarchical multiple regression showing the effect of positive and negative paternal practices on the bullying behavior of boarding students. Demographic variables were entered in step 1, positive parenting practices (individual and composite) were entered in step 2 and negative parenting practices i.e. Harsh Parenting (Father) was launched in step 3. Only those paternal practices were entered in the model that showed significant positive or negative relationship with bullying as indicated in Table 27. Overall, the regression model predicted 14.4 % of variance in bullying.

After controlling for gender, age, and time spent at school in step 1 and launching the positive aspects of paternal parenting practices i.e. Positive parenting behavior by father PPB (F), Teaching Rules by father TR (F) and Positive Parenting PP(F) (Composite), step 2 explained additional 5.4 % of variance in bullying and this change in R^2 was significant $\Delta R^2 = .05$ $F(6,731) = 19.13$ $p < .000$). Lastly, addition of factor measuring harsh parenting by father HP (F) explained additional .8% of variance in bullying. Three positive aspects of parenting i.e. Positive Parenting Behavior (F), Teaching Rules (F) and Positive Parenting (F) (Composite) explained approximately 6% of variance in bullying, whereas negative aspect explained .8% variance; although the effect was small yet change in value of R^2 was significant $\Delta R^2 = .008$ $F(7,730) = 17.53$ $p < .00$). Since positive paternal practices were negatively correlated with bullying so the results support the hypothesis 4 which states that positive paternal practices tend to reduce bullying. Moreover, negative paternal practices i.e. harsh punishment by father HP (P) showed positive correlation with bullying and the results lend support to the hypothesis 5 which puts forth that negative parental practices would enhance bullying among boarding students.

Table 31

Summary of Hierarchical Regression Analysis showing the effect of maternal parenting practices on bullying (N = 738)

Predictors	Model 1			Model 2			Model 3		
	B	$SE\ B$	β	B	$SE\ B$	β	B	$SE\ B$	β
Gender	9.76	1.27	.28***	8.42	1.25	.24***	8.26	1.24	.24***
Age	.59	.84	.03	.83	.82	.04	1.15	.82	.05
Time spent in boarding	-.46	.91	-.02	-.72	.89	-.03	-.82	.88	-.03
Positive Parenting Behavior (Mother)				-.25	.22	-.13	-.24	.22	-.12
Teaching Rules (Mother)				-.72	.26	-.18**	-.68	.26	-.17*
Material Rewarding (Mother)				.08	.25	.02	.02	.25	.01
Positive Parenting (Mother) Composite				.02	.21	.01	.01	.21	.01
Harsh Parenting (Mother)							.22	.07	.10**
R		.29			.38			.39	
R^2		.08			.14			.15	
ΔR^2		.08			.06			.01	
ΔF		21.77***			12.61***			8.71***	

*$p < .05$ **$p < .01$ ***$p < .001$

Table 31 depicts results of hierarchical multiple regression showing the effect of positive and negative maternal practices on the bullying behavior of boarding students. Demographic variables were entered in step 1, positive maternal parenting practices (individual and composite) were entered in step 2 and negative maternal parenting practices were entered in step 3. Only those maternal practices were entered in the model that showed significant positive or negative relationship with bullying as indicated in Table 27. Overall the regression model predicted 15.1 % of variance in bullying.

After controlling for gender, age, and time spent at school in step 1 and launching the positive aspects of maternal parenting practices i.e. Positive Parenting Behavior by mother PPB (M), Teaching Rules by mother TR (M), Material Rewarding by mother MR(M) and Positive Parenting by mother (M) (Composite), step 2 explained additional 6 % of variance in bullying and this change in R^2 was significant $\Delta R^2 = .06$ $F(7,730) = 17.13$ $p <$ .000). Lastly, addition of factor measuring harsh parenting by mother HP (M) explained additional 1% of variance in bullying. Four positive aspects of parenting i.e. Positive Parenting Behavior PPB(M), Teaching Rules TR (M), Material Rewarding by mother (M) and Positive Parenting by mother (M)(Composite) explained approximately 6% of variance in bullying, whereas negative aspect explained 1% variance; although the effect was small yet change in value of R^2 was significant $\Delta R^2 = .01$ $F(8,729) = 16.24$ $p <$ .00). Teaching rules by mother TR (M) negatively predicted bullying while the harsh parenting by mother HP (M) positively predicted bullying. The results partially support the hypothesis 4 which proposed that positive maternal practices are negatively related to bullying. Moreover, negative maternal practices i.e. harsh punishment by mother HP (M) showed positive correlation with bullying and the results support the hypothesis 5 which states that negative maternal practices tend to enhance bullying among boarding students.

Table 32

Summary of Hierarchical Regression Analysis showing the effect of boarding school climate, parenting practices and aggression

on bullying (N = 738)

Predictors	Model 1			Model 2			Model 3			Model 4		
	B	SE B	β	B	SE B	β	B	SE B	β	B	SE B	β
Gender	9.77	1.24	.28***	7.16	1.23	.20***	6.3	1.22	.18***	6.71	1.11	.19***
BSCS				-.05	.01	-.14***	-.03	0.01	-.10*	-.01	.01	-.04
BP				.34	.07	.20***	.34	.07	.20***	.2	.06	.12**
PP (F)							-.10	.04	-.10*	-.08	.04	-.07
NC (F)							.07	.06	.05	.04	.06	.03
PP (M)							-.17	.05	-.14***	-.16	.04	-.14***
NC (M)							.05	.06	.04	.04	.05	.03
Aggression										.28	.02	.39***
R		.29			.41			.46			.59	
R²		.08			.17			.21			.34	
ΔR²		.08			.08			.04			.134	
ΔF		21.72***			36.52***			10.26***			150.09***	

Note. BSCS= Boarding School Climate Scale, BP= Behavioral Problems, PP(F)=Positive Parenting (Father), NC(F)=Negative Control (Father), PP(M)=Positive Parenting (Mother), NC(M)=Negative Control (Mother)

*p < .05 **p < .01 ***p < .001

Table 32 depicts results of hierarchical multiple regression showing the effect of gender, boarding school climate, behavioral problems, and positive / negative paternal and maternal practices on the bullying behavior of boarding students. Demographic variable, the gender was entered in step 1 and Boarding School Climate Scale (BSCS) composite score and Behavioral Problems (BP) were entered in step 2. In Step 3 positive paternal and maternal practices (PPB-F and PPB-M) and negative paternal and maternal behavior NC (F) and NC (M) were entered, whereas in step 4 variable aggression was entered. Overall, the regression model predicted 34.4 % of variance in bullying.

Gender in step 1 explained 8.1% of variance in bullying. After controlling for gender in step 2 and launching the composite BSCS and BP explained 8.4 % of variance and change in R^2 was significant $\Delta R^2 = .08$ $F(3,734) = 48.33, p < .000$). Addition of positive and negative paternal and maternal practices in step 3 i.e. PPB(F), PPB (M), NC(F) and NC(M) explained 4.4% of variance and change in R^2 was significant $\Delta R^2 = .04$ $F(7,730) = 27.62, p < .000$). In step 4 addition of aggression in the model explained 13.4 of the variance and change in R^2 was significant $\Delta R^2 = .134$ $F(8,729) = 47.76, p < .000$). Results support the hypothesis 6 which states that aggression as personality trait is positively correlated to bullying

Mediation Analysis

Mediation is considered as an important approach for developing a better theoretical understanding of the mechanism that interacts with the relationship between predictor and criterion variables (Pieters, 2017; Rucker, Preacher, Tormala, & Petty, 2011; Wood, Goodman, Beckmann, & Cook, 2008) Mediation has extensively been used in applied disciplines like organizational psychology (Holland, Shore, & Cortina, 2017) marketing, consumer psychology (Pieters, 2017) and school psychology (Fairchild & McQuillin, 2010). Although, a host of research has used the causal steps approach proposed by Baron and Kenny (1986) yet it is considered an obsolete method (Aguinis, Edwards, & Bradley, 2017; Rucker et al., 2011). Contemporary mediation literature postulates that full and partial postulates of mediation have little value and are to be discarded (A. Hayes & Rockwood, 2016; A. F. Hayes, 2017; Rucker et al., 2011). Aguinis et al. (2017) argued that mediation should be checked by researchers regardless of the significance of the X-Y relationship if theory indicates the existence of mediation effects. Checking direct effects contradicts the fundamental theory of rationality and encourages researchers to test models that are not logically compatible. A statistically significant indirect effect is a sufficient justification for mediation (Preacher & Hayes, 2004; Zhao, Lynch Jr, & Chen, 2010). A model having multiple mediators, specific indirect effects should be evaluated rather than total indirect effect (Memon, Cheah, Ramayah, Ting, & Chuah, 2018). Zhao et al. (2010) gave a typology of mediation having 3 forms of mediation and 2 forms of non-mediation namely, complementary, competitive, indirect only, direct only and no mediation. In the current study, the classification system propounded by Zhao et al. (2010) was followed in order to comprehend the theoretical underpinnings of the concept of bullying amongst

boarders. Mediation analyses were computed to determine the effects of boarding school climate, aggression, and parenting practices on bullying behavior of boarding students. Mediation analyses were conducted on SPSS Process Macro by A. F. Hayes (2017). The significance of the indirect effects were analyzed by using the bootstrap test and bias corrected confidence interval by (Preacher & Hayes, 2004, 2008) that are considered as one of the most valid and powerful approaches for testing mediation effects (MacKinnon, Lockwood, & Williams, 2004; J. Williams & MacKinnon, 2008).

Table 33

Path Estimates for the mediation effect of aggression in the relationship between Boarding School Climate (BSC) and Bullying (N =738)

Path	b	SE	t	p
BSCS → Aggression (a)	-.13	.02	-7.61	.000
Aggression → Bullying (b)	.30	.02	12.81	.000
BSC → Bullying (c)	-.10	.01	-8.24	.000
R^2	.25			
F	123.19			.000

			95% CI	
Bootstrapping Effect	Effect	SE	Lower	Upper
Total	-.10	.01	-.12	-.07
Direct (ċ)	-.06	.01	-.08	-.04
Indirect a*b	-.04	.007	-.05	-.03

Note. BSCS = Boarding School Climate

Table 33 depicts the path estimates and mediation effects of aggression in the relationship between boarding school climate and bullying. Results show that the positive boarding school climate is a significant negative predictor of bullying (b = -.10, t = -8.24, p < .000) indicating that boarding schools having positive school climate are likely to

attenuate bullying incidence. Boarding school climate is negatively related to aggression (b = -.13, t = -7.61, p < .000) and aggression in turn, is a significant positive predictor of bullying (b = .30, t = 12.81, p < .000). The analysis of the indirect effects reveal that aggression mediates the relationship between boarding school climate and bullying a×b = -.04, (95% CI, -.05 to -.03), consequently signifying the role of aggression as a personality trait in bullying behavior amongst boarders. The results also suggest that after accounting for the mediating role of aggression, positive boarding school climate still negatively predict bullying indicating that aggression as personality trait is mediating the relationship between school climate and bullying. Typology proposed by Zhao et al. (2010) was applied to estimate the type of mediation and it was found to be complementary mediation since the signs in both direct (c) and indirect effects (a×b) were negative and significant. Moreover, the product of direct and indirect effects (i.e. a×b×c) was positive (Figure 8). Results support our hypothesis 7 which claims that aggression as personality trait would mediate relationship between boarding school climate and bullying among boarding school students.
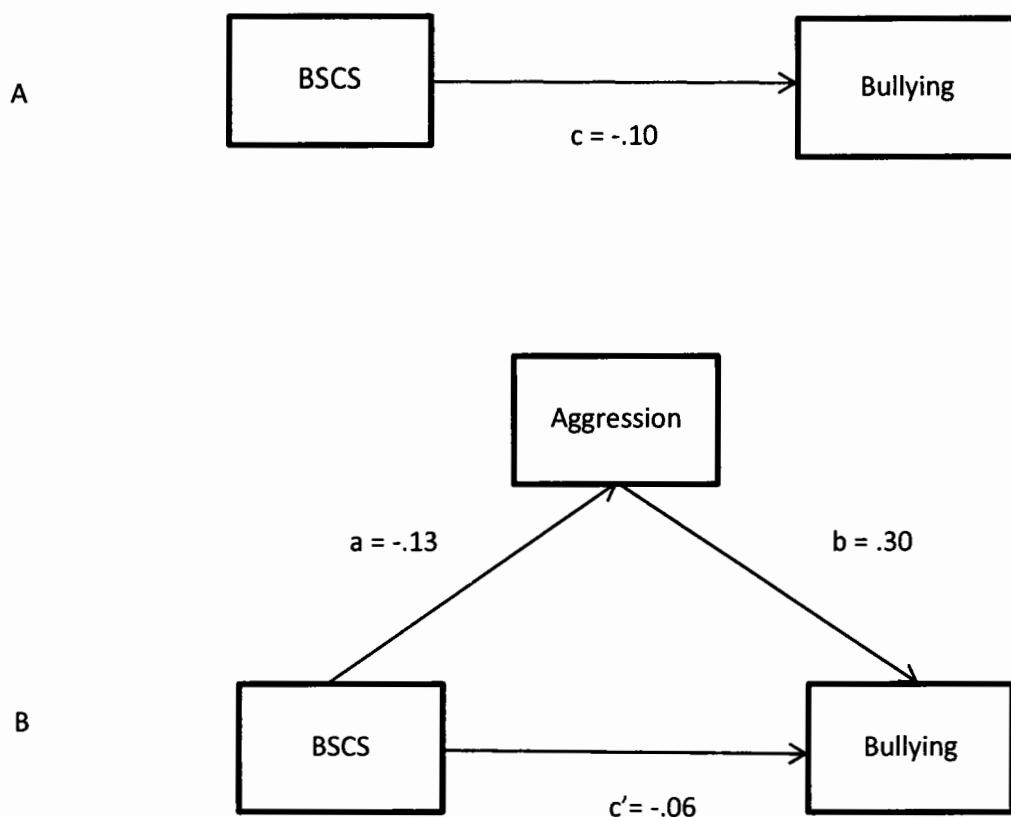
Figure 8. Path diagrams depicting mediation effect of aggression. Panel A depicts the direct effect of Boarding School Climate on Bullying. Panel B depicts the effect of Boarding School Climate on Bullying through Aggression. Estimates are unstandardized regression coefficients which are significant at $p < .001$.

Table 34

Path Estimates for the effect of Aggression in the relationship between Harsh Punishment by father HP(F) and Bullying.(N =738)

Path	b	S.E	t	p
HP(F) → Aggression (a)	.31	.12	2.71	.000
Aggression → Bullying (b)	.32	.02	14.22	.000
HP(F) → Bullying (c)	.21	.07	2.83	.004
R^2	.23			
F	110.22			.000

			95% CI	
Bootstrapping Effect	Effect	S.E	Lower	Upper
Total	.31	.08	.15	.46
Direct (c)	.21	.07	.06	.35
Indirect a*b (Bootstrap)	.10	.05	.02	.20

Note. BSC = Boarding School Climate

Table 34 depicts the path estimates and mediation effects of aggression in the relationship between Harsh Punishment by Father HP (F) and Bullying. The results show that harsh punishment by Father HP (F) is a significant positive predictor of aggression (b = .31, t = 2.71, p < .000) and aggression in turn, positively predicts bullying (b = .32, t = 14.22, p <.000). While analyzing the indirect effects, it was revealed that aggression significantly mediates the relationship between paternal harsh punishment and bullying a×b = .10, (95% CI, .01 to .20). The results also propose that after accounting for the mediating role of aggression, Harsh Punishment by Father HP (F) still positively predicts bullying suggesting that aggression as a personality trait is mediating the relationship between HP (F) and bullying. And both direct and indirect effects were positive and the

product of indirect and total effects (a×b×c) was also positive (Figure 9), hence suggesting

complementary mediation (Zhao et al., 2010). The results support our hypothesis 8 which

proposed that aggression would mediate the relationship between paternal harsh

punishment and bullying.
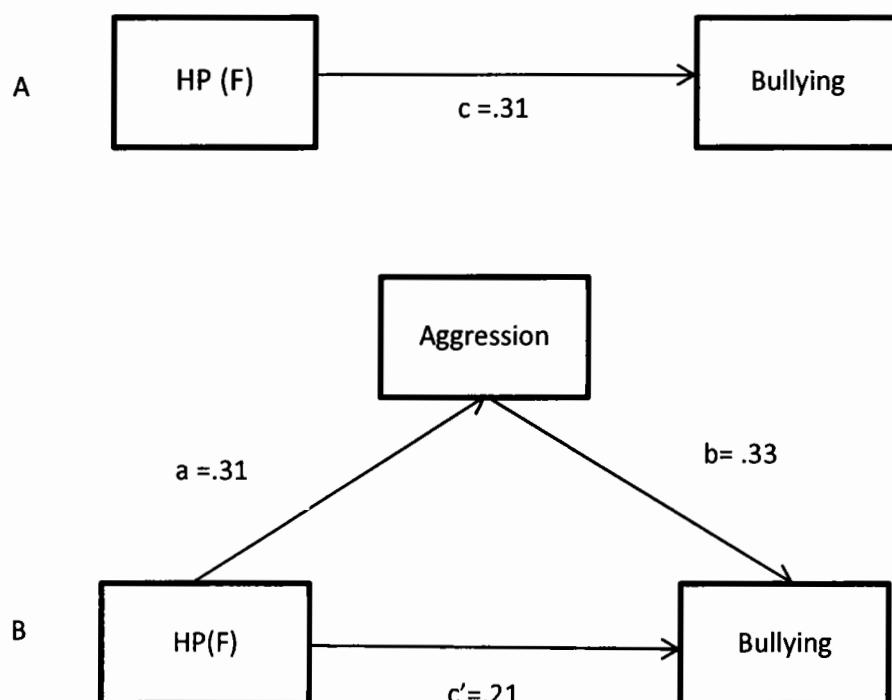
Figure 9. Path diagrams depicting mediation effect of aggression. Panel A depicts the direct effect of Harsh Punishment by Father on Bullying. Panel B depicts the effect of Harsh Punishment by Father on Bullying through Aggression. Estimates are unstandardized regression coefficients which are significant at $p < .001$ and $p < .01$.

Table 35

Path Estimates for the effect of Barding School Climate in the relationship between
Positive Parenting Behavior by father PPB(F) and Bullying. N =738

Path	B	S.E	t	p
PPB(F) → BSC (a)	1.06	.18	5.87	.000
BSC → Bullying (b)	-.09	.01	-7.10	.000
PPB(F) → Bullying (c)	-.32	.06	-5.13	.000
R²	.11			
F	48.23			.000

			95% CI	
Bootstrapping Effect	Effect	S.E	Lower	Upper
Total	-.41	.06	-.54	-.29
Direct (c)	-.32	.06	-.44	.19
Indirect a*b)	-.10	.02	-.14	-.05

Note. PPB(F) = Positive Parenting Behavior, BSC= Boarding School Climate

Table 35 depicts the path estimates and mediation effects of boarding school climate (BSC) in the relationship between Positive Parenting Behavior by Father PPB (F) and Bullying. The results show that the PPB (F) is negatively related to bullying (b = -.32, t = -5.13, p < .000) hence signifies that positive paternal behavior is likely to reduce bullying incidence in boarding schools. Moreover, the analysis of the indirect effects reveal that boarding school climate mediates the relationship between PPB(F) and bullying ab = -.10, (95% CI, -.14 to -.05). And Positive Parenting Behavior by father positively affects boarding school climate (b = 1.06, t = 5.87, p < .000) and boarding school climate (BSC) is in turn, negatively related to bullying (b = -.09, t = -7.10, p < .000). The results also suggest that after accounting for the mediating role of BSC, Positive Parenting Behavior by Father PPB (F) still negatively predicts bullying suggesting that BSC is mediating the

relationship between PPB(F) and bullying. Since product of indirect effects and direct effects (a×b×c) was positive (Figure 10), it signifies complementary mediation (Zhao et al., 2010) that is equivalent to partial mediation by Baron and Kenny (1986).
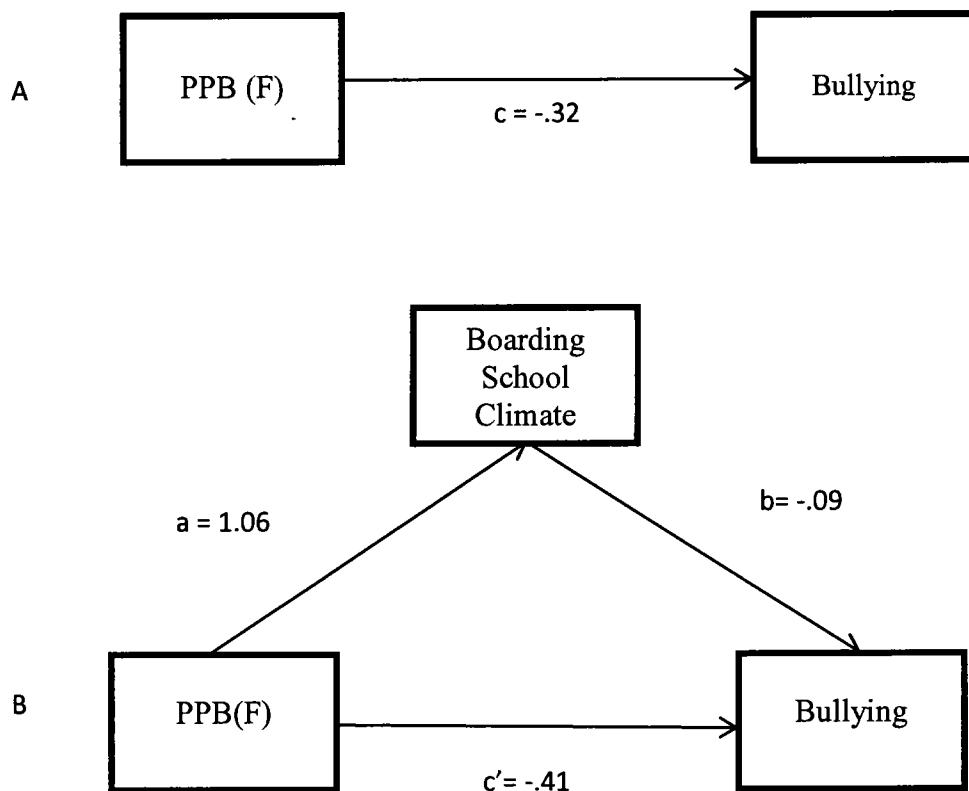
Figure 10. Path diagrams depicting mediation effect of boarding school climate. Panel A depicts the direct effect of Positive Parenting Behavior by Father PPB(P) on Bullying. Panel B depicts the effect of Positive Parenting Behavior by Father on Bullying through Boarding School Climate. Estimates are unstandardized regression coefficients which are significant at $p < .001$.

