



Relationship between Bullying and Behavior Problems (Anxiety, Depression, Stress) among Adolescence: Impact on Academic Performance

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Declaration

I, Ammara Asif, Registration No.S151DPDCP020, a student of Post Graduate Diploma In Clinical Psychology Program, Foundation University, Rawalpindi campus, hereby solemnly declare that the thesis entitled, "Relationship between Bullying and Behavior Problems (Anxiety, Depression, Stress) among Adolescence :Impact on Academic Performance" submitted in partial fulfillment of Post Graduate Diploma In Clinical Psychology Program, is my original work, except where otherwise acknowledged in the text, and has not been submitted or published earlier and shall not, in future, be submitted by me for any degree from this or any other university or institution.

Ammara Asif

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I owe many thanks to my classmate and all of my friends, especially Rabiya Kanwal and Saba Javed who always support and give full attention to solve my problems. They always help me in exchanging any ideas and give the enjoyable studying environment.

Ammara

Certificate

Certified that Research Thesis titled "Relationship between Bullying and Behavior Problems (Anxiety, Depression, Stress) among Adolescence: Impact on Academic Performance" by Ammara Asif, Registration No.S151DPDCP020 is accepted for submission to the Psychology Department, Foundation University, Rawalpindi campus.

Ms. Urwah Ali
Research Supervisor

Abstract

The present study examined the relationship between bullying and behavior problems (anxiety, depression, stress) among adolescents and impact of these variables on academic performance. Sample of 200 students including 25 female students and 25 male students from 9th to 12 grades were selected for the present study. The age of the sample ranged from 13 to 18 years. Illinois Bullying Scale (Espelage, 2002) and DASS by (Lovibond, 1995) were used to measure the constructs. Pearson correlation revealed that academic achievement negatively correlated with study variables. This relationship was significant with bully ($r = -.67, p < .001$), depression ($r = -.18, p < .05$), and stress ($r = -.22, p < .01$). Construct of bullying and behavior problems demonstrated positive correlation. Multiple regression analysis displayed bully as significant positive predictor of depression ($\beta = .25, p < .01$) anxiety ($\beta = .32, p < .001$) and stress ($\beta = .27, p < .01$), whereas fight behavior significantly and positively predicted anxiety ($\beta = .24, p < .01$) and stress ($\beta = .19, p < .05$). Victim behavior was also found to be significant predictor of depression ($\beta = .16, p < .05$) and stress ($\beta = .28, p < .01$). In order to predict academic achievement multiple regression was separately computed, which demonstrated bully, fight, victim behaviors ($F = 3.49, p < .01$) and stress as significant negative predictors ($F = 11.32, p < .001$) of academic achievement. T-test revealed bully ($t = 3.78, p < .001$), fight ($t = 4.85, p < .001$), and victim ($t = 3.80, p < .001$) showed significant gender difference, whereas non significant differences were observed on behavior problem i.e. depression, anxiety, stress and academic achievement. Finally one way ANOVA showed that except victim significant grade/class differences were found on all the variables.

Keywords: Bully; Fight; Victim; Depression; Anxiety; Stress; Academic achievement

Chapter I

Introduction

Adolescence is a critical period for the development and consolidation of important health behaviors [2]. Some of the behaviors that begin in adolescence (e.g., dieting, substance use) might have concerns that extend over the lifespan [3]. Adolescence is also recognized a time of transition, in which relationship with parent's shifts towards peers [4]. Due to the sheer importance of relationships with peer during this critical period of development, a number of health promotion studies focused on the impact of peer's behavior and friendship quality [5-7]. Early research on school bullying was originated in Scandinavian countries [8] and rest of the researchers followed their lead. Unluckily, the attention to the issue of school bullying often follows the miserable situations. For instance, the atrocious shootings at Columbine High School in 1999 have driven a national apprehension over peer-bullying and victimization. Students convoluted in school shootings had been considered as chronic bullying victims who in turn had victimized their other peers. Researchers studying school related violent deaths between 1994-1999, found that homicide bullitters were more likely than their victims to have been bullied at school [2]. There are four groups which have been eminent i.e. pure bullies, those who bully other children only; pure victims are children who are victimized by bullies; bully-victims, are those children who are involved in bullying other children and who also are victims of bullying, and fourth one are neutral children [10,11].

These distinguished children are also observable in Pakistani school setting especially in public schools because there are generally less committed teachers to control the bullying behaviors of children and those children also belongs to lower socioeconomic families. These families pay more attention to fulfill their basic needs rather than on the moral and ethical development of their children. Although incidence rates vary place to place but many studies indicate that as many as 35% of youth report some amount of participation in bullying [12]. Studies also revealed that bullying behaviors are at highest level during early adolescence [3], which accords, developmentally, with a focus on peer influence and the beginning of passionate connections. Therefore, public health researchers are showing increased interest in developing programs to reduce bullying and victimization and its negative correlates. Various studies provide support for this hypothesis, as research reveals that involvement in bullying during adolescence can lead to engagement in an array of risky behaviors [13].

In spite of enlarged interest in understanding the link between adolescent health and involvement in bullying, various health domains still remain unexplored. For instance, several studies have revealed that victimized youth may avoid school activities together with classes of physical education [14]. This avoidant behavior may become severe with the passage of time and result in drop out, absenteeism, lack of interest I class room activities and studies. Some studies have also reported that bullying can lead to sexual violence in youth. Within Pakistani context it

is observed that bully victims are not good reporter so their parents and teacher most of the time remain unaware from behavioral problem. A gradual decline, then, of interest not only in academic but also in extracurricular activities lead the school adolescents to lower performance in lesser grades.

Bully

Bullies are usually those individuals who have been bullied or mistreated themselves. They are sometimes experiencing those life situations that cannot be cope with, this situation probably leave them feeling helpless and out of control. Most of the time a bully does not feel that he can find any other means of fitting in their own position in life so they put intentions to be powerful in a way that they feel will induce respect for them. Their belief is meant that power is the source of respect and honor so they behave boldly against other children. This phenomenon is rather intense and severs in adolescence. As the youth is the period of rapid change often irrational and illogical so many youngers in schools indulge them in bullying behavior specifically when they are member of a cohesive group. They assume that being feared is the way to gain respect and they surround themselves with friends and people who look up to them. Psychologists have conceived that bullies have lower level of self-esteem, and put down other people to feel better about themselves. While many bullies themselves are bullied at school or home. Clair found contradictory evidence that most bullies actually have excellent self-esteem. They usually have a sense of privilege and advantage over others, and lack impulse control, compassion, and social skills.

The people around the bullies have an effect on their behavior. On one side, the bully might have a family which does not care about their behavior and may even encourage. It is because they are the same way towards people. According to Clair the bully's family members may also be fearful of the bully and feel afraid to stand up to them and show them how to change their behavior. If the parents are fearful of doling out discipline to the bully then the bully learns that they can get away with their behavior since their own family members cannot even stop their behavior. When there is discipline from the parents it is usually not consistent. "If his parents are in a good mood, the child gets away with bad behavior. If the same parent is under pressure, he/she will take it out in angry outbreaks against the child. This child never internalizes rules of conduct or respect for authority.

Victim

Abel (2010) stated that bullying may, and often it happens, exert long lasting effect on the victim's life. These are sometimes very deep rooted and can spoil the whole life of a victim or at least they need serious counseling and consistent social and moral support not only from family members but also from other important people like teachers and close relative. Specially in Pakistan, where the people are having a pluralistic culture and living in combined family

system, adolescents need more attention from family members and mentors in schools otherwise they suffer from various attitudinal and behavior problems like depression, anxiety, stress, feelings of isolation and social deprivation. They may also suffer academically due to the fact that they gradually develop the fear of going school where the main source of their behavioral disturbances and problems resides.

Effects of Bullying on the Bully

It is commonly perceived that the victim is the individual who experience all the negative social, academic, and personal effects that can hinder his/her normal personality growth and personal development in various walks of life. Therefore it, apparently, may seems strange that there would be also actually some negative effects as result of bullying on the bullies themselves. Bullies also can suffer from long-term sound effects of bullying if their behavior is not addressed. If this issue is not, timely and properly, addressed this can ultimately result in some criminal tendencies and juvenile behaviors. At this stage the combined role of parents, teachers and peers, specially those who are influential, is an important factor that can curb bullies to experience the negative effects of their behavior. There is empirical evidence that clearly confirms that bullies are twice as likely as their peers to have criminal persuasions and four times more likely to be multiple offenders. It is also observed that in some cases a bully can actually hate the way he/she treat his/her victims but someway feels reasonable in doing so because he himself also in some time is abused by others. Perception of these feelings may strengthen their beliefs that the act of bullying others is retaliation. This feeling also tends to supersede the other emerging feelings of empathy, which makes a psychological mess for the bully.

