

**EXPLORATION OF ROLE OF FAMILY IN BULLYING AMONG MOTHERS OF
BULLIED CHILDREN**



KHADEEJA ARFAN

DEPRATMENT OF APPLIED PSYCHOLOGY

KINNAIRD COLLEGE FOR WOMEN, LAHORE. PAKISTAN

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BULLIED CHILDREN**



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KHADEEJA ARFAN

DEPRATMENT OF APPLIED PSYCHOLOGY

KINNAIRD COLLEGE FOR WOMEN, LAHORE. PAKISTAN

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It is stated that “*All changes suggested by examiners during defense are incorporated in this final copy*”

Student Name: Khadeeja Arfan

Signature: Khadeeja

Supervisor: Dr. Afsheen Gul

Signature: Afsheen.

Head of Department: Dr. Afsheen Gul

Signature: Afsheen.

RESEARCH COMPLETION CERTIFICATE

It is certified that Ms. Khadeeja Arfan (session 2018-2022), Department of Applied Psychology has carried out this research work entitled “Exploration of Role of Family in Bullying among Mothers of Bullied Children” under my supervision. It is assured that this research is original.



Dr. Afsheen Gul

(Head of Department)

Applied Psychology

Kinnaird College for Women, Lahore



Dr. Afsheen Gul

(Head of Department)

Applied Psychology

Kinnaird College for Women, Lahore

Date: _____

ANTI- PLAGIARISM DECLARATION

I, Khadeeja Arfan, here certify that this is my own research work. The work has not, in whole or in parts, been presented elsewhere for assessment. Where material has been used from other sources, it has been properly acknowledged. The similarity index of the research report is 3% if this statement is untrue and I am found guilty of plagiarism, the punitive actions against me should be taken as per Kinnaird Anti Plagiarism Policy.

Khadeeja Arfan

F18BPSY019

BS Applied Psychology

Khadeeja

Afshar .

Supervisor

Afshar .

Head of Department

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Khadeeja Arfan.

Abstract

This qualitative study is designed to explore mothers perspectives related to bullying and explore role of family in bullying among mothers of bullied children ,the roles which family members can play to moderate the impact of bullying. This research was conducted by using simple qualitative method, structured interview method was used to collect the data from the participants and the participants for this research were selected by using purposive sampling technique .Total number of 4 mothers were selected for my research whose children had experienced any sort of bullying in school or home settings at least once. In order to maintain diversity, the inclusion criteria will be further classified in a manner that it includes mothers who have at least done matric, mothers of students living as an intacted family, mothers of students living in a joint family were part of my research. Before conducting the major research pilot study was conducted to increase the feasibility of my reseach.then at last the data which was collected from the participants it was analyzed using interpretative phemenological approach, according to this approach first the data was collected from the participants through the interview method and it will be recorded. Secondly the collected data will be organized and then it will be categorized into the categories. Thirdly the extraneous variables will be excluded and the then the categories will be examined. The data will be send to the participant if any changes has to be made. Then lastly after listening the recorded data it will be arranged in the themes. The results of this current study gives an insight of bullying perceptions and it explores the roles of family among mothers of bullied children, this study also explores the bullying experiences which their child had encountered, causes behind bullying, reasons behind being victim, effects of bullying and coping from the impact of bullying.

The mothers reported that after the children being victim of bullying they had suffered a lot psychologically and emotionally, bullying had an adverse effect on the victim. Further findings suggested that guidance, by taking them to therapies , counselling in schools which could help them to manage their behavior, putting your own self at children place and looking out the problems which they are facing and helping them to sort out those problems, diverting their mind to other thing, social support also help them to cope up with its effects, and interacting and communication can also be used other than that making them involve in curricular activities can help the children to moderate the impact of bullying.

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EXPLORATION OF ROLE OF FAMILY IN BULLING AMONG MOTHERS OF BULLIED CHILDREN.

CHAPTER 1

Introduction

This qualitative study is designed to explore mothers perspectives related to bullying and explore role of family in bullying among mothers of bullied children by using simple qualitative method. Bullying is a social phenomenon which occurs when power difference is created between two groups which allows the powerful group to physically or psychologically harm the less powerful group. Bullying is a worldwide problem but in Pakistan this issue is mostly unintended due to which its frequency has been increasing rapidly .It has been stated that every child is at the extreme risk of being bullied but parents can play an important role in prevention of bullying and discouraging bullying behavior by detecting the protective factors of bullying, which will help them to develop the strategies for prevention and intervention of bullying.

Bullying

Bullying is the form of violent behavior in which one group or the person frequently and involuntarily causes harm to another person or group which in return physically or psychologically harm others (Juvonen & Graham, 2014).Bullying is a destructive behavior that injures another individual, which occurs when unequal power is distributed among two groups (APA,2005). Bullying occur when one person or group is frequently exposed to negative actions for a long time period by another person or group (Olweus, 1993).Individual bullying occurs when the person who possess power harms another person (Valerie, 1989).Bullying is the combination of aggressive behavior, unequal distribution of power and frequent occurrence of negative actions (Gini,

2004). Bullying occurs when the perpetrator misuses their power to physically or psychologically harm the victim (Chapell, et al., 2006).

Historical background

The concept of bullying has changed significantly over time, in 18th and 19th century bullying was defined as physically or verbally teasing of others which results in loneliness or death. Initially people were unaware of the concept of bullying children perceived it as a playful misbehavior but then later gradually people came to know about this term. Before it was not publically recognized till it was not published in the newspaper but when a famous newspaper published an article related to bullying then this concept was publically recognized, then after seventy two years the famous newspaper "The Times" was the first one who raised their voices on the bullying and they reported first story related to bullying. Initially bullying was perceived as a normal behavior then gradually it drew attention from the researchers who wanted to explore this term then people came to know about this term and viewed it as a violent behavior which in return causes physical or psychological harm to others (Koo, 2007).

In 1970 the concept of bullying was completely changed when a research related to bullying was conducted by the research professor of psychology Olweus who expanded the meaning of bullying, he did a research on bullying among students and later created his own bullying prevention program which as a result reduces school bullying. Today bullying is completely viewed differently than it was viewed in 1800's. It took years to make people aware about the severity of bullying. The researchers conducted various researches related to bullying is giving people an insight about this destructive behavior, people gaining an awareness about bullying can help them to implement strategies to stop bullying (koo, 2007).

Types of bullying:

Bullying takes place in different forms, some types of bullying is observable while other type of bullying cannot be analyzed by others. These types of bullying includes;

Physical bullying

Physical bullying is a type of bullying which involves both direct and indirect forms of bullying direct form of bullying involves hitting kicking, tripping or pushing and Indirect form of bullying involves breaking of others property and showing inappropriate gestures to others or stealing of others belongings (Whitney & Swearer,2003).

Verbal bullying

Verbal bullying is a common type of bullying in which the other person is emotionally harmed by verbal interacting with another individual verbal bullying involves abusing, teasing, verbal threats, yelling ,insulting someone by calling them by nicknames, insulting someone's style of speaking or laughing at someone(Espelage &Swearer,2011).

Cyber bullying

When some individual is conveying the message and that particular message is misleading, threatening or insulting others or it is cruel in nature it is known as cyber bullying. This style of bullying takes place over mobile phones, computers and laptops, in cyberbullying some personal information about others is shared for humiliating the other person (Berger& Kathleen, 2014).

Psychological bullying

When someone emotionally harms the other person in psychological bullying the other person is intentionally harmed and in it the other person is personally harmed it this type of

bullying the bully emotionally tortures other by making jokes of his disabilities his weaknesses , his religion ,beliefs etc.(Jacob,2022).

Theoretical background

Social capital theory

Social capital theory was proposed by proposes that individuals adopt bullying behavior because of the social status .the individuals want to gain a status therefore they bully the ones who are weaker. The victims of bully are having less social circle they are having minimal social capital, which prevents them to exit their role against bullies. The perpetrators uses bullying tactics to gain popularity. Youth often perceives bullies as powerful and popular. Sometimes the bully victims can also change into perpetrator to gain social status (Bagwell & Schmidt, 2011).

Dominance theory

The social dominance theory and dominance theory are closely associated with one another. The social dominance theory is based on group based social ranking in which the groups are categorize based on their socioeconomic factors whereas dominance theory is based on individual based social ranking in which the individual is categorized based on socioeconomic factors. This theory was proposed by Sidannius and Pratto (1999).According to social dominance theory(Sidanius&Pratto,1999) and dominance theory(Long& Pellrgrini,2003) the individual gain destructive behavior to gain individual and group based supremacy and then they frequently uses violent behavior to maintain their position. Usually the youth adopts destructive behavior to gain social status, bullying is usually done by the groups in which the group members bully less powerful individuals to gain supremacy. The ones who have seen an individual being bullied they

become fearful of being the next victim and the ones who are bullied it leaves a negative impact on them and the impact of being bullied has on their later life (Long & Pellegrini, 2003).

Attachment theory

According to this theory the children links their attachment with their caregivers the attachment parents attach with their children can be secure or insecure depending on the quality of relationship with the caregivers. According to Ainsworth(1979) the parents who are more responding and interactive to their children leads to more secure attachment style whereas the parents who are not interactive to their children, their children develops insecure ambivalent attachment style(Ainsworth,1979).