Table 36

Path coefficients for parallel mediation model depicting the mediating effect of positive parenting practices in the relationship between boarding school climate and bullying (N =738)

Path	*B*	SE	*t*	*p*	Bullying 95% CI [Lower, Upper]
Total Effect (c)	-.10	.012	-8.24	.000	[-.13, -.08]
Direct Effect (c')	-.08	.012	-6.86	.000	[-.11, -.60]
IV-M1 (a1)	.04	.007	5.87	.000	[.03, .06]
IV-M2 (a2)	.03	.007	4.77	.000	[.02, .04]
M1-DV (b1)	-.22	.07	-3.16	.001	[-.36,-.08]
M2-DV (b2)	-.24	.08	-3.12	.001	[-.38,-.09]
R^2	.13				
F	35.78			.000	

Bootstrapping Effect	Effect	SE	[Lower, Upper]
Total Indirect Effect	-.016	.004	[-.03, -.009]
IV-M1-DV (a1*b1)	-.009	.004	[-.019, -.002]
IV-M2-DV (a2*b2)	-.007	.003	[-.015, -.001]

Note = This is path coefficients for parallel mediation model of Hayes process model 4, Indirect effects and 95% Confidence interval predicting bullying (N = 738), SE is standard error, IV = Independent variable (Boarding School Climate), DV = Dependent variable (Bullying), M1 & M2 = parallel mediators (Positive Parenting Behavior by Father PPB(F) & Positive Parenting Behavior by Mother PPB(M)); a1, a2, b1, b2 are regression coefficients for X1 & X2 respectively; while b1, b2 are the regression coefficients for M1 & M2 respectively. Boot-LLCI and Boot-ULCI are the abbreviations for lower limit bootstrap confidence interval and upper limit bootstrap confidence interval respectively.

Table 36 shows path coefficients for parallel mediation model depicting the mediating effects of positive parenting practices in the relationship between boarding school climate and bullying. Initially, direct effect is explored by regressing bullying on boarding school climate, which is -.08 (*b* = -.08, *t* = -6.86, *p* < .000) and which indicates that boarding school climate negatively predicts bullying. Positive Parenting Behavior by

Father PPB(F), the first mediator, is then regressed on boarding school climate (BSC) (path a1) and unstandardized coefficient is .04, which indicates that boarding school climate is positively predicted by PPB(F) ($b = .04$, $t = -5.87$, $p < .000$). Similarly, the positive parenting behavior by mother PPB(M), the second mediator, is regressed on boarding school climate (path a2) and the result of significant coefficient effect is ($b = .03$, $t = -4.77$, $p < .000$). Likewise, bullying is regressed on PPB (F) (path b1) and significant negative effect was found ($b = -.22$, $t = -3.16$, $p < .001$). Moreover, significant negative effect was also observed when bullying was regressed on positive parenting behavior by mother (path b2) ($b = -.24$, $t = -3.16$, $p < .001$).

Indirect effects of mediators are calculated as -.009 for PPB (F) (a1b1 =-.009, CI = -.0188, -.023) and -.007 for PPB(M) (a2b2 = CI = -.0148, -.0014) demonstrating both predictors were significantly related to boarding school climate and bullying because bootstrap was above zero. The direct effect of boarding school climate on bullying (ċ) is -.0846 (CI = -.1089-, .0604, p <.000). The total indirect effects through both mediators (a1b1 + a2b2) is -.0167 (CI = -.0263-.0090). Resultantly, the total effect (a1b1 + a2b2 + ċ) of X on Y is -.1013. Therefore, the total effect (c = -.1013, CI = -.1254, -.0772) of boarding school climate on bullying is due to an indirect path however, the coefficient of indirect path is smaller than the direct path. Both direct and indirect effects were negative and the product of a×b×c is positive for both mediators (Figure 11) which suggests complementary mediation as per the typology given by Zhao et al. (2010). It further supported our hypothesis 1 which states that positive parenting practices are negatively related to bullying.
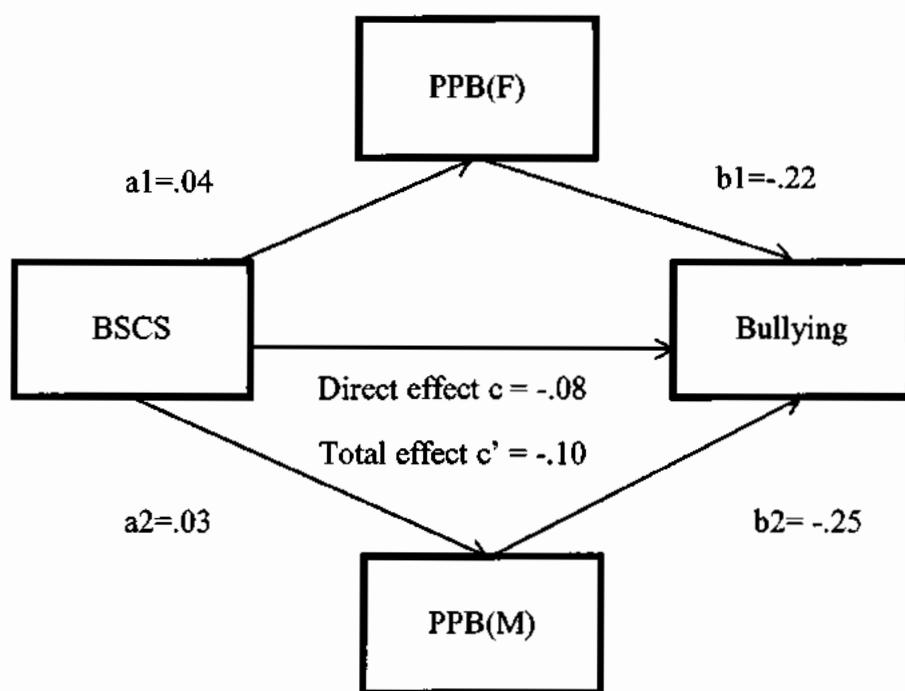
Figure 11. Path diagram for parallel model mediation.

Moderation Analysis

In order to explicate the relationship between bullying and various proximal and distal variables, moderating role of boarding school climate dimensions, parenting practices and aggression in bullying behavior of boarding school students were explored. Moderation effects of these variables were tested using Macro Process Analysis as proposed by Hayes and Preacher (2013). The process is a statistical method of conducting moderation and mediation. Patterns of interaction effects in moderation analysis were explained by following the rules by Jacob Cohen, Cohen, West, and Aiken (2003) who distinguished three types of interactions.(a) *synergistic or enhancing interactions* that demonstrate amplifying effect when predictors are combined and all three coefficients of regression have the same sign, (b) *buffering interactions,* a pattern in which the two predictors have opposite signs, one predictor mitigates the effects of the other predictor, one predictors acts as a risk factor while the other predictor acts as protective factor, (c) *interference or antagonistic interaction,* a pattern in which the predictors work in similar direction but interaction effect is in the opposite direction.

Table 37

Moderating effect of Physical environment in the relationship between Pastoral Care and Bullying among boarding students. (N =738)

Variables	B	SE B	t	p	Bullying 95% CI
Constant	13.61	.45	30.03	.000	[12.72, 14.50]
Pastoral Care (PC)	-.19	.05	-3.82	.000	[-.29, -.09]
Physical Environment (PE)	-.77	.13	-5.90	.000	[-1.03, -.51]
PC × PE	-.03	.01	-3.20	.001	[-.06, -.01]
R^2	.10				
F	26.08			.000	

Table 37 shows moderating effect of physical environment in the relationship between pastoral care and bullying among boarding students. Results of Main effects show that Pastoral Care (B = -.19, SE = .05, p < .000) and Physical Environment (B = -.77, SE = .13, p < .000) negatively predicts bullying. The interaction effects show that physical environment significantly moderated the relationship between Pastoral Care and Bullying (B = -.03, SE = .01, p < .001). The findings suggest that Pastoral Care and Physical Environment interactively produced 10% variance in explaining bullying among boarding students (F(3,734) = 26.08, R^2 = .10, p < .000). Moreover, Pastoral Care and Physical Environment interactively have shielding effect on bullying. A significant interaction terms with negative beta coefficients indicate that the predictors have synergistic effect (Cohen et al, 2003). Mod graph further explains this relationship at different levels (i.e. low, medium, and high) of physical environment. Results support hypothesis 10 that physical environment moderate the relationship between pastoral care and bullying and has

shielding effects. The line graph reflects that physical environment boosts the relationship

between pastoral care and bullying. The slopes of the graph indicate that as the level of

physical environment increased the bullying also attenuated (Figure 12).

Moderating Effect of Physical Environment
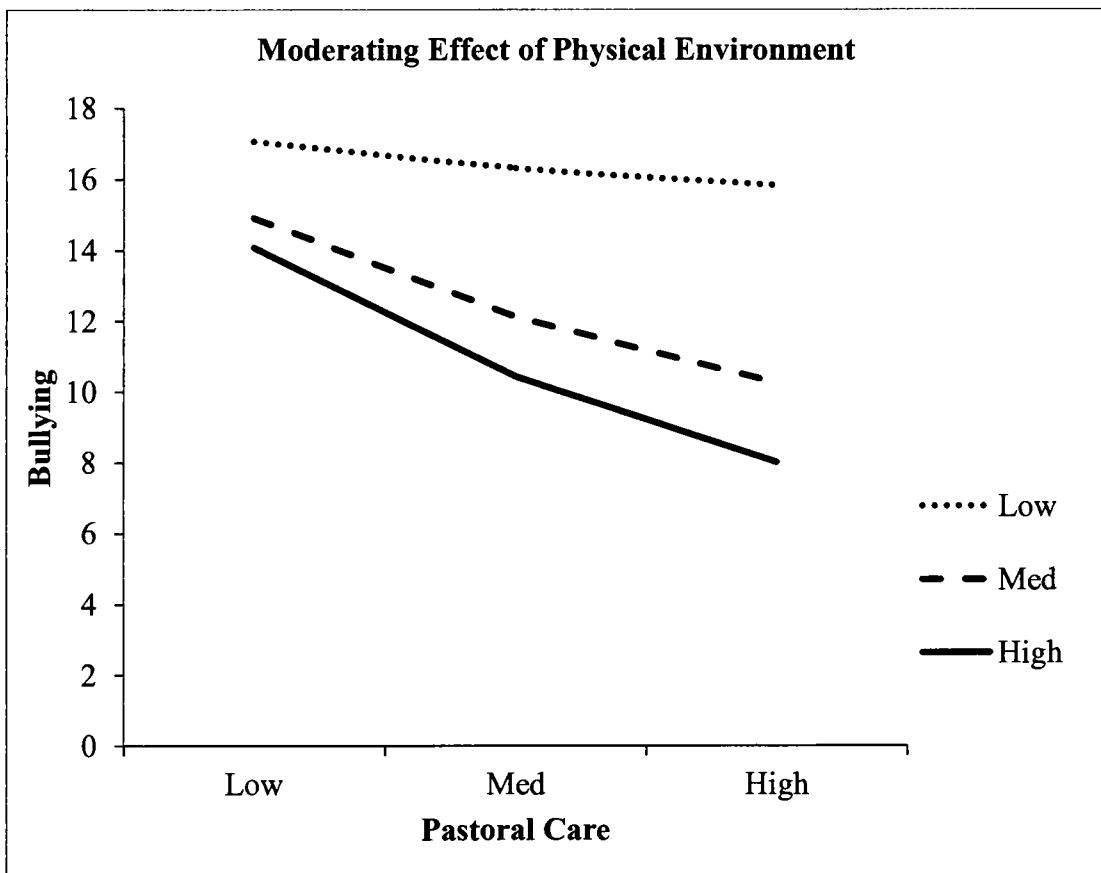
Figure 12. Moderating effect of physical environment in predicting bullying among
boarding students.

Table 38

Moderating effect of Paternal Parenting Practices in the relationship between Boarding School Climate (BSC) and Bullying among boarding students (N =738)

Variables		B	SE B	t	Bullying	
					p	95% CI
Constant		12.93	.43	30.15	.000	[12.08, 13.77]
BSC		-.09	.01	-7.26	.000	[-.11, -.07]
PPB(F)		-.30	.06	-4.84	.000	[-.42, -.18]
BSC × PPB(F)		-.004	.001	2.11	.035	[-.00, -.007]
R^2	.12					
F	33.80				.000	
Constant		13.09	.42	30.92	.000	[12.26, 13.92]
BSC		-.10	.01	-8.14	.000	[-.12, -.07]
HP(F)		.30	.08	-3.84	.000	[.15, .45]
BSC × HP(F)		-.005	.002	2.28	.023	[-.00, -.007]
R2	.11					
F	29.59				.000	

Note. BSC = Boarding School Climate, PPB(F) = Positive Parenting Behavior by Father, HP(F) = Harsh Punishment by Father.

Table 38 demonstrates the results related to moderating role of paternal parenting practices in the relationship between Boarding School Climate (BSC) and Bullying among boarding students. Model 1 depicts that individually positive boarding school climate ($B = -.09$, $SE = .01$, $p < .000$) and PPB (F) ($B = -.30$, $SE = .06$, $p < .000$) significantly, yet negatively predict bullying behavior among boarders. The interaction effect show that PPB (F) significantly moderated the relationship between boarding school climate and bullying ($B = -.004$, $SE = .001$, $p < .035$), however, the effect size is small. The findings suggest that BSC and PPB(F) interactively produced 12% of variance in explaining bullying among boarding students (F (3,734) = 33.80, $R^2 = .12$, $p < .000$). Furthermore, BSC and PPB(F) interactively have shielding effect on bullying. A significant interaction term and negative

beta of three regression coefficients indicate that the predictors have synergistic effect (Jacob Cohen et al., 2003). Moreover, mod graph explains this relationship at different levels (i.e., low medium and high) of Positive Parenting Behavior by Father PPB (F). The line graph shows that higher level of positive paternal parenting has ebbing effect in relationship between boarding school climate and bullying amongst boarder (Figure 13). Model 2 depicts that individually positive boarding school climate significantly and negatively predicts bullying (B = -.10, SE = .01, p < .000). On the other hand, harsh punishment by father HP (F) served as positive predictor of bullying (B = .30, SE = .08, p < .000). The interaction effect show that HP(F) significantly moderated the relationship between boarding school climate and bullying (B = -.005, SE = .002, p < .023), however, the effect size is small. The results suggest that BSC and HP(F) interactively produced 11% of variance in explaining bullying among boarding students (F (3,734) = 29.59, R^2 = .11, p < .000). Furthermore, positive boarding school climate is a protective factor while the paternal harsh punishment is a risk factor and interactively they have buffering effect on bullying (Cohen et al., 2003). Mod graph further illustrates this effect by suggesting at high, medium and lower level of harsh punishment. The slopes indicate that harsh punishment by father at higher level increased bullying in boarding schools. (Figure 14).
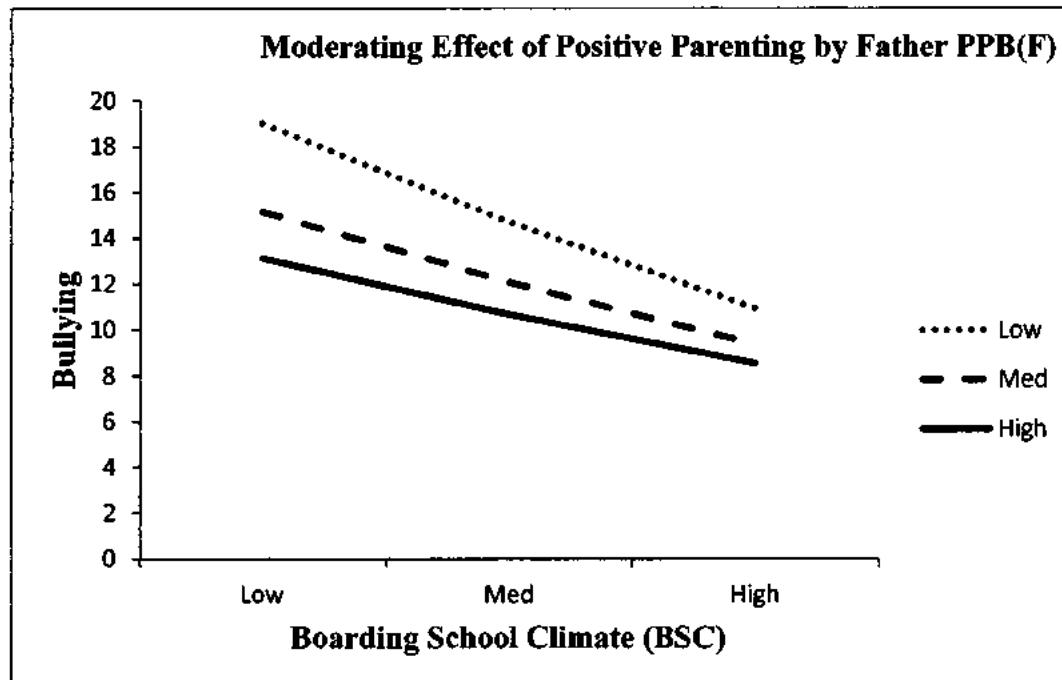
Figure 13. Moderating effect of positive parenting behavior by father in predicting bullying among boarding students.
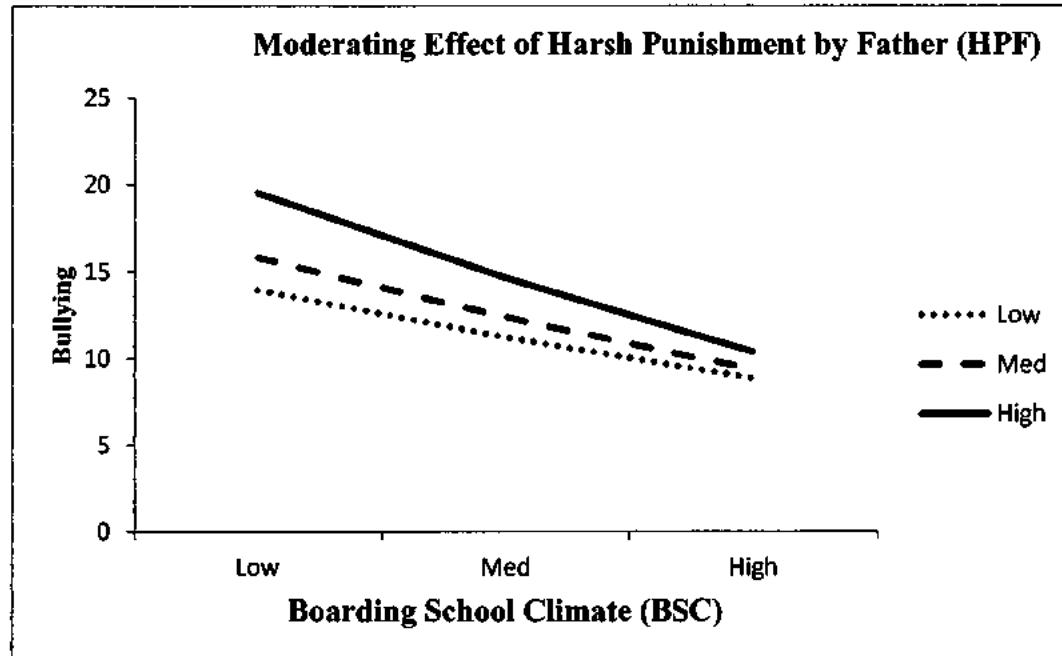

Figure 14. Moderating effect of harsh punishment by father in predicting bullying among boarding students.

Table 39

Moderating effect of Maternal Parenting Practices in the relationship between Boarding School Climate (BSC) and Bullying among boarding students. (N =738)

| Variables		B	SE B	t	Bullying	
					p	95% CI
Constant		13.18	.43	30.85	.000	[12.33, 14.02]
BSC		-.09	.01	-7.26	.000	[-.11, -.07]
PPB(M)		-.35	.07	-5.18	.000	[-.49, -.22]
BSC × PPB(M)		-.002	.001	-.92	.357	[-.00, -.001]
R²	.12					
F	32.33				.000	
Constant		13.08	.43	30.72	.000	[12.24, 13.92]
BSC		-.10	.01	-8.10	.000	[-.12, -.07]
HP(M)		.20	.07	2.63	.008	[.04, .34]
BSC × HP(M)		-.004	.002	-2.07	.038	[-.008, - .0002]
R2	.10					
F	26.74				.000	

Note. BSC = Boarding School Climate, PPB(M) = Positive Parenting Behavior by Mother HP(M) = Harsh Punishment by Mother

Table 39 depicts the results pertaining to moderating role of Maternal Parenting Practices in the relationship between Boarding School Climate (BSC) and Bullying among boarding students. Main effects in Model 1 indicate that individually positive boarding school climate (B = -.09, SE = .01, p < .000) and positive parenting behavior by mother PPB (M) (B = -.35, SE = .07, p < .000) significantly, yet negatively predict bullying behavior among boarders. Their interaction effect, however, shows non-significant relationship in predicting bullying among boarding students (B = -.002, SE = .001, p . 35). Main effects in Model 2 show that individually positive boarding school climate significantly and negatively predicts bullying (B = -.10, SE = .01, p < .000). On the other

hand, harsh punishment by mother served as positive predictor of bullying (B = .20, *SE* = .07, *p* < .008). The interaction effect shows that harsh punishment by mother HP(M) significantly moderated the relationship between boarding school climate and bullying (B = -.004, *SE* = .002, *p* < .038), however, the effect size is small. The results suggest that BSC and HP(M) interactively produced 10% of variance in explaining bullying among boarding students (F (3,734) = 26.74, R^2 = .10, *p* < .000). Furthermore, positive boarding school climate is a protective factor while the maternal harsh punishment is a risk factor and interactively they have buffering effect on bullying (Jacob Cohen et al., 2003). Mod graph explains this relationship at different levels (i.e. low medium and high) of harsh punishment by mother HP (F). The line graph shows that higher level of maternal harsh punishment predict higher level of bullying amongst boarders (Figure 15).
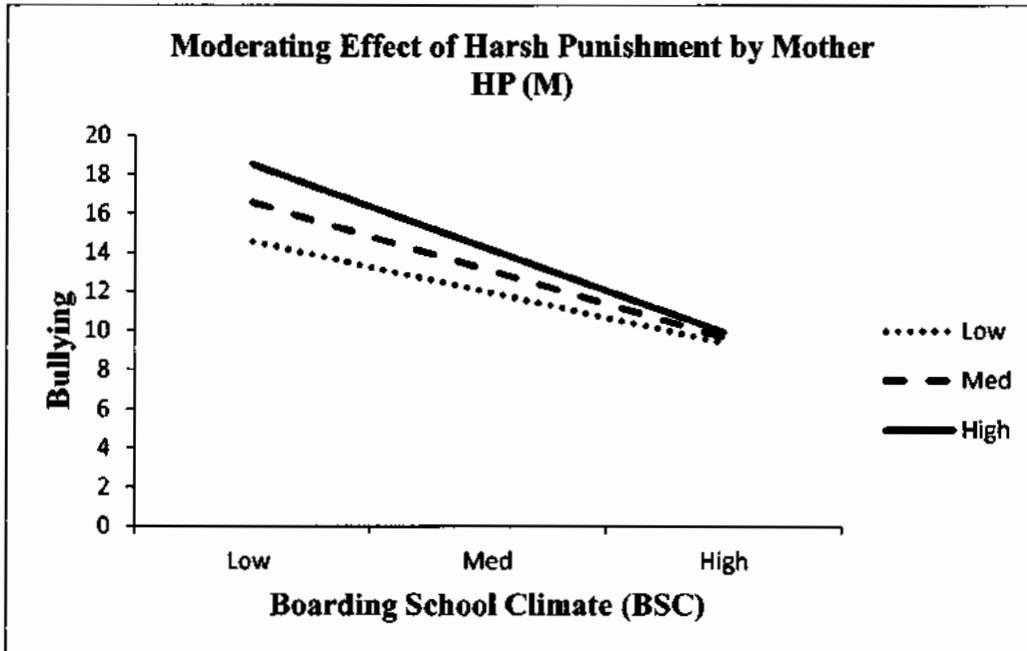
*Figure 15.* Moderating effect of harsh punishment by mother in predicting bullying among boarding students.