Both bullying execution and victimization have received the attention of U.S. researchers by Dan Olweus, who headed a nationwide Scandinavian campaign against bullying. Among the other motives behind this mega campaign one was that the bullying is notorious for its negative consequences for the both who bullies and one who is victim. This was most common and prevalent among school children and college adolescents and its long life effects on their lives have also been recognized as discussed earlier. An adolescent is considered of being bullied when his/her peer of fellow says offensive and spiteful things or words to him or her. Hit with force with something, kicking with anger, or threatening of ceasing to act something or of hurting physically, emotionally and mentally or to lock inside the class room, passing of some nasty notes, and a situation when no one ever talks to him [15]. Van der et al. [16] stated that the normal process of development and growth is disturbed because of bullying behavior. Those who are used to bully other were also found to be suffered form many psychological and behavior problems. They also tend to avoid others including their caregivers in order to avoid scolding or criticism against their behavior. This situation gets worsen with the passage of time in advanced classes. Because of their avoidance from their caregivers

they are involved in pattern that is characterized with their incomplete biological development, and their undeveloped self-image and their environs.

Such children have exclusive patterns of response and needs for intervention. It is also empirically evident that many of the adolescents who are affected by traumatic stressors such as bullying might have their developmental processes and parts of their brains affected by these traumatic experiences [17]. If family support is lacking to the child the negative effects can be more severe and his/her mental wellbeing can suffer more evidently. The remarkable number of individuals who experience bully other is alarming. This is indicator of numerous problems that are associated with children's schooling and family. This is also the indicator that the number of victims is far greater than those of bullies. A recent survey study conducted on students of seventh to twelfth grades showed that 48 percent of students formally reported of being harassed in some way of other [2]. These grades are associated with high school and college education in Pakistan and this age corresponds with adolescence. Unfortunately there is shortage of empirical data in Pakistan that has been addressing the bullying issues. We may surmise that the bullying conditions and victims of those bullies would be more than those of western countries where most of research has been done. There is need of extensive studies on Pakistan to be conducted in the area of bullying because of the gravity and seriousness of the issue. Present study is also an endeavor regarding the context discussed earlier. Since many belongings of bullying include fierce actions envisioned to create fear, bullying can therefore cause traumatic stress responses [15].

Wolk found that bullying is specifically associated with power and control over others being victimized. He noticed that bully behavior is strengthened with the sense of having control over others. For that purpose they use power as intimidating and threatening tool. When their power or control is threatened and challenged by someone the situation becomes unacceptable by them and they strongly resist these challenges. Their reaction towards challenging object is often quick and adverse. Wolk further states that most of the bystanders do not feel good, when another person is being bullied in front of them. Such a situation not only hurts them but also creates sympathetic feelings for the victim. Bullies also receive negative emotional feelings from others and sometimes a serious reaction that could be in the form of physical dispute or quarreling with bystanders. In the long run these conditions can destroy the harmony of personality and integrity of the bullies. It puts them into a scratchy psychological state recognized as cognitive dissonance. Cognitive dissonance arises when our whereabouts do not match our internal code of morality and ethics.

According to Murray and Lussier students who are often involved in bullying, generally report more negative understandings of their school atmosphere and thus we may say that positive school climate can be vital in reducing bullying behaviors.

There are other factors too that are involved in enhancement of bullying behavior among students. For instance classroom environment and teachers' attitudes are also salient components of school climate that donates to occurrence of bullying. Aggression, verbal quarreling, satire, and criticizing opponents are few common of those activities that varies in intensity and amount from classroom to classroom, and in some classrooms aggression seems to be reinforced than other activities. There are indeed various positive activities and accomplishments in class room environment like altruism, moral support, increase of self-esteem with peers support and health academic competition among students. They definitely exert positive impact and help individual to learn controlling aggression and to behave in civilized manners. Thus the bullying is reduced as well through class room activities. There is literature which highlights that, bullying tends to be less prevalent in classrooms in which most children found opportunities to participate in various activities, teachers show warmth and openness toward children by responding quickly and effectively to bullying instances.

The people around the bullies have an effect on their behavior. On one side, the bully might have a family which does not care about their behavior and may even encourage. It is because they are the same way towards people. According to Clair the bully's family members may also be fearful of the bully and feel afraid to stand up to them and show them how to change their behavior. If the parents are fearful of doling out discipline to the bully then the bully learns that they can get away with their behavior since their own family members cannot even stop their behavior. When there is discipline from the parents it is usually not consistent. "If his parents are in a good mood, the child gets away with bad behavior. If the same parent is under pressure, he/she will take it out in angry outbreaks against the child. This child never internalizes rules of conduct or respect for authority. It is worth mentioning here that the problems associated with bullying behaviors i.e. to bully others, being victim and fighting with others are also common among Pakistani students although a less attention has been paid to this issue in indigenous settings. This situation even becomes severe in students studying in public sector institutes. Bullying and behavior problems (depression, anxiety and stress) are severe problems in schools because of their high rate of occurrence and their potentially devastating outcomes.

According to Espelage [18] significant number of researchers have discussed for the utility of a social-ecological framework in indulgent school bullying [18-20]. Thus we can assume that bullying behavior is not just the result of individual characteristics, but is, in fact, subjective to several relationships with families, peers, teachers, neighbors, and also interactions with other societal influences e.g., technology and media [21]. Ryoo et al. [22] found that, among youth who are tangled in bullying, frequent victims and culprits were the least stable

subgroups, and that students assumed diverse roles in bullying through their school time. When there is exposure of adolescents with violent situations in school or college settings they are more prone to develop bullying behaviors and such behaviors lead the individuals toward many other problems. Among those depression, anxiety and stress are frequently observed and moreover aggression and violence are also likely to happen in such circumstances. Violent situations are mostly result of attitudinal and behavioral discrepancies among adolescent students [23].

In one longitudinal study, those adolescents who were victims of maltreatment during childhood were 24% more likely to report engaging in violent behavior during their secondary school years as compared to their non victimized fellows [24]. There is also more evidence that adolescents who reported confronting with another person with a knife or shouting at someone else were significantly more vulnerable to high levels of violence compared to nonviolent individuals [25]. In the light of aforementioned discourse it is not illogical to infer that individual experiencing bullying behavior in any form bears high tendency of the development of other behavior problems. Both are logically linked because of negative nature of constructs and age of adolescence. This age period adds fuel to fire as it is the time of transition from immaturity towards maturity, development of social, political, religious, and many other personal identities. These identities are sometimes leading individuals to behave irrationally and in eccentric manners. Family functioning and socio-economic status of the individuals have also its influence on youth, both in positive as well as negative manners. Sufficient literature provides evidence to the fact that whether as a victim or a witness exposure to violence is correlated to a number of emotional and behavioral problems, such as posttraumatic stress, anxiety, anger, depression, dissociation, and self-destructive and aggressive behavior [26,27].

Moreover, being bullied by fellows (victimization) has been found to be linked with poor physical health and reduced school adjustment, along with being unhappy, feeling insecure, being absentee, poor performer and, in some cases, dropping out from school [28]. These are the problems observed across the globe. Pakistan is indeed not exception of this phenomenon. This is deep rooted problem in specifically in public sector schools and low class private schools as well. Perhaps the most leading cause of absenteeism and dropout rate resides in bullying. Especially victims are highly prone to be influenced mentally and psychologically and as an adverse reaction they start escaping from school and develop few or more aforementioned behavioral problems. As for the matter of the assessment of bullying is there are multiple method used by the researcher and every method has its strengths and weaknesses. The important issue in this regard is the consumption of time and the availability of sources. Most of the time researcher are intended to complete their project in limited time and there for they are interested in a method

that could be reliable and less time consuming. Therefore they frequently depend upon concerned informants. Much discussion in available literature exists concerning the best method and informer for evaluating bullying and victimization, measurement issues indicated as the “Achilles heel” of bullying research [29].

Although some pertinent experts suggest the use of various informants to establish psychometric acceptability the reality of assessing a complex, subversive behavior involving multiple participants and influenced by multiple facets is that there may not be only single “gold standard” for precision. There are several sources that can be used to assess bullying behaviors i.e. parents, teachers, and peer reports, and direct observations, but most rely on self-report assessments, despite certain apprehensions about biases that are related to social desirability and fear of retaliation [30]. Self reports measures are preferred because they are considered economical and efficient, and they provide youth a much-deserved voice in the assessment process, tapping insights in behavior patterns of both victims and culprits [29].

