EXPOSURE TO DOMESTIC VOILENCE, EMOTIONAL INTELLIGENCE

AND BULLYING AMONG ADOLESCENTS

A thesis
Presented to Professional Psychology Department,
Bahria University, Islamabad Campus

In Partial Fulfillment
of the Requirement for the
Degree of Bachelor of Sciences
(BS) Psychology

By
Asma Razzaq
&
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JUNE, 2022

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DEDICATION

This research is whole heartedly dedicated to our research supervisor, Ms. Aimen Zafar Butt, who has been our source of inspiration and guidance throughout the research. We would also like to dedicate the research to students who participated in our research through data collection process.

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LIST OF ABBREVIATIONS AND SYMBOLS

CEDV	Child Exposure to Domestic Violence
EI	Emotional Intelligence
IBS	Illinois Bully Scale
A	Alpha, Cronbach's Index of Internal Consistency
B	Unstandardized coefficient
B	Standardized coefficient
F	Frequency
F	Model Significance
N	Number of participants in sample
K	Number of items
M	Mean
SD	Standard Deviation
%	Percentage
CI	Confidence interval

ABSTRACT

The present study aimed to explore the relationship between Exposure to Domestic Violence, Emotional Intelligence and Bullying in Adolescents. The data was collected from 260 students of government, semi-government and private educational institutions of Islamabad and Rawalpindi. Participants included in our study have age range of 14-19 years. Convenience sampling technique was used for data collection. Three instruments were used to measure the study variables i.e., Child Exposure to Domestic Violence (CEDV), Wong and Law Emotional Intelligence Scale (WLEIS) and Illinois bullying scale (IBS). Results showed that there exists a significantly positive relationship between Exposure to domestic violence and bullying, and there exists a significantly negative relationship between Emotional intelligence and bullying. Exposure to Domestic violence and Emotional Intelligence significantly predict bullying. Gender differences in the current study were also found which revealed that Males are more likely to be victimized as compared to females. The major implication of this study is that findings helps to develop prevention programs to prevent bullying in schools. In addition to that, limitations, recommendations for future research and practical implications were also discussed.

Keywords: *Exposure to domestic violence, Emotional Intelligence, Bullying, Adolescents*

Chapter 1

INTRODUCTION

Bullying has become one of the most concerning and pressing issues in Pakistan like any other country. But unfortunately, the menace is being ignored in Pakistan ever since. Olweus (1993) defined bullying as any sort of peer to peer violence that is repeatedly inflicted by a more powerful student or group of students towards a weaker pupil. Bullying behavior invades child's privacy, security, freedom and right to live with dignity (Aluede et al., 2008). It has a direct impact on the wellbeing of victims in a way that it deteriorates the emotional, social and physical health of children (Moore at al., 2017).

Bullying has a widespread prevalence among children around the world, this is an intricate and complicated societal issue which results in severe adverse consequences in bullies as well as in victims (Holt et al., 2017). Many researches have explored not only the adverse consequences faced by the victims of bullying but also from the perspective of the bully as well.

From the start of 21st century, numerous studies conducted in many countries reveal that school bullying is an emergent yet alarming concern. (Biswas et al., 2020) revealed statistics that the bully victimization has a mutual prevalence of 30.5 % among low and middle income countries (LMICs) and high income countries (HICs). Eastern Mediterranean Region witness the highest mutual prevalence e.g. 45.1 % and lowest was recorded in the European region e.g. 8.4 %. The study also shows the prevalence of particular country ranges from 7.0 % in Tajikistan to 75 % in Samoa. As per the income classification of countries, the mutual prevalence among the adolescents was highest in upper middle-income group of LMICs i.e. 40 % and lowest in HICs i.e. 20 **%.**

This study also found a significant difference between females and male adolescents. Female adolescents were reported to have lower prevalence (28.2%) as compared to males (33%).

Research conducted by (Murshid, 2017) in Pakistan, Srilanka and Myanmar show that 37.5% of the students experienced bully victimization. However, in South Asia, there is lack of information regarding bully victimization among adolescents and its consequences. The child right to seek help regarding mental health is being exploited there as it is a taboo. That results in parents avoiding to go to mental health professionals for their children.

Thus there is a widespread opinion that there is a tremendous increase of prevalence of school bullying in recent years. Hence the prominent Canadian psychologist and physician stated that recently bullying behavior is so much prevalent that it raises to the level of pervasive social alarm (Neufled and Mate 2005, p. 139). Julia Gillard, the Education Minster of Australia (2010) gave a media statement that the results of the researches show an increase in school bullying behavior (Gillard, 2010). Children's Rights Director in England also released a report indicating that every two-third child experiences bullying and they quote that it's getting worse (Ofsted 2008, p. 15).

There are numerous researches available that describe the link of child exposure to domestic abuse and Bullying and studies that explain the relationship of Emotional Intelligence and Bullying among adolescents. To the best of our knowledge there has never been a research that studies the relationship of domestic violence exposure, emotional intelligence and bullying in Pakistan. Our study intends to find out the relationship between Child Exposure to Domestic Violence, Emotional Intelligence and Bullying among Adolescents.

Child Exposure to Domestic Violence

The term ''Domestic Violence'' refers to the pattern of violent behavior which is intended to maintain superiority towards other individual in a relationship. It can be psychological, physical, sexual, emotional or financial abuse. As per the report of Domestic Abuse Project (2016) it is one of the major cause of injury among women in United States. It is not only the women who bear the consequences of domestic violence but it also has an impact on their offspring (Pingley, 2017).

Several terms have been used by researchers and others to refer children who experience domestic violence. Early researchers termed these children as either "witnesses" or "observers" of violence. In recent times, though, investigators started using the word ''exposure'' to domestic violence. Regardless of the lack of agreement between researchers, most of them define exposure of domestic violence that it take place when a child hears, perceives or directly intervenes, or experiences the consequences of any sort of assault for example physical or sexual among their parents (Edleson, et al., 2008)

There is an absence of consensus between practitioners and researchers on a universal definition of domestic violence. It has been a persistent difficulty that is resistance in making of etiological theories and effectual interventions to curb this violence (Brown, 2011), that may be result of variations in interpersonal attitudes, personal and situational aspects associated with domestic violence. For example, the terminology 'domestic abuse' is singlehandedly used for all types of violence and exploitation which takes place between family members, but particular actions which form domestic abuse are not consider obvious such as physical abuse (Ogbonnaya & Pohle 2013). Which leads to uncertainty regarding the interpretation and understanding of DV hence this minimizes reliability and consistency through DV researches as a result, this discrepancy shows unreliable findings on attitudes, behaviors and public opinions of DV. For

instance, early researches report that a number of individual's state emotionally abusive behavior, including showing a quiet treatment or dictating them not to leave family as described as spousal abuse (Johnson & Sigler, 1995).

Researches describe Domestic Violence that it is an umbrella term, in which one spouse is abused by the other. Though this perspective does not include the violence towards children in home. Hence domestic violence is defined as physical, emotional, sexual or psychological abuse that takes place between intimate partners. And towards children in home by caregiver or parents (Ruddle et al., 2017).

Domestic violence (DV) is a growing, complicated global concern of public well-being. Research related to pervasiveness and related costs to the sufferers has flourished. There is a tremendous increase in domestic abuse globally. As per the reports of Council of Europe, 2002, it is so much prevalent that worldwide reported level is one in every four women experienced domestic violence in their lifetime (Millar, Devaney & Butler, 2018).

As per the report of World Health Organization, lifelong prevalence of domestic abuse on women for instance sexual and physical is 15 to 71% in 10 countries. In the same way, murder prevalence in domestic violence is 13.5% in 66 states (As cited in Stockl et al., 2013).

Domestic violence is normalized in Pakistan due to patriarchal society with orthodox viewpoints. This results in low reporting of such incidents in our country. The study revolving around the violence against women in Pakistan indicated that about 20% of the women suffered physical violence and another 28% experienced emotional turmoil (LaBore, Ahmed & Rashid, 2019).

Around 20% to 25 % children of UK and United States are exposed to domestic violence in their childhood (Finkelhor et al., 2015)

A significant number of domestic violence cases are of re victims, as statistics from the United Kingdom reveal in year 2012, about 63% of the DV cases reported were from the victims that had already suffered from these traumatic events before in their lifetime (repeat victim). The effects of domestic abuse consist of anxiety, depression, stress and particularly Post Traumatic Stress Disorder (PTSD). This can affect the physical and psychological well-being of the victims (Flatley, et al., 2010).

Researchers investigate the consequences of exposure to DV during early years. (Stemberg et al., 1993) found that such experience lead to adverse cognitive (for example learning, retention), behavioral and psychosocial consequences. Particularly problems related to mental well-being (e.g. anxiety and depression), emotional dysregulation, unprovoked hostility and violence, and encouraging approach to aggression are significant results of it. (Dutton & White, 2012) also revealed that failure to form strong attachment with parent's/care givers or guardians may be an important cause behind these outcomes This results in children adopting violent behaviors reinforced by like-minded peers through the process of social learning.

The important indications of DV perpetrators explicitly develop in early years of life (people with domestic violence exposure) and this negativity impact vital developmental process such as physical and psychological processes, for example regulations of emotions, which is the capacity to adapt with extreme feelings like jealousy and anger, social or relational abilities; mental operations, like spatial working memory, executive functioning, and further discrepancies in cognitions, language and visual complications (Carpenter & Stacks, 2009).

Additionally, researchers have found that children who experience abuse in initial years have different affects. They may vary across age and gender (Costa et al., 2015). The susceptibility of long lasting effects as a result of domestic violence in the developmental process are there in a child as early as 1-year-old (Department of Health, 2013). As stated in the latest data, 34 to 54% of males who experienced childhood violence are more expected to turn out to be DV culprits themselves (Margolin & Gordis, 2004). It indicates that people who had DV exposure in childhood are likely to be domestic violence perpetrators in later life (Ruddle et al., 2017). (Millar, Devaney & Butler, 2019) Children who are exposed to domestic violence show significant difference in empathy, one of the key aspects of emotional intelligence.

Emotional Intelligence

In 1990, Salovey and Mayer, were the earliest who used the terminology ''Emotional Intelligence''. They well-defined emotional intelligence as a type of intelligence that allows individuals to closely observe and analyze their own feelings and of others. It is the ability to differentiate among emotions and utilize this distinction to shape your own behavior and thought process (Salovy & Mayor, 1990). Earlier, the definition of Emotional intelligence was revised by these authors in 1997, which is now widely accepted. They defined EI as the ability to comprehend and perceive feelings in order to facilitate thinking process and regulate one's emotions for better personal growth (Mayor & Salovy, 1997).

Emotional intelligence is also defined as the ability, skill, capacity, or capability to evaluate and regulate one's own emotions and of others. Individuals with high emotional intelligence are very well familiar of themselves and also have an ability to recognize others emotions. They are resilient, gregarious, and optimistic (Salovy & Mayor, 1999). Remarkably, emotional intelligence is a comparatively new behavioral model: the term EI did not become popular until the publication

of Goleman (1995) *Emotional Intelligence ''Why It Can Matter More Than IQ''* (Serrat, 2017 p. 330).