Group Differences for Study Variables

In order to assess the group differences across gender, age, and time spent in boarding schools in terms of bullying, aggression, and their subscales t–test was used.

Table 40

Mean, Standard Deviation and t-values for Gender on Bullying and its subscales (N =738)

Variables	Male			Female					95%CI		Cohen's
	M	*SD*	*N*	*M*	*SD*	*N*	*t*	*p*	LL	UL	*d*
Bullying	14.50	12.41	635	4.53	4.72	103	8.05	.000	7.54	12.40	.82
Bully	6.04	5.75	635	2.22	2.51	103	6.63	.000	2.69	4.95	.68
Victim	4.76	4.41	635	1.35	2.75	103	7.60	.000	2.53	4.29	.79
Fight	3.44	3.83	635	.96	1.40	103	6.49	.000	1.73	3.23	.67

Table 40 reflects descriptive statistics associated with bullying ant its subscales across gender. Boys scored significantly higher scores on bullying t (635) = 8.05, $p < .001$, $d = .82$ and its subscales i.e. bully t (635) = 6.63, $p < .001$, $d = .68$ victim t (635) = 7.60, $p < .001$, $d = .79$ and fight $t(635) = 6.49$, $p < .00$, $d = .67$. The results support our hypothesis 3which states that boys score higher on bullying as compared to girls.

Table 41

Mean, Standard Deviation and t-values for Gender on Aggression and its subscales (N =738)

	Male			Female					95%CI		Cohen's
Variables	*M*	*SD*	*N*	*M*	*SD*	*N*	*t*	*p*	LL	UL	*d*
A	75.72	17.50	635	72.47	14.60	103	1.79	.009	-.32	6.83	.20
PA	22.31	6.62	635	17.73	5.33	103	6.68	.001	3.24	5.93	.76
VA	14.17	4.42	635	14.35	3.76	103	-.390	.086	-1.08	.72	.04
Ang	17.63	5.06	635	18.84	4.53	103	-2.29	.110	-2.25	-.17	.25
H	21.60	6.66	635	21.54	6.69	103	.086	.679	-1.33	1.45	.01

Note. A= Aggression, PA = Physical Aggression, VA = Verbal Aggression Ang= Anger H = Hostility

Table 41 reflects descriptive statistics associated with aggression and its subscales across gender. Boys achieved significantly higher scores on overall aggression t (635) = 1.79, $p < .009$, $d = .20$ and its subscale physical aggression t (635) = 6.68, $p < .001$, $d = .76$. Although, girls scored higher on verbal aggression but the difference was not significant $t(103) = -.39$, $p < .086$, $d = .04$. The results support our hypothesis 3 which proposed that boys score higher on aggression as compared to girls.

Table 42

Means Standard Deviation and t values of BSCS in terms of gender (N =738)

| | Gender | | | | | | | 95 % CI | | |
| | Boys (N =635) | | Girls (N =103) | | | | | | | Cohen's d |
	M	SD	M	SD	t	df	p	LL	UL	
BSCS	263.24	34.65	284.72	30.13	-5.94	736	.000	-28.58	-14.37	.66

Note. BSCS = Boarding School Climate Scale

Table 42 reflects descriptive statistics associated with Boarding School Climate Scale (BSCS) scores across gender. Girls reflected significantly higher scores on BSCS t (103) = -5.94 $p < .000$, as compared to boys $t(635) = -6.56$, $p < .000$. The assumption of homogeneity of variance was tested and verified by Levene's F Test, F (736) = 1.93, $p = .17$. The Effect size in terms of Cohen's d was $d = .66$ which is high. The results support our hypothesis 11 which puts forth that girls retain more positive perception of school climate as compared to boys.

Table 43

Means Standard Deviation and t values of BSCS in terms of time spent in boarding schools (N =738)

	Time spent in Boarding							95 % CI		
	1 to 3 years (N =417)		4 to 11 years (N =321)							Cohen's d
	M	SD	M	SD	t	df	p	LL	UL	
BSCS	263.73	35.12	269.50	34.26	-2.24	736	.026	-10.84	-.710	.17

Note: BSCS = Boarding School Climate Scale

Table 43 reflects descriptive statistics associated with Boarding School Climate Scale (BSCS) scores in terms of time spent in boarding schools. Boarders having more time spent in boarding scored significantly higher on BSCS t (321) = -2.24, $p < .000$, as compared to those who had spent less time in boarding $d = .17$. The assumption of homogeneity of variance was tested and verified by Levene's F Test, $F (736) =.470, p = .026$. The results are contrary to our hypothesis 12 which stated that boarders who spend more time in boarding develop more negative perception of school climate as compared to those who spend less time in boarding.

Discussion

The present study was aimed at exploring the antecedents of bullying in terms of school climate, paternal and maternal parenting practices, and trait aggression. This study was the first of its kind to develop boarding school climate scale. In the absence of any valid and reliable scale to measure the boarding school climate (Hodges et al., 2016), one of the main objectives of this study was to develop a scale to measure students' perception of boarding school climate, besides studying the impact of specific boarding school climate factors on the bullying behavior of boarders. The study also explored mediation and moderation effects of paternal and maternal parenting practices and aggression as a personality trait in the relationship between school climate and bullying behavior of boarding students. Gender differences in adolescents' level of bullying behavior were also investigated.

The Study was carried out in two phases. The first phase consisted of development of Boarding School Climate Scale (BSCS). This phase also comprised translation and adaptation of Parental Behavior Scale short version (PBS-S) (Father & Mother) and Georgia Brief School Climate Inventory along with determination of their psychometric properties. Furthermore, psychometric properties of Aggression Questionnaire by Buss and Perry (1992), translated into Urdu by Khalid & Hussain, (2000), and Illinois Bully Scale (Espelage & Holt, 2001) translated into Urdu by (Shujja & Atta, 2011), were also established in the this phase. In the second phase, main study was carried out to test the hypotheses developed in the study.

Factor Structure of Boarding School Climate Scale (BSCS)

Schools are multifaceted and shaped by various factors, like any other organization including the community at macro level to the individual at micro level (Bronfenbrenner, 1979). Each school has its own distinct setting and is composed of various institutional and psychological features (Modin & Östberg, 2009). Therefore, multidimensional assessments of the school climate is necessary to accurately determine the climate of a school. Since developing and validating the Boarding School Climate Scale (BSCS) was the first goal of the research, a scale was developed in the first phase to measure the boarding students' perception of boarding school climate. Triangulation method was used to investigate the construct of boarding school climate in which various techniques were employed to explore the phenomenon (Polit & Beck, 2008). Multiple benefits are associated with triangulation; including the innovation, uniqueness, theoretical base, clearer understanding of the phenomenon (Thurmond, 2001), validity and comprehensiveness (Ammenwerth et al. (2003). Open-ended questionnaire and group discussion methods were used to identify the constructs associated with boarding school climate and items were developed in the light of the identified constructs. A scale comprising 68 items was generated through literature review, open-ended questionnaire administered upon ex-boarders and group discussions with the current boarding school students. Principal Component Analysis (PCA) with oblique rotation (Promax) was done to extract the factor structure of the scale. Items were retained on factors if they had high loadings (absolute value $\geq$ .30) (Field, 2013) and 8 factor solution was emerged with PCA having eigenvalues greater than 1 according to Kaiser's rule (Nunnally, 1978).The extracted factors were Pastoral Care, Behavioral Problems, Academic & Civic Learning,

Discipline Security & Rules, Resource Support, Physical Environment, Leadership and Relationships. The findings provided support for the BSCS as a comprehensive assessment of students' perception of their school experiences.

The results of the study indicated that the perceptions of student's experiences of boarding are complex, representing multiple aspects of school experiences. Factor measuring the pastoral care dimension explained 23.46 % of the total of 46.30 % variance. It reinforced the concept that student views of the domain of Pastoral Care play an important role in a school's overall climate, which emerged as a first factor. The purpose of boarding institutes is to educate and develop boarders (Cree, 2000; White, 2004). Boarding schools purport to offer "home away from home" (Anderson, 2005; Hawkes., 2001; Holgate, 2007; ISCA., 2008). The achievement of any boarding institute relies on the ability to accomplish this objective (Anderson, 2005; Hawkes, 2010). In the absence of parents, boarding staff is responsible for the upbringing and grooming of boarders. There is in loco parentis role of staff in boarding schools. Boarding staff is responsible to perform a number of tasks of parents under "in loco parentis" role (Garner, 2009). This role is crucial for the growth and development of boarders. Since boarding staff is responsible for overall grooming of students, pastoral care is increasingly been considered not merely as an activity for personal growth but rather involves the development of empathic relationships so that the students in the school community are nurtured into stable human being. When reviewing current literature, four fields emerge as core elements of pastoral care, such as the enhancement of safety and well-being, stability, educational and social development (Hearn et al., 2006). Hodges et al. (2016) carried out comparative analysis of the views of boarders and staff about the boarding environment in terms of conflict, social

support and climate. Boarders reported substantially higher levels of conflict and lower levels of social care and a supportive environment than staff did. The results supported the concept of boarding environment akin to home environment. The author further found that girls described the house mistress or peers as the best caring persons, while most boys acknowledged house master as supportive figure signifying boarding personnel mutual responsibility for the emotional wellbeing of boarders.

The second factor that emerged in factor analysis was "Behavioral Problems". Adolescence age is often associated with behavioral problems. Problem behavior is an act of a person who either jeopardize the wellness or safety of self or others; or who "exerts momentous negative impact on his or her own quality of life or the quality of life of others" (O'brien et al., 2003). Behavioral problems of adolescents can be categorized into two dimensions internalizing and externalizing (Achenbach, 1966, 1994). Cases of externalizing problem behavior in adolescents comprise manifested behavior in the form of substance abuse, hostility, aggressiveness, scuffle, lying, rule braking and delinquency (Arthur, Hawkins, Pollard, Catalano, & Baglioni Jr, 2002) whereas internalizing problems include depression, anxiety, social withdrawal and physiological issues (Achenbach, 1966, 1994). Hinshaw (1987) used the terms "conduct problems" "under controlled" and "anti-social" to label externalizing behavior problems. Externalizing problem are sometimes manifested in the form of adolescents acting on outer environment (Eisenberg et al., 2001). According to DSM Manual of American Psychological Association (1994), aggression is part of conduct behavioral disorders, composed mainly of physical or verbal aggression that harms or threatens others including adult children and animals. A variety of variables such as social learning, family abuse, imitation, TV violence or physiological variables,

hormonal imbalance contribute to school aggression (Campbell, Woods, Chouaf, & Parker, 2000; Little & Kaufman Kantor, 2002; Lutenbacher, 2000). The term habitual aggression is used to describe an association between dispositional and environmental factors of the individual that affects individual development and continues throughout adolescence (Little & Kaufman Kantor, 2002) and participation in one type of problematic behavior leads to the involvement in other types of maladaptive behavior is favored by empirical evidence. In boarding schools children having behavioral problems have been found to indulge in multiple maladaptive behavioral patterns.

The third factor was "Academic and Civic Learning". One of the most significant aspects of the school climate is teaching and learning. The causal connection between a positive school climate and academic performance has been verified by many researches. A positive school climate gives rise to a number of positive attributes such as enhanced learning, unity, shared vision, and improved interpersonal relations and these specific features have been found to directly improve the overall learning environment of the school (Finnan, Schnepel, & Anderson, 2003; Ghaith, 2003; Kerr, Ireland, Lopes, Craig, & Cleaver, 2004). Since teaching staff in boarding schools also has to play the role of parents, they become instrumental in cognitive, social, emotional, civic, and moral development of boarders (Brown, Corrigan, & Higgins-D'Alessandro, 2012). Boarding staff is responsible to display exemplary behaviors and attitudes to students (Hawkes, 2008) so that boarders live a healthy life and become productive members of society (Sanders, 2004). Like the family atmosphere, the boarding environment is an ideal environment to foster the growth of students by demonstrating a variety of skills, such as how to iron clothes, prepare meals and doing menial jobs. Moreover, soft skills like social and emotional

competence, communication, and exercising self-control can be taught in boarding institutes. (Anderson, 2005; Hawkes, 2001; Holgate, 2007; White, 2004). The studies on incorporating character education has shown that the most effective strategies are those that are incorporated into the school curriculum and pragmatically built through co-curricular activities (Kerr et al., 2004). For instance, teachers need to positively impact boarders and not only to educate them but also to inculcate in them analytical skills and civic sense. (Brown et al., 2012; Higgins-D'Alessandro, 2002).

The fourth factor of BSCS was "Discipline Safety and Rules". Discipline is an integral part of an effective organization (Beare, Caldwell, & Millikan, 1989; Swanepoel, 2003). Swanepoel (2003) found that safe and stable environment prevails in schools having effective organizational culture. Order and discipline are the prerequisites for the successful educational and learning activities, while the absence of order and discipline has a detrimental effect on a school's climate. The reduced rates of bullying and victimization are found in schools where rules are efficiently applied or in schools with stronger disciplinary management (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005). Safety is generally considered as the overall criteria to operationally define school discipline (Crosnoe, Johnson, & Elder Jr, 2004; Koth, Bradshaw, & Leaf, 2008; Kuperminc et al., 2001), equity and fairness (Lee & Bryk, 1989), enforcement of rules (Brand, Felner, Shim, Seitsinger, & Dumas, 2003), in addition to the incidence of ill-discipline amongst students (Brand et al., 2003; Lee & Bryk, 1989). Brand et al. (2003) found three cardinal features of disciplinary environment namely; stability and rationality of school rules, strict disciplinary actions and security. Safety is one the basic human needs (Maslow, 1943) and safety stimulates learning environment and healthy growth (Devine & Cohen, 2007). Prior

studies suggest that feelings of physical and emotional safety is determined by healthy interpersonal relations. For example, Gregory et al. (2010) found that school safety was shaped by supporting staff and across the board enforcement of rules and. Safety is strongly linked to rules, when students perceive impartiality in the enforcement of rules, discipline is effectively managed resulting in lower rates of bullying and victimization (Gottfredson et al., 2005).

The fifth factor of the BSCS was the "Resource Support". The aim of boarding education and care is to meet the needs of students and providing semblance of home environment. Boarding system has an environment that is specialized in quality of learning, safety, social services, custodial care, or some combination of these factors. A positive relationship between the condition of school facilities and student achievement was found in a study in Taxes schools (O'Neill & Oates, 2001). The quality of facilities in schools were found to be positively related to students' academic success (Uline & Tschannen-Moran, 2008). Uline and Tschannen-Moran (2008) found that the perception of the quality of facilities were closely linked to resources. There is less explicit emphasis on scholarship when learning takes place in insufficient premises and the educational environment is less likely to be viewed as standardized and organized.

The sixth factor of BSCS was "Physical Environment". McGuffey (1982) laid the groundwork for connecting a school's physical environment to the students' achievement. Physical environment is an ambience in psychological terms that actively contributes in "higher order" cognitive processes. Environmental psychology theories have highlighted the physical environment as a complex component of human-environment interaction (Altman, 1991; Heft, 2001). After the home, the school is the most critical setting in the

development of children. Specific structural aspects of schools have been shown to correlate with student's psychological and academic outcomes. These include overcapacity (Evans, Lepore, Shejwal, & Palsane, 1998); acoustic effects (Evans & Maxwell, 1997), greenery (Wells, 2000) and illumination (Hathaway, 1995). Schools that were well maintained, swept and mopped more often, where graffiti was cleaned more expeditiously, lockers were kept in good repair, and classroom furniture was of better quality, greater student achievement was noted. (Cash, 1993; Earthman, 2004). Buckley, Schneider, and Shang (2004) found that poorly shaped school buildings contribute to decreased learning and poorly managed schools lead to low success. Berner (1993) discovered that the state of school buildings in Washington DC was indicative of the performance of students. The effect of school resources on student performance, behavior, attendance, and teacher retention was also examined by O'Neill and Oates (2001) who found positive relationship between building status and achievement on standardized tests.

The seventh factor of BSCS was "Leadership". School leaders set the direction and behavioral standards that creep into faculty and employees and eventually to students. The value of successful leadership is underscored by every study proposing improvements in education. Principals play a vital role in establishing course for their schools; articulating a common mission and vision; and integrating services and resources for schools to achieve that vision. (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). Effective schools have effective principals. Leithwood, Louis, Anderson, and Wahlstrom (2004) evaluated literature on school leaders and recommended three core leadership practices, namely: developing individuals, establishing the organization's vision and revamping the organization. In meta-analysis of the research on school leadership, Firestone and Riehl

(2005) reported four arguments to be supported on school leadership; school leadership strengthens learning, leadership is exercised by principals and teachers, leadership traits are effective in all contexts and leadership promotes achievement and equality.

The eighth factor of BSCS was "Relationships". It is part of human nature to develop relationships and social connections with others. In the school environment, social interactions and relatedness are essential factors. More precisely, relationships between principal, teachers, and students influence educational outcomes (D. Wilson, 2004). Rhodes, Camic, Milburn, and Lowe (2009) classified social aspect of the climate into two dimensions: psychological and structural dimension. Interdependence, trust, and accessibility across faculty, staff, and students involve psychological dimension. Teaching activities, degree of cooperation, and the aspirations of students, parents, and faculty identify institutional dimension. When students feel a clear sense of identity with their school, they are driven to act in compliance with the expectations, beliefs, and attitudes of other members of the school (Reynolds et al., 2012).

Development of Boarding School Climate Scale is an endeavor to address the gap in literature and this study provided a valid and reliable instrument for assessment of boarding school climate. BSCS demonstrated high internal consistency, with Cronbach's Alphas of .72 or greater. The correlation between the Boarding School Climate Scale and the 9-item Georgia Brief School Climate Inventory (La Salle & Meyers, 2014) was measured in order to provide proof for the convergent validity of the Boarding School Climate Scale. Boarding School Climate Scale (BSCS) was found to be significantly correlated with Georgia Brief School Climate Inventory (GaBSCI) ($r = .73$, $p < .01$)

highlighting its convergent validity with an existing school climate measure. GaBSCI also reflected significant correlations with sub factors of BSCS, however, it displayed significant negative correlation with Behavioral Problems ($r = -.27, p < .01$) and significant positive correlations with other positively connotated factors of BSCS ranging from Pastoral Care ($r = .68, p < .01$) to Resource Support ($r = .43, p < .01$).

This research has practical implications on theoretical as well as practical level. On a theoretical level, this study contributed to the development of the first-ever Boarding School Climate Scale (BSCS) to measure the perception of boarding school students about school climate. Although several scales are available to measure day school climate, however, no scale was available to measure the boarding school climate especially in Pakistan. Furthermore, boarding school climate differs from day school climate in many ways, as noted in the literature, necessitating the development of a boarding school climate scale. Pastoral care has been identified as the most important factor of boarding school climate. Since boarding students spend most of their time in boarding institutes that claim to provide "home away from home" this factor has special significance for the boarding staff and administration. Moreover, in this scale all the factors of school climate assessment have been noted that are recommended by United States National School Climate Centre NSCC (2014) for school climate assessments.

The development of BSCS for Pakistani boarding schools is a significant contribution to the psychometric literature. BSCS proved to be a valid and reliable test for the assessment of boarding school climate based on various dimensions of BSCS.

Predictive Role of the Study Variables on Bullying

Hierarchical multiple regression was used to explore the predicting role of various dimensions of boarding school climate, paternal and maternal parenting practices and aggression in bullying amongst boarders. Moreover, through Hierarchical multiple regression analysis, the effect of boarding school climate factors and demographic variables on bullying indicated that behavioral problems emerged as the strongest predictor of bullying (Table 28). In a previous study, Fanti and Kimonis (2012) investigated the role of conduct problems and psychopathic traits in bullying. The results found the strong relationship between conduct problems and bullying that reflected higher level amongst adolescents with high scores on narcissism, impulsivity, or callous-unemotional (CU) traits. Moreover, interaction of conduct problems and callous unemotional traits depicted incremental effect on bullying. Adolescents reflecting conduct behavioral problems also scored high on callous-unemotional (CU) traits than those without CU traits (Frick & Dickens, 2006; Frick & White, 2008).