Contributing Factors in the Bullying

Individual influences

These are the factors that directly stems from the individuals involved in bullying activities. Such factors are mostly innate and belong to the personality traits and tendencies of perpetrator and may be the outcome of the environment in which an individual is living, for example the influence of peer group or other agents of social learning. There is very rich literature available addressing the individual factors affecting bullies behavior. In terms of individual factors, bullying perpetration has been found correlated with callous-unemotional traits [31], psychopathic inclinations [26], confirmation of masculine traits [32], conduct problems [33], antisocial personality traits [34] Vaughn, vulnerability to the pressure of peers [35], anxiety in many cases, and depression frequently found [34]. It is at the same time interesting fact that some adolescents who bully their fellows have not only been found to be higher in social intelligence [36] but also on higher social status [23]. This analyses reveals that bullying also have some advantages which may attract certain individuals. They exploit the benefits of their positive characteristics or feature in order to secure themselves from punitive behavior from class teachers or annoying remarks from other authority figures.

There are also individual factors that are related to victim and there contribute a lot towards certain problems. These problems have vast range related to many situations faced by the victims in their daily life like, schooling issues, familial and class room adjustment, social isolation, health concerns etc. Ample of research has been done in this regard and several empirical evidences are there highlighting the individual issues associated with victims. For example

victimization (being bullied by peers) has been linked with adverse physical health [37] and poor school adjustment, that contains feeling unsafe, being unhappy, being truant, performing poorly and, in some cases, dropping out of school. Furthermore, being victim has also been found associated with a numerous of internalizing and externalizing problems (Card et al., 2007). Few of these problems include loneliness and withdrawal, social avoidance and anxiety [20], depression and suicidal ideation, as well as hyperactivity, delinquency, and aggression.

Family influences

Family is the basic unit of individuals' life and undoubtedly most of the life-long effects come from family. Every child find him/herself close to his/her family at every stage of life and learn from very basic to complex behaviors with the interaction of family members. This long-term and close familial contact results in development of many positive and sometimes negative behaviors and attitudes. There are some family features that are found to be associated with bullying in youth. Research indicates that a number of family characteristics have been linked to bullying enactment, comprising family members' participation in gangs, poor parental control, adverse family background, parental conflict, domestic violence, poor parental communication, lack of emotional support from parents, parenting with low warmth and strict control, inadequate discipline, and parental abuse [33-35]. Although such findings yield consistent arguments that modeling the aggressive behavior and poor parental control accounts for bullying yet a vivid causal direction have not been established.

There are two major types of families i.e. nuclear and combined and both may have their own factors that can contribute to bullying behaviors. Children living with nuclear families are generally pampered and they do not behave confidently in typical social situations. When these children interact with in schools they are not well equipped with social skills due to their family environment. On the other hand children of combined families have their own problems and conflicts. Quarreling with cousins and strict control imposed from elders other than parents may also cause many confused perception among them, which ultimately becomes a reinforcing state to bully other and to compensate their deficiencies. It is worth realizing that victimization in some form is also imposed by the familial factors. Those are certain behavior through which an adolescent experience him/herself in a situation related to the victims. Ongoing research brings to light that family influences on victimization have been more vague, but include links to abuse, neglect, and overprotective parenting.

Peer influences

Peers are most of time remain around the bullies and exert an effect on their behavior. On one side, the bully might have a peer which does not care about their behavior and

may even encourage. It is because they are the same way towards people. According to Pepler et al. [35] the bully's peers may also be fearful of the bully and feel afraid to stand up to them and show them how to change their behavior. If the peers are fearful of doling out discipline to the bully then the bully learns that they can get away with their behavior since they cannot even stop their behavior. Peer pressure is inevitable in many situations and an adolescent is forced to follow the peer group norm which may lead him/her to adopt any bullying behavior. If the close peer is under pressure, he/she will take it out in angry outbreaks against the child. This child never internalizes rules of conduct or respect for authority.

It is recognized widely that youth spend much of the day time (especially in schools/colleges) interacting with peers, neighborhoods, communities members, and through social media which has been much popular in youth, and bullying behaviors almost always occur within the peer context [35]. Bullying and victimization are more likely in classrooms are surrounded by peer norms that favors bullying, and by high peer conflict [35]. In the case of relationship with aggressive peers is also linked with greater bullying actions [19,34].

School Influences

Bullying is extensively assessed and studied in the school context, where, as acknowledged by ample of researchers, positive or negative environment of the school impacts the occurrence of both bullying and victimization [37,38]. In school a very conspicuous personality is of the teacher who can influence each individual not only in class room but also in other formal or informal settings like annual function as per academic calendar, excursion tours, or in play ground activities as well. During various situations in school setting a teacher communicates student in formal and informal manners and his way of behaving students, treating their complaints, discussing their academic matters may be the key factor for causing bullying among adolescents. Research has witnessed to the fact that increased levels of bullying and victimization have been linked to incorrect teacher responses [39], poor teacher–student relationships [40,41], deficiency of teacher support and encouragement against positive act of students, and lack of involvement in school activities [42]. At the same time the reaction of students has been recognized inappropriate and less concerned. In support to our argument Unnever et al. [43] has found that students are also less likely to report bullying if they perceive their school environment as negative and undesirable.

Community/Cultural influences

Besides all the factors discussed aforementioned like families, peers, and schools, there is also the evidences of the influence of communities and society, with higher levels of bullying that is found to be linked to negative or unsafe neighborhoods [44], clique affiliation [45], and penury. Pakistani society is lacking many positive and encouraging

thing that contribute towards mentally and psychologically healthy climate for children and adolescents. There is majority living below poverty line, unemployment rate is very high, health facilities are not in reach of masses, sectarian and social discrepancies are very common, physical social conditions are poor, majority of people is derived from safe and pure drinking water, political intolerance is at peak. A child who is living in a society with plethora of problem cannot protect him/herself from the impact negative consequences on personality. In such condition adolescents are susceptible bullying and victimization in social scenario. Mostly parents are unaware of these problematic behaviors until a conflicting situation arises before them. Research has also related bullying action to exposure to the violent TV programs [39] and action video games [33,46]. Generally, increased bullying and victimization are found in communities in which violence is modeled and/or overlooked by other members of society, although, again, the causal nature of these relationships residues unclear. But it is fact that these bullying behaviors engage youth in many other behavioral problems.

Consequences of Bullying/Victimization

Although it is widely understood that both involvement in bullying and being victim causes problems for victims and bullies [47], adolescents who bully are also found to be at risk for many of the same problems as victims experience. Studies talking matters of causality have found that bullying engagements often leads to anxiety and depression [14], social withdrawal and delinquent behavior, poor academic achievement, and antisocial personality disorder. Thus, bully perpetrators also experience adverse psychosocial consequences simultaneously, a result that does not gather much responsiveness, given the public's advocacy for suspension, expulsion, and incarceration for aggressive behavior. As a matter of fact there is wide range of personality traits found to be related with either pro-social behaviors or bullying victimization/perpetration. First, empathy is steadily found associated negatively with aggression and positively with prosocial skills [48]. Family members, peer groups, and school settings are also among the most important factors in an adolescent's life that can wield both positive and negative effects on bullying involvement.

With respect to the family background, bullies frequently report that their parents are authoritarian and show low warmth for them, overlook fighting back, use corporeal punishment, and they display lack of interest to their children [49]. The second most important institution for a child is the school where he/she enters to explore new avenues of life and learn new ways to interact and behave with members of society. Unfortunately there are many circumstances that an individual find unfavorable for him/her. It is empirically witnessed that middle school students categorized as bullies and bully-victims indicated receiving considerably less social support from parents than students in the uninvolved group [50]. Same is the case with college adolescents where they experience new

situation that are both desirable and negative in nature. The impact of such situation may also exert impact which can lead an individual to be involved in bullying or being victim. Actually the relationships developed within family, school or college context and in community have their distinct effects on children and most of the time those are unavoidable because of the lack of concern and interest of significant persons in the life of adolescents. They in this state are vulnerable to be exposed many negative behaviors. One approach to examining the roots of these complications has been to examine and watch closely the personalities and socio-demographic characteristics of children who become victimized or bully others, in order to recognize pathological and other distinct features that might often help recognizing the problem before it intensifies.