In 2001, Goleman described emotional intelligence in broader terms. According to him, it refers to a capability of a person to identify and control one's own emotions as well of others (Goleman, 2001).

Individuals good at emotional intelligence are able to recognize and find emotional prompts in themselves and others. And individuals who possess the ability to regulate their internal emotional states have more chances to succeed in navigating complex social interactions, interpreting and reacting to the prompts of others which helps them to establish and maintain interpersonal relations. Moreover, people who are able to manage their negative feelings are also able to tackle challenging situations effectively (Trentacosta & Fine, 2010).

There is a positive relationship between emotional intelligence abilities and better psychological adjustment. In 2015, Jones and others state the development in how to use, manage and understand emotions during early years of life which plays an important role in grasping mental stability in late adolescence and adulthood (Davis, Nowland & Qualter, 2019).

There is no significant effect of age on emotional intelligence. Yet, some studies indicate a direct relationship between them. As higher emotional intelligence is seen in older individuals that indicates emotional intelligence is learnt or develops over life experiences. For example, individuals between the age range of 40 to 49 score more on EI as compared to individuals of age range 20-29, hence it acknowledges the statement that emotional intelligence increases with age (Cakan & Altun, 2005).

With respect to the impact of gender on emotional intelligence, it is asserted that females have greater emotional awareness, show more empathy and connect well with others, however males are good at regulating and managing their emotions. On interpersonal scales, females incline to score more than males. While males are more towards in scoring higher for self-concept on the adaptability, stress management and intrapersonal scales (Freudenthaler & Neubauer, 2005).

Adolescents who consume alcohol and tobacco have lower emotional intelligence (Jurado et al, 2019). Silence, stress management, EI were significant in non-consumers. Confidence in adolescents for their ability to regulate emotions tends to deteriorate at the start of puberty in the context of greater sensitivity of emotions. (Somerville, Jones, & Casey, 2010).

Bullying

Bullying has become a very common issue all over the world particularly in educational institutions. Bullying is a form of aggression that is intentional and repeated. It is done to display superiority and power by the bully.

School bullying can be explained as a deviating and aggressive behavior of a student or group of student to hurt someone without any provocation.

Bullying is a deliberate process. It is usually done by people having greater societal status. The bully victims often fail to defend themselves because of low physical and emotional control. Bully targets undergo repetitive, negative acts for longer duration by their fellows which results in adverse effect on their mental health (Olweus 1996).

There are various types of adolescent bullying, such as physical, verbal and societal or interpersonal. Verbal bullying comprises hurting or teasing others by name-calling, and physical bullying refers to pushing, kicking and hitting others. These two forms are considered as direct

forms of bullying. Though relational bullying is an indirect form, it involves rumors spreading and creating social segregation. Cyber bullying is also a type of bullying which refers to bringing distress to others from mobile phones or causing internet disgrace. Studies suggest that direct bullying is more common in boys however girls are more likely to indulge in indirect bullying (Çalışkan, et al, 2019)

It is a universal and severely serious problem affecting about 7 and 35% children and adolescents in U.S, Japan, Canada, Europe, and Australia. (Smith et al, 1999). Study conducted in United States reported that 29.9% school children have been involved in bullying behaviour with 13% bullies and 10.3% victims. It was revealed by a study that Egypt ranked the highest (34.2%) and Marcedonia (3.4%) ranked the lowest in bullying behaviour. (Wilson et al, 2013). UNICEF's study (USAID, 2012) states that children that have been exposed to domestic violence are likely to be perpetrators of violence in adulthood and they take it as an acceptable way of solving disagreements and being assertive.

School bullying is considered as problematic behavior prevalent mainly in adolescents. It has adverse effects on students' academic performance, psychological heath and prosocial skills, not only in victims but in also in perpetrators (Menesini & Salmivalli, 2017).

Numerous researches observed that bully victims endure many suppressing problems e.g. little self-esteem, depression and anxiety (Annerbäck et al. 2013) conducted a research on 4297 children of grade 5 to 10 and results show that children who are exposed to bullying display deteriorated physical and mental health. They also tend to manifest stronger depressive symptoms (Heino et al, 2010).

(Biswasa et al, 2020) Factors that affect bullying are numerous that include family environment, school factors, and peer support. Parental monitoring also plays an important factor,

increased parental monitoring and understanding is associated with a lesser chance of becoming a victim of bullying in school.

Yet it is seen that children who bully others gain a social status and other characteristics like athleticism. Hence bullies are related to more popularity in peer group. That is the reason they are inclined to bully others to maintain their social status among their peers (Espelage & Holt, 2008).

Literature Review

Child Exposure to Domestic Violence and Bullying

(Lloyd, 2018) investigated how domestic violence is effecting the life of children and their academic performance. The study shows that such violence negatively effects children by disrupting their mental health which results in low academic achievement. Furthermore, it causes physical psychological, emotional, and learning difficulties.

(Veira and Finger, 2014) stated that the more a child is exposed to violence, the more it shows behavioral problems. This can be improved by the mother's warmth or harshness. If the mother of the child shows high warmth and sensitivity it is likely that the effect of violence is hindered. Similarly, if the mother of the child shows toughness, the child exhibits more maladjusted behaviors.

There are multiple causes of bullying but exposure to violence increases the risk for bullying or antisocial behavior. (Baldry, A. C. 2003). Children who encounter violence at home may have views supportive of violence in comparison to children that are not exposed to violence and are from stable families. Moreover, children exposed to violence might feel insecure or they may have a low self-concept and they engage in bullying behavior as a means of asserting themselves or gaining security which they lack back home. Girls and boys respond differently to the exposure of family violence. (Baek et al, 2019) Females are less likely to exhibit anti-social behaviors, they show more internalizing problems like anxiety and depression. (Baldry, A. C. 2003).

An Italian study investigated the relationship between bullying and interparental violence. Exposure to severe forms of interparental violence including mother hitting father or father hits

mother. Girls and boys exposed to these types of domestic violence are more likely to be bullies. Verbal abuse of mother and father towards each other is not significantly associated with direct or indirect forms of bullying. Moreover, gender differences revealed that boys reported bullying others more than girls did especially those involving physical fights and spreading of rumours. (Baldry, A. C. 2003).

Similarly, a Pakistani study investigated the role of exposure to domestic violence and aggression among university students. It showed that the best predictor of aggression was community violence. Children that are exposed to violent films and games tend to be aggressive in adulthood. Moreover, domestic violence is the 2nd most significant contributor of aggression. (Feroz et al, 2015) In Pakistan, the pervasiveness of bullying, victimization and fighting conduct in six graders ranged from 19.6% - 24.1%. Research regarding the relationship of domestic violence and bullying in Pakistan is scarce (McFarlane et al., 2017).

(Lucas, et al. 2015) conducted a research to examine individuals who have been exposed to domestic violence and observe whether this exposure effects their involvement in bullying behavior. It also observed whether the severity of abuse is linked to the bullying behavior. Almost 33% of the adolescents revealed that they get bullied no less than one time, and almost a third of them admitted to having bullied other people for at least one or two times. Around 42.5 % of participants bullied others. On the other hand, 45 % of bullies had experience of being bullied themselves. This clearly indicated that exposure to violence has an impact on bullying behavior among adolescents.

(Foshee et al, 2015) conducted a research to investigate risk factors of bullying and physical violence in adolescents that have been a witness to interparental violence. 17 countries,

409 mothers and adolescents took part in this study. The results showed that 66% of adolescents' witness abuse on their mother by their father. Around 70 % of adolescents revealed to have been a perpetrator of one kind of aggression. 8 % of adolescents reported to being a perpetrator of all forms of aggression. Among all of them 90 % reported to have indulged in bullying. This clearly indicates that there is a high risk of bullying in adolescents that have experienced domestic violence.

Emotional Intelligence and Bullying

A Spanish study was conducted which aimed to find out whether the different levels of emotional intelligence (perception of emotion, using emotion to facilitate decision making, use of emotion and regulation of emotion) differ across those involved and those not involved in bullying. Its results revealed that people with high emotional intelligence do not indulge in bullying behaviour and that those who bully have low emotional intelligence. Moreover, it revealed adequate levels of emotional perception but lesser levels of emotional regulation and emotional understanding in those involved in bullying. This indicates that those who bully do not have much problem in perceiving the emotions of others and their own as well but they have difficulty regulating and understanding emotions. Results illustrated that both bully and victims have difficulty managing or regulating their emotions. (Rueda et al., 2021).

An Australian study was conducted which aimed to find out whether a lower understanding of the emotions of other people is associated with increased bullying. Moreover, it also hypothesized whether lower rates of victimization would be associated with higher emotional management and control. The results revealed that a lower understanding of other people's emotions is indeed associated with increased bullying. Individuals with lesser understanding of the

emotions of other people may find it hard to understand the impact their behaviour has on other people and how it hurts their feelings. Moreover, higher emotional management and control is associated with less peer victimization. This study's results indicate that those with high emotional intelligence have a less chance to be bullied by other people, moreover, such people do not indulge in bullying behaviour as well. (Lomos et al., 2012)

A Pakistani study was conducted which aimed to find out whether emotional intelligence has a negative relationship with aggression. Moreover, it also aimed to identify gender differences in terms of emotional intelligence and aggression. Results revealed that EI is indeed negatively associated with anger and hostility subscales of aggression. This indicates that people with high emotional intelligence are able to manage their negative emotions effectively whereas, those who have low emotional intelligence they have difficulty controlling negative emotions and are likely to experience various kinds of aggressive behaviours like shouting, pushing, bullying others etc. Furthermore, gender differences revealed significant difference on physical aggression with males scoring higher on this domain as compared to females. This finding is also in line with our cultural norms where it is somewhat normal for men to behave aggressively but females are expected to be more docile and express their anger indirectly by either spreading rumours or making snide remarks (Bibi et al., 2020)

Bullying is a universal and severely serious problem affecting about 7 and 35% children and adolescents in U.S, Japan, Canada, Europe, and Australia. (Smith et al, 1999). Study conducted in United States reported that 29.9% school children have been involved in bullying behaviour with 13% bullies and 10.3% victims. (Caliskan et al, 2019) Conducted a study to examine the type, frequencies and factors affecting bullying in secondary schools of Cappadocia. The sample of the study was 1,288 students. The results show that 12 % of the study sample were perpetrators

of bullying, 15.9% experience bullying, 52 % individuals are victims of verbal bullying and physical bullying was experienced by 13.4 %. The most prominent factors that affect bullying in children were gender, structure of family, and financial status. Boys experienced bullying 1.5 times greater than girls, and children with divorced parents experienced more bullying i.e. 2.7 times greater to the children whose parents are living together.