The composite boarding school climate scores (BSCS) negatively predicted bullying (Table 29). Welsh (2000) described school climate as "quality and character of school life" (p. 180) that impacts bullying in a composite way as well as through its individual factors. Prior research has found that positive school climate boosts engagement, safety, interpersonal relationship, school improvement, conducive learning atmosphere (Welsh, 2000), educational success, deters violence (Nansel et al., 2001) and reduce bullying (Waasdorp, Bradshaw, & Leaf, 2012). In earlier studies it was also found that negative environmental factors in schools (e.g., policies, teacher response to bullying) can lead to a spike in the incidence of bullying, abuse, and victimization and decrease in the

feelings of being secure by students (Espelage et al., 2000; Goldweber, Waasdorp, & Bradshaw, 2013)

Parenting Practices and Bullying

For the current study, Parental Behavior Scale short version was translated and validated for Pakistani adolescents. Factor structure of Parental Behavior Scale short version (PBS-S) was determined through maximum likelihood with direct oblimin method. Factor analysis yielded a 5-factor solution for children's perception of maternal and paternal parenting practices (Table 19 and Table 20). Cronbach's Alpha for Parental Behavior Scale (Father) (α ranging from .74 to .89) and Parental Behavior Scale (Mother) (α ranging from .72 to .89) demonstrated high internal consistency. Parenting is considered as stable context in which a child develops and paternal, maternal and adolescents' ratings follow a steady patterns (Van Heel et al., 2019). The literature review shows that parenting practices can play a supportive or hazardous role in behavioral outcomes amongst children. In order to investigate how much variance in bullying is accounted for by parenting practices, a 3-stage hierarchical multiple regression using the enter method was used. Although the composite factor of positive parenting by father PP (F) did not significantly predict bullying however, findings illustrated that individual factor of positive parenting behavior by father PPB (F) and teaching rules by father TR (F) were both negative predictors of bullying revealing that higher level of positive parenting behavior and teaching rules lead to lower level of bullying. In the same way, individual factor of harsh parenting by father HP (F) was found to be positive predictor of bullying. Although the role of HP (F) in bullying was comparatively low but explained significant variance in bullying (Table 30). In terms of maternal parenting practices, teaching rules by mother TR

(M) negatively predicted bullying while harsh punishment by mother positively predicted bullying (Table 31). The relationship between the harsh parental control and externalizing problems of adolescents has been widely supported in the prior literature (Kawabata et al., 2011; Smith, Calkins, Keane, Anastopoulos, & Shelton, 2004). Recently, a renewed interest has been found in the effect of harsh parenting on behavior of children.(Crouch et al., 2017; Wang & Qi, 2017). Harsh parenting is manifested in several indifferent parenting practices in the form of physical or verbal anger. (Wang & Qi, 2017; Wang & Wang, 2018). Previous studies have established correlation between parental physical punishment (Ngee Sim & Ping Ong, 2005) and parental anger to violent actions in children. (Vissing, Straus, Gelles, & Harrop, 1991). Studies found that a number of maladaptive parenting practices are associated with bullying and victimization like violence by parents (Fujikawa et al., 2016). Moreover, physical abuse and negligence by parents predicted victimization or bully victimization later (Bowes et al., 2009; Lereya et al., 2013). Authoritarian parenting coupled with physical punishment and slapping is also related to bullying (Fujikawa et al., 2018; Georgiou, Stavrinides, & Fousiani, 2013). In clinical settings or educational surveys, multiple studies have documented a substantial association of physical discipline with bullying among adolescents (Duong et al., 2009; Gómez-Ortiz, Romera, & Ortega-Ruiz, 2016). Disciplinary practices through physical abuse have also been linked to aggression (Lansford et al., 2014) sociopathy (Straus & Stewart, 1999) and depression (Wang & Kenny, 2014). Neuro-developmental evidence indicates that at crucial and delicate stages, child abuse and neglect can influence brain functioning. Child neglect and abuse by the overly aggressive parenting imprint indelible impression on the cognitive social, behavioral and interpersonal functioning of a child (Glaser, 2000). In spite of this, in most

countries where nearly 90 percent of youth live, there is no lawful restraint on physical punishment (Global Initiative To End All Corporal Punishment of Children GITEACPOC, 2016). Based on empirical evidence it is therefore, crucial to identify the risk factors of bullying in youth and intervention strategies including legislation which may be introduced to check the tendency of disciplining youth through harsh punishment. Children who experience physical discipline can easily lead to bullying as bullies, victims, or bully-victims as a consequence of imitating this physical discipline and/or inhibiting the development of the assertion skills. Parents who render less emotional support to adolescents exhibited tendency of bullying. (Barboza et al., 2009). Adolescents who were involved in bullying and delinquency were also found to receive little warmth and emotional support from parents (Khaleque, 2013). Hence, parental warmth and support appear to play a significant role in maladaptive behaviors patterns and it may be an important area for therapists to intervene. Janssens et al. (2015) suggested that parental behavioral control, divided into a reactive control, for example giving punishment, and proactive control such as making rules and norms due to anticipation of undesirable behavior, helps in establishing stable and controlled environment. In earlier studies, behavioral control, both proactive and reactive was found to be effective in averting externalizing problematic behavior in adolescents (Galambos et al., 2003; Grolnick & Pomerantz, 2009).

In a collective regression model having aggregate boarding school climate scale, behavioral problems of boarding school climate, positive and negative parenting practices and aggression as predictor of bullying, it was found that aggression accounted for the highest level of variance in bullying and overall the model explained 34 % variance in

bullying. Distinction between bullying and aggression is difficult to delineate. All incidents of bullying entail aggression, but all aggressive occurrences are not bullying. Aggression has dispositional features (Dodge, Coie, & Lynam, 2007) and some researchers claim that various aspects of personality predict aggression. (Anderson & Bushman, 2002; Carvalho & Nobre, 2019; Jones, Miller, & Lynam, 2011). Presently, the most extensively used approach in describing the relationship between personality and aggression is the General Aggression Model (GAM) (Hosie et al., 2014; McCrae & Costa Jr, 2004). While studying the association between personality and aggression in terms of GAM, Cavalcanti and Pimentel (2016) estimated the associations amongst neuroticism, physical aggression, and aggressive emotions and found that individuals who were high on neuroticism were also high on aggressive feelings and aggressive behavior.

Path estimates for the mediation effect of aggression in the relationship between Boarding School Climate (BSC) and bullying in the current study revealed that aggression mediated the relationship between boarding school climate and bullying, signifying role of aggression as a personality trait in bullying behavior amongst boarders. (Table 33). This underlines the potential effectiveness of personality characteristics in predicting bullying amongst teenagers.

Path Estimates for the effect of Aggression in the relationship between Harsh Punishment by father HP (F) and bullying amongst boarders revealed that aggression significantly mediated the relationship between paternal harsh punishment HP (F) and bullying (Table 34). The results also suggested that after accounting for the mediating role of aggression, Harsh Punishment by Father HP (F) still positively predicted bullying demonstrating aggression as a personality trait is mediating the relationship between HP

(F) and bullying. Both direct and indirect effects were positive hence suggesting complementary mediation.

Path estimates of boarding school climate (BSC) in the relationship between Positive Parenting Behavior by Father PPB (F) and Bullying showed that the PPB (F) is negatively related to bullying which signifies that positive paternal behavior is likely to reduce bullying incidence in boarding schools. The analysis of the indirect effects reveal that boarding school climate mediates the relationship between PPB (F) and bullying. Positive Parenting Behavior by father positively affects boarding school climate and boarding school climate (BSC) is in turn, negatively related to bullying. The results also suggest that after accounting for the mediating role of BSC, Positive Parenting Behavior by Father PPB (F) still negatively predicts bullying suggesting that BSC is mediating the relationship between PPB (F) and bullying (Table 35). Since product of indirect effects and direct effects was positive, it signifies complementary mediation that is equivalent to partial mediation by Baron and Kenny (1986).

Moderating effect of physical environment in the relationship between pastoral care and bullying among boarding students was also studied. The findings suggested that Pastoral Care and Physical Environment interactively produced 10% variance in explaining bullying among boarding students ($F(3,734) = 26.08, R^2 = .10, p < .000$) (Table 37). Moreover, Pastoral Care and Physical Environment interactively have shielding effect on bullying. A significant interaction terms with negative beta coefficients indicated that the predictors have synergistic effect (Cohen et al, 2003). The same signs by all the regression coefficients show that integrating predictors generate an additional impact beyond the additive effects (Table 37).

Moderating role of paternal parenting practices in the relationship between Boarding School Climate (BSC) and bullying among boarding students was also studied. The interaction effect showed that PPB (F) significantly moderated the relationship between boarding school climate and bullying. Findings suggest that BSC and PPB (F) interactively produced 12% of variance in explaining bullying among boarding students. Furthermore, BSC and PPB (F) interactively have shielding effect on bullying. On the other hand, harsh punishment by father served as positive predictor of bullying. The interaction effect showed that HP (F) significantly moderated the relationship between boarding school climate and bullying. The results suggested that BSC and HP (F) interactively produced 11% of variance in explaining bullying among boarding students. Furthermore, positive boarding school climate is a protective factor while the paternal harsh punishment is a risk factor. (Table 38).

It was also found that harsh punishment by mother HP(M) significantly moderated the relationship between boarding school climate and bullying, however, the effect size is small. The results suggested that BSC and HP (M) interactively produced 10% of variance in explaining bullying among boarding students. Moreover, positive boarding school climate is a protective factor while the maternal harsh punishment is a risk factor bullying.

Differences on Demographic Variables

Mean differences across gender, age, and number of years spent in boarding in terms bullying and perception of overall boarding school climate were also determined. Boys were found to score higher on bullying and its subscales i.e. bully, victim, and fight. Empirical support for higher level of bullying amongst male adolescents was found in a number of studies (Altomare, McCrimmon, & Beran, 2013; Book, Volk, & Hosker, 2012).

Moreover, in comparison with day schools adolescents in boarding schools reported significantly higher levels of bullying (Pfeiffer & Pinquart, 2014).

In terms of perception of boarding school climate across gender, it was found that girls reflected significantly higher scores on BSCS, as compared to boys. The results supported our hypothesis that girls retain more positive perception of school climate as compared to boys. In earlier studies, researchers found that girls perceived the school climate more positively as compared to boys (Haapasalo, Välimaa, & Kannas, 2010; Koth et al., 2008; Randolph, Kangas, & Ruokamo, 2010; Wang, 2009; Wang & Dishion, 2012; Way et al., 2007; White et al., 2014). It is probable that as compared to boys, cultural expectations placed upon girls are akin to "good" students (Samdal, Nutbeam, Wold, & Kannas, 1998) and girls behave accordingly. Descriptive statistics associated with Boarding School Climate Scale (BSCS) scores in terms of time spent in boarding schools found that boarders having more time spent in boarding scored significantly higher on BSCS as compared to those who had spent less time in boarding (Table 43). The results are contrary to our hypothesis that perception of boarders decline with time, however, it may be attributed to connectedness with the school (Wilson, 2004).

Conclusion

Although school setting provides an important forum wherein most socialization occurs and boarding school offers a unique setup for the growth and development of boarders in its care. Due to extensive time spent together, boarders are more vulnerable to bullying. A multitude of studies have established that bullying negatively affects psychological wellbeing of students and it has been considered a potential hazard to the physical and mental health of students. An increased prevalence of mental health issues in

adults and childhood have strong relationship with bullying along other contributory factors of stress and trauma amongst those who have experienced or witnessed bullying in their early development. The impact of experience of past difficulties is seen in the form of development of depression, anxiety or, and suicidal tendency (Arseneault, 2017).

Findings of the current study hold practical implications for various domains of child's development. It identifies the antecedents and consequences of bullying among boarding school students. Since parenting is the first factor that influences children, various protective and risk factors related to parenting have been identified for the developmental trajectory of a child. With reference to Pakistani Culture, it has been found that paternal and maternal authoritative parenting is the best style, with a significant negative relationship with problem behaviors, whereas authoritarian and permissive parenting for mother and father separately, as well as together, were linked to various problem behaviors (Rizvi & Najam, 2015). In previous studies, a number of school-based therapeutic and preventive strategies were developed to check the internalizing and externalizing problems in children (Olweus & Limber, 2010; Brown, Low, Smith, & Haggerty, 2011; McMahon et al., 1999; Terzian, Li, Fraser, Day, & Rose, 2015). Current study suggests that supporting such programs with implications of positive and negative parenting outcome could be more effective in reducing the bullying behavior among school children. Furthermore, programs that focus on instilling healthy parenting techniques in parents may operate as a protective factor, and understanding of poor parenting might aid in the avoidance of maladaptive parenting behavior (Sanders, 2008). Results of this study propose that positive parenting behavior and teaching rules are protective factors that are negatively related to bullying and can help to reduce bullying among school children. Whereas paternal and maternal

harsh parenting is risk factors that can lead to bullying in children. Aggression as a personality trait was found to be the strongest predictor of bullying that should be taken into account while developing prevention and intervention programs for bullying. Aggression was also found to mediate the relationship between boarding school climate and bullying. Analyzing the indirect effects revealed that aggression significantly mediated the relationship between paternal harsh punishment and bullying. Whereas the positive paternal and maternal behavior mediated the negative relationship between positive school climate and bullying.

The most essential component contributing to the overall success of a school has been identified as the school climate. (Schoen & Teddlie, 2008). School climate assessment instruments have been extensively used as diagnostic tools to evaluate the quality of individual schools. Several benefits are associated with a positive school climate, such as academic achievement (Allensworth et al., 2018; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Shindler, Jones, Williams, Taylor, & Cardenas, 2016), reduced level of absenteeism, a high percentage of graduated students and a low percentage of suspension (Christle, Jolivette, & Nelson, 2007). Moreover, a positive school climate is also related to several intangible gains like connectedness, motivation, self-efficacy (Fast et al., 2010), social-emotional development, and reduction in risk taking behaviors (Espelage, Low, & Jimerson, 2014; Steffgen, Recchia, & Viechtbauer, 2013). Educators understand the importance of maintaining a healthy, safe, and inclusive school climate, and policymakers are concentrating on ways to improve it (Hamilton, Doss, & Steiner, 2019). However, in the absence of valid and reliable tests, there is an increasing demand for standardized and comprehensive measures in school climate research for boarding schools. This study has

important implications with reference to the development and maintenance of positive boarding school climate. Various dimensions of the boarding school climate have been identified that promote positive school climate for example, pastoral care has been acknowledged as the most important aspect of boarding school climate. Since boarding schools claim to provide home away from home and boarding staff should act as 'in loco parentis' (Garner, 2009), pastoral care dimension has got special significance. Previous researches has also recognized the importance of pastoral care in education (Best, 2002, Grove, 2004, Nadge, 2005).In this study, positive aspects of boarding school climate i.e., pastoral care, physical environment, and relationships were found to be negatively associated with bullying whereas the factor measuring behavioral problems was found positively related to bullying. Overall the positive school climate negatively predicted bullying. Therefore bullying prevention programs should include these positive and negative features of boarding school climate in relation to bullying. Findings of this study can be utilized by administration of public and private sector boarding schools in Pakistan for assessment of the school climate and afterwards intervention programs can be used to improve overall climate of the school.

Limitations and Suggestions

Quite apart from the potential significance, this study holds numerous limitations that should be acknowledged for future studies. One of the major limitations of this study was the use of cross-sectional research design therefore, longitudinal studies may be envisaged in boarding school context. Keeping in view the nature of cross sectional data, the causal direction of the relationship could not be inferred. A longitudinal study should be designed in order to check direct and indirect processes and to ensure the specificity of

the predicted direct and indirect effects. Earlier studies have demonstrated reciprocal relationship between negative parenting practices and externalizing problem behavior in adolescence (De Haan, Prinzie, & Deković, 2012; Keijsers, Loeber, Branje, & Meeus, 2012; Reitz, Deković, & Meijer, 2006). Lerner's contextual developmental model also stresses the transaction - based interaction between the individual (e.g., temperament) and his environment (e.g., parenting) (Lerner, Rothbaum, Boulos, S., & Castellino, 2002). The sample was limited to boarding students of two provinces. Although students from diverse cultural and geographical backgrounds attend boarding schools, future studies may be conducted by collecting data from elite public and private sector boarding schools of other provinces to study whether the findings of our study are replicated among other samples. Additionally, limited girl's data was included in the study due to shortage of girls' boarding schools, however more and balanced data may be collected from girls' boarding schools and colleges in order to study the gender effects. Lastly, this study highlighted the prevalence of bullying and its contributory factors in boarding context, however it did not give any intervention plan or coping strategy to tackle bullying amongst boarding students. Future prevention and remedial programs may be suggested in the light of formative and summative assessment of boarding school climate.

Implications of Research and Future Directions

This study holds practical implications on theoretical as well as practical level. On theoretical level this study has contributed the development of first ever Boarding School Climate Scale (BSCS) to measure the perception of boarding school students about school climate. Although a number of scales are available for measuring the day school climate however, no scale was available for measuring the boarding school climate. The

development of BSCS for Pakistani boarding schools is a significant contribution in the psychometric literature. BSCS proved to be a valid and reliable test for the assessment of boarding school climate based on various dimensions of BSCS. It may assist boarding school administration and scholars to assess the boarding school climate and accordingly may devise intervention plan based on the assessment. The present study also contributed in the indigenous literature by translating and validating the short version of Parental Behavior Scale (PBS-S) on the sample of our study, which may facilitate researchers and scholars and other associates in the assessment and intervention targeted for adolescence on the basis of paternal and maternal parenting practices measured through PBS-S. Current study also focused to identify the antecedents of bullying behavior in the form of parenting practices and aggression as a personality trait. Moreover, on practical note potential protective and risk factors were also identified that may help in the intervention programs to check bullying. Future studies may be planned by inclusion of certain demographic variables, like socioeconomic status, qualification of parents and familial structure (Nuclear or joint family, single parent or dual parent family) as covariates. Besides, student outcomes in terms of academic success may be studied in future. Boarding School Climate Scale (BSCS) is a scale in evolutionary process, future studies are required to further validate BSCS with diverse samples. Moreover, the factor structure of boarding school climate scale should also be validated though confirmatory factor analysis. Present study was based on self-report measures having single informant approach. Development of Boarding School Climate was grounded on the perception of boarding students, whereas the multi-informant strategy based on perception of teachers would give an impetus to future research. Since the parenting practices have strong and in-depth influence on the

growth and development of adolescents, future studies may involve perception of parents regarding their parenting practices and their effect on the developmental trajectory of students in boarding institutes. Attachment theory is a crucial factor in parenting and parent-child relationships. Four attachment styles have been identified in literature namely; Secure, Insecure-Avoidant, Insecure-Resistant and Insecure-Disorganized (Ainsworth, Blehar, Waters, & Wall, 2015; Main & Solomon, 1986). Fearon & Roisman, (2017) identified four factors that are important in attachment research. These factors are environment, intergenerational transmission of attachment style, consistency of attachment style and its impact on adaptive and maladaptive behavior of children. Earlier research also shows that insecure attachment is strongly associated with externalizing problem behavior (Fearon, Bakermans-Kranenburg, Van IJzendoorn, Lapsley, & Roisman, 2010; Groh et al., 2014). Another important aspect of attachment is that its impact does not regress with growing age rather found to be enhanced when effects were gauged at later stage (Hazan & Shaver, 1990). It provides credence to the impression that secure attachment is associated with socio-emotional adjustment (Fearon & Roisman, 2017). Future studies can be carried out with reference to attachment model and its concomitant impact on the adaptability of boarding students in boarding school climate. It would provide additional insight into the protective and risk factors associated with paternal and maternal perception of their parenting practices. Adaptability of students in boarding schools is an important factor as students face transition from home to boarding environment. Parents generally align the home environment as per the developmental trajectory of child whereas in boarding schools adolescent has to align himself according to the boarding school. Findings of previous studies suggest that strong students make very substantial academic progress

once they manage to adapt to their boarding environment whereas, the weak students who failed to acclimate well, boarding schools was not suitable for them (Behaghel, De Chaisemartin, & Gurgand, 2017). Future studies may be planned to study the role of personality and parenting practices that help in successful adaptation of boarding students.

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Ethical Review Committee Certificate

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD (PAKISTAN)
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No. IIU-FSS/PSY-DPEC/2017-   May 08, 2017

Mr. Sohail Mehmood
PhD Scholar, Department of Psychology
International Islamic University
Islamabad

Ref: ROLE OF SCHOOL CLIMATE PARENTING AND AGGRESSION IN BULLYING AMONG BOARDING SCHOOL CHILDREN

Thank you for the application with attached documents on 08th May, 2017 for submitting a request for the above mentioned title research to the committee (DPEC) for approval.

On behalf of the committee, I am pleased to confirm a favorable ethical opinion for the above research on the basis described in the application form and supporting documents. The favorable opinion is given that you comply with the stipulation set out in the committee mandate.

The following list of documents reviewed and approved by the committee is as follows:

1. Application form
2. Informed consent
3. Information sheet

With the committee's best wishes for the success of this project.

Yours Sincerely

Dr. Muhammad Tahir Khalily
Professor Department of Psychology/ Chairman Board of studies and Convener of Department of
Psychology IIUI Ethics Committee (DPEC)

Consent Form for Principal / Commandant

DATA COLLECTION FOR PHD THESIS

1. I am a PhD scholar in Department of Psychology, International Islamic University Islamabad. I am doing my research work on the topic **'Role of School Climate, Parenting and Aggression in Bullying among Boarding School Children**. As part of my PhD research work, I am required to collect data from various public and private sector boarding institutes. You are hereby requested to permit the collection of data from your esteemed institute. During data collection phase, boarding students will be administered questionnaire related to boarding environment, the treatment of their parents during their stay at home and various aspects of their personality and behavioral pattern. The purpose of this study is to identify antecedents of bullying behaviour among boarding school students. This research work will not only help educators and boarding institute administration to identify various aspects of boarding environment but will also assist them in understanding the students' behavioural pattern.

2. It is particularly assured that the data will be collected only for research purpose and will be compiled in terms of bullying behavior of boarders without specific reference to any boarding institute. Moreover, exact details related to environment or boarders of any specific institute will not be made part of the thesis. If you are agreed to become part of this research work, then kindly endorse your signature on the below mentioned space. Undoubtedly, participation of your institute in this research work is highly valuable for me as it will be a significant contribution towards understanding the boarding environment and beahvior of boarding students.

Thank you for your cooperation and participation.