For instance, some research findings explain that more boys than girls are engaged in bullying [49]. They tend to be involved directly in physical bullying, whereas girls incline to involve in relatively indirect bullying such as isolating others and proliferating rumors [51]. Victims and bullies both also tend to be low school achievers, having low grades and CGPAs and they are likely to have overprotective mothers and distant fathers [52]. This scenario is very common within Pakistani society where the bread winner is most of the time a father and who spends lot of his time out of home because of his job, business or other engagements. These fathers are perceived distant individuals by children with the passage of time. Children ling in such context develop. Often, complex personality behaviors and attitude and also bear high probability of involving in bullying. The situation becomes even worse when bullies and victims start experiencing constant state of stress, anxiety and depression as an outcome.

Relationship between Psychopathology and Bullying

Diathesis–stress models propose that psychopathology occurs as the result of the combination of individual cognitive or biological vulnerabilities (i.e., diatheses) and certain environmental stressors. Further, these models posit that both negative life events and one’s cognitions about those events contribute to the development of internalizing and externalizing psychopathology. In exploring the utility of a diathesis–stress model in understanding school bullying, we consider involvement in bullying, as either a victim or perpetrator, as a negative life event that, when mixed with certain cognitive, biological, and social vulnerabilities (i.e., diatheses), leads to the development of internalizing and externalizing psychopathology and impaired social relationships.

Diathesis–Stress and Internalizing Problems

Stressful life events play a primary role in the development of depression, anxiety, and posttraumatic stress disorder. Gazelle and Ladd suggest that children’s feelings of anxiety about social situations, when paired with behavioral inhibition, can serve as a cognitive diathesis, with peer

victimization functioning as an added stressor. Schmidt, Polak, and Spooner found that the experience of stressful life events, such as peer rejection, by individuals with a genetic diathesis can lead to different physiological reactions (e.g., changes in heart rate, cortisol, electroencephalogram [EEG] activity), which are too uncomfortable for the individual to maintain engagement in the social situation. Negative peer experiences, in turn, confirm that the world is a threatening place, leading to more worry about peer interactions, which, in turn, are linked to internalizing and externalizing difficulties. One rather clear example of the potential applicability of a diathesis–stress model to the outcomes associated with the stress of peer victimization considers the impact of a biological vulnerability. Consistent with a diathesis–stress model, recent research on the biological factors underlying depression has documented the moderating role played by the serotonin transporter gene, 5-HTTLPR, in the relationship between stress and depression. For example, Caspi and colleagues (2003) found that maltreated children who possess a “short-short” allele for the 5-HTTLPR polymorphism were far more likely to be depressed as adults than those with a short-long or long-long allele, who were found to be no more risk for depression than no maltreated children.

Extending the diathesis–stress model of depression to our understanding of childhood peer victimization, researchers have shown that victimized children with the short-short allele are more likely to be depressed than those with the long-long allele. Longitudinally, victimized children with the short-short allele for 5HTTLPR have also been found to be at greater risk for emotional problems [47]. A diathesis–stress model and a social-ecological model of peer victimization, recent twin research by Brendgen and colleagues have shown how the impact of genetic predispositions can vary as a function of school context. Specifically, they found that a genetic disposition for aggression placed students at greater risk for peer victimization in classes in which norms for aggressive behavior were negative, but seemed to operate as a protective factor, reducing the likelihood of peer victimization, when students were in classrooms with norms favoring aggression. A study by Brendegn also found that a positive teacher–student relationship mitigated the link between peer victimization and a genetic predisposition for aggression. Thus, the diathesis–stress model, in combination with a social-ecological framework, holds promise in understanding peer victimization, but what about bully perpetration.

Ferguson and Dyck argue for the application of a diathesis–stress model to explain the development of aggression, suggesting that the approach has greater explanatory power for understanding aggressive behavior than social–cognitive and social learning theories, and offers an important heuristic for understanding the complexities of aggression. Some research has begun to examine externalizing behavior from a diathesis–stress perspective. For example, parental psychopathology

and maltreatment are diatheses for the development of externalizing problems in youth and disengaged coping mediates the relationship between peer stress and overt aggression among boys. Increased aggression has also been associated with greater depression, mediated by peer rejection in school. In a study examining the link between peer victimization and child aggression among 506 6-year-old twins, found support for a diathesis– stress model, with peer victimization as a diathesis for the development of aggression in boys, regardless of genetic vulnerability. Finally, Brendgen, Girard, Vitaro, Dionne, and Boivin found that a strong genetic predisposition for physical aggression was more likely to be expressed when peer group norms favored aggressive behavior but not when peer norms disfavored such behavior. At least two lines of research demonstrate the potential utility of applying diathesis–stress models to our understanding of peer bullying—one considering a potential biological vulnerability (the heritable tendency for psychopathy) and the other considering a cognitive vulnerability (the capacity for moral disengagement). With regard to the former, studies have demonstrated links between bullying perpetration among youth and callous-unemotional traits [27], indifference to the harm caused to others [53], and willingness to manipulate others for one’s own gain. More recently, Fanti et al. [26] followed 1,416 adolescents in Greece-Cyprus from Grades 7 through 9 to investigate the links between bullying and the three traits identified as core characteristics of psychopathy in youth—callous-unemotional traits, narcissism, and impulsivity. Impulsivity and narcissism predicted high levels of bullying in early adolescence, regardless of levels of callousness or conduct problems [26].

However, all three psychopathic traits contributed to greater levels of reported bullying, and the combination of callous-unemotional traits and conduct problems predicted the highest levels of bullying, even as levels of bullying generally declined with age. Thus, for a small subsample of bullies, early psychopathic tendencies may serve as a diathesis for bullying perpetration, a tendency that Cullen suggests in explaining the 1998 Columbine massacre. With regard to the latter—cognitive vulnerability—a recent meta-analysis by Gini et al. [54] documents the tendency for children and youth who bully others to morally disengage, a cognitive mechanism that allows individuals to justify and rationalize cruel behavior in ways that make it seem less harmful. Although the tendency to morally disengage may function as a cognitive vulnerability (diathesis) contributing to the likelihood of bullying, this tendency is also affected by peer experiences with victimization, underscoring the utility of also considering a social-ecological framework. Specifically, in one of the early studies examining bullying involvement and moral disengagement, Hymel, Rocke Henderson, and Bonanno found that youth who never bullied reported low levels of moral disengagement for bullying, and youth who bullied frequently reported high levels of moral disengagement, but youth who reported that they sometimes bullied others varied in level of moral

disengagement as a function of their experiences with victimization. The more often they experienced victimization themselves, the less likely they were to morally disengage regarding bullying.

Bullying and Academic Achievement

Gronna et al. [55] examined the achievement scores from 46 schools and found that after controlling for student characteristics, that school security was significantly linked to math and reading standard scores among eighth graders. Eisenberg et al. [56] also found that peer harassment, which is form of bullying, is observed to be negatively related to linking to school and academic achievement. The authors further mentioned that students who are bullied are more likely to miss school which in turn adds to being disconnected and missing educational opportunities. Smokowski et al. [57] reviewed the literature on bullying and interventions and concluded. Bullying is a serious threat not only to those involved, but also to the entire school environment. They also found that, “Bullying creates short- and long-term consequences for both the victim and the bully. Victims may suffer from low self-esteem, loneliness, depression, anxiety, absenteeism, and academic difficulties.” Faith, Kenya and Malcom discuss the long-term negative effects of peer victimization, i.e. bullying. Bullying in elementary school is associated with a variety of negative outcomes. The authors discuss the potential of early interventions for reducing mental health issues and alcohol abuse in adults. Harlow et al. [58] found that bullying is predicted by the lack of the same protective factors as substance abuse. They also found that interventions that increase protective factors, such as impulse control and attachment to family, also reduce bullying victimization. In research from 2005 by Juvonen and Adrienne Nishina, an assistant professor of human development at UC Davis, nearly half the sixth graders at two Los Angeles–area public schools classmates during a five-day period. In another 2005 study, Nishina and Juvonen reported that middle school students who are bullied in school are likely to feel depressed and lonely, which in turn makes them more vulnerable to further bullying Juvonen et al [59].

Theories of Bullying Behavior

The Impulse Control theory

David in a study linking violent video games to physical aggression has recognized a link between under developed impulses control and violent video games. The impulse control center of the brain called the prefrontal cortex enables us to think ahead, consider consequences and manage urges. This brain part is developing during the teenage years up till early twenties. Walsh says the development of impulse control can be further hindered in a person who has supplementary risk factors for criminal behavior. Violence cannot be seen or explained in isolation. It is compound and there are many contributing factors such as family and school environment, social communication skills, behavior of other community segments, influence of siblings, and

community. These factors are complex and exert impact in various forms that are sometimes not easy to understand and handle properly.