Prior researches have examined the difference in prevalence among males and females. The results demonstrate that boys are more involved in bullying perpetration as compared to girls. They also found that bullying behavior are likely to be greatest in middle schools and then decreases as students move on to study higher education (Abdulsalam, et al. 2017).

Bullying behavior has also been linked to emotional intelligence. Several studies have revealed that low emotional intelligence is associated with bullying behavior. (Lomos et al, 2012), (Casas et al, 2015). The ability to understand the other person's intention, thought, belief requires an understanding of emotions. Individuals with high emotional intelligence are able to express and manage their emotions effectively. They are also able to establish and maintain relationship with others. An Indian study reveals that having low emotional intelligence increases an individual's chance of exposure to bullying behavior. Whereas, emotionally intelligent individuals are less likely to be exposed to bullying behavior. (Pallavi, P. 2019).
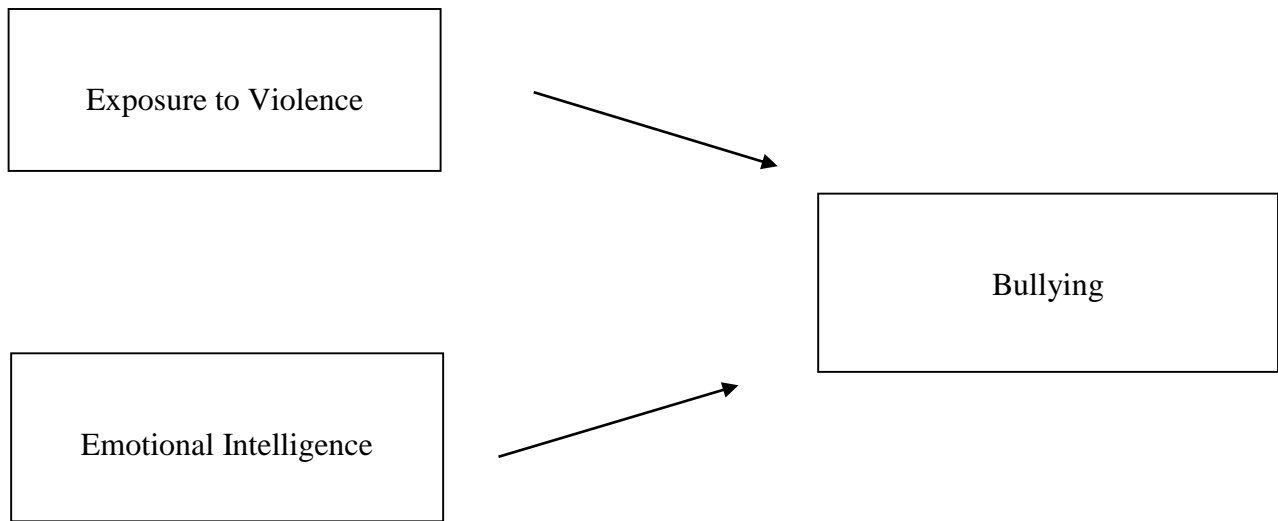
Conceptual Framework

Exposure to Violence

Emotional Intelligence

Bullying

Figure 1: Conceptual Model of the Study

Theoretical Framework

Bullying and exposure to domestic violence:

The best theory to explain the concept of bullying and domestic violence is social learning theory (SLT). This theory posits that behaviour is learned, and that learning occurs through observing and imitating other individuals. Imitation of other people is the most significant aspect of SLT. The SLT asserts that individuals become aggressive towards other people or family members because their violent or hostile behaviours are learned through observing others and operant conditioning (strengthening/ weakening of a behaviour through reinforcements). (Hyde-Nolan & Juliao, 2012). Bandura in 1963, asserts that the main factor affecting learning is modelling (As cited in Huston, 2018, p. 69). Albeit Albert did not exactly point out the scenario of bullying, however, he would've assumed that it is not necessary that the model be a bully in school. The behaviour learned could be observed through any available source like watching one's favourite wrestler on TV to observing ones' parent solve disputes through bullying or violent means. People observe all sorts of violent models and behaviour but some imitate it and some don't. When children observe a model displaying aggressive or bullying behaviour then how do some children imitate the aggressive behaviour and some become the victim and some display positive behaviour. (Huston, 2018, p. 69).

Bandura in 1977, stated that observing and imitating a behaviour is based on four aspects (As cited in Huston, 2018, p. 69). First, a child learns behaviour from a model like learning how to hurt someone. Second process is the inhibition and disinhibition of the learned behaviour. When a person learns a behaviour it learns whether or not to actually perform it. Inhibition is when the person chooses not to perform the learned behaviour and disinhibition is when a person initially chooses not to perform the learned behaviour but may follow through with the behaviour when

he/she sees someone else performing that previously inhibited behaviour. The third aspect is elicitation, when someone else is performing a behaviour and bystanders might also become intrigued and join in on the behaviour even when they had zero intention. This explains why people in a classroom or in any other setting gang up on a student. For instance, in the boys changing room if one student starts teasing another student, this elicits other students to join in on teasing the victim. (Huston, A. 2018, p, 69)

In 2001, Hill stated that, there is a minor difference between elicitation and disinhibition. In elicitation, the model performing a behaviour comes to incite the individual to join in on the behaviour, whereas in disinhibition, the desire to perform the behaviour is already there but seeing someone else perform makes them see it as safe to indulge in that behaviour (As cited in Huston, 2018, p. 69). Crain in 2004, stated that the fourth aspect is vicarious reinforcement which basically is when an individual observes the consequences of the behaviour performed by the model (As cited in Huston, 2018, p. 69). If the model is punished for performing a certain behaviour then that behaviour is inhibited however, if the model is reinforced then it is likely that the individual will imitate the behaviour of the model. For instance, if a bully is punished or rebuked for hitting and bullying a kid then it is likely that this behaviour will not be imitated by other students observing. However, if that same bully is reinforced for bullying a kid and is rewarded in a sense that other kids fear and respect him then it is likely that this behaviour will be imitated by those observing this behaviour. (Huston, 2018, p, 69).

Albert Bandura (1977) asserts four other aspects that influence imitation or modelling of a behaviour (As cited in Huston, 2018, p. 70). The first aspect is attention; it is necessary that we first give attention to a behaviour for us to be able to imitate it. The second aspect is retention, for us to perform the observed behaviour it is necessary that we notice it long enough for us to

remember it. The third aspect is performance, for us to model the observed behaviour it is necessary that we have the skills to perform it. The fourth aspect is motivation; we only perform the observed behaviour if we expect to gain a reward/reinforcement. (Huston, 2018, p, 70).

(Bandura 1973) "Similarly, the most widely used explanatory model for family violence is SLT, also sometimes called intergenerational transmission of violence. When this theory is applied to marital literature it states that children imitate behavior that they have witnessed as children. Aggressive or violent behavior is learned through models within the family like mother, father, intimate partners etc. This violent behavior is reinforced in our early years and continues into adulthood as a coping response to stress or conflict resolution" (As cited in "Social Learning Theory and Family Violence", n.d).

SLT attempts to explain the intergenerational transmission of violence which is basically when children of violent offenders or those witnessing violent childhood become violent and aggressive adults. (Murrel et.al 2007). Children who grow up witnessing or experiencing violence at their homes are likely to learn such behaviors and imitate them in future relationships. Multiple studies have shown that those who were abused as children will abuse their own children in future. (Hyde-Nolan, & Juliao 2018; Murrell et al, 2007). According to social learning theories when children witness their father being aggressive with their mother, they will treat it as an acceptable way of solving disputes and behave similarly with their spouses in the future. (Feroz et al., 2015; Hyde-Nolan et al., 2012). Whereas, when a female child is witnessing her mother being abused she will identify with her mother's gender and it is likely that she will adopt a submissive role in her future relationships. (Feroz et al. 2015). Children who have been abused as children or have been exposed to it are likely to be in an abusive relationship either as a victim or an abuser. (Hyde-Nolan et al., 2012).

Emotional Intelligence

Emotional intelligence is the ability to interpret our emotions and that of others, moreover, it involves using emotions to guide our decision making process. Thereby, indicating that those high on emotional intelligence pay heed to use, perceive and regulate emotions. (Mayer et al, 2008). Mayer and Salovey (1990) defined EI as "Mayer defined EI as the capability to identify one's own emotions and that of others and to discriminate them and use this info to guide ones' decision making and thought process" (As cited in Cerezo, (2022). There are two major approaches to emotional intelligence, the ability model and the mixed model. (Cerezo et al. 2022). Moreover, the standardized tool that we are using to measure emotional intelligence in the present study is Wong and Law Emotional Intelligence Scale (WLEIS), which is based on Mayer and Salovey ability model. The ability model of (Mayer and Salovey 1990), EI is composed of 4 aspects: Perception of emotion, using emotion to facilitate thought, understanding and managing emotions. (As cited in Mayer, 1999).

Perception of emotion, is basically the ability to interpret one's own emotions and that of others and this is done by interpreting the tone, body language and facial expressions of oneself or of the other person (Brackett, 2006). The second aspect of EI is using emotion to facilitate thought, which posits the ability to assimilate emotions when making decisions as emotions influence our management of problems and thoughts (Cerezo et al. 2022). The third aspect is understanding emotions, which basically is the ability to differentiate between different emotional states and being able to identify the cause of their emotions and how emotions transition from one emotional state to another. Those who have high emotional intelligence are aware of their emotional trajectories and have a rich feelings vocabulary (Brackett et al. 2007). The final aspect is management of emotions, which is the ability to regulate the mood and emotions of oneself and

that of others. Regulating emotions requires us to accurately differentiate and label what we're feeling and implement strategies to manage our emotions. Like for example some people are good at cheering other people when the said person is feeling down or sad. And some people know how to manage their feelings of anger or frustration by implementing strategies like deep breathing or taking a walk etc. (Brackett et al. 2007), (Marc Brackett, Sarah Delaney, and Peter Salovey n.d., Models and measures of EI).

The ability to understand the other person's intention, thought, belief requires an understanding of emotions. Individuals with high emotional intelligence are able to express and manage their emotions effectively. They are also able to establish and maintain relationship with others. Moreover, they are also not involved in bullying or violent activities and neither are they exposed to the negative environment of being bullied by others. High emotional intelligence is linked with lesser involvement in aggressive activities. (Rueda, 2021)

Problem Statement

Bullying is one of the concerning and raising issues in Pakistan like any other country in the world. But unfortunately, the menace is being ignored in Pakistan ever since. People who were or are engaged in bullying have a negative impact on their academic career and are at a higher risk of anxiety disorder, depression disorder, and other psychological disorders (Wolke D & Lereya ST, 2015). The children with exposure to violence whether by experiencing or witnessing it predict bullying behavior. Previous research has focused on the health problems faced by the children that are being bullied (Rigby K, 2003).