Researcher have directly linked attachment styles with bullying according to them those individuals who are having disruptive traits they are having difficulty in attachment with others which leads to impulsive characteristics in individual and these impulsive traits leads to direct bullying on other hand higher attachment with others leads to lower level of violent behavior(Viding,Simmonds,Petrides&Fredrickson,2009).

The individuals with the secure attachment with parents are less likely to be the bullies and victims of bullying. Parent child relationship leads to social competence (Murphy et al, 2017).

Social Ecological Diathesis Stress Model

According to this model stressful life events occurs because of biological and cognitive susceptibilities which leads an individual to bullying behavior. If the negative events are associated with world, internal cognitive schemas, negative beliefs about self, world and future then later it creates internalizing and externalizing problems. The individual starts forming beliefs about themselves, about the world and future from their childhood and gradually their concepts begins

to grow stable. Developing of negative beliefs leads to victimization and bullying. Bullying behavior also occurs as a result of treat schema which leads to negative beliefs about our ownself due to which the individual become more aggressive and violent in relation to social relationships to maintain their states and power and the individuals who bully other also may have negative schemas about themselves and which further leads them to negative beliefs about others due to which they execute bullying behavior (Swearer & Hymel, 2015).

All the theories indicates that bullying is a social problem which can be developed and further encouraged by various members of our societies. The individuals are bullied because of the personality traits which they carry and it leads to abnormal development in various phases of life makes him/her susceptible towards certain maladaptive and problematical behaviors, and various roles by various members of the society can be played to cope with the impact of bullying

CHAPTER 2

Literature Review

This study was conducted by Arato, et al (2021) to test the models of cyberbullying perpetration and cyber victimization based on the roles of family dynamics social support and emotion regulation difficulties. It is assumed that maladaptive family adaptability, unbalanced levels of family cohesion and conflictual interaction styles among family members increases the risk of cyber victimization and perpetration and it is also assumed that family characteristics has a direct and indirect impact on cyber victim and perpetration through emotion regulation difficulties. Total number of one thousand one hundred and thirty students from secondary school participated in this study, the responses from the participants were collected through the questionnaire, and 23 self-report questionnaire was used to measure cyberbullying perpetration and cyber victimization, family functioning, perceived social support and emotion regulation difficulties. According to statistical analysis, findings shows the important role of family and peers in cyber bullying engagement during adolescents. The social support which is perceived from peers and family serves as a protective factor against cyber victimization and perceived social support and family cohesion serves as a protective factor against cyber perpetration and emotion regulation increases the risk of both cyber victimization and cyber perpetration.

This study was conducted by Hebron & Humphrey (2014) to explore risk and protective factors which increases the risk of bullying or which decreases the risk of bullying among children and young individuals diagnosed with Autism Spectrum Disorder. For this study the data was collected from the participants using a cross sectional natural variation design. And total number of 722 teachers and 119 parents were selected from 269 schools. The responses from the participants were taken through surveys using Wider Outcome Survey for teachers and Wider

Outcome Survey for parents was used. The responses taken from the teachers based on WOST indicated that there is a positive relationship between bullying and behavior difficulties and negative relationship between bullying and positive relationships and going to special schools. And the data which was collected from parents based on the WOSP indicated that there is a positive relationship between bullying and behavior difficulties and negative relationship was found between bullying and parental engagement and confidence.

This study was conducted by Laura & Christina (2017) to examine the types of strategies which are provided by the parents to the children to overcome the impacts of bullying. It is assumed that responses given by the adolescents and parents will not differ because wide research has shown that the much of children's learning is the result of active imitation or modelling of parents' behavior. Total no of 225 students and one of their parents participated in this study and the responses from the participants were taken through the questionnaires. According to the statistical analysis, findings reveal that the most common type of the strategy which is given by the parents and students included help seeking strategies. The students provided more emphatic solutions as compared to the parents. 41% of the students suggested the strategy which can worsen the situation. The strategies which were provided by the parents and students they were not so much effective in overcoming the impact of bullying, so therefore findings suggest that students and parents both need more awareness about bullying and types and bullying in order to cope with the consequences of bullying and provide strategies to deal with it. Further this study also indicated that parents positive communication with the children will generate more effective strategies against bullying.

This study was conducted by Stives et al (2021) to explore parents perceptions of bullying and the discussing about bullying with parents and according to parents perceptions what are the reasons of bullying and how parents help the child to cope with bullying. To collect the responses

from the students a survey was conducted and total no of 56 individuals who are identified as the parents were selected for this study. The results of this study indicated that most of the parents were less fearful of their child being bullied at school and some parents were fearful that their child is bullied at school. According to parents the reasons being that their child are bullied include the personality of the child because of which they are easily bullied and when the children are bullied the parents develop lack of trust in school administration. Further the results of this study also indicated that there were no differences seen in the advices which were given to middle school and high school children when their child is bullied. Secondly the parents talk to the principals on behalf of their children and they talk directly with the bully parents.

This study was conducted by Jantrez et al (2015) to explore the role of parents monitoring on the non-suicidal self-injury and suicidal behavior which is developed as a result of bullying. The total no of students which were selected for this study were 697 students whose age was between 8 to 18 years of age. The participant's responses were collected through the questionnaires. The results from descriptive analysis showed that the students who have reported that they were frequently bullied they were having more probability of developing suicidal behaviors. Further the results shows that parental monitoring reduces the effect of suicides who are at the risk of occasional bullying whereas the students who encounters bullying frequently parental monitoring is not effective for them.

This study was conducted by Silva et al (2020) to investigate the difference between prevalence of bullying and factors associated with involvement in bullying among school children. Cross sectional epidemiological analytical approach was used to conduct this study. Total number of 1402 students were selected for this study and the responses of these participants were collected though the questionnaires .The data was analyzed by using SPSS. The results of this study

indicated that it was observed that adolescents who feel different from other peers were associated with bullying, regardless of the role played. The people who usually becomes victim are having low self-esteem use sedatives and victim is usually a women. Whereas perpetrator are protected from bullying. Being male, excessive alcohol consumption, having poor school performance, being a transgressor, these characteristics showed to be a protective factor for bullying.

This study was conducted by Hemphill, et al (2015) to examine the impact of bullying victimization and perpetration on internal and external problems as well as risk and protective factors which can alter the impact of bullying. The participants which were selected for this particular study included the Victorian students from international youth development study. The total no of participants were 927 students whose age was 10 to 11 years. The data which was collected from the respondents was analyzed using Stata/IC 11.0 for Windows program. The results of this study indicated the individual having violent and not violent behavior antisocial behavior at the age of 16 -17 yrs. they are develop bullying behavior whereas the individual who are having depressive symptoms they are often bullied, according to this research the bullying victimization and perpetration are linked with internal and external outcomes. When the individuals are interactive with their families as a result they are less involved in anti-social behavior due to which they don't develop bullying behavior. On other hand individual having higher academic performance they are having strong will power and reduced stress symptoms due to which there is less likelihood of being bullied.

This study was conducted by Shams et al. (2016) conducted a study to investigate the factors which contributed to bullying behaviors. To collect the responses from the participants Qualitative design was used .total number of participants who were selected for this research included 72 Iranian students, 9 parents and 12 teachers and their responses were assessed using

content analysis approach, semistructured interviews were used to collect the responses from the participants. The results of this study indicated that bullying is the result of five factors which include psychological factors, family factors, socio-economic factors, school factors and media influence and this bullying experience affects the mental factors and in turn threatens the behavioral health of the individual. Further this study indicated that poor relationship with parents, environment of school, poor teacher-student relationship encourages bullying and violent behaviors. Further children's contact to violence helps increase the occurrence of bullying.

This study was conducted by Soimah, et al (2019) aimed at getting an insight about the family support to the adolescent who are the victim of bullying, and the method which was used to conduct this study is descriptive phenomenological approach. Purposive sampling strategy was used for the selection of participants, total no of 8 participants were selected for the collection of data. The results of this study indicated that the students who are the victims of bullying they are sad and angry so the family members should provide the adolescents support by motivating them and giving them advice. The support which is provided by the parents it speed up the recovery of bullied victims and it provides them psychological resilience and other members support is also very essential to reduce the negative impact of bullying.

This study was conducted by Naveed et, al (2019) to examine the association of bullying experience with depressive symptoms and psychosocial functioning among children and adolescents in rural Pakistan. Cross sectional research design was applied and the participants which were selected for this study their age was between 10- 17 years of age and they were taken from the school of Nawabshah. A convenient sampling was used for data collection. Survey was conducted to collect the responses from the participants. The results of this study indicated that the students who are the victims or perpetrators of bullying they are having more likelihood of being

depressed and they experience adversarial emotional and social consequences of the behavior. And further this study concluded that the students who are the victims of bullying they are having poor relations with family and less participation in activities and having low academic achievement.

This study was conducted by Shah (2018) to explore the effect of parental aggression on classroom bullying and the effects of parental aggression on personality traits of students. The data was collected from the students of secondary schools of Mansehra, Abbottabad, and Haripur districts of Hazara Division. Total number of 1438 students were selected and the data was collected from them through the questionnaires, the analysis of the collected data was done through descriptive statistics. The results of this study indicated that there are larger number of students who faces both has face high level of parents aggression and bullying in school, and according to the results parents are unaware of consequences of aggression on children because of facing this physical and psychological aggression by parent the children develops low self-esteem and confidence due to which they are unable to deal with the bullying issues which they have to face in schools. Moreover, the aggression faced by children has negative impact on their personality traits and it leads children to behavioral problems as well.