Social –Ecological Theory

Social-ecological theory explains bullying and peer victimization. Researchers conducted, support the hypothesis that bullying and peer victimization are reciprocally influenced by the individual, family, peer group, school community and society [60].

Social Control Theory

Social control theory by Travis Hirschi proposes delinquency as function of a breakdown of social bonds. Or in other words delinquency acts occur when an individual's bond to society is weak or broken. So, the ability of adolescent to establish bond with society deters them from engaging in delinquency acts. Social control theory emphasizes teens establishing healthy bonds are hypothesized to moderate the engagement in aggressive acts. Similarly this theory applied to engagement in bullying behaviors, as attachment to caregivers or parents has been purported to be linked directly to involvement in bullying and peer victimization. Bases of theory on the means that social bonds do exist and when a bond is weakened or broken then unusual behavior for that individual may occur.

Social Disorganization Theory

Social disorganization theory attributes deviant behavior to socially disorganized communities that are characterized by impoverished economic and social conditions that limit its ability to control and supervise adolescent behavior. By adolescence, abstract thinking becomes more advanced, allowing youth to develop more stable concepts about themselves, the world, and the future. Negative self-concept has been shown to be a critical element in predicting involvement in both bullying and victimization. Peer victimization can activate negative self-schemas (e.g., "I'm a loser; everyone hates me"), leading to perceptions of the self as unlovable and/or worthless [59], to experiencing the world as hostile, and to the development of a negative outlook on the future, enhancing one's risk for depression.

Furthermore, almost one fifth of bully-victims had depression, which was also rather common among bullies and victims. It is therefore possible, that the same children, who exhibit bullying behavior at school, are those who manifest disruptive behavior in the classroom and at home. If this proves to be the case, bullying behaviors may be a sign of underlying psychopathology that may assist in the identification of children in need of psychological interventions.

Rationale of the Study

Examining the effects of bullying and victimization however, is a relatively new area within health psychology research. Current study is intended to examine effect of bullying on behavioral problems of adolescents. Moreover

these negative behaviors are expected to decrease the academic performance among adolescents, so present study is further interested in exploring their impact on academic achievement. The phenomenon of bullying is prevailing and has yet not be addressed extensively in Pakistani social and cultural context. Although there are few indigenous studies [61] which focused and highlighted bullying issue but yet there is need to explore this issue in depth in order to have deep rooted insight. According to the study of Olweus [62,63] reporting frequent bullying predicts subsequent depressive symptoms among males. In a nationally representative sample of US adults, the prevalence of major depression was found to be significantly higher among adults with a history of bullying compared to those who had not bullied others (31% versus 16%), but the association became on-significant when socio-demographic background and history of psychiatric disorders were controlled for. Compared with psychiatric controls, bullies have been suggested to have a lower functional capacity [62,63] Patients recognized as bullies are more likely to present with externalizing than internalizing behavioral disorders. Kasen et al. [64] study is perhaps the most comprehensive examination of the impact of school climate on changes in verbal and physical aggression, anger, and school problem indices. In this study, 500 children (and their mothers) across 250 schools were surveyed at the age of 13.5 and 16 years across a two-and-a-half year interval. A 45-item school climate survey included multiple scales assessing social and emotional features of the school environment, including a conflict scale (classroom control, teacher-student conflict), learning focus scale, social facilitation scale, and student authority scale (student has a say in politics and planning) as predictors. Outcome measures included a wide range of scales, including school problems, deviance, rebelliousness, anger, physical and verbal aggression, and bullying. School context can influence engagement in bullying and more positive social interactions. Kasen and colleagues' 1994 results found that students in high-conflict schools had an increase in verbal and physical aggression, after controlling for baseline aggression. In contrast, attendance at schools that emphasized learning resulted in a decrease in aggression and other school-related problems. Of particular interest was the finding that schools high in informal relations had increases in bullying perpetration over the two-and-a-half year interval, and schools with high conflict and high informality combined had the highest increase in bullying over time [64].

Microsoft recently executed a study to understand the global generality of online bullying [33]. While defined formally by some as cyber bullying, what is seen as cyber bullying can vary between different cultures, and even among different individuals. In addition, cyber bullying, as a term, is not recognized worldwide. In a recent study conducted by [64] in Pakistan it was found that overall prevalence of bullying, victimization and fighting behavior among 836 children of sixth grade.

Their findings unveiled 19.6%-24.1% prevalence among sixth graders generally whereas, 20.9%-21.8% among children of low socio-economic status and, 22.7%-23.6% among average socio-economic status specifically. Findings further demonstrated prevalence 22%-24.9% in boys and 22% among girls, whereas boys showed more bullying, victimization and fighting than girls. In another study Irshad et al. [61] explored relationship between social competence and bullying among children and adolescents in a sample of 253 children and adolescents of public sector schools of Pakistan. Less attention has been paid in Pakistan to examine the relationship of bullying and behavior problems in adolescents it is therefore, present study is planned to enrich the understanding in this phenomenon in indigenous perspective [61]. Finally, the study will also examines the predictive utility of a number of demographic variables such as academic achievement, family education, and grade level to further specify the circumstances leading to bullying problems.

School violence, and especially bullying, is a very serious and visible problem in many schools, and it becomes particularly problematic during early adolescence, when youngsters are in middle school. Bullies have been found to be characterized by externalizing behaviors or antisocial tendencies, such as overt aggressiveness, a tendency to manipulate, lack of empathy, and positive attitudes towards violence. The peer group has a significant association with aggressive behavior. Physical aggression may be normative in deviant peer groups, while adolescents higher in peer-perceived popularity may become more relationally aggressive over time. Olweus [66] suggested that the bullying aspect explains different types of behavioral problem included depression, anxiety and stress. Some western studies suggest that the perpetrators of bullying have higher levels of behavioral problems [67]. It is therefore, there is need of studying this phenomenon in indigenous settings.

Chapter 2

Methodology

Problem Statement

Academic performance of their children is the main concern of the most of the parents and there are many factors that exert negative effect on academic performance of children. Among recognized factors bullying behaviors are also of vital importance and worldly recognized by the researcher that they can not only yield negative impact on academic achievement level but also causes various behavioral problems among youth. This phenomenon defiantly requires a serious attention of researchers so that they could give valuable suggestions for parents, school teachers, and other community significant individuals in the light of the empirical findings. Current study is, therefore intended to examine effect of bullying on behavioral problems of adolescents. Moreover these negative behaviors are expected to decrease the academic performance among adolescents, so present study is further interested in exploring their impact on academic achievement.

Objectives of the Study

The present study will be undertaken to examine the relationship of bullying behavior and behavioral problems (i.e. depression, anxiety and stress) and their impact on academic performance. More specifically, the present study is carried out to achieve the following objectives:

- a) To find out the relationship of bullying behavior and behavioral problems (i.e. depression, anxiety, stress) among adolescents.
- b) To explore the gender differences in bullying behavior and behavioral problems (i.e. depression, anxiety, and stress) among adolescents.
- c) To examine the relationship of bullying behaviour and behavioural problems with academic performance of adolescents.

Hypotheses

To achieve the objectives, the following hypotheses have been formulated:

- i. Bullying will positively predict depression among adolescents.
- ii. Bullying will positively predict anxiety among adolescents.
- iii. Bullying will positively predict stress among adolescents.
- iv. Bullying will negatively predict academic performance among adolescents.
- v. Fight will positively predict depression among adolescents.
- vi. Fight will positively predict anxiety among adolescents.
- vii. Fight will positively predict stress among adolescents.
- viii. Fight will negatively predict academic performance among adolescents.

- ix. Victim behavior will positively predict depression among adolescents.
- x. Victim behavior will positively predict anxiety among adolescents.
- xi. Victim behavior will positively predict stress among adolescents.
- xii. Victim behavior will negatively predict academic performance among adolescents.
- xiii. Depression will negatively predict academic performance among adolescents.
- xiv. Anxiety will negatively predict academic performance among adolescents.
- xv. Stress will negatively predict academic performance among adolescents.

Sample

The specific age group 13 to 18 was selected because there is indication that bullying is most common during the first three years of secondary school [13]. More specifically, the study aims to establish the extent of disruptive behavior symptomatology among children involved in bullying problems, differentiating between those who are involved as bullies only, victims only, and bully/victims. Convenient purposive sampling technique is used to draw the sample of the present study which comprise of ($N = 200$) adolescents from 9th to 12th graders from Fouji Foundation college boys and girls campus(50 from each grade).The age of sample is ranged between 13 to 18 years. Sample is further categorized as males ($n = 100$) and females ($n=100$).