Rationale

Bullying is a crucial issue for children. There are numerous risk factors that contribute to bullying, both individual and social. Those who are bullied, are at a risk of developing emotional and physical disorders. Bullies are the perpetrators of this trauma but they themselves also suffer the consequences of bullying behavior. (Douglas & Augustyn, 2010). The phenomenon that some children are harassed and attacked by other peers has been described in literary works and some of it have personal experience from their own school days. (Olweus et al., 2010). With high prevalence and grave consequences among adolescents, researches are highly required that emphasize on the factors contributing to bullying behavior. (Ahmer et al, 2008) has described that bullying and harassment is faced by quite a large proportion of medical students in Pakistan. The most frequent perpetrators are consultants. Bullying is linked to adverse mental health consequences, including depression and suicide in doctors. The lack of an anti-bullying policy in medical school and perceived support is linked to students being bullied.

In Pakistan, researches regarding bullying usually focus on victims. (Ahmer et al, 2009), (Bibi et al, 2021). However, in west there is a plethora of researches regarding bullying and its contributory factors along with the long term mental health consequences that victims and bullies have to face. (Bossworth et al, 1999), (Wei et al, 2010), (Mishna et al, 2012), (Douglas & Augustyn, 2010). To the best of our knowledge, there have been only few researches regarding the contributory factors of bullying in Pakistan. (Abbas et al, 2020). Therefore, our study aims to explore the reason behind bullying behavior. Once the cause is identified, it could help in designing intervention strategies, thereby, reducing the bullying behavior.

Moreover, there has been minimal research on the aspect of emotional intelligence in the context of bullying in Pakistan. (Bibi et al, 2020). Considering, the lack of research, our study aims to explore the relationship between exposure to violence, emotional intelligence and bullying in a Pakistani sample of school students. There are gaps in the existing literature specifically in Pakistan that are examining the relationship of these variables which we are focusing on in our research.

Objectives

Following are the objectives of our study:

- To find out the relationship between exposure to violence, emotional intelligence and bullying.

- To explore the impact of emotional intelligence and exposure to violence on bullying.

- To find out the gender differences in terms of exposure to domestic violence, emotional intelligence and bullying.

Research Question

Does exposure to domestic violence and low emotional intelligence contribute to bullying behavior?

Hypothesis

1. There is a significant relationship between exposure to domestic violence, emotional intelligence, and bullying in adolescents.

2. Exposure to domestic violence and emotional intelligence will predict bullying in adolescents.

3. There is a significant gender difference in terms of exposure to domestic violence, emotional intelligence, and bullying in adolescents.

METHOD

Research Design

Since our research study aims to find the relationship between Exposure to Domestic Violence, Emotional Intelligence (EI) and Bullying in adolescents, hence, it falls under the category of ''Correlational Research Design''.

Participants

The present study was conducted on adolescents. The participants are the students of different educational institutes of Pakistan including government, semi-government and private schools and colleges. Both males and females are taken as participants through convenient sampling technique. The participants were in the age range of 14-19 years (middle and late adolescents) as per the definition of World Health Organization, WHO (2011). The sample size was collected through G-power. 260 adolescents of Pakistan took part in this study by completing anonymous surveys in hard form.

Inclusion Criteria

Population of interest for this study are school and college students of Pakistan. The inclusion criteria are as following:

1. The respondents of the research study were adolescents of 14-19 years of age range.
2. The respondents were school and college students residing in Pakistan.
3. The respondents should demonstrate basic command of English language since the scales used in this study were in English.

4. Both male and female participants were included.

Exclusion Criteria

The exclusion criteria of our study is:

1. Participants with physical and mental illness were not included in our research.

2. People residing out of Pakistan were also not included in our research study.

3. Uneducated children were also excluded.

Operational Definitions

1. *Exposure to Domestic Violence*

Domestic violence means severe or harsh forms of violence particularly physical like beatings, slaps, etc. (Osthoff, 2002). On the other hand, "Exposure" is most commonly defined as being within sight or sound of the violence.

2. *Emotional Intelligence*

Mayer and Salovey (1997) state Emotional Intelligence as a combination of interrelated skills. According to them EI is the ability to comprehend and identify feelings in order to facilitate thinking and decision making process and regulating emotions for better personal growth.

3. *Bullying*

Bullying is well-defined as a form of violence in which a person or group of persons hurt or disturb another individual repeatedly. The said violence may be in the form of verbal, physical or psychological (Boulton et al., 2001).

Measures

For this research study, various instruments are used to measure and collect data on each variable. Our questionnaire consists of an informed consent, demographic data sheet, Child Exposure to Domestic Violence Scale- Adapted (CEDV), Wong and Law Emotional Intelligence Scale (WLEIS) and Illinois Bullying Scale (IBS).

Informed Consent Form

The informed consent contained brief and significant information related to the research and the participants' willingness to be a part of the study. Participants were allowed to withdraw their consent at any stage without penalties. They were informed that all the information collected would be strictly confidential. Furthermore, they were requested to provide accurate information and were assured that their responses would only be used for research and academic purposes.

Demographic Data Sheet

The demographic sheet includes age, gender, institution, question of physical or mental illness, number of family members, family system, parents alive or deceased, parental education, relationship with parents, siblings, friends and teachers, parental marital status, type of parental marriage, number of close friends, hours spent on social media, question of having been bullied in the past or not.

Child Exposure to Domestic Violence Scale – (CEDV)

CEDV scale is utilized to measure exposure to domestic violence in children and adolescents. The scale was first developed by Edleson, Johnson, and Shin (2007). This scale consists of 42 items. It's scoring is done on a Likert type scale. Never= 0, sometimes= 1, often= 2, almost always= 3.

To make the measurement more comprehensive, the scale was further divided into subscales. These subscales consisted of Exposure to Intimate Partner Violence at Home (10 items); Child Involvement in Home Violence (6 items); other Risk Factors (4 items); Child Community Violence Exposure (7 items); and other victimization (4 items).

To measure the final measurement, the numbers are simply added together. The final measurement commonly called "score" ranges between 0-99. Higher score indicates that a person was exposed to increased violence, exposure, or other victimization depending on the subscale content. Similarly, if the score is low, it indicates that the person was exposed to less violence.

The internal consistency was appropriate as indicated by Cronbach Alpha value of .86 (Edleson, Johnson & Shin, 2007).

Wong and Law Emotional Intelligence Scale (WLEIS)

The Wong and Law Emotional Intelligence Scale was designed by Wong and Law (2002). The Wong and Law Emotional Intelligence Scale is a self-report inventory that developed to provide a scale to measure emotional intelligence. WLEIS is one of the most renowned and widely used scale to measure EI. The scale consists of 16 items. The Cronbach Alpha reliability was .91

for whole scale and .89, .88, .76, and .85, for its subscales which are self-emotion appraisal, uses of emotion, regulation of emotion, and others' emotion appraisal respectively.

The scoring is done by 7-point Likert-type scale i.e. 1= "Strongly Disagree", 2= ''Disagree'', 3= Slightly Disagree, 4= ''Neither Agree nor Disagree'', 5= ''Slightly Agree'', 6= ''Agree'' and 7= "Strongly Agree". The test is then graded by simply adding the numbers together and calculating the final score. The scores vary from 16 to 112. The greater the score, the higher the emotional intelligence.

Illinois bullying scale (IBS)

Illinois bullying scale (IBS) is a scale utilized to measure bullying among adolescents. Espelage and Holt (2001) were the original developers of this scale. The scale contains 18 items and the scoring is done on a Likert type scale. Never=0, and 7 or more times= 4. IBS has 4 subscales which are fight, bully and victim. The bully subscale consists of items 1, 2, 8, 9, 14, 15, 16, 17, and 18, victim subscale includes items 4, 5, 6, and 7, and Fight subscale contains 3, 10, 11, 12, and 13.

Its Cronbach alpha reliability is .89. The alpha reliability of subscales is also termed as satisfactory which ranges between .73-.81. The final score of the subscales is calculated by adding all the respective items. Each subscale has its different range. For example, victim subscale ranges from 0 to 16. High scores in this subscale mean more victimization. The bully subscale ranges from 0 to 36 and an increased score in it denotes greater bullying behavior. And the range for fight subscale is about 0 to 20. Higher values in this subscale denotes more fighting.

Procedure

This research was being reviewed and monitored by the University's research evaluation team. Permission from the respective authors of the scales have been taken prior to administering tests. The scale of CEDV have been adapted according to our culture. For its adaption we asked the permission from its author by contacting him through E-mail. The adaptation process involves 5 experts who gave their expert opinion on words and language use in the scale. Hence we use the adapted version of CEDV scale in our research. The questionnaire was filled in a hard form by the participants. Participants were given informed consent before being given the survey forms. Participants shall be noticeably informed about the educational aspect of the study.

All questionnaires were filled by school and college students residing in Pakistan. Permission were taken from the principal of respective schools. The survey forms were only being given to those participants who are willing to participate. Moreover, they shall also be briefed about the number of questions and they possess the right to withdraw from participating at any stage if they feel overwhelmed during the research progress. The average time taken by the participants to fill out the questionnaire was 10- 15 minutes.

Furthermore, participants will be assured about confidentiality. The pilot study was conducted on 50 participants. No problems were encountered by the participants during pilot study in understanding the measures.

After the conduction of pilot study, reliability of all three scales were measured, which came out satisfactory. Data was collected from willing participants of genders. After going through the consent form, demographic sheet was presented which included questions about age, gender, , institution, if participants have any physical or mental illness, family system, parents alive or

deceased, parental education, relationship with parents, and friends, parental marital status, if participants have been bullied in the past or not and socio-economic status of the participants. After that the 3 questionnaires were administered.

Around 50 questionnaires were discarded because of missing answers. Hence our study has a sample of 260 adolescents. The process of data collection went swiftly. The data was then entered into the software, SPSS version 25.

Ethical Considerations

Permission were taken from the respective authors of the scales regarding their scale use in our research. Prior to data collection, permission letter has been taken from the Psychology Department of university. Informed consent was taken from participants which clearly stated the purpose of the study.

Confidentially of the study participants was ensured by explicitly stating that the identifying information obtained would solely be used for the research purpose and all the data and information obtained would remain strictly confidential. Protection of participants was ensured by considering that the participants would not cause potential physical, psychological and financial harm.

The true purpose of the study was explicitly mentioned. The study participants were briefed about the goal and objectives of the study with honesty, integrity and transparency without deception. The respondents were given full right over the withdrawal from the participation at any stage of the study. There will be no penalty upon the withdrawal.

Chapter 3

RESULTS

Following the completion of data collection and data entry, Statistical Package for Social Sciences (SPSS-IBM Version 25) was used to conduct statistical analysis. Descriptive statistics were used to compute frequency, mean and percentages for demographic variables. Cronbach Alpha reliability was used to look for the reliabilities of measures and their subscales. Pearson Product-moment correlation coefficient was used to measure the strength of relationship between variables. Multiple regression was used to measure the causal relationship between variables. Independent Samples T Test was used to measure the differences between the two groups.