This study was conducted by Jan and Husain (2015) to explore the nature of bullying, its causes and to find out the effects of bullying on student's learning. For this particular research the data was collected from 40 students and 10 teachers. The participants for this study were selected through simple random sampling strategy, participants responses were collected through the questionnaire. The Findings of this study indicated that there are four main reasons for bullying which includes Powerfulness, revenge seeking, aggression and jealousy and the boys scored high on all of these causes than the female participants. In this research the coping strategies which

participants used to cope up from the effects of bullying were also assessed. Ignoring, helping the bullied and fear of criticism were reported by both male and female participants.

This research was conducted by Shah (2014) to explore bullying in secondary schools of Khyber Pakhtunkhwa and examine it as a social problem. The major aim of this research was to investigate various types of bullying in schools, nature and ways of bullying among boys and girls, its causes and effects on students and to suggest certain strategies for avoidance of bullying. The data for this research was collected from principals, teachers and students and random stratified sampling strategy was used to collect the data from the participants. Total number of 1800 participants were selected from six districts of Khyber Pakhtunkhwa to collect their responses. The findings of this research indicated that participants were seriously concerned for the occurrence of bullying incidents in schools, according to them All types of bullying were obvious and the places where bullying frequently occurs were canteens, washrooms, school bus and school trips. According to the responses collected from the participants showed that Attractive, very intelligent, disabled children and slow learners were mostly the victim of bullying. The way the bullying effected the children included high absentees from school, less interest in studies, low academic performance, low self-esteem and confidence, depression and lastly suicide. According to the responses given by the Participants the victims of bullying should be shown sympathy, Good behavior should be encouraged among the students and students should be given certificates so that the bullies would strive to change their behavior.

This study was conducted by Shujja, Atta & Shujjat (2014) to explore the occurrence of bullying and investigate the victimization among students of six grades in Pakistan. The study was conducted in the context of gender, school system and socio-economic status. The participants which were selected of this study were from public and private schools and Urdu version of Illinois

Bullying Scale was used to collect the responses from the participants the results of this study indicated that 23.2% students were considered bullies, 24.1% were victims and 19.6% were involved in incidents of bullying and fighting at least once in 30 days. Bullying, victimization was more common in children belonging to low and medium socio-economic status and it also indicated that the students belonging to middle class bully other more and Children studying in public schools were more bullies than in private schools but in terms of victimizing the children belonging to private schools were more victim of bullying. Moreover, in terms of gender, boys were more victimized by other boys as compared to the girls.

This study was conducted by Anjem & Kashif (2018) to investigate the effects of teacher and peer bullying on the behavioral engagement of university students of Islamabad. This study also examined the comparison between students of private and public universities. For collecting the responses from the participants convenient sampling technique was used total number of 400 students were selected to collect the data from the participants. The results of this study indicated that both teacher and peer bullying have significant effect on behavioral engagement of students. In terms of the comparison between public and private universities, the student's from public universities were more effected by the effects of bullying. Further the the findings of this study suggests that bullying affects the participation of students in class and their obedience to teacher's instructions

The early research findings suggests that individuals are victim of bullying because of their personality traits, the ones who are having low self-esteem and less confidence and the ones who are having low socio economic status usually encounters bullying. Bullying effects behavioral engagement of students. Various members of our society can plays an important role to cope with impact of bullying like help seeking strategies. Support, motivation and advice provided by parents

and positive communication between parents and children helps to speed up the recovery of bullied victims.

Rationale

The study is conducted to explore mothers perspectives related to the role of family in bullying among bullied children .Increasing our understanding of the protective factors and their association with bullying is important as it leads towards developing effective strategies which can be developed for intervention and prevention of bullying (Hebron & Humphrey, 2014).

Moreover, this study is conducted to get an insight of the bullying phenomenon from mothers perspective, bullying behavior needs to be explored for understanding phenomenon. Exploring bullying from mothers perspective is useful as it explores the factors which leads to bullying behavior in individuals.

Most of the previous researches in Pakistan were conducted on exploring the nature of bullying, effects of bullying (Jan & Hussain, 2015).Bullying has become a universal and frequent problem especially in schools of Pakistan according to researches done by Shujja, Atta and Shujjat (2014), Shah (2014) and Naveed et, al (2019) whose results showed that bullying is prevailing in both private and public schools of Pakistan. A large number of cases about bullying have been reported and there are still such cases which remains unreported.

The in-depth understanding of this study is used to explore the students who are the victims of bullying they are having more likelihood of being depressed and they experience adversarial emotional and social consequences of the behavior so what role family can play to help those students to cope up with the consequences of bullying(Naveed et al,2019).

So this qualitative study is conducted by using the in depth interview method in order to achieve understanding of the perspectives of mothers regarding bullying. It will be used to detect the roles which family as a protective factor can play against bullying among bullied students. The detection of the roles will contribute towards intervention and prevention plans. Moreover, the researches in Pakistan are extremely lacking this perspective so this research will help to know parent's perspectives regarding the roles family members can play to neutralize the impact of bullying, family members will become aware of their roles and they could help the ones who had experienced bullying in a better way and it will also help the family members to detect the signs of bullying among bullied students even if the students don't disclose it.

Objectives

The objective of this study is;

- To explore the perceptions of mothers regarding bullying.
- To explore parents perception regarding the role of family against bullying among bullied children.

Research questions

- What are perceptions of mothers about bullying?
- What are mothers perspectives related to role of family against bullying among bullied students?

CHAPTER 3

Method

Qualitative research

The basic aim of this study is to explore mothers perceptions about bullying and mothers perspectives related to the role which family members can play to moderate the impact of bullying among bullied children by using a qualitative research. Using qualitative research method is beneficial when the variables which are being studies they are not well defined under quantitative measures.it is used to get in-depth understanding of the variable and to learn about the opinions and views of the participant. Qualitative research provides an in depth information about the construct according to the participants perspective (Creswell&Poth, 2017).

Philosophical Assumptions

In this study Epistemological approach was used because this approach is helpful when we want to pursue reality about the world or a phenomena with the help of participant's language and their driven meanings (Breakwell, Smith, & Wright, 2012).

Similarly, philosophical assumptions was used which are based on theories in which the researcher while conducting some research carry some beliefs about the study which are carried from these philosophical assumptions.

The general assumptions are the beliefs which the participant has about his own study on his own. These assumptions enhances the richness of the data.

General Assumptions

- According to mothers the children who bully others they had become themselves victim of bullying at some point.
- The students who are having low self-esteem, introvert and anxious they are more likely to be bullied.
- The support which is provided by the parents it speed up the recovery of bullied victims and it provides them psychological resilience.
- Bullying leads to physical and mental consequences.
- Early detection of the children bullying experience leads to early and effective strategies for bullying prevention and intervention.
- The consequences which occurs due to bullying experience includes sadness, helplessness, depression, stress, anger, physical/emotional numbness, vulnerability, loneliness and need for revenge.

Paradigm

Research paradigm is the set of common beliefs and opinions shared between the scientists about how the problems should be assumed and addressed (Kuhn, 1962).

In this study, constructivism paradigm was used. It explores individuals understanding of the world in which they live and work. Individual by interacting with the context they develop understanding for a phenomena. The participants understanding about the phenomena further shapes their interpretation about their experiences and perceptions (Creswell, 2009).

Research design

A basic qualitative research design was used to conduct this research as it helps the researcher to understand concepts, opinions or experiences and gives an in-depth insight of the construct or generate new ideas for research. It also aims to get a better understanding through experiences, conversation or observation (Creswell, 1998).

Transcendental phenomenology was used because my main purpose is to extract what is shared and common perceptions or understanding of parents about bullying and what roles family can play to moderate the impact of bullying. Though bullying experience is different for everyone it affects one's life in different manner but there are some things that are common and shared among people. My main focus is to explore that how parents describe their children experiences of bullying and the roles which they play to moderate the impact of bullying. As for every phenomenon in this world there exists both objective and subjective reality in this world and their relationship is somewhat inseparable, transcendental phenomenology facilitates in balancing both objective and subjective approaches. There are multiple studies which are conducting on bullying but there are very few studies which are exploring the roles of the families which families can play to moderate the impact of bullying through the participants experimental world.

According to Husserl, transcendental phenomenology focuses on the description of a particular phenomenon i.e. how the participant describes the facts about his experiences and how the phenomenon existed in the participant consciousness. Researchers then uses this description or the essential structure derived through participants descriptions of the phenomena to assess and to form an overall essence.

Sample and sampling strategy

I will selected total 4 participants for my thorough research .Purposive sampling technique was used to select the participants for my study, purposive sampling is a non-probability sampling method it is a technique in which researcher select the participant based on their own judgments. Purposive sampling is easy to setup and it is less expensive as compare to other sampling strategies and this type of sampling strategy is perfect when the researcher don't want to explore their finding beyond the question they have decided (Cohen et el, 2011).

According to ball (1990) purposive sampling is used to select the individual who have specific knowledge about this particular issue, the individuals who are suitable for this research they are selected for this research.