Operational Definitions of Variables

Bullying

Bullying is described as a distinct type of aggression characterized by a repeated and systematic abuse of power [68,69]. In addition to acts of deliberate physical aggression (e.g., fight), bullying also includes verbal, relational and cyber-aggression, a new venue for inflicting harm in an increasingly electronic youth culture [37]. For current study scores on Illinois Bullying Scale (Espelage, 2002) will be used as index of this behavior among adolescents.

Bullying is an aggressive behavior characterized by three defining conditions:

- a. negative or malicious behavior intended to harm or distress,
- b. behavior repeated over a time period, and
- c. a relationship in which there is an imbalance in strength or power between the parties involved [51].

Thus, fighting between two persons of similar strength and skill would not be defined as bullying. Bullying behavior can be physical acts (hitting, pushing, and kicking), verbal utterances (name calling, provoking, making threats, and

spreading rumors), or other behaviors (making faces or social exclusion) [30].

DASS

In the present study, outcomes including depression, anxiety and stress will be measured through Depression Anxiety Stress Scale [1]. High scores on the scale indicate high internalizing psychological problems and vice versa.

Depression

Depression is the feeling of hopelessness, devaluation of life, self-deprecation, and lack of interest and inertia [1]. In the present study, depression subscale of the Depression Anxiety Stress Scale was used to measure the level of depression among the flood victims. High scores on the subscale measuring depression indicate high level of depression and vice versa.

Anxiety

The Anxiety can be defined as autonomic arousal, skeletal muscle effects, and subjective experience of anxious affect [1]. In the present study, anxiety subscale of the Depression Anxiety Stress Scale was used to measure the level of anxiety among the flood victims. High scores on the subscale measuring anxiety indicate high level of anxiety and vice versa.

Stress

Stress is a chronic non-specific arousal. It is difficulty relaxing, nervous arousal, and being easily upset, irritable and impatient [1]. In the present study, stress subscale of the Depression Anxiety Stress Scale was used to measure the level of stress among the flood victims. High scores on the subscale measuring stress indicate high level of stress and vice versa.

Instruments

Demographic Form.

A demographic form was filled by the students which included information about name (optional), gender, age, education, and academic performance of last year. The constructs of the present study were measured through psychometrically sound self-report measures. The details are as follows:

Illinois Bullying Scale (IBS): Bullying Scale was originally developed by Espelage [20]. It contains 18 items that assess

bullying behavior. It was translated and validated by Shujja et al. [69] in Urdu for Pakistani population. Response format is Likert type four points rating i.e. "never" for 1 to "always" for 4. The IBS includes three subscales namely Bully, Fight, and Victim. The internal consistency (alpha) coefficients computed by Shujja et al. [69] for the IBS total score was .89 and coefficients for the construct scales demonstrate .82 (Bully : Item No. 1, 2, 8, 9, 14, 15, 16, 17, 18), .81 (Fight: Item No. 3, 10, 11, 12, 13) and .73 (Victim : Item No. 4, 5, 6, 7) for children and adolescents. In the present study the scale was used in a way that high scores indicate high bullying behavior and vice versa.

Depression Anxiety Stress Scale (DASS-21): Depression Anxiety Stress Scale (DASS-21) developed by Lovibond [1] will be used in the present study. DASS-21 consists of twenty one items and three subscales including depression, anxiety and stress. Each subscale is composed of seven items. All the items are positively worded. The scale is a 4-point rating scale that ranges from 0 "does not apply at all," to 3 "applies very strongly". In the present study the scale was used in a way that high scores indicate high depression, anxiety and stress and vice versa.

Procedure

Data was collected by approaching the respondents in the institutions. For this purpose heads of the institutions were contacted for getting permission of data collection from the students. After taking the permission the instruments were distributed in the students in and outside their classes. Consent of the respondents was taken before collecting their responses. Time taken by each respondent to fill in the scale was 20-30 minutes. Any query represented by the respondents was dealt with on the spot.

Data Analyses

After completion of the data collection, from 200 adolescent students the gathered data is analyzed using Statistical Package for Social Sciences 21 version (SPSS). Keeping in views the objectives of the study various statistical analyses were used such as Pearson correlation to find out the relationship among study variables, *t*-test to find out the gender differences, multiple regression analysis for prediction of behavior problems through bullying behaviors, and finally one way ANOVA for computing the impact of grade on study variables. Results are displayed in subsequent chapter.

Chapter 3

Results

The current study was aimed to find out the relationship between bullying and behavior problems (anxiety, depression, stress) among adolescents and impact of these variables on academic performance. Pearson correlation

was used to find out the relationship and *t*-test to find out the gender differences, regression for prediction and one way ANOVA for computing the impact of grade on study variables, which indicate the following results:(Table 1-6)

Table 1: Shows frequency and percentage of all demographics used in the present study.

Demographic Variables	F	%
Gender		
Male	100	50
Female	100	50
Class		
9 th Class	49	24.5
10 th Class	51	25.5
11 th Class	50	25
12 th Class	50	25

Frequency and Percentage of Participants (N = 200).

Table 2: Shows the descriptive statistics, alpha reliabilities, potential and actual ranges of response format of scales. Alpha coefficients were found to be satisfactory and ranged between .60 for victim and, 82 for stress scale.

Scales	N	M	SD	a	Range		Skewness
					Potential	Actual	
AA	200	66.74	11.6	--	--	--	0.63
Bully	200	12.72	3.9	0.81	4-Jan	.15-.86	1.26
Fight	200	7.8	2.91	0.81	4-Jan	.29-1.06	1.17
Victim	200	5.5	1.71	0.6	4-Jan	.32-.50	1.04
Depression	200	7.56	3.77	0.74	0-3	.57-.91	0.09
Anxiety	200	7.92	4.55	0.81	0-3	.56-1.06	0.55
Stress	200	7.04	4.64	0.82	0-3	.65-1.11	0.44

Descriptive Statistics and Alpha Reliabilities for all study variables (N = 200).

Note: Academic achievement was measured through the percentages of score in last class.

Table 3: Describes inter-correlations among scales and subscales. Results suggest that academic achievement negatively correlated with study variables. This relationship was significant with bully, depression, and stress. Construct of bullying and behavior problems demonstrated positive correlation.

Variables	1	2	3	4	5	6	7
1	--	0.1	-.67***	-0.11	-.18*	-0.1	-.22**
2	--	--	.72**	.67**	.35**	0.07	.19**
3	--	--	--	.49**	.26**	0.13	0.04
4	--	--	--	--	.32**	0.09	.17**
5	--	--	--	--	--	.61***	.59**
6	--	--	--	--	--	--	.77***
7	--	--	--	--	--	--	--

Note: 1 = Academic Achievement; 2 = Bully; 3 = Fight; 4=Victim; 5 =Depression; 6 = Anxiety; 7 =Stress.

p< .01.*p< .001.

Table 4: Mean, Standard Deviation and t-values for male and female students on study variables (N=200)

Variables	Males (n=100)		Females (n=100)		t (198)	p	95% CI		Cohen's d
	M	SD	M	SD			UL	LL	
Bully	13.73	4.254	11.71	3.23	3.78	0	0.966	3.074	0.4
Fight	8.75	3.29	6.85	2.1	4.85	0	1.129	2.67	0.28
Victim	5.94	1.87	5.05	1.395	3.8	0	0.428	1.35	0.14
Depression	7.88	3.8	7.24	3.731	1.2	0.231	-0.411	1.691	0.12
Anxiety	7.32	3.9	8.51	5.064	-1.85	0.065	-2.45	0.073	0.36
Stress	6.72	4.63	7.35	4.661	-0.959	0.339	-1.92	0.666	0.33
Academic Achievement	65.75	11.71	67.7	11.466	1.208	0.229	-5.213	1.25	0.3

Table 4 yields the results of t-test that was computed to explore the gender effect on study variables. Results depicts that bully (t=3.70, p>.001), fight (t=4.85, p>.001) and victim (t=3.80, p=.001) showed significant gender difference. Non-significant gender differences are shown on depression, anxiety, stress and academic achievement.