Table 1

Frequencies and percentage of the demographic characteristics of sample (n= 260)

Sample Characteristics	Categories	f	(%)	M	SD
Gender	Male	133	51.2		
	Female	127	48.8		
Age	14	27	10.4	16.9	1.66
	15	34	13.1		
	16	47	18.1		
	17	45	17.3		
	18	45	17.3		
	19	62	23.8		
MS	Single	238	91.5		
	Committed	11	4.2		
	Married	7	2.7		
Edu	Olevels/Matric	108	41.5		
	Alevels/Inter	106	40.8		
	University	46	16.9		
Institute	Govt	56	21.5		
	Private	127	48.8		
	Semi govt	72	27.7		
FS	Nuclear	180	69.2		
	Joimt	80	30.8		
Pmill	Yes	24	9.2		
	No	236	90.8		
Parents	Alive	247	95		
	Deceased	13	5		
MEDU	illiterate	9	3.5		
	Matric	52	20		
	intermediate	47	18.1		
	Graduate	89	34.2		
	post graduate	63	24.2		
FEDU	illiterate	9	3.5		
	Matric	19	7.3		
	intermediate	31	11.5		
	Graduate	103	39.6		
	post graduate	99	38.1		
RM	unsatisfactory	6	2.3		
	neutral	18	6.9		
	satisfactory	60	23.1		

	very satisfactory	176	67.7
RF	unsatisfactory	6	1.9
	neutral	32	11.9
	satisfactory	74	28.1
	very satisfactory	147	58.1
Rfriends	unsatisfactory	11	4.2
	neutral	22	8.5
	satisfactory	63	24.2
	very satisfactory	117	45
PMS	living together	239	93
	separated	10	3.5
	divorced	11	3.5
TPM	love marriage	94	36.2
	arranged marriage	166	63.8
Bullied	yes	82	31.6
	no	178	68.14

Notes: MS: Marital status of participant, Edu: Education of participant, FS: Family system, Pmillness: Physical and Mental illness, MEDU: Mother education, FEDU: Father education, RM, RF, RFriends: Relationship with Mother, Father, Friends, PlMS: Parental Marital Status, TPM: Type of Parental Marriage, Bullied: have you been bullied in the past?

This table represents the demographic characteristics of the sample. The sample of our study were students studying in schools, colleges and universities of Islamabad and Rawalpindi. Out of the total 260 participants 48.8% of them were females and 51.2% were males indicating an equal distribution of both the sexes. The mean age of our data is 16.9 and standard deviation is 1.66 indicating that our data is clustered around the mean. 91.5% of the participants were single and about 69.2% belonged from nuclear families. Majority of the participants were Matric/O Levels students and 48.8% belonged from private institutes. 90.2% of the population did not report any sort of illness and 95% of the respondent's parents were alive. Majority of the population's parents had a graduate degree indicating that many of the respondents belonged from well-educated households. 67.7% of the population had a very satisfactory relationship with their mother and about 58.1% of the respondents reported a very satisfactory relation with their father which indicates that majority of the population had good ties with their parents. About 93% of the

participants parents were living together and about 63.8% respondent's parents had an arranged marriage. 68.1% of the population had never been bullied and about 31.6% of them had been bullied.

Table 2:

Psychometric properties of CEDV, EI, and Bullying whole scales and subscale

Scale	No. of items	Mean	SD	Range		α
				Minimum	Maximum	
VIO	10	3.6	3.78	0	28	0.8
COM_EXP	8	8.45	4.21	0	20	0.76
INVO	7	2.15	3.11	0	15	0.81
RF	4	1.85	1.6	0	8	0.4
OV	4	1.88	1.88	0	11	0.65
CEDV whole scale	33	17.93	10.29	0	57	0.87
SEA	4	20.2	5.11	4	28	0.84
UE	4	18.76	5.63	4	28	0.86
RE	4	19.41	5	4	28	0.77
OEA	4	17.15	5.71	4	28	0.84
EI whole scale	16	75.53	16.98	16	112	0.9
Victim	4	4.25	4.42	0	16	0.88
Bully	9	7.81	7.91	0	36	0.89
Fight	5	5.39	5.42	0	20	0.87

Note: cedv_total: Child Exposure to Domestic Violence, VIO: Violence, COMP_EXP: Community Exposure, INVO: Involvement, OV: Other Victimization, EI: Emotional Intelligence, SEA: Self Emotional Appraisal, RE: Regulation of Emotion, UE: Use of Emotion, OEA: Other Emotional Appraisal, Victim, Bully and Fight are subscales of Illionis Bullying Scale (IBS).

Table 2 shows the psychometric properties of the measures, CEDV, EI and bullying with their respective subscales. The Cronbach alpha reliability of the whole scales of CEDV and EI is 0.87 and 0.9 respectively which indicates high internal consistency. The subscales of CEDV (Violence, community exposure, involvement, risk factors, other victimization) also show good reliability except for the subscale of risk factor which has a low reliability of 0.4. The subscales of emotional intelligence (Self emotional appraisal (SEA), Regulation of emotion, use of emotion, other emotional appraisal (OEA)) also show good reliability. Similarly, the subscales of bullying

(victim, bully, and fight) also display good reliability thereby, indicating high internal consistency. To conclude, all measures and their subscales show satisfactory reliability with the exception of one subscale of CEDV i.e. Risk factor.

Table 3:

Correlation analysis between the variables of CEDV, EI and IBS, (n= 260)

	1	2	3	4	5	6	7	8	9	10	11	12	13
cedv_total	-	.76**	.71**	.66**	.68**	-0.08	0.00	-0.06	-0.07	-0.11	.29**	.22**	.26**
VIO		-	.33**	.40**	.45**	-.13*	-0.04	-.13*	-.13*	-0.09	0.12	0.09	0.11
COM_EXP			-	.17**	.47**	0.00	0.08	0.04	0.04	-.12*	.38**	.26**	.31**
INVO				-	.29**	-0.04	-0.02	-0.06	-0.02	-0.02	.14*	.14*	.17**
OV					-	-.18**	-0.10	-.16**	-.17**	-.14*	.21**	.21**	.21**
EI						-	.80**	.80**	.79**	.75**	-.17**	-.25**	-.21**
SEA							-	.61**	.51**	.44**	-.15*	-.23**	-.18**
RE								-	.52**	.45**	-.17**	-.22**	-.23**
UE									-	.45**	-0.05	-0.1	-0.07
OEA										-	-.18**	-.24**	-.17**
VICTIM											-	.59**	.57**
BULLY												-	.78**
FIGHT													-

Note: cedv_total: Child Exposure to Domestic Violence, VIO: Violence, COMP_EXP: Community Exposure, INVO: Involvement, OV: Other Victimization, EI: Emotional Intelligence, SEA: Self Emotional Appraisal, RE: Regulation of Emotion, UE: Use of Emotion, OEA: Other Emotional Appraisal, Victim, Bully and Fight are subscales of Illionis Bullying Scale (IBS).

Table 3 illustrates *Pearson-Product moment correlation analysis* between Child exposure to domestic violence (CEDV), Emotional intelligence (EI) and Bullying (IBS). The ** in the table shows the significance level which is 0.01, indicating that 99% of the data is accurate. The above table shows the significant correlation of CEDV whole scale with all of its subscales (VIO, COM_EXP, INVO, OV). Moreover, CEDV whole scale also demonstrates a positively and highly significant relation with all subscales of IBS (victim, bully and fight) indicating that as exposure to domestic violence increases Victimization (r=.29, **p<0.01), bullying (r=.26, **p<0.01) and fighting (r=.22, **p<0.01), also increases. The subscales of CEDV (except violence) also demonstrate a positively and highly significant correlation with all subscales of IBS. Emotional Intelligence has a significantly negative correlation with all subscales of IBS which indicates that as emotional intelligence increases the chances to become a bully (R= -.25, **p<0.01) victim (r= -.17, **p<0.01) or start fighting (r= -.21, **P<0.01) decreases. SEA and RE which are subscales of emotional intelligence also have significantly negative correlations with all the subscales of bullying. To conclude, this table shows that as Child exposure to domestic violence increases, Emotional Intelligences decreases and bullying or victimization increases.

Table 4

Multiple linear Regression with dependent variable: VICTIM (n=260)

Variables	*B*	*SE*	*β*	*P*	95%CI
(Constant)	5.11	1.3		0.00*	[2.53, 7.69]
cedv_total	0.12	0.02	0.28	0.00**	[0.07, 0.17]
EI	-0.04	0.01	-0.15	0.01*	[-0.07, -0.01]
R=0.33, R²= 0.11, F=16.02, p=0.00					

Note: CEDV: Child Exposure to Domestic Violence, EI: Emotional Intelligence.

This model accounts for 11% variance in victim. The Beta unstandardized value for CEDV is 0.12 which indicates that if there is 1 unit change in CEDV then our dependent will change by 0.12 units. Similarly, if EI is changed by 1 unit then there will be -0.04 unit change in victim. The standardized β value for CEDV and EI is 0.28 and -0.15 which indicates that if there is one standard deviation change in CEDV and EI then it will account for 0.28 and -0.15 standard deviation change in victimization. To conclude, the above table signifies that Child exposure to domestic violence significantly positively predicts Victimization. Moreover, it also mentions that Emotional intelligence significantly negatively predicts Victimization.

Table 5

Multiple linear Regression with dependent variable: BULLY (n=260)

Variables	B	SE	β	P	95%CI
(Constant)	13.16	2.34		0.00*	[8.54, 17.78]
cedv_total	0.16	0.45	0.20	0.00**	[0.07,0.25]
EI	-0.10	0.28	-0.23	0.01*	[-0.16, -0.05]
R=0.32, R^2= 0.10, F=15.24, p=0.00					

Note: CEDV: Child Exposure to Domestic Violence, EI: Emotional Intelligence.

Table 5 illustrates CEDV and EI to be significant predictors of our dependent variable, Bully. The value of F is highly significant at 15.24. This model accounts for 10% variance in our dependent variable i.e. Bullying. The Beta unstandardized value for CEDV is 0.16 which indicates that if there is 1 unit change in CEDV then our dependent will change by 0.16 units. Similarly, if EI is changed by 1 unit then there will be -0.10 unit change in bullying. The standardized β value for CEDV and EI is 0.20 and -0.23 which indicates that if there is one standard deviation change in CEDV and EI then it will account for 0.20 and -0.23 standard deviation change in bullying. To conclude, the above table signifies that Child exposure to domestic violence significantly positively predicts Bullying. Moreover, it also mentions that Emotional intelligence significantly negatively predicts Bullying.

Table 6:

Multiple linear Regression with dependent variable: FIGHT

Variables	B	SE	β	P	95%CI
(Constant)	7.67	1.61		0.00*	[4.50, 10.84]
cedv_total	0.12	0.03	0.24	0.00**	[0.06, 0.19]
EI	-0.06	0.19	-0.19	0.00**	[-0.09, -0.02]
R=0.32, R^2= 0.10, F=14.82, p=0.00					

Note: CEDV: Child Exposure to Domestic Violence, EI: Emotional Intelligence.