Mother	Mother	Mother	Mother	Participant
37	26	43	40	Age
Islam	Islam	Islam	Islam	Religion
-	-	-	-	
Graduation	M.Phil.	Graduation	Graduation	Education
-	-	-	-	
House	Assistant	Therapist	Teacher	Occupation
wife	professor	-	-	
-	-	-	-	
16	15	21	18	Years of marriage
-	-	-	-	
Middle				
-	Upper middle	Middle	Upper middle	Socio economic class
	-	-	-	
Joint				
-	Joint	Joint	Joint	
Friendly	-	-	-	Family system
and	Cooperative	My family	Inteactive,supportive	
interactive	and interactive	and my	and cooperative	Family environment
-	-	husband is	-	
		Supportive		
		but in-laws		

are not
supportive-

Three

Two

Four

Two

No of children

Inclusion and exclusion criteria:

Inclusion criteria

The inclusion criteria for this study will be mothers whose children had experienced any sort of bullying in school or home settings at least once. In order to maintain diversity, the inclusion criteria will be further classified in a manner that it includes mothers who have at least done matric, mothers of students living as an intact family, mothers of students living in a joint family.

Exclusion criteria

Mothers with severe mental disabilities and the children of parents who are sexually abused are excluded from this study.

Measures

Demographic information form. It was used to collect and identify certain characteristics about the bio data of participants. Its purpose was to differentiate participants from one another and further indicates that how the sample participants is related to the study. The information I collected from the participants helps me to give insights to their backgrounds and how their contextual world have influenced their understanding, beliefs and the meaning they would provide to the phenomena under study. The characteristics includes age, religion, education, occupation, family system, family environment, years of marriage and number of children

Basic Screening Questions. Screening questions was used for the purpose of evaluating the participant's eligibility whether they should be included or not in the study (Yin, 2015). It helps to sought out the participants who are eligible for our study and it saves a lot of time of researcher. The screening questions screens out participants as per inclusion and exclusion criteria i.e. mothers

whose children had experienced bullying in schools, mothers who lives in joint families and mothers who belongs to intacted families.

Interview guide. The interview guide was used, it is a document which allows the interviewers to know that what to ask and it what order questions will be asked from the participant. It will consist of open ended questions which allows to draw out the in-depth understanding about the specific topic .Probes will be used if needed to get more information from the participant.

Semi structured in-depth interview. The main purpose in conducting interviews is to listen to the participants and to explore experiences, opinions and point of views. It is helpful in pursuing and understanding the meanings of the phenomena. Individual interviews were preferred to avoid discomfort and inconvenience experienced in group interviews or focus groups. (McNamara, 2009). So therefore I used inductive approach because my main focus was to explore the phenomena under study by using previous theories and facts and to further observe patterns, themes and consistencies in the phenomena generated from the data gathered (Creswell, 2007; Newman, 2003). In order to extract in depth information from the participants semi structured interview was developed which consisted of open ended questions. This interview guide was developed so it can guide me the pattern in which I have to ask questions from participant and it also maintains the flow of discussion. My interview guide consists of 7 major questions and I have further used probes in my study to extract in-depth information from the participants. According to the literature review and theoretical background following domains were developed for this interview such as Exploration and conceptualization about bullying (Jan & Hussain, 2015), exploration of home environment (Arato et al, 2021), effects on life (Hemphill et al 2015) and coping and suggestive measures (Stives et al, 2021).

The open ended questions which I have put in my interview guide were from general to specific, I made the questions in the way which could be easily understandable for the participant

and interview guide was developed in both English and Urdu language so the participant can give the interview in the language in which they are comfortable. In the beginning of the interview I have kept basic questions to build rapport. The settings in which interview is taken also matters a lot to do a successful interview. The researcher and participant should mutually decide the settings in which interview should be carried and interview should be taken where participant feel comfortable to do conversation and there should be no distraction between the interviews. The time and the way the interview should be conducted was decided according to the participants convenience. I have discussed with my participant the way in which interview should be taken so we came to this conclusion that telephonic interviews would be fine it will be convenient for the participant as well as me and time was also decided according to the participant ease. The duration of each interview was approximately 25-30 minutes.

Procedure

Pilot Study. Before conducting my research pilot study was conducted to become aware of all the procedures and methods involved in the study and to become aware of any kind of issues related to the study, and able to identify the strengths and weaknesses of my research and I can find out that in which areas I need improvement before conducting my research (Kim, 2011). For conducting a pilot study, firstly the institutional approval was taken then an interview guide was developed which were based on the major domains i.e. definitions of bullying, perception of bullying, parents strategies for coping with bullying, the negative effects of bullying, parents the role in dealing with bullying. The interview guide was developed in both English and Urdu version so the participants can understand it easily. Then I selected two parents which are according to my inclusion and exclusion criteria interview form them before I took their consent and ask demographic questions to build rapport at the end of the interview their feedback was taken that

if they had come across some areas in which I could improve myself so I could change them in my main study.

As it is suggested by many researchers that the pilot interview should include the participants who are having the same characteristics as the participants of the main study ,the two participants whom I approached for my pilot interview were approached through social media groups and I choose the ones who were willing to give me interview according to their ease and the suggestion were taken from them related to the place where interview should be conducted In which way it is easy for them to give interview so they suggested to give telephonic interview because it was easy for them .before starting the interview I told them about the rationale of my study and topic of my study them small introduction and told them about few details related to the interview and consent was taken from both the participants and before recording their interview I made them aware that their interview will be recorded .I also made them aware that all their private information would be remained confidential it will not be shared with anyone their identity will not be revealed only the information which they shared with me related to my topic I will use it for my research work. After taking their interview their feedback was taken related to the interview about the clarity, understanding and questions in the interview and what more should be added in my interview according to their suggestions I have made changes in my interview. The participants with whom I had conducted pilot interview they were discarded from my main study.

Main study. After conducting pilot study I started my main study for which I choose 4 mothers based on purposive sampling technique, I selected participants according to my inclusion criteria I choose mothers whose children had experienced any sort of bullying because such parents have more awareness about the term bullying as compared to other participants and the two mothers with whom I had done pilot interview they were also part of my main study All the

participants which I had approached for my study were through social media groups and all the participants with whom I had conducted interview they were all willing to give interview. I took their interview individually .Before initiating the interview, I introduced myself to them, briefed them about my research and its objectives and the consent will be taken from participants. They were informed about the rights and benefits and that their information will be kept confidential and used for only research purpose, firstly I asked them about the demographic questions to develop a rapport with them Then basic questions will be asked from the respondents the then after research questions related to my study were asked, the duration of each interview was of 25-30 minutes. I made sure to take their interview at the time which was convenient for them. I asked them questions in the language in which was understanding for the participant and they can easily respond to my question. I took their interview in Urdu language because they were comfortable in responding in Urdu language. They were given freedom of speech so they can share their feelings and their views in an open manner. I also used probing in my interview so I can extract in-depth information from the participant. The questions were repeated when the individual was unable to understand. It took me almost three weeks to collect the data from my participants.

The challenges which I had to face while conducting my research was updating status again and again in multiple social media groups and requesting again and again the members who falls under my research's inclusion criteria and who are willing to participate kindly inbox. Further, I had to ask the participants again and again about the time when they are easy in giving interview as all the participants were mothers and due to their busy schedule it was difficult for them to take out time for this interview.

Data analysis

The procedure used for the analysis of data is interpretative phenomenological approach, this phenomenological approach is useful approach in qualitative research. This approach allows the researcher to put aside their own perceptions related to the phenomenon and understands the participant's perceptions related to that phenomenon (Smith, 2007).

- The data was collected from the participants through the interview method and it will be recorded.
- Then the data which is collected from the participants it will be organized and then it will be categorized into the categories.
- To avoid irrelevant features researcher will exclude which were not answered before generating the themes.
- The researcher also excludes the data of the participants who had not completed the interview.
- The extraneous variables will be excluded and then the categories will be examined. The data will be send to the participant if any changes has to be made.
- Then at the end after listening the recorded data it will be arranged in the themes.

Data verification methods:

Peers review plays an important role in checking the authenticity of the academic work and improve the quality of research(Kelly,Sadeghieh & Adeli,2014)to fulfill this purpose my instructor has assigned me two experts so the data were continually verified by them and later the changes were incorporated in my work accordingly . I made sure that my work was according to the standers and considerations of the experts which were assigned to me by my instructor.

Ethical Considerations

- Institutional approval was taken.
- Participants were provided with informed consent through which the purpose and objectives of the study were explained.
- Consent form will be taken from the participants in written form.
- They were told that they had a right to withdraw from study at any time with any reason.
- The participants were assured that their information will be kept confidential.

CHAPTER 4

Results

The interpretative phenomenological approach was used for data analysis to gain in depth perceptions of bullying, essence of bullying experiences among children that exist in in the data (Smith, J.A, 2007).

Description of participants

In the first section the information which is provided by mothers is summarized. In this section certain details of the mother and their perceptions of bullying and the children experiences of bullying and how bullying has effected the child and how they ae helped their child to cope up with the impact of bullying is described.