SOHAIL MEHMOOD   Principal / Commandant
PhD Scholar
International Islamic University, Islamabad

Informed Consent Form for Participants

اجازت نامہ برائے طالبعلم

میں بین الاقوامی اسلامی یونیورسٹی کے شعبہ نفسیات میں پی ایچ ڈی کا طالبعلم ہوں۔اس شعبہ میں مختلف سماجی اور نفسیاتی موضوعات پر تحقیق کا کام کیا جاتا ہے۔ موجودہ تحقیق کا بنیادی مقصد اقامتی درسگاہوں میں حراسان کرنے کے واقعات اور ان میں کار فرماں مختلف عوامل کو جانچنا ہے۔اس تحقیق میں آپ کی شرکت کی حوصلہ افزائی کی جاتی ہے اور آپ کو یقین دلایا جاتا ہے کہ آپ کے جوابات کو صیغہ ٔراز میں رکھا جائے گا اور صرف اور صرف تحقیقی مقاصد کے لیے استعمال کیا جائے گا۔اگر آپ اس تحقیق کا حصہ بننے کے لیے رضامند ہیں تو براۓ مہربانی ذیل میں فراہم کی گئی جگہ پر اپنے دستخط کیجئے۔ اور اس فارم کے ساتھ منسلک کئے گئے سوالنامے پر درج ذیل سوالات کے ایمانداری سے دیں۔یقیناً آپ کے جوابات میرے لیے بہت اہمیت کے حامل ہیں اور میری تحقیق کو بڑھانے میں مدد گار ثابت ہوں گے۔ نیز سے جواب اس دوران اگر کسی بھی موقع پر آپ ریسرچ کو چھوڑ کے جانا چاہیں تو آپ کو پوری اجازت ہو گی آپ کے تعاون اور شرکت کا شکریہ۔

_____   _____

دستخط طالبعلم   دستخط ریسرچر

سہیل محمود پی ایچ ڈی سکالر

بین الاقوامی اسلامی یونیورسٹی اسلام آباد

Data Extracted from Open Ended Questionnaire given to Ex-Boarders

Q1.Which aspects of a boarding school make it different from a day school?	Q2. In your view, what makes a boarding school an ideal place for living and learning?	Q3. In your view what challenges boarding institute face to become a conducive learning place?	Q4. While you were a boarder, how did the boarding staff take care of the boarders of your institute?
Co-curricular activities Organized activities Friendships Facilities Personality grooming Social pattern Chance of living 24/7 with people from diverse cultures, ethnic backgrounds and speaking different languages Self-reliance and nurturing friendships Staying away and distant from family	Independence of Decision-making Academic & co-curricular learning Assumption of responsibility Sports and physical activities Routines and schedules Guidance and grooming by professional faculty and staff Infrastructure & environment Social learning Self-sufficiency and confidence Encourages students to take up hobbies Extracurricular activities	Dedicated and competent faculty Drugs abuse and drinking Constant supervision Bullying Lack of emotional support	Personality grooming Staff as role models Mentoring Promote Intellectual curiosity Motivation Promote desire to achieve success Involvement of HM at personal level Protecting children from developing anxiety, depression and anti-social behavior Faculty members who are responsive, reciprocal, demonstrative, assertive as well as flexible

Q5. How did your boarding institute help grooming the boarders including you?	Q6. How different was the role of your house master from that of your class teacher?	Q7. In which specific ways the principal/commandant of your boarding institute inspired you?	Q8. What were the negative aspects of students' behavior of your boarding school?
Polishing, grooming and acquisition of skills & knowledge). Work upon the moral courage, concepts, mannerisms, skills, knowledge, habits and attributes up to the extent of individual's attitude. Team spirit Developing self-confidence & self-sufficiency Extra coaching Constant supervision System of house master / assistant house master and house tutor PF&DIs kept us fit, energetic and competitive Scheduled activities and events Disciplined lifestyle Every teacher just like parents Instill team spirit, fighting spirit and competitive environment. House bonding.	HM was "like a father / uncle combo" Attend to the students of his house in all aspects other than academic subjects. HM involved in academic and co-curricular activities Academics activity was facilitated by HM in some ways, like management of study hours Teacher taught us how to think (intellectual and cognitive functions); the HM taught us how to act (the pragmatic functions). Social behavior, routine, living, attitude and personal conduct were among the prime AsOR of a housemaster. House master had a much closer interaction with students HM knows about every person Helped in academics but also groomed us HM was more of an administrator and supervisor HM has multidimensional role Mentor, Coach Provides counselling	Commandant was a leadership figure Acted as mentor during character building and leadership classes Having vision, foresight, effective communication and transformational inspiration Students' connection with commandant was something like a grand-parent / grand-child relationship Older & Wiser Pass-on of traditional, Generational and organizational wisdom in an inspirational manner	Over-smart and self-complacent attitude. Bit demanding and domineering. Somewhat superficial. Crookedness, how to hood wonk the system Isolated cases of violation of ethical & moral conduct Brake rules and not get caught Fun Ideas to violate rules like going out without permission Bullying, Violence Excessive use of social media, internet.

Q9. Which factors of your boarding institute made it a second home for you?	Q10. As a boarder what specific challenges did you face during your stay in a boarding institute?	Q11. What are the challenges for a safe and secure environment in a boarding institute?	Q12. What are the specific discipline issues / problems of boarding students?
We have life-time friendships Home is where heart is Feelings of Connectedness Developed good Friendships Teachers were like our parents We are still in touch with our teachers Some students eager to go back to college as they consider it a 'home away from home'	Initial homesickness Adjusting without parents at a young age	Break rules and not get caught Few cases of cheating, theft, immoral activity and vandalism	Smoking out of which many discipline issues emerge. Rare cases of homosexuality. Bunking classes Bullying Cases of use of cannabis when unchecked

Note. PF&Dis = Physical Fitness and Drill Instructors

Q13. Which specific aspects of your boarding institute you did not like?	Q14. How did the boarding staff discipline the boarders of your institute?	Q15. What facilities made your boarding school a special place?	Q16. Anything special you want to mention about boarding education.
Counseling was a full-time and dedicated requirement. Running was a punishment. Detention at movie night for those who performed poorly in academics Teachers/ HMs must be selected vary carefully.	Discipline awards punishments on breaking rules and regulations Receiving extra drills, detentions, red strips and threat of termination etc. Admin letters to our parents	Center of excellence Laying fields Orange orchards Having excellent lodging, dining and educational facilities. Medical, transportation, recreation and co-curricular facilities Infrastructure included most of the sports/ extensive sports indoor games facilities games Sports grounds Access to educational & recreational films Computer labs Language labs, Activates and events Visits to industrial and defense units Intellectual development, awareness, motivation and personal and social grooming of students. Competitions in all spheres of training	Enhanced learning opportunities Skill development, more than what they hear Best role models competent faculty is the prime Channelization of energy Discipline Fair implementation of rules Students learn from teachers in boarding school Teachers are role models and father / mother figures. Loving and caring environment and support There must be a triangle of communication between student, HM and his Parents. Teachers must be consistently reminded of their job.

Themes and Domains Extracted from Open-Ended Questionnaire

S NO	Theme	Domains
1.	**Pastoral Care**	The House Master (HM) appears 'like a father figure'. The HM is a role model for boarders. HM is involved in academic and co-curricular activities of boarders. HM has closer interaction with students. HM, teachers and staff groom students. Teachers are like our parents. HM has multidimensional role like mentor, coach, supervisor, manager HMs groom students in terms of their social, emotional and intellectual behavior. HM / Teachers and staff help in improving conduct of boarders. Our teachers have promoted critical thinking skills including intellectual and cognitive functioning; the HM taught us how to act the pragmatic functions. HM knows very well each boarder of his house. HM is more than administrator and supervisor Students' connection with commandant is like a relationship b/w grand-parent & grand-child Group counselling, mentoring by principal was really very beneficial. Constant supervision / monitoring by teachers and staff. Loving and caring teachers.
2.	**Behavioral problems**	Going out without permission for the sake of fun. Smoking. Breaking rules and never get caught Few cases of cheating, theft and vandalism. Bunking classes. Bullying (Physical, Social, Name calling) Excessive use of social media, internet, smart phones. Rare cases of drugs and drinking. Bullying
3.	**Teaching and Learning**	Teachers responsible for academic and co-curricular activities. Provide extra-coaching to weak students. Takes interest in their profession. Concerned about future of students. Groom students intellectually and morally.

S NO	Theme	Domains
4.	**Co-curricular activities**	Sports competitions, playing grounds, Hobbies clubs Educational & recreational movies. Sports gala, Declamations
5.	**Civic education**	Guest lecture for intellectual and moral grooming of students. Principal acted as mentor. Character building and leadership classes by Principal. Leadership role to emulate by boarders. Transformational inspiration by principal / commandant. Older & Wiser, Principal pass-on of traditional, generational and organizational wisdom in an inspirational manner
6.	**Resources/ Facilities**	Infrastructure including sports grounds. Indoor and outdoor games. Sports gadgets. Sports coach. Excellent lodging and dining facilities. Medical & transportation. Activities like educational and recreational trips. Computer and language labs. Visits to industrial and defense units Auditorium / hall for different ceremonies Competitions in all spheres of training
7.	**Interpersonal Relationships**	Life-time friendships Connectedness Students teachers and staff cooperate and live as community Some students eager to go back to college as they consider it a 'home away from home'. Living 24 hours with people from different cultures / backgrounds and languages.
8.	**Physical surroundings**	Playing fields Orchards Buildings
9.	**Schedule/ Routine**	Organized activities Monitoring of syllabus coverage Scheduling of academic and co-curricular activities
10	**Discipline and Safety**	Discipline awards / punishments Rules and regulations Extra drills, detentions, red strips and threat of termination etc. Letters to parents

Note: HM = House Master

Dimensions Identified though Focus Group Discussions with Boarding Students

1.Pastoral Care	
1.	Takes care of boarders.
2.	Takes interest in the activities of house.
3.	Has knowledge about every boarder of his house.
4.	Groom students in the absence of parents.
5.	Available to handle any emergency situation.
6.	Shows concern about the health of ailing students in the house.
7.	Regularly visits house and interacts with students.
8.	Encourages students to participate in extracurricular activities.
9.	Listens to the complaints / problems of students.
10.	Helps students to solve their problems.
11.	Acts as a role model for boarders.
12.	Teaches the students about values and norms of society.
13.	Takes interest in your future.
14.	Sometimes biased towards few students.
15.	Capable of holding the appointment. (Sometimes inexperienced teachers are made as HM.)
16.	Remains unbiased while dealing with boarders.
17.	Monitors all the activities of students.
18.	Show caring attitude towards boarders.
19.	Personally, gives time to each boarder.
20.	Counsels boarders when required.
21.	Monitors performance of students.
22.	Coaches give due respect to students.
23.	Gives lecture to boarders on character building.
24.	Father figure for me.
25.	Schedules in house activities ADLA
26.	Staff of Boarding
27.	Coaches / trainers sometimes verbally abuse the students.
28.	Principal is shows caring attitude
29.	Principal gives time to students. Forthcoming attitude
30.	Teachers treat students with dignity and respect.
2.Teaching and Learning	
1.	Professionally competent.
2.	Teachers enjoy teaching here.
3.	Provides extra coaching to weak students.
4.	Talk about the values and norms of society.
5.	Guide students as how to manage conflicts.
6.	Encourage the students to excel academically.
7.	Audiovisual aids in teaching and learning.

8.	Monitor progress of individual student.

3. Safety/Security

1.	Safety in house, ground, changing rooms etc.
2.	Contingency practice
3.	Resources to handle the contingency e.g. guards, check posts etc.
4.	Fire drills are practiced regularly.
5.	Staff monitors all the activities.
6.	Teacher supervise study hours/gates to check violence
7.	Unsupervised places

4. Behavioral Problems

1.	Bullying physical/verbal.
2.	Unauthorized usage of mobile phones.
3.	Smoking
4.	Students fight sometimes.
5.	Malingering by students to avoid classes.
6.	Growing incidents of violence.
7.	Negative remarks about other students on the basis of race, color, ethnicity or socioeconomic status.
8.	Unfair means during exams.
9.	Theft of personal items.
10.	Vandalism.
11.	Some students go out without permission.
12.	Aggression and violence against fellow students.
13.	Senior students forcibly make juniors to do menial tasks.
14.	Some students spread rumors.

5. Connectedness

1.	Happy/unhappy to get back to college after vacations.
2.	College second home.
3.	Students feel honored to be part of this institute.
4.	Dreams can be fulfilled thorough this institute.
5.	Most students feel proud of this college.
6.	Students are involved in the decision-making process.
7.	Homesickness
8.	Feeling pride in uniform

6. Relationships

1.	Treatment with other students.
2.	Students live as community.
3.	Respect to teachers.
4.	Friendship is developed.

7.Role of Principal / Commandant

1.	As a role model for students.
2.	Applies discipline rules fairly.
3.	Principal is strict.
4.	Delivers lectures to students.
5.	Communication gap with students

6.	Admires/appreciates students on their achievements.
7.	Aware of all the activities / disciplines issues.
8.	Regularly interacts with students.
9.	Forthcoming attitude.
10.	Principal keeps close contact with house masters.
11.	Monitors the house affairs through respective house masters.
12.	Empowers house masters
13.	Principal/commandant spends time in classrooms
14.	Recognizes and rewards individual accomplishments.

8.School Norms/ Discipline

1.	Fair discipline practices
2.	Strict action against bullying and harassment.
3.	Rules and regulation
4.	Rules against physical abuse, teasing, name-calling
5.	Cheating cases are strictly dealt with.
6.	Students bunk classes frequently.
7.	Check on the unhealthy activities such as smoking, cheating, stealing, lying etc.
8.	Students feign illness to avoid classes and sports.
9.	Students fearlessly report discipline related incidents.
10.	If students report unsafe or dangerous behavior, they are sure that the problem will be taken care of.
11.	There is policy in school / college to address the issues of bullying.

9.Sports and Extracurricular Activities

1.	Co-curricular activities and excursion trips.
2.	Movies, dramatics and musical shows.
3.	Hobbies clubs
4.	Sports facilities and gadgets.
5.	Sports competitions and athletics
6.	Sports fixtures with other colleges.

10.Routine and Schedule of activities

1.	Hectic routine.
2.	Structured and well-planned schedule.
3.	Schedule is followed strictly.
4.	Appropriate time for co-curricular activities.
5.	Syllabus covered in time.

11.Facilities/Resources

1.	Medical facilities.
2.	Auditorium / hall for different ceremonies.
3.	Heaters, fans etc.
4.	Guest lectures.
5.	Library / Labs.
6.	Meals are nutritious and hygienic.
7.	Resources to accommodate the existing strength of students.
8.	Teachers use audio visual aids during teaching.

12.Life Skills Training / Civic Behavior	
1.	Civic education.
2.	Teachers impart life skills to students.
3.	Character building
4.	Guidance and counseling services.
5.	Teachers guide students to resolving interpersonal conflicts.
6.	Teachers educate students about psychological wellbeing
13.Physical Surroundings	
1.	Buildings have attractive appearance. Neat and clean.
2.	Dining hall is spacious, neat and clean.
3.	Graffiti at various places (e.g. in classes, washrooms, corridors, houses etc.)
4.	Classrooms are spacious and furniture is comfortable.
5.	Classrooms are airy, having sufficient lights.
6.	Classrooms have adequate furniture and fixtures.
7.	Appropriate furniture and bedding in houses.
8.	Washrooms are neat, clean and well maintained.

Boarding School Climate Scale (Pilot Study)

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اقامتی درسگاہ کے ماحول کا جائزہ

نام:۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔ جماعت:۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔ عمر:۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔

ادارے میں طلبہ کی تعداد۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔ ادارے میں گزرا ہوا کل

وقت:۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔

عزیز طلباء! اس سوالنامے کا مقصد آپ کے اسکول یا کالج کے ماحول کے مختلف پہلوؤں کا جائزہ لینا ہے۔ اس سوالنامے میں آپ نے اپنے اسکول یا کالج سے متعلق کچھ بیانات کے بارے میں اپنی رائے کا اظہار کرنا ہے۔ جب آپ کسی بیان سے متعلق اپنی رائے کا اظہار کریں تو اپنے ذاتی خیالات و احساسات اور تجربات کو مد نظر رکھیں اور ان بیانات سے متعلق کوئی بھی صحیح یا غلط جواب نہیں ہے۔ آپ کے دیے گئے جوابات کو مکمل صیغہ رازِ میں رکھا جائے گا اور یہ معلومات صرف تحقیقی مقاصد کے حصول کے لئے استعمال ہوں گی۔ آپ سے درخواست ہے کہ بیانات کو غور سے پڑھیں اور اپنے جواب کے لئے ہر بیان کے آگے دیے گئے پانچ نکاتی پیمانے کو استعمال کریں اور جو جواب آپ کے خیال میں مناسب ہے اس پر ( ) کا نشان لگائیں آپ کا تعاون اس سروے کی تکمیل میں قابل ستائش ہے۔

نمبر شمار	بیانات	مکمل طور پر متفق	متفق	کوئی رائے نہیں	غیر متفق	مکمل طور پر غیر متفق
	مندرجہ ذیل بیانات آپ کے سکول یا کالج کی عمارتوں اور ماحول سے متعلق ہیں مثلاً عمارتوں کی حالت۔ کمرۂ جماعت، واش روم، بورڈنگ ہاؤسز کی صفائی اور وسائل کی فراہمی وغیرہ:					
۱۔	عمارات بہت جازبِ نظر (خوبصورت) ہیں۔					
۲۔	گردونواح کا ماحول خوبصورت ہے۔					
۳۔	عمارات صاف ستھری ہیں۔					
۴۔	کمرۂ جماعت کشادہ اور فرنیچر آرام دہ ہے۔					
۵۔	کمرۂ جماعت میں ہوا اور روشنی کا موڑا انتظام ہے۔					
۶۔	ہر جماعت میں گنجائش سے زیادہ طلبہ ہیں۔					
۷۔	مختلف مقامات مثلاً راہداریوں، کمرۂ جماعت کی دیواروں اور فرنیچر پر طلبہ نے خطوط اور اشکال کندہ کی ہوئی ہیں۔					
۸۔	مختلف تقاریب کے انعقاد کے لئے ایک مناسب ہال موجود ہے۔					
۹۔	بورڈنگ ہاؤس کی عمارت میں مناسب فرنیچر اور دیگر سہولیات میسر ہیں۔					
۱۰۔	بیت الخلاء صاف ستھرے اور مناسب سہولتوں سے مزین ہیں۔					
۱۱۔	کمرۂ طعام (Dining Hall) وسیع اور صاف ستھرا ہے۔					

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					کھانا غذائیت سے بھرپور اور حفظان صحت کے اصولوں کے مطابق تیار کیا جاتا ہے	۱۲
مکمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	مکمل طور پر متفق	بیانات	نمبر شمار
					کھیلوں سے متعلقہ سامان (مثلاً گیند، بلے، دستانے، ہاکیاں اور چھکے وغیرہ) کا فقدان ہے	۱۳
					آرام دہ ماحول کے لیئے مناسب سہولیات مثلاً کھلے ہیٹر وغیرہ میسر ہیں۔	۱۴
					طلباء کی حسب ضرورت طبی سہولیات تک رسائی ہے۔	۱۵
					لائبریری میں مناسب تعداد میں کتابیں موجود ہیں۔	۱۶
					تجربہ گاہوں میں حسب ضرورت سائنسی آلات اور متعلقہ سامان موجود ہے۔	۱۷
					طلبہ کے لیے حسب ضرورت کھیل کا میدان موجود ہے۔	۱۸

مندرجہ ذیل بیانات آپ کے سکول یا کالج کی نصابی اور غیر نصابی سرگرمیوں کے متعلق ہیں جیسے تدریسی معیار، سیکھنے کے مواقع، راہنمائی، تخلیقی اظہار، تقریری مقابلے وغیرہ۔ آپ کس حد تک یہ یقین رکھتے ہیں کہ آپ کے سکول یا کالج میں:

					تدریسی طریقہ ہائے کار (Teaching Methods) اطمینان بخش ہیں۔	۱
					اساتذہ طلباء کی بہترین رہنمائی کرتے ہیں۔	۲
					اساتذہ تدریس کے دوران سمعی اور بصری آلات مثلاً ملٹی میڈیا کمپیوٹر وغیرہ کو استعمال میں لاتے ہیں۔	۳
					طلباء کو رہنمائی اور مشاورت (Guidance and Counselling) کی خدمات مہیا کی جاتی ہیں۔	۴
					روزمرہ سرگرمیوں کا پروگرام طلباء کی تعلیم اور نشوونما کو بہتر بناتا ہے۔	۵
					پڑھائی میں کمزور طلباء کو متعلقہ مضامین کے اساتذہ زیادہ راہنمائی فراہم کرتے ہیں۔	۶
					طلباء کی تعلیم و تربیت کے لیئے باقاعدگی سے تعلیمی اور تفریحی دوروں (Trips) کا انعقاد کیا جاتا ہے۔	۷
					ہاؤس ماسٹرز طلباء کو غیر نصابی سرگرمیوں (مثلاً تقریری مقابلے، ڈرامے وغیرہ) میں حصہ لینے کے لیئے راغب کرتے ہیں۔	۸
					دوسرے تعلیمی اداروں میں منعقد کردہ نصابی اور غیر نصابی مقابلوں میں حصہ لینے کیلئے طلبہ کو مواقع فراہم کیے جاتے ہیں۔	۹
					طلبہ کے لیئے ڈرامے، فلمیں اور موسیقی کے پروگرام منعقد کیے جاتے ہیں۔	۱۰
					کھیلوں کے لیئے طلباء کو مناسب وقت اور مواقع فراہم کیے جاتے ہیں۔	۱۱

| | | | | | طلباء کے ذہنی، مذہبی، سماجی اور جذباتی فہم وادراک کو بڑھانے کے لیے مہمان مقررین کو دعوت کیا جاتا ہے جو کہ مختلف موضوعات پر طلباء کو لیکچر دیتے ہیں۔ | ۱۲۔ |

کمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	کمل طور پر متفق	بیانات	نمبر شمار
					تمام نصابی اور غیر نصابی سرگرمیوں کے انعقاد کے لیے انتہائی حتاط اور منظم طریقے سے منصوبہ بندی کی جاتی ہے۔	۱۳۔
					سالانہ اہداف کے حصول کے لیے نصابی شیڈول پر کمل طور پر عمل درآمد کیا جاتا ہے۔	۱۴۔
					طلباء کی نصابی اور غیر نصابی سرگرمیوں میں اعلیٰ کارکردگی پر کھلے عام حوصلہ افزائی کی جاتی ہے۔	۱۵۔
					عملی زندگی بطریق احسن گزارنے کے لیے طلباء کو معاشرتی اصولوں کی تعلیم دی جاتی ہے۔	۱۶۔
					نصابی اور غیر نصابی سرگرمیوں کی مدد سے عملی زندگی کی تعلیم دی جاتی ہے۔	۱۷۔
					اساتذہ اور ہاؤس ماسٹرز طلباء کو معاشرتی اور اخلاقی کردار کو بہتر بنانے میں مدد کرتے ہیں۔	۱۸۔
					اساتذہ اور ہاؤس ماسٹرز طلباء کو موبائل فون اور سماجی رابطے کی ویب سائٹس کے استعمال کے متعلق رہنمائی فراہم کرتے ہیں۔	۱۹۔
					اساتذہ اور ہاؤس ماسٹرز طلباء کو تمباکو نوشی کے صحت پر مضر اثرات سے متعلق رہنمائی فراہم کرتے ہیں۔	۲۰۔
					اساتذہ طلباء کو ذہنی صحت کے ان اصولوں سے متعلق رہنمائی فراہم کرتے ہیں جن کی مدد سے ایک صحت مند زندگی کی گزاری جاسکتی ہے۔	۲۱۔
					اساتذہ باہمی تنازعات کو حل کرنے اور غصہ پر قابو پانے سے متعلق طلباء کی راہنمائی کرتے ہیں۔	۲۲۔
					تعلیمی ترقی کے علاوہ اساتذہ طلباء کو اخلاق و کردار اور معاشرتی اقدار سے متعلق آگاہ کرتے ہیں۔	۲۳۔