Table 6 illustrates CEDV and EI to be significant predictors of our dependent variable, Fight. The value of F is highly significant at 14.82. This model accounts for 10% variance in our dependent variable i.e. Fighting. The Beta unstandardized value for CEDV is 0.12 which indicates that if there is 1 unit change in CEDV then our dependent will change by 0.12 units. Similarly, if EI is changed by 1 unit then there will be -0.06 unit change in Fighting. The standardized β value for CEDV and EI is 0.24 and -0.19 which indicates that if there is one standard deviation change in CEDV and EI then it will account for 0.24 and -0.19 standard deviation change in fighting. To conclude, the above table signifies that Child exposure to domestic violence significantly positively predicts fighting. Moreover, it also mentions that Emotional intelligence significantly negatively predicts Fighting.

Table 7

Independent sample T test (N=260)

Variables	Males (n=133)		Females (n=127)		t	P	LL	UL	Cohen's d
	M	SD	M	SD					
cedv_total	17.59	9.97	18.29	10.65	-0.55	0.58	-3.22	1.81	0.06
VIO	3.48	3.83	3.72	3.75	-0.5	0.61	-1.16	0.69	0.06
COM_EXP	8.51	4.24	8.37	4.19	0.26	0.78	-0.89	1.17	0.03
INVO	2.04	3.01	2.26	3.22	-0.57	0.56	-0.98	0.53	0.07
OV	1.69	1.78	2.07	1.97	-1.66	0.98	-0.84	0.71	0.2
EI	75.68	17.65	75.38	16.33	-1.41	0.88	-3.86	4.45	0.01
SEA	19.89	5.51	20.52	4.79	-0.98	0.34	-1.89	0.62	0.12
RE	19.05	5.43	19.79	4.5	-1.2	0.23	-1.95	0.47	0.14
UE	19.01	5.6	18.49	5.67	0.74	0.45	-0.85	1.89	0.09
OEA	17.72	5.56	16.56	5.83	1.63	0.1	-0.23	2.54	0.2
VICTIM	4.92	4.68	3.55	4.04	2.51	0.01	0.29	2.43	0.31
BULLY	8.6	8.56	6.69	7.11	1.68	0.97	-0.29	3.56	0.24
FIGHT	5.75	5.58	5.01	5.25	1.16	0.27	-0.58	2.06	0.13

Note: cedv_total: Child Exposure to Domestic Violence, VIO: Violence, COMP_EXP: Community Exposure, INVO: Involvement, OV: Other Victimization, EI: Emotional Intelligence, SEA: Self Emotional Appraisal, RE: Regulation of Emotion, UE: Use of Emotion, OEA: Other Emotional Appraisal, Victim, Bully and Fight are subscales of Illionis Bullying Scale (IBS), **p<0.01.

The above table represents independent sample t test. It was hypothesized in our research that there will be difference between males (n=133) and females (n=127) in terms of exposure to domestic violence, emotional intelligence and bullying among adolescents. To test this hypothesis, we used independent sample t test.

The only significant value in the above table is of Victim which is a subscale of Illinois Bullying Scale (IBS). This indicates that there is a significant difference in the victimization of males and females. Independent t test reveals that males are more likely to be victimized in comparison to females because the mean of male (4.92) is higher than females (3.55).

Chapter 4

DISSUSSION

The aim of the current study was to find out the relationship between 1) exposure to domestic violence (CEDV) and bullying. 2) Relationship of Emotional intelligence (EI) and bullying. In addition to that it also aimed to identify gender differences in terms of CEDV, EI and bullying. The present study had also aimed at exploring the causal effects of CEDV on bullying and of EI on bullying. And to test these hypothesis different analysis was executed.

The reliabilities of the scales used in the current study are acceptable. The standard Cronbach Alpha reliability of CEDV whole scale is 0.86 whereas, the current study's reliability of CEDV is 0.87. The reliability of the original Wong and Law Emotional Intelligence scale is 0.91, whereas, the current study's reliability of WLEIS is 0.90. The reliability of IBS subscales ranges from 0.73- 0.81 which is deemed acceptable whereas, the reliability of the current study's subscale ranges from 0.87-0.89.

The first hypothesis of the present study was that there is a significant relationship between exposure to domestic violence, emotional intelligence and bullying. This hypothesis has been supported by the results of present study (see table 3). Results illustrate that CEDV and its subscales (except violence subscale) have a positively significant relationship with bullying. This is also confirmed by the large body of literature that asserts that there is clear relationship between domestic violence and the formation of aggressive and antisocial behaviours in children living in such families. (Baldry, 2003). A study conducted in Pakistan also confirmed that children who witness inter-parental violence become aggressive later in life. (Feroz et al. 2015). The second part of the first hypothesis was that there exists a significant relationship between emotional intelligence and bullying. This has been proved by the present study (see table 3). Results have

showed that there is a negatively significant relationship between emotional intelligence and its subscales (except Other Emotional Appraisal subscale) with bullying. This result is consistent with the large body of literature which states that low emotional intelligence is associated with bullying behaviour. (Lomos et al, 2012), (Casas et al, 2015). The ability to understand the other person's intention, thought, belief requires an understanding of emotions. Individuals with high emotional intelligence are able to express and manage their emotions effectively. They are also able to establish and maintain relationship with others. An Indian study reveals that having low emotional intelligence increases an individual's chance of exposure to bullying behavior. Whereas, high intelligence individuals are less likely to be exposed to bullying behavior. (Pallavi, 2019). This can also be seen in our results that low emotional intelligence is associated with victimization. (Table 3). Hence, our first hypothesis has been proved.

Second hypothesis of present study is that CEDV and EI significantly predict bullying. Results illustrate that CEDV positively significantly predicts victimization. This finding is consistent with the large body of literature available. An Italian study's results indicate that victimization is associated with bullying. It revealed that boys faced more direct victimization like being physically threatened or get beaten up or being called dirty names, whereas, girls faced more indirect victimization like being excluded from a clique or group. Children who are subjected to bullying and are victimized at school might be maladjusted due to exposure to either father violence against the mother or mother violence against father and such an environment instills fear and makes the child feel less assertive when it is bullied at school. This nasty cycle happens at home and moves on to school. (Baldry, A.C. 2003).

Results illustrate that CEDV positively significantly predicts bullying. This is in alignment of the existing literature and many researches have demonstrated that exposure to

parental violence is linked to bullying behavior. (Lee et al. 2022). A longitudinal study's results revealed that the that the extent of bullying behavior reported by an individual whose mother had experienced Intimate Partner Violence was 0.09 points higher than those children whose mother have not experienced IPV. This indicates that children living in violent families are more likely to bully than those children that live in non-violent homes (Nicholson et al. 2018). Similarly, Baldry (2003) study revealed that children that had been exposed to parental violence reported 60% more bullying behaviours as compared to those children that had not been exposed to interparental violence.

Results illustrate that CEDV positively significantly predicts fighting. This means that child exposure to family violence has an impact on fighting or aggressive behavior and this finding has been supported by existing literature available. A study asserts that child's exposure to such harsh and damaging behaviors lead him to believe that solving disagreements by fighting and displaying aggressive behavior is the appropriate way to solve disputes and such children not only behave in an aggressive manner in schools but they display similar attitude with their siblings, parents and future partners as well. (Feroz et al 2015).

Emotional intelligence negatively significantly predicts victimization. This means that low emotional intelligence predicts victimization and this is in alignment with the results of an Indian study. This Indian study was about workplace bullying with regard to emotional intelligence and its results indicated that those managers who had low levels of emotional intelligence were more exposed to bullying by their seniors as compared to those who had high emotional intelligence. This indicates that having low emotional intelligence is associated with being a victim of bullying (Pallavi, P. 2019).

Emotional intelligence negatively predicts bullying. This means that the lower the emotional intelligence, the higher the chance that a person will engage in bullying behavior and this is supported by existing literature as well. Rueda (2021) asserts that low emotional intelligence is associated with bullying behavior. Those who are low on EI they engage in bullying either as an aggressor or fall victim to peer bullying. Whereas, individuals with high levels of emotional intelligence neither engage in bullying behavior nor do they fall victim to it.

Emotional intelligence negatively predicts fighting. This means that low EI has will lead to increased fighting behavior and is in line with the large body of literature available. A meta-analysis of 19 studies was conducted which studied the relationship between emotional intelligence and aggression. Its results revealed that people with low emotional intelligence were reported to engage in aggressive activities like pushing, punching etc. and this was reported by their teachers, peers and parents. Whereas, highly emotional intelligent people were less involved in aggressive conduct. The negative association of EI and fighting or aggressive behavior was found in normal population and convicted criminals as well. (García-Sancho et al, 2014). Hence our second hypothesis has been proved.

The third hypothesis of the present study was to find if there are differences in the role of gender in terms of exposure to domestic violence, emotional intelligence and bullying. Our results revealed that there are significant differences in Victimization (subscale of bullying) with regard to bullying. It was found that males are more likely to be victimized as compared to females. This finding is consistent with the existing literature which has also found similar results. Boys exposed to IPV are more likely to be victimized than girls (Nicholson et al.,2018). However, there were some contrary findings found as well which stated that men who were exposed to IPV were more likely to physically bully other people as compared to females. Girls exposed to IPV were

more likely to perpetrate indirect bullying like spreading rumors about other students etc. The inconsistencies found is such results could be due to the different measures used by each study to measure constructs, moreover, it could also be due to the differences in populations (Lee et al. 2022).

Conclusion

This study aimed to explore the relationship between exposure to domestic violence, emotional intelligence and bullying. It also aimed to see the impact of exposure to domestic violence on bullying and of emotional intelligence on bullying. Furthermore, it set out to find significant gender differences in terms of exposure to domestic violence, EI and bullying. Results revealed that exposure to domestic violence and emotional intelligence has a significant relationship with bullying, moreover it also revealed that CEDV positively predicts bullying and that EI negatively predicts bullying. Gender differences revealed that males are more likely to be victimized as compared to females. The findings of the present study can be used to implement anti-bullying policies in educational institutions which can protect students from the harmful consequences of being exposed to bullying at schools, colleges and universities.

Limitations and Future Recommendations

As far the limitations of the study are concern, there are few limitations of the study which are discussed here. The generalizability of the results is limited as there were individual differences between the participants, which might affect the results of the study. For better results it is recommended for future researchers to conduct longitudinal study, this will help them to explore the developmental effects in children.

Moreover, our study was retrospective, the participants had to recollect their experiences from memories hence there are chances that they were unable to retrieve the accurate information. To solve this issue, it is recommended to collect the of information regarding present experiences form the participants instead of past.

Convenient sampling was used while collecting the data: The sample might not an accurate representative of the study. Therefore, it is recommended to use random sampling in future researches.

The questions asked from the participants were related to personal information of the participants. So there is a possibility that answers might not be honest. Hence high social desirability may have contaminated the results of the study. Because of the lengthy questionnaire, to fill it was a time consuming process.