Participants no 1: *mai 37 years ki hoo mera religion islam hai or mai aik housewife hoo mere shadi ko 16 saal ho huke hain hum aik middle class family sai belong kerte hain mere teen bacain hain or jo bacha mera bully huwa who larka hai who jab bully hua toh who 8 saal ka tha or who 4th standard mai tha hum aik joint family mai rehte hain or hamare ghar ka mahool bht interactive or friendly hai. Mere khayaal mai kisi ki insult kerna ya kisi ko tang kerna bully hota hai yeh aik negative characteristic hai jis sai kersai dosro ko khushi milti hai unko satisfaction milta hai. mujai pehle iss kai bare mai itna maloom nhi tha likin maloom nhi tha kai school kai bacho kai saath bhi aisa incident ho sahta hai. mere handaan kai mutabik yeh bht buri ceez hai or ab iss kai walid ko bataya who bhi guse mai the or jab mujai bhi pta chala mai bhi shock ho gait hi mai bht zada dar gai thi likin mainai or iske father nai iske liye stand liya. jo bache dosro kai competition per pura utar nhi sakhte uss level per apnea p ko mehsoos nhi kerte toh aise log dosro ko bully kerte hain. mere khayal sai jo bache introvert hote kam bolte bht zada reserved hote or jin*

kai zada bht zada overprotective or over aggresive hote in kai bache dare wai sehme sai hote jis ki waja sai jo inko bully kerte who uska samna nhi ker pate or bullying ka shikaar ho jate . uss ka school mai racers kai dermiyan uss ka pant utara gya tha who bht hurt huwa tha or bht insult feel howa tha or usnai kha kai mai yeh tolerate nhi kro ga mai ab school nhi jaoo ga . Waleedain ko cahiye kai apne bacho kai liye stand lain uska mind divert kre uss sai baat kerni cahiye .or apne bacho ko guide kre.

Participant no 2:*mere umar 26 saal ki hai mera religion islam hai mnai mphil kiya huwa wa hai or mai aik professor hoo or meri shadi ko 15 saal ho chuke hain mai aik middle class family sai belong kerte hoo mee two bache hain or jo bacha bully huwa who mera beta hai who 8-10 saal ki umar ka tha or 4 class mai tha jab who bully huwa.mera ghar ka environment bht interactive or friendly hai.Mere mutabiq kisi ko cherna bura bhala kehna bully hota haimere mutabiq iss ko pehle itna value nhi kiya jat tha is ko common hi samjha jata tha log samajhte the kai bhare bache toh choto ko bully kerte hi rejte hain iss mai koi bhari bat nhi hai yeh aisa at hai jisko appreciate toh nhi kiya jaa sakta or khabhi socha nhi kai verbal bulling kai ilwa bhi bullying ki types ho sakhte hain . or chote bacho ki itni samajh nhi hoti jb koi dosra usko bully ker rha ho who chote chote bato pr jaldi pereshan ho jate hain mere handaan walo kai liye yeh koi bhari baat nhi thi iss kai baba nai kha kai jo bache zara duble patle hote hain bhare bache aise bacho ko bully kerte hi rehte hain hume apne bache ko zara strong banana ki zaroorat hai .mere mutabiq jo bache zara introvert hote zada out spoken nhi hote jin mai confidence nhi hota or jo choti baato sai pereshan ho jate hain who iss ka shikar ho jate hain. Mere bache ko verbal bully kiya jata tha bache iska lunvh lai ker bagh jate the sko kha kerte the ai chote idhr aa class room mai teacher ki gair mojooodgi mai isko pinch kiya kerte the.jab who bully howa toh usko lgta tha kai us ski resnality mai waki koi flaw hai jis waja sai bache mujai cherte hain iss sai us ski cullicular activities kam*

ho gait thi uss nai morning assembly mai participate kerna band ker diya tha.mere mutabiq bullying ka shikar jo bache hote unki madad kerne mai walideen sab sai bhara kerdar ada kerte hain waladain ko apnea p ko bacho ki jaga per rakh ker sochna cahiye unko apne bacho kai liye stand laina cahiye or parents ko apne bacho ko support kerna cahiye.

Participant no 3:*mere umar 43 sall hai mera religion islam hai mai aik therapist hoo mere shadi ko 21 years ho chuke hain mai aik middle class family sai belong kerte hoo mere 4 bache hain or mere bachi bully hoti thi who choti si hi thi jab sai uski cousin usko marti rehti thi Mere mutabiq bullying yehi hoti hai kai jab koi insaan apne ap ko powerful samajhte hain toh who apne sai kamzoor insaan ko bully kerna shuru ker date hain who dosro ko bully kerkai satisfaction feel kerte hainmere khayal sai bully physically bhi ho sakhti hai or emotionally bhi ho sakhti hai . basically bully kerne wale by nature cruel hote hainunki ghar ki environment aise hoti hain jismai unko attention nhi milti or who phir dosro ko bully kerte hain.mere mutabiq jo bullying ka vctim bn jate hain who weak ho jate hain or apnea ap ko question kernel g jate hain iss sai unka confidence bht mutasr hota hai or unko apni day to day ceeze kerne mai mushkil paish ati hai. Jab mnai apni family ko iss kai bare mai batay toh who bht pereshan hoye or unho nai apni bachi kai liye stand liya or usko support kiya likin mere baki inlaws iss hawale mai kuc zada supportive nhi the mai bhi iss per bolna cahti thi larna cahti thi likin mere husband nai jb apni bachi kai liye stand liya toh is sai mujai hosla mil gya. Mere mutabiq mnai apne bacho ki hamesha aise tabiyat ki thi kai apne kisi ko hurt nhi kerna koi bbhi baat ho aa ker mama baba ko batani hai mere khayal sai hum nai unko ko itna polite or sensitive banaya that oh iss waja sai bullying ka shikar ho jate the who apne liye jab fight back naw ker sake tab hi bache bullying ka sikar ho jate hain.mere bache bohat chote thi uski cousin usko muke mart thi mere bache zara kamzor thi who bache bht intelligent or strong thi who usko zor zor sai marti thi aik barr uske mun sai hoon bhi nikalne lg*

gya tha mere bache is wajasai bht sad ho gait hi who kehti thi kai I just hate her mama mai uska samna nhi kerna cahti ab khabhi bhi mai bht apni bachi kai liye bht kuch kerna cahti thi likim socity pressure ki waja sai kuch nhi ker saki . mere mutabiq jo bache iss ka shikar hote hain un kai walaideen ko cahiye kai unka mind divert kerdai unko mukhtalif activity mai masroof kre or unko samjana cahiye kai aise ceeze life ka hisa hain we should forget and move on or ghar walo ko manana cahiye kai unka bacha bully ho rha hai unko apne bacho ko protect kerna cahiye un ko apne bacho ko sunana cahiye nko believe kerna cahiye or anpe bacho ko attentiom dai or unko support kre.

Participant no 4:*Mere mutabiq bullying physical abuse sai zada mental abuse sai zada link hota hai or chote bacho ki itni samajh bhi nhi hoti kai who bully hoye hai who choti choti ceezo pr jaldi pereshann ho jate hain.jo bache bully hoye hote unki self-esteem kam ho jati or confidence level bhi kam ho jata hai or extreme per jaye toh unko suicidal taught bhi shuru ho jati hain.mere ghar walo kai mutabiq yeh koi bhari baat nhi hai who aise ceezo ko zada attention nhi daite.likin isnai mujai aik had tak break kiya tha . bully kerne wale inferiority ya suoeriority cmplex ka shikar howe hote hain or who bhi victim bane hote khi naw khi.or aksar bully who bache hote hain jin kai waleedain itne supportive naw hoo unko security naw dai sake kai hum tumhare support kre gait oh aise bache iss ka shikeaar ban jate hain who kisi sai ceeze share nhi ker pate or anader hi ander apne sail arte rehte or issai unki self-esteem bilkul hatum ho jati and who depression or anxiety ka shikaar ho jata hai mere bache ko teachers or uske class fellows musktalif namo sai pukarte the kukai who bht patla tha toh bache uss ka Mazak urate the jis sai uska confidence shatter ho gya or usko suicidal taught bhi ana shuru ho gaye the or who activities mai bhi hisa nhi laita tha akaila akaila rehta tha hamosh rehta tha Or mere mutabik parents ya who*

bachhe itna role nhi play kerte parents bss yehi ker sakhte kai bacho ko therapist kai pass lai jaa sakhte or unsai zada interact ho sakhte werna zada role teachers or peers wegaira play kerte.