مندرجہ ذیل بیانات آپ کے سکول یا کالج میں سماجی تعلقات کے مختلف پہلووں کی نمائندگی کرتے ہیں مثلاً ساتھی طلباء اور اساتذہ سے تعلقات اور اسکول یا کالج کے ساتھ لگاؤ کا احساس وغیرہ۔ آپ کس حد تک یقین رکھتے ہیں کہ آپ کے سکول یا کالج میں:

					طلباء آپس میں باہمی احترام کا رویہ رکھتے ہیں۔	۱۔
					طلباء آپس کے تنازعات کو خوش اصلوبی سے حل کرتے ہیں۔	۲۔
					طلباء اساتذہ کا احترام کرتے ہیں۔	۳۔
					مختلف ثقافت اور مذہبی عقائد کے طلباء آپس میں مل جل کر رہتے ہیں۔	۴۔

زیادہ تر طلباء چھٹیوں کے بعد سکول/کالج میں واپس جاتے ہوئے خوشی محسوس کرتے ہیں۔ (۵)

نمبر شمار	بیانات	کمل طور پر متفق	متفق	کوئی رائے نہیں	غیر متفق	کمل طور پر غیر متفق
۶	طلباء محسوس کرتے ہیں کہ یہ ادارہ ان کا دوسرا گھر ہے۔					
۷	اس ادارے سے وابستگی کی بنیاد پر طلباء فخر محسوس کرتے ہیں۔					
۸	پرنسپل/کمانڈنٹ، اساتذہ اور طلباء مل کر رہتے ہیں۔					
۹	اس ادارے میں فیصلہ سازی کے دوران طلباء سے مشاورت کی جاتی ہے۔					
۱۰	طلباء اس ادارے کا یونیفارم پہن کر فخر محسوس کرتے ہیں۔					
۱۱	سکول یا کالج میں گزارا ہوا وقت طلباء کے لیے بہترین وقت ہوتا ہے۔					
۱۲	جماعتوں کے اندر پڑھائی کے کام سے طلباء بہت لطف اندوز ہوتے ہیں۔					

مندرجہ ذیل بیانات آپ کے سکول یا کالج کے تحفظ، دفاع اور نظم و ضبط سے متعلق ہیں مثلاً سکول میں تحفظ کا احساس، نظم و ضبط کی پالیسی، ہنگامی صورت حال سے نبرد آزما ہونا وغیرہ۔ آپ کس حد تک یقین رکھتے ہیں کہ آپ کے سکول یا کالج میں:

۱	کسی بھی ہنگامی صورت حال سے نمٹنے کے لیے مناسب تعداد میں سیکورٹی گارڈ موجود ہیں۔					
۲	کسی بھی ہنگامی صورت حال سے نمٹنے کے لیے طلباء کو تعلیم و تربیت دی جاتی ہے۔					
۳	طلباء اپنے آپ کو بورڈنگ ہاؤس کے کمروں، غسل خانوں اور کھیل کے میدانوں میں محفوظ سمجھتے ہیں۔					
۴	کچھ جگہوں کی نگرانی نہیں کی جاتی جو کہ سکول یا کالج کے تحفظ کے لیے خطرہ ہیں۔					
۵	اگر کوئی جسمانی یا زبانی اذیت رسانی کرے تو طلباء اس کے بارے میں انتظامیہ کو آگاہ کرتے ہیں۔					
۶	داخلی اور خارجی راستوں پر حفاظتی چوکیاں ہیں۔					
۷	کچھ جگہیں بغیر نگرانی کے ہیں جہاں سے طلباء بلا اجازت احاطہ سے باہر جا سکتے ہیں۔					
۸	طلباء جب ساتھی طلباء کو حراساں کرنے کے واقعات دیکھتے ہیں تو انہیں روکنے کی کوشش کرتے ہیں۔					
۹	کچھ طلباء آپس میں ایک دوسرے سے جارحیت کا مظاہرہ کرتے ہیں۔					
۱۰	کچھ طلباء کے لیے دوسروں کو حراساں کرنا ایک مشغلہ ہے۔					
۱۱	کچھ طلباء اپنے ساتھی طلباء کو ان کے مخصوص دین و مذہب و فرقے کی وجہ سے تنگ کرتے ہیں۔					
۱۲	کچھ طلباء ساتھی طلباء کے بارے میں افواہیں پھیلاتے ہیں۔					

کمل طور پر غیر متعلق	غیر متعلق	کوئی رائے نہیں	متعلق	کمل طور پر متعلق	بیانات	نمبر شمار
					کچھ طلباء اپنے ساتھی طلباء کو (جو جسمانی طور پر کمزور، معاشی طور پر پسماندہ اور مخصوص مذہبی عقائد کے حامل ہوں) مزاق کا نشانہ بناتے ہیں۔	۱۳۔
					کچھ طلباء اپنے ساتھی طلباء کو (جو جسمانی طور پر کمزور، معاشی طور پر پسماندہ اور مخصوص مذہبی عقائد کے حامل ہوں) مزاق کا نشانہ بناتے ہیں۔	۱۳۔
					طلباء کو حراساں کرنے مثلاً جسمانی اذیت دینا، ذہنی اذیت دینا، نام بگاڑنا یا دوسروں کے بارے میں افواہیں پھیلانے کے خلاف قوانین موجود ہیں۔	۱۴۔
					انتظامیہ غنڈہ گردی یا حراساں کرنے کے خلاف سخت کاروائی کرتی ہے۔	۱۵۔
					نظم و ضبط کی خلاف ورزی کے بارے میں واضع قوانین اور مثالی سزائیں موجود ہیں۔	۱۶۔
					کچھ سینئر (Senior) طلباء جونیئر (Junior) طلباء سے اپنے ذاتی کام کرواتے ہیں۔	۱۷۔
					قواعد و ضوابط یکساں اور منصفانہ طور پر لاگو کیے جاتے ہیں۔	۱۸۔
					تمام سرگرمیوں میں لباس (Dress Code) کے ضوابط پر سختی سے عمل درآمد ہوتا ہے۔	۱۹۔
					پابندی کے باوجود، کچھ طلباء امتحان میں نقل کرنے کی کوشش کرتے ہیں۔	۲۰۔
					غیر مناسب سرگرمیوں (مثلاً سگریٹ نوشی، دھوکہ دہی، چوری، جھوٹ وغیرہ) کو روکنے کے لیے موثر اقدامات کیے جاتے ہیں۔	۲۱۔
					کچھ طلباء پڑھائی یا کھیلوں سے بچنے کے لیے جھلے بہانے کرتے ہیں۔	۲۲۔
					طلباء اگر عدم تحفظ یا کسی خطرے سے متعلق انتظامیہ کو آگاہ کریں تو معاملے کی روک تھام کی تدابیر کی جاتی ہیں۔	۲۳۔
					ساتھی طلباء کے ساتھ زیادتی اور تشدد کے خلاف انتظامیہ کی طرف سے سخت کاروائی کی جاتی ہے۔	۲۴۔
مندرجہ ذیل بیانات آپ کے سکول یا کالج کے پرنسپل / کمانڈنٹ کے قائدانہ رویوں سے متعلق ہیں۔ جیسے طلباء سے رابطہ رکھنا، مسائل کو حل کرنے کی صلاحیت وغیرہ آپ کس حد تک یقین رکھتے ہیں کہ آپ کے سکول یا کالج کے پرنسپل یا کمانڈنٹ:						
					طلباء کے لیے مثالی نمونہ ہیں۔	۱۔
					طلباء کو ان کی اچھی کارکردگی پر سراہتے ہیں۔	۲۔
					سکول یا کالج میں جو کچھ ہو رہا ہے اس کے متعلق مکمل آگاہ ہیں۔	۳۔
					طلباء سے ان کے مسائل کے بارے میں معلومات حاصل کرتے ہیں۔	۴۔

کمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	کمل طور پر متفق	بیانات	نمبر شمار
					ہاؤس ماسٹرز سے مسلسل رابطہ رکھتے ہیں اور ہاؤسز کے معاملات پر گہری نگاہ رکھتے ہیں۔	۵۔
					ہاؤس ماسٹرز کو کمل اختیار دیتے ہیں تاکہ وہ حسب ضرورت مناسب فیصلے کر سکے۔	۶۔
					اساتذہ کی کارکردگی کو بہتر بنانے کیلئے دوران پڑھائی ان کا مشاہدہ کرتے ہیں۔	۷۔
					طلباء اور اساتذہ کی کامیابیوں کی تعریف کرتے ہیں۔	۸۔
					مسائل اور مشکلات کے ازالے کے لئے طلباء ان تک با آسانی رسائی حاصل کرتے ہیں	۹۔
					طلباء اور پرنسپل / کمانڈنٹ کے درمیان روابط کا ذمہ دار ان ہے۔	۱۰۔

مندرجہ ذیل بیانات آپ کے سکول یا کالج میں طلباء کی دیکھ بھال سے متعلق اساتذہ مثلاً ہاؤس ماسٹرز اور تربیتی معلے کا بچوں کے معاملات میں ذاتی دلچسپی لینا، توجہ دینا، خیال رکھنا اور مختلف امور میں ان کی رہنمائی کرنا وغیرہ۔ آپ کس حد تک یہ یقین رکھتے ہیں کہ آپ کے سکول یا کالج میں ہاؤس ماسٹر:

کمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	کمل طور پر متفق	بیانات	نمبر شمار
					بچوں کی ذہنی، جسمانی، سماجی اور جذباتی نشو نما کو دیکھتے ہیں۔	۱۔
					ذاتی طور پر ہاؤس کے امور میں دلچسپی لیتے ہیں۔	۲۔
					کسی بھی ناگہانی صورت حال کو سنبھالنے کے لیئے ہمہ وقت موجود ہوتے ہیں۔	۳۔
					باقاعدگی سے بورڈنگ ہاؤس کا دورہ کرتے ہیں اور طلباء سے تبادلہ خیال کرتے ہیں۔	۴۔
					طلباء کے لیے متحمل مزاج اور ہمدردانہ رویہ رکھتے ہیں۔	۵۔
					طلباء کی شکایات اور مسائل سنتے ہیں اور انہیں حل کرنے کی پوری کوشش کرتے ہیں۔	۶۔
					نصابی اور غیر نصابی سرگرمیوں میں اچھی کارکردگی کا مظاہرہ کرنے پر طلباء کو سراہتے ہیں۔	۷۔
					طلبہ کی نصابی کارکردگی کی نگرانی کرتے ہیں اور طلبہ کو رہنمائی فراہم کرتے ہیں۔	۸۔
					بچوں کی تربیت کے لیئے ایک عملی نمونے کے طور پر کام کرتے ہیں۔	۹۔
					بورڈنگ ہاؤس کے معاملات کی دیکھ بھال کرنے کے اہل ہیں۔	۱۰۔
					طلباء کے مستقبل کے بارے میں حقیقی دلچسپی لیتے ہیں۔	۱۱۔

آپ کس حد تک یہ یقین رکھتے ہیں کہ آپ کے سکول یا کالج میں اساتذہ:

					طلباء کا خیال رکھتے ہیں۔	۱۲۔
					طلباء کی تمام سرگرمیوں پر نظر رکھتے ہیں۔	۱۳۔
					طلباء کے مسائل حل کرنے میں ان کی مدد کرتے ہیں۔	۱۴۔
					تمام طلباء سے مساوات کی بنیاد پر برتاؤ کرتے ہیں۔	۱۵۔
					طلباء کی ترقی اور نشو نما کے لیے مثالی شخصیت کے طور پر کام کرتے ہیں۔	۱۶۔

Factor Structure of Boarding School Climate Scale (BSCS).

Items	F1	F2	F3	F4	F5	F6	F7	F8
PC5	**.74**	.05	-.05	.01	.12	.09	-.05	-.08
PC6	**.74**	.04	.00	.06	.03	.00	.02	-.13
PC4	**.66**	.02	-.20	.13	.21	-.04	.06	-.03
PC1	**.66**	.02	.06	-.15	.07	.07	.00	.03
PC2	**.61**	.03	-.04	-.09	.16	-.04	.03	.04
PC9	**.61**	.04	.32	-.07	-.11	-.14	.01	.01
PC10	**.61**	-.02	.20	.10	-.02	.00	.01	-.09
PC11	**.61**	.01	.21	-.02	.00	-.01	.01	-.03
PC3	**.61**	.02	-.09	.07	.05	.02	.14	-.04
PC8	**.60**	-.01	.27	.03	-.03	-.10	.03	-.09
PC15	**.52**	.11	.24	-.12	-.11	-.11	-.06	.19
PC14	**.50**	.04	.32	.10	-.12	-.07	-.03	.00
PC16	**.49**	.02	.37	.03	-.13	-.14	-.03	.11
PC13	**.35**	.05	.27	.06	-.21	.02	.05	.10
BP11	.07	**.77**	-.05	-.07	.06	-.03	-.01	.14
BP12	.03	**.75**	-.06	.05	.14	-.03	-.04	.13
BP13	.05	**.71**	-.03	.18	-.05	.04	-.07	.05
BP10	.07	**.68**	.02	.23	-.08	.01	-.05	-.05
BP22	-.01	**.65**	-.04	-.20	.08	-.02	.10	.10
BP9	.01	**.61**	.07	.19	-.03	-.17	.01	-.11
BP20	.02	**.57**	.00	-.21	-.04	.07	.07	.16
BP17	.10	**.49**	-.06	-.13	-.18	.30	-.06	.06
ACL21	.13	-.09	**.64**	-.01	-.03	.03	-.04	.04
ACL17	.00	.00	**.59**	-.05	.22	.00	.00	.07
ACL6	.10	.02	**.58**	-.10	-.17	.21	-.07	.07
ACL16	.11	.00	**.54**	-.14	.20	.11	.01	-.01
ACL18	.24	-.08	**.48**	-.11	.02	.08	.09	-.04
ACL22	.16	.01	**.46**	-.06	-.08	.10	.10	.03
ACL13	-.07	-.01	**.45**	.14	.36	.00	.04	-.08
ACL4	.01	.02	**.40**	.06	.30	.04	-.01	.08
ACL10	.11	-.01	**.35**	-.06	.33	.00	.10	-.19
DSR1	.02	-.13	.07	**.55**	-.01	.12	.10	.09
DSR16	.25	-.10	-.06	**.53**	.20	-.14	-.19	.17
DSR4	-.06	.30	-.02	**.53**	-.05	.12	.09	-.35
DSR7	-.29	.34	.09	**.51**	.09	-.09	.07	-.16
DSR24	.34	-.08	-.29	**.50**	-.06	.21	.03	.02
DSR15	.32	-.07	-.09	**.48**	.02	.04	-.12	.12

DSR3	.02	-.12	-.06	**.46**	.05	.29	.03	.15
PE6	-.18	.06	-.07	**.45**	-.08	-.07	.16	.02
DSR23	.14	-.01	-.08	**.43**	-.06	.02	.15	.05
DSR21	.27	-.03	.02	**.42**	-.12	.06	.03	.01
DSR2	.07	-.02	.03	**.41**	.22	-.03	.05	.18
DSR14	.27	.09	-.06	**.34**	.11	-.05	-.05	.03
RS8	.03	.03	-.21	-.01	**.86**	-.15	-.06	.07
RS12	.08	-.08	.20	.10	**.61**	-.24	-.05	.10
RS14	.15	.00	-.08	-.16	**.55**	.23	.08	-.06
RS3	.01	-.01	.12	.02	**.43**	.17	-.03	.02
RS15	-.07	.02	.28	-.02	**.41**	.25	.00	-.15
RS19	-.15	.00	.30	.02	**.38**	.16	.02	.10
PE4	-.10	-.07	.14	.02	-.19	**.75**	.01	.08
PE3	.03	.04	.13	.06	-.09	**.66**	-.13	.01
PE9	-.01	-.07	.01	.11	.15	**.64**	-.05	-.04
PE10	-.08	.12	-.06	-.02	.07	**.61**	.01	.18
PE11	.05	.07	.23	.05	.28	**.36**	-.02	-.12
ACL7	.04	.05	.17	-.01	.19	**.36**	.09	-.01
PE1	-.09	-.02	.22	.02	.08	**.35**	-.09	.07
L4	.13	-.04	-.07	.09	-.01	-.02	**.72**	-.03
L1	-.19	.01	.17	.08	.00	-.17	**.71**	.11
L3	.03	.07	-.08	.17	.03	-.05	**.68**	-.03
L5	.15	-.06	.06	.08	-.13	.11	**.66**	-.08
L9	.07	-.01	-.04	.15	-.04	.04	**.65**	-.02
L6	.06	-.01	.03	-.05	.06	-.09	**.62**	.08
R1	-.10	.13	.07	.15	-.07	-.04	-.02	**.76**
R2	-.02	.11	.07	.07	.06	.02	-.09	**.64**
R3	-.03	.14	.05	.02	.00	.09	-.05	**.60**
R6	.06	.05	-.03	.00	.02	.17	.10	**.52**
R5	.05	.04	-.14	-.18	.12	.16	.15	**.50**
R10	-.20	-.07	.16	.36	-.13	.07	.12	**.44**
R11	-.05	-.12	.11	.29	-.03	.06	-.03	**.42**
R9	.08	-.01	.06	-.11	.18	-.15	.30	**.40**

Boarding School Climate Scale (BSCS) (Urdu Version)

<div dir="rtl">

اقامتی درسگاہ کے ماحول کا جائزہ

نام:................................ جماعت:................................ عمر:................................

اوارے میں طلبہ کی تعداد:........................ ادارے میں گزرا ہوا کل وقت:........................

عزیز طلباء! اس سوالنامے کا مقصد آپ کے اسکول یا کالج کے ماحول کے مختلف پہلوؤں کا جائزہ لینا ہے۔ اس سوالنامے میں آپ نے اپنے اسکول یا کالج سے متعلق کچھ بیانات کے بارے میں اپنی رائے کا اظہار کرنا ہے۔ جب آپ کسی بیان سے متعلق اپنی رائے کا اظہار کریں تو اپنے ذاتی خیالات و احساسات اور تجربات کو مدِ نظر رکھیں اور ان بیانات سے متعلق کوئی بھی صحیح یا غلط جواب نہیں ہے۔ آپ کے دیئے گئے جوابات کو مکمل صیغہ راز میں رکھا جائے گا اور یہ معلومات صرف تحقیقی مقاصد کے حصول کے لئے استعمال ہوں گی۔ آپ سے درخواست ہے کہ بیانات کو غور سے پڑھیں اور اپنے جواب کے لئے ہر بیان کے آگے دیئے گئے پانچ نکاتی پیانے کو استعمال کریں اور جو جواب آپ کے خیال میں مناسب ہے اس پر (✓) کا نشان لگائیں۔ آپ کا تعاون اس سروے کی تکمیل میں قابلِ ستائش ہے۔

کمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	کمل طور پر متفق	بیانات	نمبر شمار
					طلباء کے لیے متحمل مزاج اور ہمدردانہ رویہ رکھتے ہیں۔	۱۔
					طلباء کی شکایت اور مسائل سنتے ہیں اور انہیں حل کرنے کی پوری کوشش کرتے ہیں۔	۲۔
					باقاعدگی سے بورڈنگ ہاؤس کا دورہ کرتے ہیں اور طلباء سے تبادلہ خیال کرتے ہیں۔	۳۔
					بچوں کی ذہنی، جسمانی، سماجی اور جذباتی نشوونما کو سمجھتے ہیں۔	۴۔
					ذاتی طور پر ہاؤس کے امور میں دلچسپی لیتے ہیں۔	۵۔
					بورڈنگ ہاؤس کے بچوں کی تربیت کے لیے ایک عملی نمونے کے طور پر کام کرتے ہیں۔	۶۔
					بورڈنگ ہاؤس کے معاملات کی دیکھ بھال کرنے کے اہل ہیں۔	۷۔
					طلباء کے مستقبل کے بارے میں حقیقی دلچسپی لیتے ہیں۔	۸۔
					کسی بھی ناگہانی صورت حال کو سنبھالنے کے لیے ہر وقت موجود ہوتے ہیں۔	۹۔
					طلبہ کی نصابی کارکردگی کی نگرانی کرتے ہیں اور طلبہ کو رہنمائی فراہم کرتے ہیں۔	۱۰۔

مندرجہ ذیل بیانات آپ کے سکول یا کالج میں طلباء کی دیکھ بھال سے متعلق ہیں مثلاً اساتذہ، ہاؤس ماسٹرز اور تربیتی عملے کا بچوں کے معاملات میں ذاتی دلچسپی لینا، توجہ دینا، خیال رکھنا اور مختلف امور میں ان کی راہنمائی کرنا وغیرہ۔ آپ کس حد تک یقین رکھتے ہیں کہ آپ کے اسکول یا کالج میں / ہاؤس ماسٹر:

آپ کس حد تک یہ یقین رکھتے ہیں کہ آپ کے سکول یا کالج میں اساتذہ:

</div>

					تمام طلباء سے مساوات کی بنیاد پر برتاؤ کرتے ہیں۔	۱۱ـ
کمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	کمل طور پر متفق	بیانات	نمبر شمار
					طلباء کے مسائل حل کرنے میں ان کی مدد کرتے ہیں۔	۱۲ـ
					طلباء کی ترقی اور نشو نما کے لیے مثالی شخصیت کے طور پر کام کرتے ہیں۔	۱۳ـ
					طلباء کی تمام سرگرمیوں پر نظر رکھتے ہیں۔	۱۴ـ

مندرجہ ذیل بیانات آپ کے اسکول یا کالج میں طلباء کے طرز عمل سے متعلق ہیں مثلاً جارحیت کا مظاہرہ کرنا، ہر اساں کرنا، نقل کرنا وغیرہ۔ آپ کس حد تک یہ یقین رکھتے ہیں کہ آپ کے سکول یا کالج میں:

					کچھ طلباء اپنے ساتھی طلباء کو ان کے مخصوص طبقے کی وجہ سے نکل کرتے ہیں۔	۱ـ
					کچھ طلباء ساتھی طلباء کے بارے میں افواہیں پھیلاتے ہیں۔	۲ـ
					کچھ طلباء اپنے ساتھی طلباء کو (جو جسمانی طور پر کمزور، معاشی طور پر پسماندہ اور مخصوص مذہبی عقائد کے حامل ہوں) مذاق کا نشانہ بناتے ہیں۔	۳ـ
					کچھ طلباء کے لیے دوسروں کو حراساں کرنا ایک مشغلہ ہے۔	۴ـ
					کچھ طلباء پڑھائی یا کھیلوں سے بچنے کے لیے بہانے کرتے ہیں۔	۵ـ
					کچھ طلباء آپس میں ایک دوسرے سے جارحیت کا مظاہرہ کرتے ہیں۔	۶ـ
					پابندی کے باوجود، کچھ طلباء امتحان میں نقل کرتے ہیں۔	۷ـ
					کچھ سینئر (Senior) طلباء جونیئر (Junior) طلباء سے اپنے ذاتی کام کرواتے ہیں۔	۸ـ

مندرجہ ذیل بیانات آپ کے سکول یا کالج کی نصابی اور غیر نصابی سرگرمیوں سے متعلق ہیں جیسے تدریسی معیار، سیکھنے کے مواقع، راہنمائی، تخلیقی اظہار، تقریری مقابلے وغیرہ۔ آپ کس حد تک یہ یقین رکھتے ہیں کہ آپ کے سکول یا کالج میں:

					اساتذہ طلباء کو ذہنی صحت کے ان اصولوں سے متعلق راہنمائی فراہم کرتے ہیں جن کی مدد سے ایک صحت مند زندگی کی گزاری جا سکتی ہے۔	۱ـ
					نصابی اور غیر نصابی سرگرمیوں (مثلاً تقریری مقابلے ڈرامے وغیرہ) کی مدد سے عملی زندگی کی تعلیم دی جاتی ہے۔	۲ـ
					پڑھائی میں کمزور طلباء کو متعلق مضامین کے اساتذہ زیادہ راہنمائی فراہم کرتے ہیں۔	۳ـ
					عملی زندگی کو بطریق احسن گزارنے کے لیے طلبہ کو معاشرتی اصولوں کی تعلیم دی جاتی ہے۔	۴ـ
					اساتذہ اور ہاؤس ماسٹر طلباء کے معاشرتی اور اخلاقی رہنمائی کردار کو بہتر بنانے میں مدد کرتے ہیں۔	۵ـ
					اساتذہ باہمی تنازعات کو حل کرنے اور غصہ پر قابو پانے سے متعلق طلباء کی راہنمائی کرتے ہیں۔	۶ـ

کمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	کمل طور پر متفق	بیانات	نمبر شمار
					تمام نصابی اور غیر نصابی سرگرمیوں کے انعقاد کے لیے انتہائی محتاط اور منظم طریقے سے منصوبہ بندی کی جاتی ہے۔	۷
					طلباء کو رہنمائی اور مشاورت(Guidance and Counselling) کی خدمات مہیا کی جاتی ہیں۔	۸
					طلبہ کے لیے ڈرامے، فلمیں اور موسیقی کے پروگرام منعقد کیے جاتے ہیں۔	۹

مندرجہ ذیل بیانات آپ کے سکول یا کالج کے تحفظ، دفاع اور نظم و ضبط سے متعلق ہیں مثلا سکول میں تحفظ کا احساس، نظم و ضبط کی پالیسی، ہنگامی صورت حال سے نبرد آزما ہونا وغیرہ۔ آپ کس حد تک یقین رکھتے ہیں کہ آپ کے سکول یا کالج میں:

کمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	کمل طور پر متفق	بیانات	نمبر شمار
					کسی بھی ہنگامی صورت حال سے نمٹنے کے لیے مناسب تعداد میں سیکورٹی گارڈز موجود ہیں۔	۱
					نظم و ضبط کی خلاف ورزی کے بارے میں واضح قوانین اور مثالی سزائیں موجود ہیں۔	۲
					کچھ جگہوں کی نگرانی نہیں کی جاتی جو کہ سکول، کالج یا طلباء کے تحفظ کے لیے خطرہ ہیں۔	۳
					کچھ جگہیں بغیر نگرانی کے ہیں جہاں سے طلبہ بلا اجازت کے احاطہ سے باہر جا سکتے ہیں۔	۴
					ساتھی طلباء کے ساتھ زیادتی اور تشدد کے خلاف انتظامیہ کی طرف سے سخت کارروائی کی جاتی ہے۔	۵
					انتظامیہ طلباء کو ہراساں کرنے، نام بگاڑنے یا مارنے کے خلاف سخت کارروائی کرتی ہے	۶
					طلباء اپنے آپ کو بورڈنگ ہاوس کے کمروں، غسل خانوں اور کھیل کے میدانوں میں محفوظ سمجھتے ہیں۔	۷
					طلباء اگر عدم تحفظ یا کسی خطرے سے متعلق انتظامیہ کو آگاہ کریں تو معاملے کی روک تھام کی تدابیر کی جاتی ہیں۔	۸
					انتظامیہ غیر مناسب سرگرمیوں (مثلا سکریپٹ نویسی، دھوکہ دہی، چوری، جھوٹ وغیرہ) کو روکنے کے لیے موثر اقدامات کرتی ہے۔	۹
					کسی بھی ہنگامی صورت حال سے نمٹنے کے لیے طلباء کو تعلیم و تربیت دی جاتی ہے۔	۱۰
					طلباء کو ہراساں کرنے مثلا جسمانی یا ذہنی اذیت دینے، نام بگاڑنے یا دوسروں کے بارے میں افواہیں پھیلانے کے خلاف قوانین موجود ہیں۔	۱۱

تکمیل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	تکمیل طور پر متفق	بیانات	نمبر شمار
					مندرجہ ذیل بیانات آپ کے اسکول یا کالج میں وسائل کی فراہمی سے متعلق ہیں مثلاً کمپیوٹر ملٹی سہولیات کھانا وغیرہ۔ آپ کس حد تک یقین رکھتے ہیں کہ آپ کے اسکول یا کالج میں:	
					مختلف تقاریب کے انعقاد کے لیے ایک مناسب ہال موجود ہے۔	۱
					کھانا غذائیت سے بھر پور اور حفظان صحت کے اصولوں کے مطابق تیار کیا جاتا ہے۔	۲
					آرام دہ ماحول کے لیے مناسب سہولیات مثلاً تکیے، بیڈ وغیرہ میسر ہیں۔	۳
					اساتذہ تدریس کے دوران سمعی اور بصری آلات مثلاً ملٹی میڈیا کمپیوٹر وغیرہ کو استعمال میں لاتے ہیں۔	۴
					طلباء کو حسب ضرورت طبی سہولیات میسر ہیں۔	۵
					طلباء کے مذہبی، سماجی اور جذباتی فہم و ادراک کو بڑھانے کے لیے مہمان مقررین کو مدعو کیا جاتا ہے جو کہ مختلف موضوعات پر طلباء کو لیکچر دیتے ہیں۔	۶
					مندرجہ ذیل بیانات آپ کے سکول یا کالج کی عمارتوں اور ماحول سے متعلق ہیں مثلاً عمارتوں کی حالت۔ کمرہ جماعت، واش رومز اور بورڈنگ ہاؤسز کی صفائی وغیرہ۔	
					کمرہ جماعت کشادہ اور فرنیچر آرام دہ ہے۔	۱
					عمارات صاف ستھری ہیں۔	۲
					بورڈنگ ہاؤس کی عمارت میں مناسب فرنیچر اور دیگر سہولیات میسر ہیں۔	۳
					بیت الخلاء صاف ستھرے اور مناسب سہولتوں سے مزین ہیں۔	۴
					کمرہ طعام (Dining Hall) وسیع اور صاف ستھرا ہے۔	۵
					عمارات بہت جاذبِ نظر (خوبصورت) ہیں۔	۶
					مندرجہ ذیل بیانات آپ کے سکول یا کالج کے پرنسپل / کمانڈنٹ کے قائدانہ رویوں سے متعلق ہیں۔ جیسے طلباء سے رابطہ رکھنا، مسائل سے آگاہی اور ان کا حل کرنا وغیرہ۔ آپ کس حد تک یقین رکھتے ہیں کہ آپ کے سکول یا کالج کے پرنسپل یا کمانڈنٹ:	
					طلباء سے مسلسل رابطہ میں رہتے ہیں اور ان کے مسائل سے متعلق معلومات حاصل کرتے ہیں۔	۱
					طلباء کے لیے مثالی نمونہ ہیں۔	۲
					سکول یا کالج میں جو کچھ ہو رہا ہے اس کے متعلق مکمل آگاہ ہیں۔	۳
					ہاؤس ماسٹرز سے مسلسل رابطہ رکھتے ہیں اور ہاؤسز کے معاملات پر گہری نگاہ رکھتے ہیں۔	۴
					مسائل اور مشکلات کے ازالے کے لیے طلباء ان تک با آسانی رسائی حاصل کرتے ہیں۔	۵

کمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	مکمل طور پر متفق	بیانات	نمبر شمار
					ہاؤس ماسٹرز کو مکمل اختیار دیتے ہیں تا کہ وہ حسب ضرورت مناسب فیصلے کر سکیں۔	۶۔

مندرجہ ذیل بیانات آپ کے سکول یاکالج میں سماجی تعلقات کے مختلف پہلوؤں کی نمائندگی کرتے ہیں مثلاً ساتھی طلباء اور اساتذہ سے تعلقات اور اسکول یاکالج کے ساتھ لگاؤ کا احساس وغیرہ۔ آپ کس حد تک یقین رکھتے ہیں کہ آپ کے سکول یاکالج میں:

کمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	مکمل طور پر متفق	بیانات	نمبر شمار
					طلباء آپس میں باہمی احترام کا رویہ رکھتے ہیں۔	۱۔
					طلباء آپس کے تنازعات کو خوش اسلوبی سے حل کرتے ہیں۔	۲۔
					طلباء اساتذہ کا احترام کرتے ہیں۔	۳۔
					طلباء محسوس کرتے ہیں کہ یہ ادارہ ان کا دوسرا گھر ہے۔	۴۔
					زیادہ تر طلباء چھٹیوں کے بعد سکول / کالج میں واپس جاتے ہوئے خوشی محسوس کرتے ہیں۔	۵۔
					طلباء اس ادارے کا یونیفارم پہن کر فخر محسوس کرتے ہیں۔	۶۔
					اسکول یاکالج میں گزارا ہوا وقت طلباء کے لیے بہترین وقت ہوتا ہے۔	۷۔
					اس ادارے میں فیصلہ سازی کے دوران طلباء سے مشاورت کی جاتی ہے۔	۸۔

Boarding School Climate Scale (English Version)

Dear student, this survey is about your perception of prevailing environment of your school / college. On the following pages, you will find some statements about various aspects of your school / college and you are required to indicate as how much you agree or disagree with these statements. As you respond to each item, please focus on your own thoughts and feelings based upon your personal experiences as a student in the institution where you are studying. All your responses will be kept completely anonymous and confidential. There is no right or wrong answer. The information gathered will be used only for research purpose. You are requested to read each statement carefully and indicate your response by making a tick mark (√) on 5-point rating scale given in front of each statement which you think is close to your opinion. Your cooperation in this survey is highly appreciated.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Following statements represent different aspects of the physical surroundings of your school / college such as the condition of buildings, surroundings, neatness of classrooms, washrooms, houses etc. You are required to indicate the extent to which you believe that in your school / college:					
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Buildings have attractive appearance.					
2. Buildings are neat and clean.					
3. Classrooms are spacious and furniture is comfortable.					
4. Residential houses have appropriate furniture and bedding.					
5. Washrooms are neat, clean and well maintained.					
6. Dining hall is spacious, neat and clean.					
Following statements represent different aspects of resources in your school / college such as audiovisual aids, medical facilities, meals etc. You are required to indicate the extent to which you believe that in your school / college:					
1. There is a suitable auditorium / hall for different ceremonies.					
2. Meals are nutritious and hygienic.					
3. For a comfortable environment, facilities such as heaters, fans etc. are have been provided.					
4. Appropriate medical facilities are available and accessible for students.					
5. Teachers use audio visual aids during teaching.					
6. Guest lectures are arranged to enhance the knowledge and understanding of students on religious, social and motivational aspects.					
Following statements represent different aspects of academic and co-curricular activities such as teaching and learning opportunities, civic education, guidance, opportunities for creative expression, debates, declamations etc. You are required to indicate the extent to which you believe that in your school / college:					
1. Schedule of activities (For example, academics, sports, co-curricular activities) is meticulously planned and organized.					
2. Movies, dramatics and musical shows are arranged for students.					
3. Life skills are inculcated through curricular and co-curricular activities like dramatics, declamations etc.					
4. Subject teachers give extra coaching to weak students.					
5. Civic education is provided to students that is helpful in real life situations.					

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6.	Teachers / house masters help students develop their moral character and civic behavior.					
7.	Teachers guide students in resolving interpersonal conflicts and managing anger.					
8.	Teachers educate students about psychological wellbeing and skills (For example social and emotional skills) necessary to flourish as a healthy human being.					
9.	Guidance and counseling services are provided to students.					

Following statements represent different aspects of social relations within your school / college such as relations with fellow students, teachers and sense of belongingness etc. You are required to indicate the extent to which you believe that in your school / college:

1.	Students treat each other with respect.					
2.	Students give due respect to teachers.					
3.	Students resolve conflicts with fellow students in a cordial manner.					
4.	Most of the students feel happy to get back to school /college after vacations.					
5.	Students feel that this institute is their second home.					
6.	Students are involved in the decision-making process in this institute.					
7.	Students feel pride in wearing school / college uniform.					
8.	Students like the time that they spend at school.					

Following statements represent different aspects of pastoral care such as kindness, guidance, care, personal interest and helping attitude of your house master, teachers, drill instructors and coaches within your school / college. You are required to indicate the extent to which you believe that in your school / college house master:

1.	Understands the developmental needs (Physical, social emotional) of students.					
2.	Takes interest in the activities of your house.					
3.	Remains available to handle any emergency situation.					
4.	Regularly visits your house and interacts with students.					
5.	Shows compassion and caring attitude towards students of your house.					
6.	Listens to the complaints / problems of students and puts due efforts to resolve them.					
7.	Monitors and guides students to improve their academic performance.					

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8.	Acts as mentor for grooming the students of your house.					
9.	Is capable of looking after the house affairs.					
10.	Takes real interest in your future.					
11.	Monitors all the activities of students.					
12.	Helps you solve your problems.					
13.	Deals with students on the basis of equality.					
14.	Teachers act as role model for the education and grooming of students.					
Following statements represent different aspects of discipline, safety and rules in your school / college such as feelings of security, availability of security personnel, emergency handling etc. You are required to indicate the extent to which you believe that in your school / college:					
1.	Sufficient number of security personnel is deployed to handle any emergency situation.					
2.	Students are taught and trained as how to deal with emergency situations. (For example, lockout, lockdown, evacuate, shelter etc.)					
3.	Students feel safe in changing room / washrooms and hallways in your house.					
4.	There are certain unsupervised areas in your college that are safety hazards.					
5.	School / College administration takes strict action against bullying incidents (Hitting, calling names, harassing etc.)					
6.	There are rules against physical abuse, teasing, name-calling or saying bad things about fellow students.					
7.	There are certain unsupervised places / points through which students can go out of the premises without permission.					
8.	Clear rules and consequences for indiscipline exist.					
9.	Administration takes effective measures to put a check on the unhealthy activities of students such as smoking, cheating, stealing, lying etc.					
10.	If students report unsafe or dangerous behavior, they are sure that the problem will be taken care of.					
11.	Incidents of aggression and violence against fellow students are dealt with strictly.					

	Following statements represent different aspects of behavioral problems of students in your school / college such as bullying, aggression teasing, cheating etc. You are required to indicate the extent to which you believe that in your school / college:					
	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Some students behave aggressively with fellow students.					
2.	Bullying is a fun for some students.					
3.	Some students often tease their fellow students due to their peculiar dressing or physical appearance.					
4.	Some students spread rumors about fellow students.					
5.	Some students make remarks about other students due to their low socioeconomic status and ethnic background.					
6.	Some senior students forcibly make juniors to do their personal tasks.					
7.	Despite strict measures some students use unfair means during exams.					
8.	Some students pretend illness to avoid classes and sports.					
	Following statements represent different aspects of leadership behavior of principal or commandant of your school / college such as interaction with students, problem solving ability etc. You are required to indicate the extent to which you believe that your school / college principal or commandant:					
1.	Is a role model for students.					
2.	Is completely aware of what is going on in the school / college.					
3.	Regularly interacts with students and enquires about their problems.					
4.	Keeps close contact with house masters and monitors the house affairs.					
5.	Empowers the house masters to make appropriate decisions as deems necessary.					
6.	Students can approach principal in order to address their problems / issues.					

Permission Letter to Translate Parental Behavior Scale into Urdu Language

≡ M Gmail   Q parental

Ghent Parental Behavior Scale – Child Version.

Sohail Mehmood

hello I am a research student in International Islamic University, Islamabad, Pakistan. I am working on the topic Bullying and it's relationship in Boarding Sch...

Karla Van Leeuwen

Dear Sohail Mehmood,

Thank you for your interest in the Parental Behavior Questionnaire.

I give you the permission to translate and use the questionnaire. Can you send me the translation? It would also be nice if you inform me about the results.

In the last years I have worked on a short version of the PBS, based on data-analysis in numerous samples (see document named 'PBS' for the items), however if you prefer the longer version that is of course also a possibility (see document GPBS items).

I left out the C in the latest version of the PBS scale, which was a reference to 'Ghent university', because I am working at the University of Leuven now. The items in the PBS document were translated from Dutch to English, and then translated back from English to Dutch.

In the child version, the same questions are used as in the parent version (items start with 'My father ...', and 'My mother ...'), so you can adapt the parent version to a child version. I found that children from the age of ... can adequately complete the questionnaire.

Please do contact me if you have any further questions.

The Parental Behaviour Scale-short version (English)

The Parental Behaviour Scale-short version (PBS) exists out of five subscales: Positive Parenting (POS; 11 items), Discipline (DIS; 6 items), Harsh Punishment (HAR; 5 items), Material Rewarding (REW; 4 items), and Rules (RUL; 6 items).

By means of a 5-point Likert scale (1 = (almost) never, 2 = little, 3 = sometimes, 4 = often, and 5 = (almost) always), parents can rate the frequency of each behavior towards one target child. Instructions for this measure in English are included in Van Leeuwen & Vermulst (2004).

ITEMS PBS-short version

Positive Parenting

I make time to listen to my child, when he/she wants to tell me something.

When my child seems to have a problem, I discuss with him/her what exactly is going on.

In the evening I talk with my child about the past and the coming day.

When my child has a problem, we look at different possible solutions together.

I ask my child about his/her hobbies and interests.

When I see my child after a day of school, I make it possible to spend some time with him/her.

I give my child a compliment, hug, or a pat on the shoulder as a reward for good behaviour.

I go on excursions with my child.

I compliment my child when he/she spontaneously does a chore or helps me out (for instance with laying the table).

When my child and I have a disagreement, we talk it over and we look for a solution together.

I do activities with my child, because I know that my child likes doing that activity with me (for instance playing a board game).

Discipline

When my child doesn't obey a rule (for instance: he/she comes home late without a valid reason; he/she has not completed a chore), then I punish him/her.

It happens that I don't punish my child after he/she has done something that is not allowed.

I punish my child, when he/she makes a nuisance of him/herself (for instance because he/she nags, contradicts me, lies, argues).

When my child has done something wrong, I punish him/her by taking away something nice (for instance the child can't watch TV, isn't allowed to go out, has to be home earlier, has to go to bed earlier).

When my child has been disobedient, I give him/her a chore for punishment.

When my child does something he/she is not allowed to do, I punish him/her.

Harsh Punishment

I slap my child when he/she has done something wrong.

I spank my child when he/she is disobedient or naughty.

I shake my child when we have a fight.

I blame my child or I call my child names when he/she has done something I don't approve of.

I slap my child when he/she hasn't kept to an agreement.

Material Rewarding

I give my child money or a small present when he/she has done something I am happy about.

When my child has done his/her best, I allow something extra (for instance staying up later).

I let my child buy something when he/she has done something well.

I give my child candy as a reward for good behaviour.

Teaching rules

I teach my child to be polite at school.

I teach my child to keep to agreements.

I ask my child to adapt to the habits of our family.

I teach my child to adapt to rules at school.

I teach my child to handle his/her things with care.

I make agreements with my child about how to behave him/herself.

The same questions can be used in the child version; then items start with 'My father ...' and 'My mother ...'