The questionnaire includes questions that have potential to emotionally triggers the participants. The questionnaire requires personal information which might be challenging to answer. It is recommended to build report before administrating the questionnaire on the participants additionally while debriefing counselling services should be delivered.

Implications

The major implication of this study is that findings helps to develop prevention programs in schools to prevent bullying in schools. Welfare agencies, social workers, counselors and schools' advisors should work together and make an effective plan to curb the bullying.

According to our study, bullying and antisocial behavior in children are linked with family violence. Interventions at early stages not only prevent bullying behavior but also teaches them other behaviors about how to interact with their peers in an effective manner.

This study might help counselors in understanding the relationship between exposure to domestic violence, emotional intelligence in bullying. By utilizing the concept of EI and bullying. They might be able to understand the bullying and aggressive behavior.

Other implication of the study includes that participants are being aware of violence and its consequences in adulthood. This research is also a great source of awareness to the parents, understanding the effect of family abuse on their child for example it develops the aggressive tendencies in children. And how this impact the social relationships of their child in life.

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ANNEXURES

ANNEXURE - A

M Gmail   **Sajal Ayub <sajalayub25@gmail.com>**

Permission for using Children's Exposure to Domestic Violence Scale (CEDV)
3 messages

Sajal Ayub <sajalayub25@gmail.com>   Tue, Jan 18, 2022 at 9:44 PM
To: jedleson@berkeley.edu
Cc: aimen.buic@bahria.edu.pk

Respected Sir,

        Hope you are keeping well. I am a student of BS (Psychology) Semester 7 at Bahria University Islamabad, Pakistan. As a part of my final year research, I am currently working on a Research Project (non-funded) under the supervision of Ms. Aimen Zafar Bu (Assistant Professor). The title of my research study is **"Exposure to Domestic Violence, Emotional Intelligence, and Bullying in Adolescents"**. In this reference, I found the tool **" Children's Exposure to Domestic Violence Scale (CEDV)"** developed by Jeffrey L. Edleson, Narae Shin & Katy. K Johnson Armendariz, (2007) to be very relevant for the current research project. I request you to grant me permission to use this tool for the current research project and send me the original scale. I would be highly obliged and grateful for this act of kindness. Due to limited me, it is humbly requested that you reply as soon as possible.

 Thanking you in an anticipation, awaiting your reply,

Regards,
Sajal Ayub

Jeffrey Edleson <jedleson@berkeley.edu>   Tue, Jan 18, 2022 at 11:05 PM
To: Sajal Ayub <sajalayub25@gmail.com>
Cc: aimen.buic@bahria.edu.pk

Dear Sajal,

You have my permission to use the CEDV Scale. There is an Urdu version online. You can find all the

information at https://www.jedleson.com/cedv-scale

Best of luck,

Prof. Edleson

Jeffrey L. Edleson, Ph.D.
Professor of the Graduate School &
Harry & Riva Specht Chair Emeritus in Publicly Supported Social Services
Former Dean (2012-19)

Berkeley Social Welfare | 120 Haviland Hall #7400
University of California | Berkeley, CA 94720-7400 USA
+1 (510) 643-6664

Berkeley Social Welfare

M Gmail   **Sajal Ayub <sajalayub25@gmail.com>**

6/13/22, 2:12 AM   Gmail - Re: Permission for using Children's Exposure to Domestic Violence Scale (CEDV)

Re: Permission for using Children's Exposure to Domestic Violence Scale (CEDV)

3 messages

Jeffrey L Edleson <jedleson@berkeley.edu>   Sat, Apr 2, 2022 at 4:09 PM
   To: Sajal Ayub <sajalayub25@gmail.com>

Dear Sajal,

You have my permission to adapt the CEDV.

Sincerely,

Jeffrey L. Edleson, Ph.D.
Distinguished Professor of the Graduate School, Specht Chair Emeritus, and
Dean (2012-19) School of Social Welfare
University of California
Berkeley, California
94720-7400 USA
(510) 643-6664

Sent from my phone. Pardon any errors.

> On Apr 2, 2022, at 12:48 AM, Sajal Ayub <sajalayub25@gmail.com> wrote:

Respected Sir,
     Hope you are keeping well. Thank you very much for allowing us your scale in our research. Your scale as "**Children's Exposure to Domestic Violence Scale (CEDV)**" is very interesting and appropriate for the assessment of childhood exposure to domestic violence, while going through the items we have noticed that the items need cultural adaptation on for which we humbly request you to please allow us to adopt the questionnaire. We will be grateful if you please consider our request.

M Gmail   **Sajal Ayub <sajalayub25@gmail.com>**

Permission for Using Wong and Law Emotional Intelligence Scale
3 messages

Sajal Ayub <sajalayub25@gmail.com>   Wed, Apr 6, 2022 at 1:38 PM
To: wongcs@cuhk.edu.hk
Cc: asmarazzaq20@gmail.com

> Respected Sir,
>
> Hope you are keeping well. I am a student of BS (Psychology) Semester 8 at Bahria University
> Islamabad, Pakistan. As a part of my final year research, I am currently working on a Research
> Project (non-funded) under the supervision of Ms. Aimen Zafar Butt. The title of my research
> study is **"Exposure to Domestic Violence, Emotional Intelligence, and Bullying among
> adolescents".** In this reference, I found the tool **" Wong and Law Emotional Intelligence
> Scale"** to be very relevant for the current research project. I request you to grant me
> permission to use this tool for the current research project and send me the original scale. I
> would be highly obliged and grateful for this act of kindness. Due to limited me, it is humbly
> requested that you reply as soon as possible.
>
> Thanking you in anticipation, awaiting your reply,
>
> Regards,
> Sajal Ayub

Chi Sum Wong (MGT) <wongcs@cuhk.edu.hk>   Wed, Apr 6, 2022 at 7:40 PM
  To: Sajal Ayub <sajalayub25@gmail.com>

Dear Sajal Ayub,

So far as you are using the scale for non-profit making research projects, feel free to use it.
Attached are papers reporting the scale items, its development and validation. Good luck to your
study.

Regards,
C.S. Wong
Dept. of Management
The Chinese University of Hong Kong

From: Sajal Ayub <sajalayub25@gmail.com>
Sent: Wednesday, April 6, 2022 4:38 PM
To: Chi Sum Wong (MGT) <wongcs@cuhk.edu.hk>

Cc: asmarazzaq20@gmail.com <asmarazzaq20@gmail.com>
Subject: Permission for Using Wong and Law Emotional Intelligence Scale

[Quoted text hidden]

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2 attachments

📄 **Wong-&-Law (2002)-Leadership-Quarterly.pdf**
191K

📄 **Law-Wong-&-Song (2004) -JAP.pdf**
93K

Sajal Ayub <sajalayub25@gmail.com >   Wed, Apr 27, 2022 at 12:22 AM
To: asmarazzaq20@gmail.com

M Gmail

Sajal Ayub <sajalayub25@gmail.com>

Permission for Using Illinois Bullying Scale (IBS)
2 messages

Sajal Ayub <sajalayub25@gmail.com>   Tue, Jan 18, 2022 at 9:27 PM
To: espelage@ufl.edu
Cc: aimen.buic@bahria.edu.pk

Respected Ma'am,
        Hope you are keeping well. I am a student of BS (Psychology) Semester 7 at Bahria University Islamabad, Pakistan. As a part of my final year research, I am currently working on a Research Project (non-funded) under the supervision of Ms. Aimen Zafar Bu (Assistant Professor). The title of my research study is **"Exposure to Violence, Emotional Intelligence, and Bullying in Adolescents".** In this reference, I found the tool **"Illinois Bullying Scale (IBS)"** developed by Dorothy L Espelage., & Melissa Holt (2001) to be very relevant for the current research project. I request you to grant me permission to use this tool for the current research project and send me the original scale. I would be highly obliged and grateful for this act of kindness. Due to limited me, it is humbly requested that you reply as soon as possible.
        Thanking you in anticipation, awaiting your reply,

Regards,
Sajal Ayub

Espelage, Dorothy <espelage@unc.edu>   Tue, Jan 18, 2022 at 9:29 PM
To: Sajal Ayub <sajalayub25@gmail.com>

Yes, you can use.

From: Espelage, Dorothy <espelage@ufl.edu>
Date: Tuesday, January 18, 2022 at 11:28 AM
To: Espelage, Dorothy <espelage@unc.edu>
Subject: FW: Permission for Using Illinois Bullying Scale (IBS)

From: Sajal Ayub <sajalayub25@gmail.com>
Sent: Tuesday, January 18, 2022 11:27:26 AM (UTC-05:00) Eastern Time (US & Canada)
To: Espelage, Dorothy <espelage@ufl.edu>
Cc: aimen.buic@bahria.edu.pk <aimen.buic@bahria.edu.pk>
Subject: Permission for Using Illinois Bullying Scale (IBS)

ANNEXURE - B

INFORMED CONSENT FORM

The above mention study intends to explore the relationship between ''Exposure to Domestic Violence, Emotional Intelligence, and Bullying among Adolescents''. This research is carried out for a Bachelor's research project at the Department of Professional Psychology, Bahria University Islamabad Campus.

Your response to this research will remain anonymous. All the possible measures will be done to preserve your confidentiality, all the identifying information for this study will be kept strictly confidential. Participation in this study is voluntary.

I request you to participate in this research project. You have a full right to withdraw your participation during any stage of the research. Your participation will be highly appreciated and valued.

Signature: ⸻

Date: ⸻

ANNEXURE - C

Demographic Sheet

1) **Age**: ————————

2) **Gender**:

a) Male   b) Female

3) **Birth Order:** ————————

4) **Marital Status:** ————————

5) **Education:** ————————

6) **Institution:**

a) Government

b) Private

c) Semi- Government

7) **No. of Family Members**: ————————

8) **Family System**:

a) Nuclear

b) Joint

9) Do you have any physical or mental illness?

    a) Yes
    b) No

If yes, what? ————————

10) **Are your parents:**

	Mother	Father
a) Alive		
b) Deceased		

11) **Parental Education:**

	Matriculation/Under Matric	Intermediate	Graduate	Post Graduate	Illiterate
Mother					
Father					

12) **Relationship with parents, siblings, friends and teachers:**

	Unsatisfactory	Neutral	Satisfactory	Very satisfactory
Mother				
Father				
Sibling 1				
Sibling 2				
Sibling 3				
Sibling 4				
Sibling 5				
Friends				
Teachers				

13) **Parental Marital Status:**

a) Living together

b) Separated

c) Divorced

14) **Type of Parental Marriage:**

a) Love marriage

b) Arranged marriage

15) **How many close friends do you have?** ————————————

16) **How many hours do you spend on social media in a day**? ————————————

17) **Which social media App do you frequently use?**

a) Facebook   c) YouTube   e) WhatsApp   g) more than one app

b) Instagram   d) Tinder   f) others ————————————

18) **What type of games or videos do you watch or play?** ————————————

19) **Have you been bullied in the past?**

a) Yes

b) No

20) **If yes, by whom?** ————————————

21) **Which of the following situations best describes your socio-economic status:**

a) We have a hard time buying the things we need.

b) We have just enough money to buy the things we need.

c) We have no problem buying the things we need and we can also sometimes buy special things.

d) We have enough money to buy almost anything we want.