Major themes	<i>Emergent themes</i>	<i>Keywords and issues</i>
Bullying perception	<i>Lack of awareness</i>	<i>Pehle iske bare mai kuch zada maloom nhi tha bss social media sai hi suna tha.</i>
	<i>Common act</i>	<i>Bhare bache aksr chote bacho ko tang kerte hi rehte hain.</i> <i>Yeh zada pereshani ki baat nhi thi.</i>
	<i>Negative act</i>	<i>Yeh bht buri ceez hai jissai mutalik stand laina cahiye encourage nhi kerna cahiye.</i>
Forms of bullying	<i>Physical abuse</i>	<i>Bht sare racers kai damiyan uska pant utara gya tha.</i> <i>Aik bar usnai usko muka mara tha.</i>
	<i>labeling</i>	<i>Who bht zada skinny tha toh bache usko mukhtalif namo sai pukarte the.</i>
	<i>teasing</i>	<i>Teacher ki gair mojooodgi mai usko pinch ker diya kerte the.</i>
	<i>humilating</i>	<i>Uska Mazak urate the.</i>
Causes behind bullying	<i>Victimized by someone</i>	<i>Mere mutabik bully kerne wale bhi khi naw khi hudh bully hue hote hain.</i>

	<i>Inferiority and superiority complex</i>	<i>woh inferiority ya superiority complex ka shikar hote hain.</i>
	<i>Feeling superior</i>	<i>itna superior bna diya jata hai kai who samjhta hai kai who kisi ko bhi bully ker sakhta.</i>
	<i>Childs persnality</i>	<i>Mere mutabiq jo bully kerte who by nature aik toh cruel hote</i>
	<i>Attention seeking</i>	<i>usko attention nhi di jati toh who dosro ki attention laine kai liye bully kerte.</i>
	<i>Jealousy</i>	<i>Jb dosro sai jealous hote hain</i>
	<i>Modeling</i>	<i>Dosre kai aggressive behavior ko copy kerte hain</i>
Reasons behind being victim	<i>Childs personality</i>	<i>Mere mutabiq jo bache zara reserve hote introvert hote.</i>
	<i>Parenting style</i>	<i>jin kai walaidain over protective ya overaggressive hote.</i>
		<i>jin kai walaidain zada supportive nhi hote.</i>
		<i>unke walaidain apne bacho sai zada interactive nhi hote.</i>
		<i>walaidain apne bacho ko security nhi dai pate.</i>

Effects	<i>Low confidence</i>	<i>Uska confidence shatter ho gya tha.</i>
	<i>Avoiding social gathering</i>	<i>Logo ko avoid kerna shuru kerdiya. Social gathering mai nhi jata tha. Cullicular activities mai participate kerna chor diya.</i>
	<i>Remaining silent</i>	<i>Woh hamosh haosh rehta tha.</i>
	<i>Psychological impairment</i>	<i>Woh bht upset thi or disturb bhi.</i>
	<i>Suicidal taughts</i>	<i>Woh itna hurt hua tha usko suicidal taghts bhi ate the.</i>
	<i>Impact on acedamic life</i>	<i>iss sai uske grades bhi effect hoye</i>
Coping	<i>Protection</i>	<i>Unko samjhana cahye kai hum tumhr protect kre gai.</i>
	<i>listening</i>	<i>Waleedain ko Bacho ki baat ko sunana cahiyे.</i>
	<i>Paying attentiom</i>	<i>Bacho ko attention daine cahiyे.</i>
	<i>Therapy</i>	<i>Hum nai uski therapy kerwai</i>
	<i>Mind divert</i>	<i>Uska dosri social or currilcular acyivities ki taraf mind divert kerna cahiyे</i>

Socialization

*Usko bahir gatherings mai lai ker jana
cahiye or zada socialize kerana
cahiye.*

Understanding

*Waleedain ko apne bacho ko neglect
nhi kerna cahiye unke jaga per
apnea p ko rakh ker sochna cahiye.*

Guidance

*Apne bache ko samajhne ki
koshish kre kai bhool ker agai*

Motivate

*bherai.
Bacho ka morale up kre.
Un ko motivate kre. Bacho ki self
esteem ko cater kre. Bacho ko itna
strong banaye kai who hudh fight
back kr.*

Finding of research question 1

Major theme: Bullying perception

The major theme which is extracted from the data which is collected from the participant is the bullying perception. In bullying perception the participants explain the way they and their family members perceive the term bullying. Some participants reported that they didn't have much awareness about this before we came to know after their child had experienced it. Some participants perceived that it is related to mental abuse more than physical abuse. According to their family perceptions it was common they didn't take it seriously, they didn't value it a lot.

“Mere mutabiq bullying aik negative hasoosiat hai jis mai log dosro ko tang kerte hain . pehle iske bare mai kuch zada maloom nhi tha bss social media sai hi suna tha.mere khandaan kai mutabik bhi yeh bht buri cheez hai . or pta tha kai bache pehle din bacho ko bully kerte hai likin itni choti age mai mere bache ko iska samna kerna pare gay eh nhi pta tha.”

“Mere mutabiq kisi ko bura bhala kehna bullying hota hai.Pehle maloom nhi tha is bare mai.Pehle log isko zda value nhi kerte the yehi kehte the kai yeh koi bhari baat nhi hai.Mai isko encourage nhi kro g.Mere husband nai kha kai bhare bache aksr chote bacho ko tang kerte hi rehte hain.unke mutabiq yeh zada pereshani ki baat nhi thi.”

“Jab koi takat war insaan kamzor insaan ko takleef daita ha.Logo ko phisyacally or emotionally bully kiya ja sakhta hai.ya logo ko embaricing situations mai dalna, girana, Dhaka daina ya cheeze chupa daina bullying hota hai.Mere inlaws kai mutabik yeh itni bhari cheez nhi thi likin mere husband ka perception tha kai yeh buri cheez hai or uske liye unho nai stand liya”.

“Mere mutabiq bullying physical sai zada mental abuse hoti hai.mere ghar walo ki soch thori backword hai unke mutabiq yeh aik amm ceez hai isko zada vale nhi di jati. jab unko apne bache ki bullying kai bare mai bataya that b bhi unke koi khas reactions nhi the.”

Major theme: Causes of bullying

The next theme which is extracted from the data which is taken from the participants includes causes of bullying which explains the reasons behind why the children bully others. Different perspectives were shared by the participants regarding the reasons why the individuals bully others which included;

“Mere mutabiq aksr who log bully kerte hain who hudh khi naw khi iss ka shikar hoye hote hain. un kai andr kuch complexities hoti hain kuch kamiya hoti hain unke andr.unko dosra bnda apna competitor lgta hai uske level per aa nhi sakhta toh usko niche kerne kai liye who usko bully kerta hai.”

“Mere mutabiq aksr who bache bully kerte hai jin kai pass authority hoti. Ya bache dosro ki attention laine kai liye bully kerte hain.”

“Mere mutabiq jo bully kerte who by nature aik toh cruel hote aur unki ghar ki environment aise hote jis mai usko attention nhi di jati toh who dosro ki attention laine kai liye bully kerte.Mere mutabik bully kerne wale bhi khi naw khi hudh bully hue hote hain. Ya who inferiority ya superiority complex ka shikar hote hain.

“Jis insaan ko itna superior bna diya jata hai kai, who apnea p ko itna superior samajhte hain kai woh samjhta hai kai who kisi ko bhi bully ker sakhta.”

Major theme: Forms of bullying

The next major theme extracted from the data which is given by the participants is the form of bullying in which the participants describe the bullying experiences which their child had experienced in schools or home setting. The parents had reported several forms of bullying which their child had encountered which including humiliation, labelling, physical tormenting, verbal abuse. according to the data collected by mothers they reported that;

“Bht sare racers kai damiyan uska pant utara gya tha uske kuch friends nai or boys kai saath mil ker uske saath yeh kiya.aur achanak sai hua kaiwohroknhi saka.”

“Bache usko mukhtalif namo sai bulate the. Teacher ki gair mojudgi mai usko pinch ker diya kerte the. Uska lunch lai ker bagh jaya kerte the.”

“Uski cousin jab who choti hoti thi tab sai usko bila waja marte rehte thi. Aik bar usnai usko muka mara toh uske mun block per lagne ki waja sai uska mun sai hoon nikalne lga.”

“Who bht zada skinny tha toh bache usko mukhtalif namo sai pukarte the uska Mazak urate the. Or aik dfa aik teacher nai usko psycho kha tha.”

Major theme: Reasons behind being victim

The next theme which is extracted from the data which is given by the participants includes the reasons behind being victim of bullying. mothers shared their different views regarding the reasons behind being victim some reported that parenting style is associated with the victim of bullying and others reported that the child's own personality makes him or her victim of bullying the views which are shared by the parents includes;

“Mere mutabiq jo bache zara reserve hote introvert hote jin kai andr itni quwat nhi hoti kai who kisi tawatwar insaan ka samna ker sake who iss ka shikar ho jate or jin kai walaidain over protective ya overaggressive hote unke bhi bache iska shikar ho jate hain.”

“Jin bacho kai maa baap aggressive hote un bacho ka itna confidence nhi h pta kai bully ka shikar naw bane.”

“Mere mutabik jo waleedain apne bacho ko polite banate unko lerna nhi sakate who bullying ka shikaar bn jate hain.”

“Jo Waleedain kehte hain kai apne fight bach nhi kerna mujai aa ker batana hai.

“Mere mutabik who log bully hote hain jin kai walaidain zada supportive nhi hote unke walaidain apne bacho sai zada interactive nhi hote aur walaidain apne bacho ko security nhi dai pate jiski waja sai woh apne andr itna confidence build up nhi ker pate kai who kisi ka mukabala ker paye or who bully ho jate hain.”

Major theme: Effects

The next major theme which is extracted from the data which is presented by the participants includes effects after being victim of bullying. It is explained that how bullying had effected the victim. Mothers had shared different prespectives related to how their child had been effected by the bullying experiences which included;

“Jab usko iska samna hua toh usko bht insult feel hui thi who bht hurt hua.

