

A COMPARISON BETWEEN COPING STRATEGIES OF BULLIED AND NON-BULLIED ADOLESCENTS

A thesis Presented to The Institute Of Professional Psychology, Bahria University, Karachi Campus

> In Partial Fulfillment Of the Requirements for the Degree Bachelor of Science (BS) Psychology

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By

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ABSTRACT

The research aimed to compare the difference in coping strategies used by bullied and nonbullied adolescents. Two hundred and ninety participants were selected from a total of seven private schools of Karachi. Victimization was measured by Multidimensional Peer-Victimization Scale (Mynard & Joseph. 2000) and coping strategies were assessed using Brief COPE scale (Carver, 1997). Purposive sampling was used to select bullied participants and convenient sampling was used to select non-bullied participants. On account of the large difference of adolescents found in bullied group (N=52) and non-bullied group (N=238), the sample was reduced to one hundred and ten adolescents. By using the mean-value of adolescents' overall score on Multidimensional Peer-Victimization Scale the two groups were formed, where fiftynine belonged to the bullied group and fifty-one belonged to the non-bullied group. Independent sample t-test was then applied to test the hypothesis and significant differences were found in coping strategies used by bullied and non-bullied adolescents. in which bullied adolescents were found to use both adaptive coping (p=.028, M=38.24) and maladaptive coping (p=.000, M=31.80) when dealing with victimization. Specific coping strategies used by bullied adolescents, of the given study, were also analyzed and it was found that self-distraction (p=.008. M=5.73), denial (p=.036, M=4.27), emotional support (p=.001, M=5.08), behavioural disengagement (p=.001, M=4.51), venting (p=.001, M=4.75), humour (p=.003, M=4.25), acceptance (p=.020, M=5.64) and self-blame (p=.000, M=4.73) were the strategies used most to deal with bullying. Limitations, recommendation and implications of the study were discussed and more research on the topic was emphasized.