ANNEXURE - D

Child Exposure to Domestic Violence (CDEV) Adaptation

These directions are to be read aloud by the practitioner administering this measure.

This is a list of questions about your life and your family. It will probably take you about 30 minutes to fill out. If you have a question when you are filling this out, ask the person who gave this to you.

Your answers will NEVER be given to other people, so do NOT write your name anywhere. If you want to stop taking the survey, you can stop answering the questions anytime you want.

Think about the people you have ever lived with. There are lots of ways to think about the kinds of adults that kids live with. For example, some kids live with a stepparent, or a grandparent, or foster parents. Other kids live with just one parent. The questions in the survey are about the adults you have lived with. To make them easy to understand, we use the words "mother" and "father"

When you read the word "mother," think of the woman you have lived with and who has taken care of you, even if she did not give birth to you. For example, this person might be your mom, your stepmother, your grandma, or your foster mother. When you read the words "father", think of who that is in your life. For example, it could be your dad, your step dad, your grandpa.

Please read all the directions and circle your answers to each question.

Part One:

There are two parts to each question. First answer the question about how often something happened by circling your answer. Then check off all the ways you knew about what happened.

If you answer "Never" in the first part, skip the second part and go on to the next question.

Example:

How often have there been fights at your school?

Never	Sometimes	Often	Almost always

Circle never, then go the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken, people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

How often do adults in your family disagree with one another?

| Never | Sometimes | Often | Almost always |

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

2) Has your father ever hurt your mother's feelings by?

- Calling her names
- Threatening her
- Screaming at her
- Yelling
- Swearing
- Other _____

| Never | Sometimes | Often | Almost always |

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

3) How often has your father stopped your mother from doing something she wanted to do or made it difficult for her to do something she wanted to do? Such as:

- Leave the house
- Go to the doctor
- Use the telephone
- Visit her friends or relatives
- Other _____

| Never | Sometimes | Often | Almost always |

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

4) How often has your father stopped your mother from eating or sleeping, or made it hard for her to eat or sleep?

| Never | Sometimes | Often | Almost always |

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

5) How often have your parents argued about you? (It is not your fault if your mother and father argue about you)

| Never | Sometimes | Often | Almost always |

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

6) How often has your father hurt, or tried to hurt, a pet/servant/any other living thing in your home on purpose?

| Never | Sometimes | Often | Almost always |

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

7) How often your father has broken or destroyed something on purpose such as

- Kicking something,
- Throwing mobile phones,
- Breaking/smashing any utensils
- Other

| Never | Sometimes | Often | Almost always |

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

8) How often has your father done something to hurt your mother physically?

- Hitting her
- Punching her
- Kicking her
- Choking her
- Shoving her
- Pulling her hair
- Other _____

Never	Sometimes	Often	Almost always

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

9) How often has your father threatened to use a knife, gun or other object to hurt your mother?

Never	Sometimes	Often	Almost always

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

10) How often has your father actually hurt your mother with a knife, gun or other object to hurt your mother?

Never	Sometimes	Often	Almost always

Circle never, then go to the next question.

How did you know about it?

- I saw the outcome (like someone was hurt, something was broken or people gathered around).
- I heard about it afterwards.
- I heard it while it was happening.
- I saw it from far away while it was happening.
- I saw it and was near while it was happening.

Part Two

It's hard to know what to do when you see someone getting hurt. In the questions on this page the word "hurt" means hurting your mother's feelings on purpose, threatening her, physically hurting her, or stopping her from doing things. Choose the answer that best describes your situation and circle it. There are no right or wrong answers to these questions.

11) When your father hurts your mother, how often have you yelled something at them from a different room than where the fight was taking place?

Never	Sometimes	Often	Almost always

12) When your father hurts your mother, how often have you yelled something at them in the same room where they are fighting?

Never	Sometimes	Often		Almost always

13) When your father hurts your mother, how often have you called someone else for help, like calling someone on the phone or going to your neighbors?

Never	Sometimes	Often	Almost always

14) When your father hurts your mother, how often have you gotten physically involved trying to stop the fighting?

Never	Sometimes	Often	Almost always

15) When your father hurts your mother, how often has your father done something to you to hurt or scare your mother?

Never	Sometimes	Often	Almost always

16) When your father hurts your mother, how often have you tried to get away from the fighting by:

- Hiding
- Leaving the house
- Locking yourself in a different room
- Other _____

Never	Sometimes	Often	Almost always

17) How often has your father asked you to tell what your mother has being doing or saying?

Never	Sometimes	Often	Almost always

18) How often do you worry about your father getting drunk or taking drugs?

Never	Sometimes	Often	Almost always

19) How often do you worry about your mother getting drunk or taking drugs?

Never	Sometimes	Often	Almost always

20) How often does your mother seem sad, worried or upset?

Never	Sometimes	Often	Almost always

21) How often does it seem like you have had big changes in your life? For example:

- moving homes
- staying in the hospital
- your parents getting a divorce
- the death of someone you're close to

- a parent going to jail
- other _____

| Never | Sometimes | Often | Almost always |

22) How often have you heard a person hurt another person by making fun of them of calling them names in your neighborhood or at your school?

| Never | Sometimes | Often | Almost always |

23) How often has someone from your community or at your school done or said any of these things to hurt you?

| Never | Sometimes | Often | Almost always |

24) How often do you hurt a person's feelings on purpose, like making fun of them or calling them names?

| Never | Sometimes | Often | Almost always |

25) How often do you physically hurt a person on purpose, such as hitting, kicking or things like that?

| Never | Sometimes | Often | Almost always |

26) How often have you seen someone else in your community or school get hurt by being?

- Grabbed
- Slapped
- Punched
- Kicked
- Being hurt by a knife or a gun
- Other _____

| Never | Sometimes | Often | Almost always |

27) How often has someone at school or in your community hurt you by:

- Grabbing
- Slapping
- Punching
- Kicking
- Threatening with a knife or gun
- Other _____

| Never | Sometimes | Often | Almost always |

28) How often have you seen someone being hurt or killed on television or in a movie?

| Never | Sometimes | Often | Almost always |

29) How often have you seen someone being hurt or killed in a video game?

| Never | Sometimes | Often | Almost always |

30) How often has an adult in your family hurt your feelings by:

- Making fun of you
- Calling you names
- Threatening you
- Saying things to make you feel bad
- Other _____

Never	Sometimes	Often	Almost always

31) How often has an adult in your family done something to hurt your body, like:

- Hitting you
- Kicking you
- Beating you up
- Other ------------------------

Never	Sometimes	Often	Almost always

32) How often has someone who is not in your family:

- Touched your private parts when you didn't want them to
- Made you touch their private parts
- Forced you to have sex?

Never	Sometimes	Often	Almost always

33) How often has someone in your family:

- Touched your private parts when you didn't want them to
- Made you touch their private parts
- Forced you to have sex?

Never	Sometimes	Often	Almost always

Wong and Law Emotional Intelligence Scale, WLEIS

Instructions: Here is a short 16-item measure of emotional intelligence, developed for use in management research and studies. The items on the Wong and Law Emotional Intelligence Scale (WLEIS) is based on the ability model of emotional intelligence. A list of statements is provided below, and to complete this questionnaire, mark the extent to which you agree or disagree to each of the statements.

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1. I have a good sense of why I feel certain feelings most of the time.							
2. I have a good understanding of my own emotions.							
3. I really understand what I feel.							
4. I always know whether I am happy or not.							
5. I always know my friends' emotions from their behavior.							
6. I am a good observer of others' emotions.							
7. I am sensitive to the feelings and emotions of others.							
8. I have a good understanding of the emotions of people around me.							

9. I always set goals for myself and then try my best to achieve them.						
10. I always tell myself I am a competent person.						
11. I am a self-motivating person.						
12. I would always encourage myself to try my best.						
13. I am able to control my temper so that I can handle difficulties rationally.						
14. I am quite capable of controlling my own emotions.						
15. I can always calm down quickly when I am very angry.						
16. I have good control of my emotions.						

Illinois Bully Scale

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

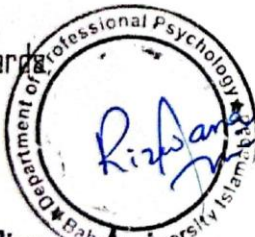|		never	1 or 2 times	3 or 4 times	5 or 6 times	7 or more times
1	I upset other students for the fun of it.	a	b	c	d	e
2	In a group I teased other students.	a	b	c	d	e
3	I fought students I could easily beat.	a	b	c	d	e
4	Other students picked on me.	a	b	c	d	e
5	Other students made fun of me.	a	b	c	d	e
6	Other students called me names.	a	b	c	d	e
7	I got hit and pushed by other students.	a	b	c	d	e
8	I helped harass other students.	a	b	c	d	e
9	I teased other students.	a	b	c	d	e
10	I got in a physical fight.	a	b	c	d	e
11	I threatened to hurt or hit another student.	a	b	c	d	e
12	I got into a physical fight because I was angry.	a	b	c	d	e
13	I hit back when someone hit me first.	a	b	c	d	e
14	I was mean to someone when I was angry.	a	b	c	d	e
15	I spread rumors about other students.	a	b	c	d	e
16	I started (instigated) arguments or conflicts.	a	b	c	d	e
17	I encouraged people to fight.	a	b	c	d	e
18	I excluded other students from my clique of friends.	a	b	c	d	e

ANNEXURE - E

April 18, 2022

TO WHOM IT MAY CONCERN

REQUEST FOR DATA COLLECTION

It is stated that **Ms. Sajal Ayub** Enrollment No. <u>01-171182-038</u> is a student of BS Psychology (8th Semester) Bahria University Islamabad Campus conducting research on **"Exposure to domestic violence, emotional intelligence and bullying among adolescent"** under kind supervision of Ms. Aimen Zafar Butt. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards

Dr. Rizwana Amin
Head of Department
Professional Psychology
Bahria University
Islamabad

Bahria University

Discovering Knowledge

TO WHOM MAY CONCERN

REQUEST FOR DATA COLLECTION

It is stated that **Ms. Asma Razzaq** Enrollment No. **01-171182-028** is a student of BS Psychology (8th Semester) Bahria University Islamabad Campus conducting research on "Exposure to domestic violence. emotional intelligence and bullying among adolescent" under kind supervision of Ms. Aimen Zafar Butt. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards.

Dr. Rizwana Amin

Head of Department Professional Psychology Bahria University Islamabad D

Department of Professional Psychology Shangrilla Road E-8 Islamabad
Tel•. 051-9260002 Ext No. 1406 Fax: 051-9260889

ANNEXURE – F

7_%

SIMILARITY INDEX

5_%

INTERNET SOURCES

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PUBLICATIONS

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STUDENT PAPERS