Table 5: Mean, Standard Deviation and F-values for 9, 10, 11 and 12th classes on Study Variables (N=200)

Variables	9 th class (n=49)		10 th class (n=51)		11 th class (n=25)		12 th class (n=25)		F	η ²	Post hoc
	M	SD	M	SD	M	SD	M	SD			
AA	70.9	12.19	63.1	11.19	63.3	8.33	69.8	12.3	6.98***	0.007	1>4>3>2
Bully	14.1	4.12	12.49	4.79	12.92	3.65	11.4	2.13	4.25**	0.006	1>4>3>2
Fight	8.12	2.05	7.35	2.92	8.88	3.9	6.86	2.02	4.88***	0.013	3>1>2>4
Victim	5.8	1.81	5.55	1.9	5.52	1.79	5.12	1.22	1.33	0.264	1>2>3>4
Depression	10	3.38	7.47	3.44	6.92	3.58	5.9	3.9	12.36***	0.023	1>2>3>4
Anxiety	9.71	4.12	8.41	5.37	6.58	3.93	6.98	6.98	5.19***	0.132	1>2>4>3
Stress	10.22	4.22	6.43	4.96	5.66	3.66	5.9	5.9	12.20***	0.12	1>2>4>3

Note: AA = Academic Achievement.

p< .01, *p< .001

Table 6: Regression Analysis for Predicting Depression, Anxiety and Stress from Constructs of Bullying (N=200)

Variables	Depression			Anxiety			Stress		
	β	R ²	F	β	R ²	F	β	R ²	F
Bully	.25**	0.37	10.31***	.32***	0.14	6.21***	.27**	0.24	3.86**
Fight	0.01			.24**			.19*		
Victim	.16*			0.08			.28**		

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

To investigate contributions of constructs of bullying behaviors (bully, fight and victim) in behavior problems (i.e. depression, anxiety, and stress), multiple regression analysis was carried out. Table 6 suggested that 37% of the variance in depression can be explained by a model comprising constructs bully, fight and victim (R² = .37). Overall the model was significant {F (3, 196) = 10.31, p < .001} and among the predictors, bully (β = .25, t = 2.85, p < .01) and victim (β = .16, t = 1.72, p < .05) were significant positive predictor of depression.

Table 6 also demonstrated the effect of bullying behaviors on anxiety and explained that 14% of the variance was resulted by a model comprising constructs bully, fight and victim (R² = .14, p = n.s). Overall the model was found non-significant {F (3, 196) = 6.21, p = .001}. Among the predictors, bully (β = .32, t = 5.85, p < .001) and fight (β = .24, t = 4.72, p < .01) were significant positive predictor of anxiety.

Finally, as showed in Table 6, the model explained the 24% of variance in stress (R² = .24). Among the predictors, bully (β = .27, t = 2.27, p < .01), fight (β = -.19, t = 1.94, p < .05) and victim (β = .28, t = 2.27, p < .01) were significant positive predictor of stress.

.05) and victim ($\beta = -.28, t = 3.94, p < .01$) were found as significant positive predictor of stress. On the whole the model was yielded significant $\{F(3, 196) = 3.86, p < .01\}$.

To investigate contributions of constructs of bullying behaviors (bully, fight and victim) on academic achievement, multiple regression analysis was carried out. Table 7 suggested that 23% of the variance in academic achievement can be denoted by a model comprising constructs bully, fight and victim ($R^2 = .23$). Overall the model was significant $\{F(3, 196) = 3.49, p < .001\}$ and among the predictors, bully ($\beta = -.24, t = 1.98, p < .05$), fight ($\beta = -.28, t = 2.79, p < .01$) and victim ($\beta = -.19, t = 3.89, p < .01$) were significant negative

predictor of academic achievement among adolescents.

To investigate contributions of constructs of behaviors problems (depression, anxiety and stress) on academic achievement, multiple regression analysis was carried out. Table 8 suggested that 25% of the variance in academic achievement can be attributed by a model comprising constructs depression, anxiety and stress ($R^2 = .25$). Overall the model was significant $\{F(3, 196) = 11.33, p < .001\}$ and among the predictors only stress ($\beta = -.37, t = 3.26, p < .001$) was found significant negative predictor of academic achievement among adolescents (Table 8).

Table 7: Regression Analysis for Predicting Depression, Anxiety and Stress from Constructs of Bullying (N=200).

Academic achievement			
Variables	B	R ²	F
Bully	-.24*	0.23	3.49**
Fight	-.28**		
Victim	-.19**		

Table 8: Regression Analysis for Predicting Depression, Anxiety and Stress from Constructs of Bullying (N=200).

Academic achievement			
Variables	B	R ²	F
Depression	-0.04	0.25	11.33***
Anxiety	-0.16		
Stress	-.37***		

* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$.

Chapter 4

Discussion

Discussion

Present study engrossed the relationship between bullying and behavior problems i.e. anxiety, depression, and stress among adolescents and to investigate the impact of bullying and behavior problems on academic performance. In order to test the relational hypotheses it was found essential to ensure the psychometric soundness of instruments. Greater reliability is considered an empirical evidence of smaller measurement error and provides more confidence to the researcher in his/her findings. An index of acceptable reliability of scale assumed for social science is greater than 70 [70] and present results indicated satisfactory indices of internal consistency of aforementioned scales (Table 2) and assured the researcher that they were suitable for the measurement of the constructs. The only scale which showed alpha coefficient less than 70 was the victim (subscale of bullying), which was 60. Psychometricians have an agreement that increase in alpha reliability is partially subjected to number of items a scale held and the victim scale contained 4 items merely, so the lower reliability was also considered to be acceptable as recommended by [71].

A correlation matrix was computed in order to have an insight in the relationship pattern among the constructs of present study. Pearson Product Moment correlation coefficients were computed as indices of the magnitude and direction of relationship between the variables. Without assuring correlation, between variables, it is not possible to expect prediction relationship, so this analysis fulfilled the prerequisite for regression analysis. Relationships between these variables were significant and in the desired direction (Table 3) which paved the support for further hypotheses testing. The foremost objective of the study was to find out the relationship of bullying behaviors with behavioral problems (i.e. depression, anxiety, and stress) among adolescents. In order to achieve this objective several hypotheses were formulated. Results of multiple regression accounted for bullying behavior as significant positive predictor of depression, anxiety, and stress (Table 6), which supported our hypotheses 1, 2, and 3.

A plausible explanation of present finding may be very straight that that bullying behavior is a negative construct that must positively correlate with other negative behaviors. Depression, anxiety and stress are negative behavioral problems so logically bullying must be positive predictor of these. Another explanation might be that socially disorganized communities, school environment, and families may lead deviant behavior like bullying that is characterized by impoverished economic and social conditions that limit its ability to control and supervise adolescent behavior so they are vulnerable to behavioral problem like depression, anxiety, and stress. If present findings are viewed within the context of our social scenario that is often conducive for bullying behavior among adolescents not only within traditional public schools but also at home when an adolescent is living on combined family. There are also previous researches which support present finding, for example Olweus [51] reported frequent bullying behavior predicts subsequent depressive symptoms among

adolescents. In a nationally representative sample of US adolescents, the prevalence of major depression was found to be significantly greater among those with a history of bullying compared as compare to those who were not bullying others.

Results of present study also supported our hypotheses 6 and 7 which stated that fight behavior will be significant positive predictor of anxiety and stress (Table 6). Currents findings did not support the 5th hypothesis which stated that fight will positively predict depression (Table 6). A reasonable explanation to these findings might be that school context can influence engagement in bullying and fight among students. Kasen et al. [64] found that students in high-conflict schools had an increase in verbal and physical aggression, after controlling for baseline aggression. In contrast, attendance at schools that emphasized learning resulted in a decrease in aggression and other school-related problems. So we can conclude that if school environment is favorable for fighting behavior among adolescent students than this behavior can be predictor of other behavior problems like depression, anxiety, and stress among those adolescent students. Secondly the age of adolescence is characterized by many rapid changes in behavior of adolescents and is prone to be engaged in bullying and fighting behavior which result in behavior problems among them. As Karatzias et al. [13] found that bullying is most frequent during the first three years of secondary school specifically in age group of 13 to 18 years. So it is inferred that present findings are also logical and in desired direction. So for as the fighting behavior as non significant predictor of depression is concerned this might be denoted to co linearity effect because predictors bullying behavior i.e. bullying, fight, and victim are closely related and in such situation multiple regression may turn one or two variables as non significant.

