CHAPTER 1

1. INTRODUCTION

Learning disability (LD) is one of the developmental disabilities whose prevalence has been increased dramatically in the past 20 years (Asher & Paquette 2003). Higher percentage (34%) of students ages 3–21 received special education services for special learning disabilities than any other type of disability under IDEA (Individuals with Disabilities Education Act, 2018). In Pakistan recent study (Ashraf & Najam, 2020) has reported the 39% prevalence rate of learning disabilities including 33% dyslexia, 48% dysgraphia and 45% dyscalculia symptoms. They also reported co-morbidities between these disabilities such as 30% of comorbidity between dyslexia and dysgraphia symptoms, 26 % comorbidity between dyslexia and dyscalculia and 36% comorbidity between dysgraphia and dyscalculia symptoms. High prevalence of learning disabilities in Pakistan is alarming condition (Ashraf & Najam, 2020) and there is lack of understanding about severity of this problem among general population and also at state level. Another problem is unavailability of psychological help at initial stages of schooling for diagnosis of learning disabilities. Therefore, there is great need to pay the serious attention and deal with this issue.

Another important aspect is that learning disability is not sole condition and frequently co-occur with social skill deficits and behavioral disorders (Steinberg & Morris, 2001). Relatively large proportion of young people with disabilities (Beyers, Goossens, Vansant, & Moors, 2003) are prone to experience developmental challenges than their typically developing peers (Eisenberg et al., 2005). The developmental challenges make the process of social adaptability even more difficult for them resulting in psychosocial aftermath like stress, anxiety and loneliness (Asher & Paquette 2003; Locke, Ishijima, Kasari, & London, 2010; Whitehouse Durkin, Jaquet & Ziatas,

2009). Different problems behaviors across the different types of learning disabilities have also been reported (Hassan, 2015). Children with learning disabilities (LD) express the remarkable internal (somatic complaints, isolation, anxiety/depression) and external problem behaviors (aggression and delinquency) as well as attentional and social deficits (Barkauskien & Bieliauskaite, 2002). Other common problem behaviors among children with learning disabilities are, non-interaction, hyperactivity delinquency, phobia, insomnia, continuing changes in sitting, and busy with concern topics (Margalit, 2003; Schmidt, Prah, & Cagran, 2014). It has been observed that behavioral difficulties are most common consequences of childhood stressors and often have serious repercussions for a child's social development. One of major factor behind the problem behaviors in population of learning disabilities is temperament. Specially the difficult temperament is associate with lots of behavioral, emotional, social and adaptation problems in population which is deviant from normal standard. LD and social and adaptive deficits are also interconnected and both are connected with common thread to temperament (Teglasi, Cohn & Meshbesher, 2004).

Temperament is genetically determined trait and children having any specific learning disability are born with somewhat temperamental issues. Temperament along with other variables (social, environmental and cognitive) predicts the developmental outcomes of children. For example, daily events that occur in school exert significant influence on the social and emotional development of children with learning disabilities and also on their school adjustment (Mugnaini, Lassi, La Malfa & Albertini, 2009; Usai, Viterbori & Alcetti, 2007). Interaction among social, environmental and cognitive abilities contribute to child's adjustment or maladjustment they experience in their lives. While on the other hand, some individuals with LD adjust so well in their life and enjoy success against the odds because of their emotional resources and resilience

(Lackaye & Margalit, 2006, 2008). Beside these the gap is present and few studies have analyzed the impact of children's temperamental characteristics on the way they cope with learning difficulties, social, emotional, and behavioral development (Bender, 1987; Gregg, 2011; Teglasi et al., 2004).