Urdu Version of Parental Behavior Scale (Father)

(والد کے رویوں کا سوالنامہ)

ذیل میں آپ کچھ بیانات پڑھیں گے جن کا مقصد یہ جاننا ہے کہ جب آپ گھر میں موجود تھے تو آپ کے والد آپ کے بارے میں کیسا رویہ رکھتے تھے۔ آپ سے گزارش ہے کہ آپ دیئے گئے بیانات کو غور سے پڑھیں اور اپنے جوابات کے لیئے ہر بیان کے آگے دیئے گئے 5 نقاطی پیمانے کو استعمال کریں اور جو جواب آپ کے خیال میں مناسب ہے اس پر √ کا نشان لگائیں۔

نمبر شمار	بیانات	ہمیشہ	اکثر	کبھی کبھی	بہت کم	کبھی نہیں
۱۔	جب میں کوئی بات کرنا چاہوں تو میرے والد میری بات سننے کے لیئے وقت نکالتے ہیں۔					
۲۔	جب مجھے کوئی مسئلہ در پیش ہو تو اس کے بارے میں اپنے والد سے بات کرتا ہوں۔					
۳۔	شام کے وقت میرے والد مجھ سے گزشتہ دن اور آنے والے دن کے متعلق بات کرتے ہیں۔					
۴۔	جب مجھے کوئی مسئلہ در پیش ہو تو میں اور میرے والد اکٹھے مل کر اس کا ممکنہ حل تلاش کرتے ہیں۔					
۵۔	میرے والد مجھ سے میرے مشاغل اور دلچسپیوں کے بارے میں پوچھتے ہیں۔					
۶۔	جب میرے والد مجھے سکول کے دن کے بعد دیکھتے ہیں تو وہ میرے ساتھ کچھ وقت گزارنے کو ممکن بناتے ہیں۔					
۷۔	میرا اچھا طرز عمل اختیار کرنے پر میرے والد مجھے سراہتے ہیں گلے لگاتے ہیں یا میرا کندھا تھپکاتے ہیں۔					
۸۔	میرے والد میرے ساتھ سیر و تفریح پر جاتے ہیں۔					
۹۔	جب میں خود سے کوئی کام کروں (جیسے کہ کھانے کی میز لگانا) تو میرے والد میری تعریف کرتے ہیں۔					
۱۰۔	جب میرے والد سے اختلاف ہوتا ہے تو ہم بات کرتے ہیں اور اکٹھے حل تلاش کرتے ہیں۔					
۱۱۔	میرے والد میرے ساتھ ان سر گرمیوں میں حصہ لیتے ہیں جن کے بارے میں انہیں معلوم ہو کہ مجھے ان کے ساتھ وہ سر گرمیاں کرنا پسند ہے۔ (مثلاً لڈو کھیلنا)۔					

کبھی نہیں	بہت کم	کبھی کبھی	اکثر	ہمیشہ	بیانات	نمبر شمار
					جب میں کسی اصول کی پابندی نہیں کرتا (جیسے کہ بلاوجہ دیر سے گھر آنا۔ کام مکمل نہ کرنا) تو میرے والد مجھے سزا دیتے ہیں۔	۱۲۔
					کبھی ایسا ہوتا ہے کہ میں کوئی ایسا کام کروں جس کی مجھے اجازت نہیں تو پھر بھی میرے والد مجھے سزا نہیں دیتے۔	۱۳۔
					کوئی ناپسندیدہ حرکت کرنے پر (مثلاً بلاوجہ تنقید کرنا۔ اختلاف کرنا جھوٹ بولنا یا حجت بازی کرنا) میرے والد مجھے سزا دیتے ہیں۔	۱۴۔
					جب میں کچھ غلط کروں تو میرے والد مجھے سزا کے طور پر میری پسندیدہ چیزیں لے لیتے ہیں (مثلاً ٹیلی ویژن نہیں دیکھ سکتا۔ باہر نہیں جانے دیتیں، جلدی سونا پڑتا ہے۔ جلدی گھر آنا پڑتا ہے وغیرہ)۔	۱۵۔
					جب میں نافرمانی کروں تو میرے والد سزا کے طور پر مجھے گھر کا کوئی کام کرنے کو دیتے ہیں۔	۱۶۔
					جب میں کوئی ایسا کام کرتا ہوں جس کی مجھے اجازت نہیں تو میرے والد مجھے سزا دیتے ہیں۔	۱۷۔
					اگر میں نے کچھ غلط کیا ہو تو میرے والد مجھے تھپڑ بھی مار دیتے ہیں۔	۱۸۔
					جب میں کوئی نافرمانی یا شرارت کروں تو میرے والد میری پٹائی کرتے ہیں۔	۱۹۔
					جب ہمارا جھگڑا ہوتا ہے تو میرے والد مجھے جھنجھوڑتے ہیں۔	۲۰۔
					جب میں اپنے والد کی مرضی کے خلاف کچھ کروں تو وہ مجھے الزام دیتے ہیں یا برا بھلا کہتے ہیں۔	۲۱۔
					جب میں کوئی کیا ہوا وعدہ نہیں نبھاتا تو میرے والد مجھے تھپڑ مارتے ہیں۔	۲۲۔
					جب میں اپنے والد کی پسند کا کوئی کام کروں تو وہ خوش ہو کر مجھے پیسے یا کوئی چھوٹا سا تحفہ دیتے ہیں۔	۲۳۔
					جب میں نے اپنی طرف سے بہترین کیا ہو تو میرے والد مجھے تھوڑی ڈھیل دیتے ہیں (مثلاً رات کو دیر تک جاگنا)۔	۲۴۔
					جب میں کوئی اچھا کام کروں تو میرے والد میری پسند کی کوئی چیز خریدنے کی اجازت دیتے ہیں۔	۲۵۔
					اچھا رویہ اپنانے پر میرے والد انعام کے طور پر مجھے کوئی تحفہ دیتے ہیں۔ مثلاً چاکلیٹ وغیرہ۔	۲۶۔
					میرے والد مجھے سکول میں اچھے اخلاق سے رہنا سکھاتے ہیں۔	۲۷۔

کبھی نہیں	بہت کم	کبھی کبھی	اکثر	ہمیشہ	بیانات	نمبر شمار
					میرے والد مجھے وعدے پورے کرنے کی تلقین کرتے ہیں۔	۲۸۔
					میرے والد مجھے ہمارے خاندان کی عادات کے مطابق ڈھلنے کے لیے کہتے ہیں۔	۲۹۔
					میرے والد مجھے سکول کے اصولوں پر عمل کرنے کی تلقین کرتے ہیں۔	۳۰۔
					میرے والد مجھے چیزوں کو احتیاط سے سنبھالنا سکھاتے ہیں۔	۳۱۔
					میرے والد مجھ سے معاہدے کرتے ہیں کہ مجھے کیسا رویہ اپنانا چاہیے۔	۳۲۔

Urdu Version of Parental Behavior Scale (Mother)

(والدہ کے رویوں کا سوالنامہ)

ذیل میں آپ کچھ بیانات پڑھیں گے جن کا مقصد یہ جاننا ہے کہ جب آپ گھر میں موجود تھے تو آپ کی والدہ آپ کے بارے میں کیسا رویہ رکھتی تھیں۔ آپ سے گزارش ہے کہ آپ دیئے گئے بیانات کو غور سے پڑھیں اور اپنے جوابات کے لیے ہر بیان کے آگے دیئے گئے 5 خانوں پیمانے کو استعمال کریں اور جو جواب آپ کے خیال میں مناسب ہے اس پر کا نشان لگائیں۔

کبھی نہیں	بہت کم	کبھی کبھی	اکثر	ہمیشہ	بیانات	نمبر شمار
					جب میں کوئی بات کرنا چاہوں تو میری والدہ میری بات سننے کے لیے وقت نکالتی ہیں۔	۱
					جب مجھے کوئی مسئلہ در پیش ہو تو اس کے بارے میں اپنی والدہ سے بات کرتا ہوں۔	۲
					شام کے وقت میری والدہ مجھ سے گزشتہ دن اور آنے والے دن کے متعلق بات کرتی ہیں۔	۳
					جب مجھے کوئی مسئلہ در پیش ہو تو میں اور میری والدہ اکٹھے مل کر اس کا ممکنہ حل تلاش کرتے ہیں۔	۴
					میری والدہ مجھ سے میرے مشاغل اور دلچسپیوں کے بارے میں پوچھتی ہیں۔	۵
					جب میری والدہ مجھے سکول کے دن کے بعد دیکھتی ہیں تو وہ میرے ساتھ کچھ وقت گزارنے کو ممکن بناتی ہیں۔	۶
					میرا اچھا طرز عمل اختیار کرنے پر میری والدہ مجھے سراہتی ہیں گلے لگاتی ہیں یا میرا کندھا تھپکاتی ہیں۔	۷
					میری والدہ میرے ساتھ میر و تفریح پر جاتی ہیں۔	۸
					جب میں خود سے کوئی کام کروں (جیسے کہ کھانے کی میز لگانا) تو میری والدہ میری تعریف کرتی ہیں۔	۹
					جب میرا والدہ سے اختلاف ہوتا ہے تو ہم بات کرتے ہیں اور اکٹھے مل تلاش کرتے ہیں۔	۱۰
					میری والدہ میرے ساتھ ان سر گرمیوں میں حصہ لیتی ہیں جن کے بارے میں انہیں معلوم ہو کہ مجھے ان کے ساتھ وہ سر گرمیاں کرنا پسند ہے۔ (مثلاً لڈو کھیلنا)۔	۱۱

کبھی نہیں	بہت کم	کبھی کبھی	اکثر	ہمیشہ	بیانات	نمبر شمار
					جب میں کسی اصول کی پابندی نہیں کرتا (جیسے کہ بلاوجہ دیر سے گھر آنا، کام کاج مکمل نہ کرنا) تو میری والدہ مجھے سزا دیتی ہیں۔	۱۲۔
					کبھی ایسا ہوتا ہے کہ میں کوئی ایسا کام کروں جس کی مجھے اجازت نہیں تو پھر بھی میری والدہ مجھے سزا نہیں دیتیں۔	۱۳۔
					کوئی ناپسندیدہ حرکت کرنے پر (مثلا بلا وجہ تنقید کرنا، اختلاف کرنا، جھوٹ بولنا یا حجت بازی کرنا) میری والدہ مجھے سزا دیتی ہیں۔	۱۴۔
					جب میں کچھ غلط کروں تو میری والدہ مجھ سے سزا کے طور پر میری پسندیدہ چیزیں لے لیتی ہیں (مثلا ٹیلی ویژن نہیں دیکھ سکتا، باہر نہیں جانے دیتیں، جلدی سونا پڑتا ہے، جلدی گھر آنا پڑتا ہے وغیرہ)۔	۱۵۔
					جب میں نافرمانی کروں تو میری والدہ سزا کے طور پر مجھے گھر کا کوئی کام کرنے کو دیتی ہیں۔	۱۶۔
					جب میں کوئی ایسا کام کرتا ہوں جس کی مجھے اجازت نہیں تو میری والدہ مجھے سزا دیتی ہیں۔	۱۷۔
					اگر میں نے کچھ غلط کیا ہو تو میری والدہ مجھے تھپڑ بھی مار دیتی ہیں۔	۱۸۔
					جب میں کوئی نافرمانی یا شرارت کروں تو میری والدہ میری پٹائی کرتی ہیں۔	۱۹۔
					جب ہمارا جھگڑا ہوتا ہے تو میری والدہ مجھے جھنجھوڑتی ہیں۔	۲۰۔
					جب میں اپنی والدہ کی مرضی کے خلاف کچھ کروں تو وہ مجھے الزام دیتی ہیں یا برا بھلا کہتی ہیں۔	۲۱۔
					جب میں کوئی کیا ہوا وعدہ نہیں نبھاتا تو میری والدہ مجھے تھپڑ مارتی ہیں۔	۲۲۔
					جب میں اپنی والدہ کی پسند کا کوئی کام کروں تو وہ خوش ہو کر مجھے پیسے یا کوئی چھوٹا سا تحفہ دیتی ہیں۔	۲۳۔
					جب میں نے اپنی طرف سے بہترین کیا ہو تو میری والدہ مجھے تھوڑی ڈھیل دیتی ہیں (مثلا رات کو دیر تک جاگنا)۔	۲۴۔
					جب میں کوئی اچھا کام کروں تو میری والدہ میری پسند کی کوئی چیز خریدنے کی اجازت دے دیتی ہیں۔	۲۵۔
					اچھا رویہ اپنانے پر میری والدہ انعام کے طور پر مجھے کوئی تحفہ دیتی ہیں۔ مثلا چاکلیٹ وغیرہ۔	۲۶۔
					میری والدہ مجھے سکول میں اچھے اخلاق سے رہنا سکھاتی ہیں۔	۲۷۔

کبھی نہیں	بہت کم	کبھی کبھی	اکثر	ہمیشہ	بیانات	نمبر شمار
					میری والدہ مجھے وعدے پورے کرنے کی تلقین کرتی ہیں۔	۲۸۔
					میری والدہ مجھے ہمارے خاندان کی عادات کے مطابق ڈھلنے کے لیے کہتی ہیں۔	۲۹۔
					میری والدہ مجھے سکول کے اصولوں پر عمل کرنے کی تلقین کرتی ہیں۔	۳۰۔
					میری والدہ مجھے چیزوں کو احتیاط سے سنبھالنا سکھاتی ہیں۔	۳۱۔
					میری والدہ مجھ سے مباحثے کرتی ہیں کہ مجھے کیا رویہ اپنانا چاہیے۔	۳۲۔

English Version of Georgia Brief School Climate Inventory (GaBSCI)

School Climate Survey: Middle/High

Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.

Demographics

What is your gender or gender identity?
☐ Female ☐ Male ☐ Transgender
☐ I prefer not to answer

Which of the following best describes you?
☐ Heterosexual (straight) ☐ Gay or Lesbian ☐ Bisexual
☐ I prefer not to answer

What is your ethnicity?
☐ Hispanic or Latino/a ☐ Not Hispanic or Latino/a
☐ I prefer not to answer

What is your race? *(mark all that apply)*
☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Pacific Islander
☐ White
☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?
☐ Ethnic Group:_____
☐ I prefer not to answer.

What grade are you in?
☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ I prefer not to answer.

Survey Questions

1. I like school.
   ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

2. I feel successful at school.
   ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

3. I feel my school has high standards for achievement.
   ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

4. My school sets clear rules for behavior.
   ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

5. Teachers treat me with respect.
   ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

6. The behaviors in my class allow the teachers to teach.
   ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

7. Students are frequently recognized for good behavior.
   ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

8. School is a place at which I feel safe.
   ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

9. I know an adult at school that I can talk with if I need help.
   ☐ Strongly Disagree   ☐ Somewhat Disagree   ☐ Somewhat Agree   ☐ Strongly Agree

Urdu Version of Georgia Brief School Climate Inventory (GaBSCI)

عزیز طلباء اس سروے میں چند سوالات پوچھے گئے ہیں۔ جن کا مقصد اس بات کو سمجھنا ہے کہ آپ اپنے سکول یا کالج کے بارے میں کیا محسوس کرتے ہیں۔ آپ کی فراہم کردہ معلومات آپ کے سکول / کالج کو زیادہ بہتر بنانے میں مددگار ثابت ہوگی۔ آپ کی فراہم کردہ معلومات کو مکمل میعذ راز میں رکھا جائے گا اور یہ معلومات صرف تحقیقی مقاصد کے حصول کے لیے استعمال ہوگی۔ جب آپ کسی سوال سے متعلق اپنی رائے کا اظہار کریں تو اپنے ذاتی خیالات اور احساسات کو مد نظر رکھیں جو کہ آپ کے سکول یا کالج سے متعلق تجربات پر مشتمل ہوں۔ آپ سے درخواست ہے کہ آپ ہر بیان کو غور سے پڑھیں اور پانچ جوابات میں سے جو جواب آپ کے خیال میں بہتر ہے اس کے سامنے (✓) کا نشان لگائیں۔ ان بیانات کا کوئی صحیح یا غلط جواب نہیں ہے۔ لہٰذا آپ سے درخواست ہے کہ کوئی بیان خالی نہ چھوڑیں اور تمام بیانات سے متعلق اپنے جوابات کا اظہار ضرور کریں۔

مکمل طور پر غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	مکمل طور پر متفق	بیانات	نمبر شمار
					مجھے یہ سکول / کالج پسند ہے۔	۱۔
					میں اپنے آپ کو اس سکول / کالج میں رہتے ہوئے کامیاب محسوس کرتا ہوں۔	۲۔
					میرے نزدیک اس سکول / کالج میں کامیابی کا معیار بہت بلند ہے۔	۳۔
					میرے سکول / کالج میں طلباء کے برتاؤ سے متعلق واضح اصول موجود ہیں۔	۴۔
					اساتذہ میرے ساتھ احترام سے پیش آتے ہیں۔	۵۔
					کمرۂ جماعت میں طلباء کے مثبت رویے کی وجہ سے اساتذہ کو پڑھانے میں مدد ملتی ہے۔	۶۔
					طلباء کو اکثر اچھے برتاؤ پر خراج تحسین پیش کیا جاتا ہے۔	۷۔
					میرا سکول ایسا ہے جہاں میں اپنے آپ کو محفوظ تصور کرتا ہوں۔	۸۔
					سکول / کالج میں ایک فرد ایسا ہے جس سے میں بوقت ضرورت مدد طلب کر سکتا ہوں۔	۹۔

Illinois Bully Scale (Urdu Version)

نیچے اور انتخاب دی گئی عبارات کو غور سے پڑھیں کریں کہ پچھلے 30 دنوں میں مندرجہ ذیل کام کتنی بار کیا یا آپ کے ساتھ ہوا۔ ہر بیان کے سامنے دیئے گئے جوابات میں سے کی ایک جواب پر ✓ کا نشان لگائیں۔

نمبر شمار	بیانات	کبھی نہیں	1 یا 2 مرتبہ	3 یا 4 مرتبہ	5 یا 6 مرتبہ	7 یا اس سے زیادہ مرتبہ
۱۔	مجھے دوسرے طالب علموں کو پریشان کرنے میں مزا آیا					
۲۔	دوستوں کے گروہ میں ہوتے ہوئے میں نے دوسرے طالب علموں کو تنگ کیا۔					
۳۔	میں نے ان طالب علموں سے لڑائی کی جن کو میں آسانی سے مار سکتا تھا / سکتی تھی۔					
۴۔	دوسرے طالب علموں نے مجھ پر فقرے کسے۔					
۵۔	دوسرے طالب علموں نے میرا مذاق اڑایا۔					
۶۔	دوسرے طالب علموں نے مجھے غلط ناموں سے پکارا۔					
۷۔	دوسرے طالب علموں نے مجھے دھکے دیئے اور مارا۔					
۸۔	میں دوسرے طالب علموں کو ہر اسان کے بغیر نہیں رہ سکا / سکی۔					
۹۔	میں نے دوسرے طالب علموں کو تنگ کیا۔					
۱۰۔	میں نے ہاتھا پائی کی۔					
۱۱۔	میں نے دوسرے طالب علموں کو مارنے یا زخمی کرنے کی دھمکی دی۔					
۱۲۔	میں نے لڑائی جھگڑا کیا کیونکہ مجھے غصہ آیا۔					
۱۳۔	جب کسی نے مجھے مارا تو میں نے بھی جواباً مارا۔					
۱۴۔	جب بھی مجھے کسی پر غصہ آیا، میں اس کے ساتھ برے طریقے سے پیش آیا / آئی۔					
۱۵۔	میں نے دوسرے طالب علموں کے خلاف افواہیں پھیلائیں۔					
۱۶۔	میں لڑائی جھگڑا کرنے میں پیش پیش رہا / رہی۔					
۱۷۔	جب بھی لوگ آپس میں لڑے، میں نے ان کی حوصلہ افزائی کی۔					
۱۸۔	میں نے دوسرے طالب علموں کو اپنے گروہ سے نکال باہر کیا۔					

Aggression Questionnaire (Urdu Version)

ذیل میں دیے گئے بیانات کو غور سے پڑھ کر بتائے کہ یہ بیان آپ کی شخصیت کے بارے میں کس حد تک صحیح ہے۔ ہر بیان کے سامنے دیے گئے ان جوابات میں
سے کسی ایک جواب پر (✓) کا نشان لگائیں۔

5	4	3	2	1
بالکل صحیح	کسی حد تک صحیح	معلوم نہیں	کسی حد تک غلط	بالکل غلط

5	4	3	2	1	بیانات	نمبر شمار
					کبھی کبھار میں کسی دوسرے شخص کو مارنے کی خواہش پر قابو نہیں رکھ سکتا/سکتی۔	۱۔
					بہت تنگ کرنے پر میں کسی شخص کو تھپڑ بھی مار سکتا/سکتی ہوں۔	۲۔
					اگر کوئی شخص مجھے مارے تو میں اسے بھی مارتا/مارتی ہوں۔	۳۔
					میں ایک عام شخص کی نسبت زیادہ لڑائی جھگڑا کرتا/کرتی ہوں۔	۴۔
					اپنے حق کے لیے اگر مجھے تشدد پر اترنا پڑے تو میں اتر آؤں گا/گی۔	۵۔
					کچھ لوگوں نے مجھے اتنا غصہ دلایا کہ میں ان کے ساتھ مار کٹائی پر اتر آیا/آئی۔	۶۔
					میں کبھی بھی کسی کی پٹائی کرنے کو جائز نہیں سمجھ سکتا/سکتی۔	۷۔
					بعض اوقات میں غصے میں اتنا پاگل ہوا/ہوئی کہ میں نے چیزیں توڑ پھوڑ دیں۔	۸۔
					بعض اوقات میں نے اپنے جاننے والوں کو دھمکایا۔	۹۔
					جب میں اپنے دوستوں کی باتوں سے اتفاق نہیں کرتا/کرتی تو انہیں کھل کر بتا دیتا/دیتی ہوں۔	۱۰۔
					میں اکثر لوگوں کی باتوں سے اتفاق نہیں کرتا/کرتی۔	۱۱۔
					جب لوگ مجھے غصہ دلاتے ہیں تو میں انہیں بتا سکتا/سکتی ہوں کہ میں ان کے بارے میں کیا سوچتا ہوں۔	۱۲۔
					جب لوگ مجھ سے اختلاف کرتے ہیں تو میں بحث کرنے سے باز نہیں رہ سکتا/سکتی۔	۱۳۔
					میرے دوست کہتے ہیں کہ میں بحث کرنے کا/کی عادی ہوں۔	۱۴۔
					میں جلد غصے میں آ جاتا/جاتی ہوں لیکن جلد اس پر قابو پا لیتا/لیتی ہوں۔	۱۵۔
					جب میں مایوسی اور بے بسی کا سامنا کر کرتی ہوں تو اپنی جھنجھلاہٹ کا اظہار کر دیتا/دیتی ہوں۔	۱۶۔
					مجھے کبھی کبھار محسوس ہوتا ہے کہ میں بارود ہوں جو کسی بھی وقت پھٹ سکتا/سکتی ہوں۔	۱۷۔

5	4	3	2	1	بیانات	نمبر شمار
					میں ایک معتدل (درمیانے) مزاج کا/کی شخص ہوں۔	۱۸۔
					میرے کچھ دوستوں کا خیال ہے کہ میں گرم مزاج ہوں۔	۱۹۔
					کبھی کبھار میں بغیر کسی وجہ کے آپے سے باہر ہو جاتا/جاتی ہوں۔	۲۰۔
					مجھے اپنے غصے کو قابو کرنے میں مشکل پیش آتی ہے۔	۲۱۔
					کبھی کبھار میں شدید حسد کا شکار ہو جاتا/جاتی ہوں۔	۲۲۔
					میں بعض اوقات محسوس کرتا/کرتی ہوں کہ زندگی میں مجھ سے زیادتی ہوئی۔	۲۳۔
					میری نسبت دوسرے لوگ زیادہ خوش قسمت ہیں۔	۲۴۔
					بعض اوقات میں سوچتا/سوچتی ہوں کہ زندگی کو اتنا تلخ کیوں محسوس کرتا/کرتی ہوں۔	۲۵۔
					مجھے معلوم ہے کہ میرے دوست میری پیٹھ پیچھے میرے بارے میں باتیں کرتے ہیں۔	۲۶۔
					میں حد سے زیادہ دوستانہ رویہ رکھنے والے اجنبیوں پر شک کرتا/کرتی ہوں۔	۲۷۔
					مجھے بھی کبھی محسوس ہوتا ہے کہ لوگ پیٹھ پیچھے مجھ پر ہنس رہے ہیں۔	۲۸۔
					جب لوگ اچھا برتاؤ کرتے ہیں تو میں سوچتا/سوچتی ہوں کہ ان کو مجھ سے کیا کام ہے۔	۲۹۔