Results of present study further supported our hypotheses 9 and 11 which stated that victim behavior will be significant positive predictor of depression and stress (Table 6). Currents findings did not support the 10th hypothesis which stated that victim behavior will positively predict anxiety among adolescents (Table 6). Victims, who are children who are victimized by bullies and victim behavior is predominant among them. Generally these are the individuals who are victimized by others in school because of their certain physical and mental weaknesses. It seems obvious that when they experience these circumstances by their other fellows they tend to exhibit certain behavior problems like depression, anxiety, and stress. So in such context it looks logical that victimization behavior to be the positive predictor of behavior problems. There are several studies in support to our findings which reveal that bullying behaviors (bully, fight, victimization) are peak during early adolescence [4], which coincides, developmentally, with a focus on peer influence and the emergence of romantic relationships. These behaviors have certain correlates and behavior problems are among them. Another logical explanation to present findings might be that victims are vulnerable to develop absenteeism from class, avoid other fellows and loose of reduce their interest in certain activities. In support to our argument there is empirical

evidence, for instance, studies of Baldry [14] and Buhs and Herald reveal that victimized adolescents may avoid school activities, including physical education classes. Non significant result of fight in prediction might be seen within the context of colinearity effect and small sample size of this study. According to Sambandam et al [72] collinearity is a problem in key driver analysis because, when there are two highly correlated independent variables, it becomes difficult to precisely partial out their individual impact on the dependent variable. This often results in beta coefficients not appearing to be in desired direction. Furthermore it was also hypothesize that bullying, fight, victimization, depression, anxiety, and stress will negatively predict academic performance among adolescents and results also supported our hypotheses 4, 8, 12, and 15 (Table 7 & 8), whereas, depression and anxiety did not negatively and significantly predict academic achievement (Table 8). More conspicuously negative behaviors are expected to decrease the academic performance among adolescents because they develop absenteeism from class, avoidance from fellows, lack of interest in studies and other related activities. Children who are bullied often suffer academically due to the fact that they fear going to school where the source of their stress resides. There is often no end to

bullying for victims. Devastating effects of bullying is the pattern it creates in victims' minds and personalities that can last their whole life. It is therefore current findings are logically comprehensible.

Finally additional analyses was accounted for exploring the effect of demographics on study variables and results manifested significant gender differences on bullying behavior (bully, fight, victim) and non significant gender differences on behavioral problems (Table 4). Additional findings further elaborated significant mean differences, caused by grades/classes of adolescents, in all study variables except victim (Table 5). Although there is dearth of empirical evidences discussing the impact of demographics on these variables yet few evidences are there for instance, according to some research findings, more boys than girls are involved in bullying [73]. Boys tend to be involved in more direct and physical bullying, while girls tend to engage in more indirect bullying such as spreading rumors and isolating others [32,63]. Shujja et al. [64] also examined the effect of socio-economic status, school type (i.e. public or private) and gender of bullying behaviors and found students of public schools, lower socio-economic status and boys exhibited higher bullying behaviors.

Conclusion

The study find out the relationship between bullying and behavior problems (anxiety, depression, stress) among adolescents and impact of these variables on academic performance. It is concluded finally that academic achievement negatively correlated with study variables. This relationship was significant with bully, depression, and stress. Construct of bullying and behavior problems demonstrated positive correlation. Multiple regression analysis displayed bully as significant positive predictor of depression, anxiety, and stress, whereas fight behavior significantly and positively predicted anxiety and stress. On the other hand victim behavior was also found to be significant predictor of depression and stress. In order to predict academic achievement multiple regression was carried out, which demonstrated bully, fight, victim behaviors, and stress as significant negative predictors of academic achievement. T-test analysis demonstrated that bully, fight, and victim contain significant gender difference, while non significant differences were witnessed on behavior problem i.e. depression, anxiety, stress and academic achievement. In final analysis one way ANOVA yielded that except victim significant grade/class differences were found on all study variables.

Limitations of the study

- i. The present study has certain limitations with respect to such issues as sampling, measurement and instruments that can influence the generalization of the results.
- ii. The research was limited to representative sample of 200 individuals but it was taken from only one division which was not sufficient to be generalized to the population.
- iii. In the present study cultural background number of siblings family back ground parents' education was not controlled.
- iv. Furthermore, certain demographic variables like birth order, socio economic status, birth order have not been controlled in the present study which might have been relevant to the constructs of the present study

Recommendations

In future research, to obtain more externally valid results can be replicated on a large and diverse sample of the participants in different School and colleges. The sampling technique in the present was convenience sampling that was not fully representative of the population; therefore a method of probability sampling should be used. Finally, demographic variables such as socio economic status, birth order, family system, cultural background, number of siblings ,parents education, school and life style of participants should also be explored in relation to bullying and behavior problems among adolescents and academic performance.

Implications

These research findings will benefit teachers and child counselors in the way for the development of intervention programs to reduce the bullying behaviors and behavioral problems among adolescent students, which will then lead them to achieve high academic performance. Moreover, present findings may also be the interest of parents in order to have an insight in problems related to the studies of their children.

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Annexure A

Informed Consent

I am student of Post Graduate Diploma in Clinical Psychology semester 2nd at Foundation University Rawalpindi Campus. Present research is concerned with the investigation of "*Relationship between bullying and Behavior Problems (Anxiety, Depression, Stress) among Adolescence :Impact on Academic Performance*". For this purpose your responses are required. The responses obtained and demographic data provided by you will be kept confidential and will be used for the research purpose only. I shall be grateful to you for your kind support in present research project. If you are willing to participate in present study, kindly give your consent by signing this sheet. If you feel uncomfortable you may also withdraw you data at my stage of research.

Your cooperation is highly valuable and will assist to advance scientific knowledge.

Thanks

I am willing to participate in the study.

Signature of researcher_____ Signature of participant_____

Date_____ Date_____

Annexure B

Instruction

You will be provided with two questionnaires, along with the demographic data sheet. Each questionnaire is provided with its instructions separately. Firstly, demographic data sheet asked some of your information. Please provide this information correctly. You may leave any item any time in the demographical sheet if it is not relevant to you.

Demographical Data Sheet

Name (Optional) _____

Age _____

Sex _____

Education _____

Academic Performance _____

Annexure C

Illinois Bullying Scale (IBS)

Response choices

Sr.no	Item	Never	Sometimes	Often	Always
1	I upset other students for the fun of it	1	2	3	4
2	In a group, I teased other students	1	2	3	4
3	I fought students I could easily beat	1	2	3	4
4	Other students picked on me	1	2	3	4
5	Other students made fun of me	1	2	3	4
6	Other students called me names	1	2	3	4
7	I got hit or pushed by other students	1	2	3	4
8	I helped harass other students	1	2	3	4
9	I teased other students	1	2	3	4
10	I got in a physical fight	1	2	3	4
11	I threatened to hurt or hit another students	1	2	3	4
12	I got into a physical fight because I was angry	1	2	3	4
13	I hit back when someone hit me first	1	2	3	4
14	I was mean to someone when I am angry.	1	2	3	4
15	I spread rumors about other students	1	2	3	4
16	I started (instigated) arguments or conflicts	1	2	3	4
17	I encouraged people to fight	1	2	3	4
18	I excluded other students from my clique of friends	1	2	3	4

Annexure D

DASS21

Please read each statement and circle a number 0, 1, 2 or 3 that indicates how much the statement applied to you over the past week. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

0. = Did not apply to me at all

1. = Applied to me to some degree, or some of the time

2. = Applied to me to a considerable degree, or a good part of time

3. = Applied to me very much, or most of the time

1	I found it hard to wind down.	0	1	2	3
2	I was aware of dryness of my mouth.	0	1	2	3
3	I couldn't seem to experience any positive feeling at all.	0	1	2	3
4	I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion).	0	1	2	3
5	I found it difficult to work up the initiative to do things.	0	1	2	3
6	I tended to over-react to situations.	0	1	2	3
7	I experienced trembling (eg, in the hands).	0	1	2	3
8	I felt that I was using a lot of nervous energy.	0	1	2	3
9	I was worried about situations in which I might panic and make a fool of myself.	0	1	2	3
10	I felt that I had nothing to look forward to.	0	1	2	3
11	I found myself getting agitated.	0	1	2	3
12	I found it difficult to relax.	0	1	2	3
13	I felt down-hearted and blue.	0	1	2	3
14	I was intolerant of anything that kept me from getting on with what I was doing.	0	1	2	3
15	I felt I was close to panic.	0	1	2	3
16	I was unable to become enthusiastic about anything.	0	1	2	3
17	I felt I wasn't worth much as a person.	0	1	2	3
18	I felt that I was rather touchy.	0	1	2	3
19	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat).	0	1	2	3
20	I felt scared without any good reason.	0	1	2	3
21	I felt that life was meaningless.	0	1	2	3