Who disturb or depressed ho gya tha .Uss nai kha mama mai yeh sab tolerate nhi karo ga ab mai school nhi jaoo ga.”

“Logo ko avoid kerna shuru kerdiya.chup chup rehta tha.

Samajhta tha kai uski hi personality mai koi flaw hai jis waja sai log mujai cherte hain. Cullicular activities mai participate kerna chor diya. Morning assemble mai participate nhi kerta tha.”

“Who bht sad ho gai thi. Who bht upset thi. usna kha kai mam if she will do it again I will hurt her so bad. Mai bhi apni bachi kai liye larna cahti thi likin mai helpless thi socital pressure ki waja sai lar naw saki.”

“Who hamosh hamosh rehta tha akiale beth ker luch kerta tha iss sai uske grades bhi effect hoye the or usko bht anxiety hoti thi. Who shools kai functions mai hisa nhi laita tha or caricular activities mai bhi hisa laina band ker diya tha. is waja sai uska confidence shatter ho gya who apnea p ko question kerta tha kai uske saath hi ku aise hua. Ussai who itna hurt hua tha usko suicidal taghts bhi ate the.”

Finding of research question 2:

Major theme: Coping

The last theme which is extracted from the data which is given by the participants is coping. It explains the ways which famil can implement to moderate the impact of bullying. Mothers reported several ways which can be used by the family members to moderate the impacts of bullying which included mind diverting,therapy,guidance,understanding child,socializationetc .so the ways which are reported by the mothers included;

“Mere mutabiq bullying kai effect ko kam kerne kai liye walaidain kuch zada role play nhi kerte zad role mere kahyal sai teachers or peers play kerte kukai bache zada ceeze apne dosto kai saath share kerte hain.or schools walo ko cahiye kai bacho ki counselling kre jo unke behavior ko manage kre.

Walaindain sirf yeh ker sakhte kai bacho kai saath zada sai zada interact kre or unki therapy kerwae .Or jab aisa kuch ho toh walaidain ko cahiye kai who school ja ker report kre takai school wale iske hilaaf action lai or unka bacha dubara bully naw ho.”

“Waleedain ko apne bacho ko neglect nhi kerna cahiye unke jaga per apnea p ko rakh ker sochna cahiye.Apne bache ko samajhne ki koshish kre.Hum nai iss ko encourage kiya.Hum nai isko samjhaya kai ceezo ko aise hi apne upper sawar nhi kerte.

Bacho ka morale up kre.Un ko motivate kre.Bacho ki self esteem ko cater kre.Bacho ko itna strong banaye kai who hudh fight back kre.

Bacho ka mind divert kre use koi activity mai involve kre.Bacho ko guide kerna cahye.Mai use samjhati thi kai we need to get over it hum ceezo ko sar per sawar ker kai nhi rakhna cahiye hume

move on kerna cahiye.Hume forgive ker daina cahiye.Unko samjhana cahye kai hum tumhr protect kre gai.Waleedain ko Bacho ki baat ko sunana cahiye.Bacho ko attention daine cahiye.”

“Mere mutabiq walaideen ko cahiye kai apne bache kai liye stand lain.Uska mind divert kre.Usko guide kre.aur apne bache ko support kre.Or apne bache ko protect kerna bhi bht zaroori hota or chote bacho ko protection ki zada zaroorat hoti.kai dubara usko koi bully naw ker sake.

Apne bache sai zada sai zada interact kre use khi bahir lai jana cahiye ya kisi activity mai involve kerna cahiye.”

“Waleedain ko apne bacho ko neglect nhi kerna cahiye unke jaga per apnea p ko rakh ker sochna cahiye.

Apne bache ko samajhne ki koshish kre.

Hum nai iss ko encourage kiya.

Hum nai isko samjhaya kai ceezo ko aise hi apne upper sawar nhi kerte.

Bacho ka morale up kre.Un ko motivate kre.Bacho ki self esteem ko cater kre.Bacho ko itna strong banaye kai who hudh fight back kre.”

CHAPTER 5

Discussion

This current qualitative study was conducted to explore the perceptions of the mothers related to bullying and to explore the role of family in bullying among mothers of bullied children. A total number of 4 participants whose children had encountered any sort of bullying in schools or home setting at least once were part of my study. These participants were selected based on purposive sampling technique. In this study bullying perception, forms of bullying which the children had experienced, causes of bullying, reasons behind being victim, effects after being bullied and the roles which family can play to moderate the impact of bullying were explored.

The findings of my research and the results of previous researches on bullying established a link. There are various studies which are done on bullying but the research which I have conducted it is not conducted before which explores role which family can play in bullying among mothers of bullied students. so therefore there is a need to conduct more researches on this topic with different samples.

This chapter is divided into five parts. The first part explains the findings of the current study, it explains the perceptions of parents regarding bullying and it also explains the roles which family can play to moderate the impact of bullying. The second part involves organizing the data which is extracted from the participant and developing major themes which are extracted from the participant's data. The third part highlights the strengths and weakness of the current study and the last part discusses the future implications or the directions which should be catered next time when conducting such research.

The findings of the current study provides provides an in depth and comprehensive exploration of perception of mothers about bullying and the roles which family can play to moderate the impacts of bullying. The term bullying has been extensively defined through previous researches. Bullying is defined as frequently applying physical and psychological pressure by group of people whom consist power over a less powerful group (Olweus, 1993).the previous researches have explained and explored bullying from different perspectives, it has also explains different types of bullying which is encountered by children and it explains the roles which family can play to prevent bullying, causes of bullying and effects of bullying. This current study gives an in-depth insight of the perception of bullying from mothers perspective and it also gives and insight of the roles which family can play to moderate the impacts of bullying. which will give others an awareness about bullying, the forms of bullying in which bullying occurs and this study will also give an awareness of the reasons behind being victim of bullying by which the parents will do upbringing of their child in a way which will protect them from being the victim in the future and further this study will give an insight of the steps which others can do to moderate the impact of bullying after their child had encountered bullying. This current study focuses on how bullying is perceived among Pakistani mothers and according to Pakistani mothers what roles families can take to moderate the impact of bullying.

In term of demographics all the participants were the mothers whose children had encountered any sort of bullying in schools or home places and these mothers belonged to a joint family and they were from indicted families. The 2 participants reported that they belong to middle class and two reported that they belong to upper middle class. the forms of bullying which the children had encountered it was verbal bullying and physical bullying and three of the children who were bullied they were male and one was female and tree participants had encountered

bullying in schools and only one participant has encountered bullying at home and the ages in which they had encountered bullying was between 5-10 years. The data which was extracted from the participants the themes were extracted from this data the themes included bullying perceptions, causes of bullying, forms of bullying, reasons behind being victim, effects after being bullied and coping.

The first theme which was extracted from the participant's data included "bullying perceptions". Mothers reported that they were not aware about the term bullying before we had only listened it through social media and according to their families it was not valued they perceived it that it is a common act, according to them bigger boys usually teases the ones who are younger than them and according to some parents it was more related to mental abuse as compared to physical abuse. But mother perceived that it is a negative act which should not be encouraged .according to them every person has a self-respect and it should be catered by everyone no one has right to degrade their self-respect. According to parents this is an act which usually occurs at schools home and work places.

The second theme which was extracted from participants data is "causes of bullying "this theme highlights the causes and the factors which contributes to both the involvement and endorsement of bullying among children .according to the perspectives shared by the mothers the people usually bully others because of self-satisfaction, because they feel internal happiness after teasing or bothering others, due to jealousy, through modeling, because of self-esteem issues and seeking attention.

The third factor which was extracted from participant's data is "forms of bullying "this theme highlights the bullying experiences which were encountered by the children. The participants reported that the children were verbally bullies, they were labelled with different

names, one participant reported that the child was physically bullied and some reported that the child was humiliated.

The fourth factor which was extracted from the data given by the participants include “reasons behind being bullied “so according to the interview given by the participants mothers reported that children are bullied at homes or schools because of their own personality such as the children who are reserved ,who are researched, who are introvert such children often become victim some mothers said that the children become victim because of the parenting style because the parents are either over protective or they are over aggressive due to which the students are unable to build in their confidents and become victim of bully and one of the mother reported that when parents are not interactive with their child they don’t provide security to their child they can’t share things with their children because they know that they will do nothing they know that their parents will not take a stand for them so such children also becomes victim of bullying.

The fifth factor which is extracted from the data which is given by the participants is “effects of bullying” according to the perspectives of parents when a child becomes victim of bullying their social, personal and academic life is affected. The individuals who had encountered bullying their mother’s reported that they had suffered from depression, sadness, negative emotions and negative taught and they have also suffered from anxiety. Due to bullying they developed low self-esteem, their confidence became low, they avoided going to social gatherings.

The last theme which is extracted from the data which is gathered from the participants is “coping “it includes the steps which parents had taken to moderate the impact of bullying so according to parents perspectives the ways in which children can be supported to moderate the impacts of bullying includes first that their child has been bullied if they want to cope up with its impact. Guidance, by taking them to therapies, counselling in schools which could help them to

manage their behavior, putting yourself at children's place and looking out the problems which they are facing and helping them to sort out those problems, diverting their mind to other things, social support also helps them to cope up with its effects, and interacting and communication can also be used other than that making them involve in curricular activities.

