



# ADOLESCENCE; RELATIONSHIP BETWEEN BULLYING AND PSYCHOLOGICAL PROBLEMS IN ADOLESCENCE.

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**ABSTRACT... Objectives:** of the present study was examined the relationship between bullying and psychological problems among adolescents. **Study design:** 200 participant include male and female student from 9th to 12 grades were selected from different school of Faisalabad cit. **Period:** Begin from 4th March 2014 to 10 August 2014. **Setting:** The age of the sample ranged from 13 to 18 years randomly selected. Illinois Bullying Scale (Espelage, 2002) and DASS by (Lovibond, 1995) were used to measure the constructs. **Results:** 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. Movement product 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 ( $\beta = .28, p < .01$ ).

**Key words:** Bully, fight, victim, depression, anxiety, stress,

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## INTRODUCTION

Four types of bullying i. pure bullies, ii. Pure Victims iii. Bully-victims, and fourth one are neutral children.<sup>1</sup>

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.<sup>2</sup> Studies also revealed that bullying behaviors are at highest level during early adolescence<sup>3</sup>, which accords, developmentally, with a focus on peer influence and the beginning of passionate connections.. Various studies provide support for this hypothesis.<sup>4</sup>

There are many psychological disadvantages of bullying some are explained and some are unexplained.<sup>5</sup>

This avoidant behavior may become severe with the passage of time. Some studies have also reported that bullying can lead to sexual violence in youth.<sup>6</sup> In our culture billing is not consider

as a dangers act so it's not noticeable consider it consider as a childish act and think that with the passage of time it will be remove. They are sometimes experiencing those life situations that cannot be cope with, this situation probably leave them feeling helpless and out of control.<sup>7</sup>

Clair<sup>8</sup> 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.

According to Clair<sup>9</sup> 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 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.<sup>10</sup>

Abel<sup>11</sup> 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. 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.<sup>12</sup>

**MATERIAL AND METHODS**

Convenient purposive sampling technique is used to draw the sample of the present study which comprise of (N = 200) adolescents from 9<sup>th</sup> to 12<sup>th</sup> graders from Faisalabad city school 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). 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:

This should be in introduction

1. To find out the relationship of bullying behavior and behavioral problems (i.e. depression, anxiety, stress) among adolescents.
2. To explore the gender differences in bullying behavior and behavioral problems (i.e. depression, anxiety, and stress) among adolescents.

**Data analysis**

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,

**RESULTS**

The current study was aimed to find out the relationship between bullying and behavior problems (anxiety, depression, stress) PSYCHOLOGICAL among adolescents out the relationship and t-test to find out the gender differences, regression for prediction which indicate the following results:

Demographic variables	F	%
<b>Gender</b>		
Male	100	50
Female	100	50
<b>Class</b>		
9th Class	49	<b>24.5</b>
10th Class	51	<b>25.5</b>
11th Class	50	25
12th Class	50	25

**Table-I. Frequency and Percentage of Participants (N = 200)**

Table-I shows frequency and percentage of all demographics used in the present study. You Dissected One Person into 0.5 And 0.5

Note. Academic achievement was measured through the percentages of score in last class. Table-II 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.

This relationship was significant with bully, depression, and stress. Construct of bullying and behavior problems demonstrated positive correlation.

Table-IV 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.

Scales	N	M	SD	a	Range		Skewness
					Potential	Actual	
AA	200	66.74	11.60	--	--	--	.63
Bully	200	12.72	3.90	.81	1-4	.15-.86	1.26
Fight	200	7.80	2.91	.81	1-4	.29-1.06	1.17
Victim	200	5.50	1.71	.60	1-4	.32-.50	1.04
Depression	200	7.56	3.77	.74	0-3	.57-.91	.09
Anxiety	200	7.92	4.55	.81	0-3	.56-1.06	.55
Stress	200	7.04	4.64	.82	0-3	.65-1.11	.44

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

Variables	1	2	3	4	5	6	7
1	--	--	.72**	.67**	.35**	.07	.19**
2	--	--	--	.49**	.26**	.13	.04
3	--	--	--	--	.32**	.09	.17**
4	--	--	--	--	--	.61***	.59**
5	--	--	--	--	--	--	.77***
6	--	--	--	--	--	--	--

Table-III. Correlation Matrix for all the Variables Used in the Study (N = 200)

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

\*\*p < .01, \*\*\*p < .001.

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	.000	.966	3.074	.40
Fight	8.75	3.29	6.85	2.10	4.85	.000	1.129	2.67	.28
Victim	5.94	1.87	5.05	1.395	3.80	.000	.428	1.35	.14
Depression	7.88	3.80	7.24	3.731	1.20	.231	-4.11	1.691	.12
Anxiety	7.32	3.9	8.51	5.064	-1.85	.065	-2.45	.073	.36
Stress	6.72	4.63	7.35	4.661	-.959	.339	-1.92	.666	.33
Academic Achievement	65.75	11.71	67.7	11.466	1.208	.229	-5.213	1.25	.30

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

**CONCLUSION**

The studies find out the relationship between bullying and behavior problems (anxiety, depression, stress) among adolescents. 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. Which demonstrated bully, fight, victim behaviors, and stress as significant negative predictors? 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.


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