Conclusion

The results of this current study give an insight of bullying perceptions and it explores the roles of family among mothers of bullied children, this study also explores the bullying experiences which their child had encountered, causes behind bullying, reasons behind being victim, effects of bullying and coping from the impact of bullying. The mothers reported that after the children being victim of bullying they had suffered a lot psychologically and emotionally, bullying had an adverse effect on the victim.

Further this study will help others to get awareness about bullying and it also helps when some child has encountered bullying so what their families can do to moderate the impacts of bullying and it also further guides the individual that how the upbringing of the child should be done for not letting him or her to become victim of bullying.

Strengths

- This qualitative study gives an insight about bullying perceptions and explores the roles of family in bullying among bullied children.
- The sample consisted of various demographics due to which an in-depth data was obtained on the phenomenon.

- This sensitive topic is widely addressed in among Pakistani population to make Pakistanis more aware about bullying and make them aware about the roles which families can implement to moderate the impact of bullying.
- Bullying is considered a social problem but still it is highly controversial. This current study explores this sensitive topic and it explores the roles which can be implemented by families after their child had encountered bullying.

Limitations

- As bullying is a sensitive topic so the participants were reluctant to share their experiences.
- Limited time and lack of resources causes hindrance in approaching the sample, convincing them to participate in the research, safeguarding their concerns, discussing the time and place which was convenient for participant. Interview and analyzing the data requires a lot of time, due to limited time and resources I had to face many problems while conducting this research.
- Approaching the participants was also very difficult task, most of the mothers I asked they usually deny that their child had not encountered bullying.
- The sample was only restricted to mother, and only those mothers were part of this study whose children had encountered bullying and mothers belonging to joint families were only taken and mothers from intact family were taken.
- Only one time interview was taken from the participants due to which in-depth information could not be taken from the participants.

Recommendations

Since many children are facing bullying but people are unaware of the reasons due to which they become the victim of bullying so this research gives an awareness about the reasons why the child become victim of bullying so it would help parents to adopt such parenting style which will not led their child to become the victim and if the child has become the victim of bullying then what roles families can incorporate to moderate the impacts of bullying so according to me more researches should be conducted related to the roles which teachers and peers can play to moderate the impacts of bullying and more researches related to reasons behind being victim of bullying should be conducted so others can become aware that what are the reasons behind being victim of bullying which will them to not incorporate such factors in individuals life so he/ she doesn't becomes victim of bullying. And the steps which are implemented by teacher's parents or peers to moderate the impact of bullying it should not be only for small children it should be for children of different ages.

Future implications

This current study highlights the bullying perceptions and roles which family can play among parents of bullied students. this presents study explores the reasons behind being victim of bullying so that parents can further bring a change to child upbringing so that their child may not become victim of bullying which emphasized that parents should not be over protective or over aggressive to their child they should treat them normally ad they should interact with their child try not to make child's personality introvert they should indulge their child in more social activities to make them extrovert so they can fight back and take stand for their own self own their own. If the child had encountered bullying it provides an awareness of the steps which their family members could take to moderate the effects of bullying such as the parents should interact they

should guide their child that let it go and move on, make them indulge in more curricular activities or divert their mind so they can forget the incident which they had encountered.

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Appendix A



Consent form

Title of the research: Exploration of Role of Family in Bullying among Mothers of Bullied Children.

Research conducted: khadeeja Arfan

Supervisor of the research: Dr. Afsheen Gul

I volunteer to participate in a research project conducted by khadeeja Arfan from Kinnaird College for Women, Lahore. I understand that the project is designed to gather information about experiences of women. I will one of the 4 mothers who's interviewed for this research.

My participation in this project is voluntary. I understand that I will not be paid for the participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study no one will be told, I understand that most interviews will find the discussion interesting and through provoking. If, however, I feel uncomfortable in any way during the interview session. I have the right to decline to answer any question or to end the interview.

Participation involve being interviewed by researcher from Kinnaird College. The interview will last for 30-40 minutes. Notes will be written during the interview. An audiotape of the interview and subsequent dialogue would be made. If I do not want to be taped, I will not be able to participate in the study.

I understand researcher will not identify me by my name in any reports using information obtained from this interview and that my confidentiality as a participation in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institution.

I have read and understand the information provided to me. I have had all my questions answered to my satisfaction. And I voluntarily agree to participate in this study.

I have been given the copy of this consent form.

My signature

Appendix B**Demographic Questions**

Please tell me about yourself

برائے مہربانی مجھے اپنے بارے بتائیں

Age-----

Religion-----

Education-----

Occupation-----

Year of marriage-----

Family system-----

Family environment-----

No of children-----

Socio economic class-----

City-----

Appendix C

Basic screening questions

1. Are you aware about the term bullying?

کیا آپ bullying کی اصطلاح سے واقف ہیں؟

2. Have your child experienced any sort of bullying?

کیا آپ کے بچے کو کسی قسم کی bullying کا سامنا کرنا پڑا ہے؟

what is gender of the child who had experienced bullying

اس بچے کی جنس کیا ہے جس نے bullying کا تجربہ کیا تھا

Which class had he/she experienced bullying?

آپ کے بچے نے کہاں bullying کا تجربہ کیا؟

3. Do you think family can play an important role to moderate the impact of bullying?

کیا آپ کو لگتا ہے کہ bullying کے اثرات کو کم کرنے کے لیے خاندان ایک اہم کردار ادا کر سکتا ہے؟

Appendix D
Interview Guide

Domains	Interview questions	Probes
Bullying perceptions	<p>What are yours perceptions about bullying?</p> <p>bullying کے بارے میں آپ کے خیالات کیا ہیں؟</p>	<ul style="list-style-type: none"> ➤ What do you understand by the term bullying? ➤ How do you define bullying? ➤ What are the types of bullying? ➤ What is the nature of bullying? ➤ What are the characteristics of bullied victim? ➤ Reason behind being the victim ➤ What are the characteristics of bullies? ➤ How would you define bullying after

	<p>What are your family perceptions about bullying?</p> <p>bullying کے بارے میں آپ کے خاندان کے خیالات کیا ہیں؟</p> <p>According to your perception what are the reasons behind being victim of bullying?</p> <p>آپ کے خیال کے مطابق bullying کا شکار ہونے کے پیچھے کیا وجوہات ہیں؟</p>	<p>your child was victimized?</p> <ul style="list-style-type: none"> ➤ What were your family initial taught when they came across the term bullying? ➤ How did the family reacted when they came to know that your child is being bullied? ➤ What were the feeling evoked after learning that your child was a victim of bullying? ➤ What are the reasons of bullying? ➤ Do you think parenting style is associated with victim of bullying?
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		<ul style="list-style-type: none"> ➤ What kind of personality traits are associated with victim of bullying?
<p>Bullying Experiences</p>	<p>Explain how did your child experienced bullying?</p> <p>وضاحت کریں کہ آپ کے بچے کو bullying کا سامنا کیسے ہوا؟</p> <p>What challenges your child had to face when he/she has experienced bullying?</p>	<ul style="list-style-type: none"> ➤ When he/she was bullied? ➤ Who has bullied? ➤ When he/she was being bullied? ➤ What form of bullying he/she has come across? ➤ Where were you at that time? ➤ Where was he /she being bullied? ➤ Did she tried to stop bullying? ➤ Was she depressed? ➤ Was she experiencing low self-esteem?

	<p>جب آپ کے بچے کو bullying کا سامنا کرنا پڑا تو اسے کن چیلنجوں کا سامنا کرنا پڑا؟</p>	<ul style="list-style-type: none"> ➤ Was he or she experiencing stress? ➤ If yes, then how he/she overcome them? ➤ Did she/he shared with someone what she was experiencing? ➤ How your child bullying experience did affected you as parents? ➤ How would you describe the effects of your child victimization of bullying on your home environment? ➤ How did it effect their academic life? ➤ Was he/she able to continue his or her education?
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		<ul style="list-style-type: none"> ➤ How did it effect their social life? ➤ Was he/she able to maintain his or her social circle?
<p>Coping</p>	<p>What are the roles which family can play to moderate the impact of bullying?</p> <p>Explain it.</p> <p>bullying کے اثرات کو کم کرنے کے لیے خاندان کون سے کردار ادا کر سکتا ہے؟</p>	<ul style="list-style-type: none"> ➤ Do you think that family can plays an important to cope with the impact of bullying? ➤ If yes, then what roles family can play? ➤ What kind of treatment they have received from their family and peers? ➤ Did your child peers supported your child? ➤ If yes, then how did they supported?

	<p>How your family helped your child to cope with the effects of bullying?</p> <p>آپ کے خاندان نے آپ کے بچے کی bullying کے اثرات سے نمٹنے میں کس طرح مدد کی؟</p>	<ul style="list-style-type: none"> ➤ What kind of support was received from your child's teachers? ➤ Did your family supported your child when he/she was bullied? ➤ If yes, then what kind of support it was? ➤ What steps do they took to deal with the impact of bullying? ➤ The steps which were taken did they helped your child? ➤ Which step was more effective for your child?
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Ending questions:

1. What advice would you give to the students who are victim of bullying?

آپ ان طلباء کو کیا مشورہ دیں گے جو غنڈہ گردی کا شکار ہیں؟

Appendix E

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