1.1 Rationale

Increasing incidence of this problem needs attention. Although paramount of literature is present addressing the learning disabilities but the majority has focused on the problems it creates in academic success or career and less attention is paid to the temperamental, behavioral and social issues which are to the much extent present in children with learning problems. Majority of researches concerning learning disabilities belong to western countries. In Pakistan, the phenomenon of learning disabilities is quite under researched, so far it needs a broader and more elaborative understanding to develop. The available literature only focuses the prevalence (Ashraf & Najam, 2020) and gender differences (Ashraf & Najam, 2017) in children with learning disabilities while the associated intrapersonal and interpersonal factors i.e., temperament, problem behaviors, and social and adaptive functioning have been largely ignored. Problem behaviors most of the time are comorbid with learning difficulties and in many instances are exacerbated by their repeated failure caused by these disabilities. This disturbance does not remain stick to just learning, academic issues but it covers and spreads to other domain of life including self, work, family, friends and other social ties.

Developmental changes physical changes, cognitive adjustments and deep emotional changes occur as the child grow up. It became little more challenging if the children are having the any kind of disorder and struggle to compete and perform at the same level with their peers which may result in negative psychological issues such as stress or loneliness (Asher & Paquette

2003; Locke et al. 2010; Whitehouse et al. 2009). It is difficult for both the parents and child because both are confused and uncomfortable and did not know how to handle these transformations and problems of this stage. Children with disabilities often lag behind their typically developing peers psychosocially. Lack of cognitive, behavioral or social competence is reason that child with disabilities could not establish friendships, develop an identity, and evaluating their familial relationships in contrast to their typically developing peers.

Temperament is one of contributing factor to learning disabilities, children perceive themselves different from the other same age group or gender. This difference of self- perception creates a lot of emotional and behavioral problems and adaption issues at later stages of development. Addressing these domains along with academic will prove to be beneficial and help them to go well and successful along with disabilities. Social adjustment or social and adaptive functioning is another important aspect highlighted in current study. The children having learning disabilities often have poor social and adaptive functioning. Social skill deficits gain prominence because of their potential to adversely affect, not only the social domain but also the educational domain (LaGreca & Stone, 1990). In concluding review of their work with learning disabilities, Hazel and Schumaker (1988) suggested that, "social problems are a reality for a significant number of LD youths" (p. 337). That is why assessment of nature and extent of deficits in social and adaptive functioning is important. Determination of social functioning is also one the criteria in diagnosis of most disorders (Hazel & Schumaker, 1988). For designing any intervention plan and skill training requires that type of deficits should be identified to highlight the particular areas in which remedial intervention and skills training are required because it provide the baseline for current problem and criteria against which improvement over time can be checked (Hazel & Schumaker, 1988).

1.2 Statement of Problem

Increasing incidence of this problem needs attention. Although paramount of literature is present addressing the learning disabilities but the majority has focused on the problems it creates in academic success or career and less attention is paid to the temperamental, behavioral and social issues which are to the much extent present in children with learning problems. Majority of researches concerning learning disabilities belong to western countries. In Pakistan, the phenomenon of learning disabilities is quite under researched, so far it needs a broader and more elaborative understanding to develop. The available literature only focuses the prevalence (Ashraf & Najam, 2020) and gender differences (Ashraf & Najam, 2017) in children with learning disabilities while the associated intrapersonal and interpersonal factors i.e., temperament, problem behaviors, and social and adaptive functioning have been largely ignored.

1.3 Research Objectives

- To explore the relationship between temperament, social and adaptive functioning and emotional behavioral problems among the children with learning disabilities.
- To study the impact of temperament on problem behaviors among children with learning disabilities
- To study the moderating role of social and adaptive functioning in relationship between temperament and problem behaviors among children with learning disabilities.
- To explore the group differences across demographic variables.

1.4 Research Questions

Q1: How does temperament effect the problem behaviors in children with learning disabilities?

Q2: What role social and adaptive functioning plays between temperament and problem behaviors?

Q3: Does the social and adaptive functioning predicts the problem behaviors?

1.5 Null Hypothesis

H1: There is a no relationship between difficult temperament difficult (shyness, fear, frustration, aggression, depressive mood) and problem behaviors among children with learning disabilities.

H2: There is a no relationship between difficult temperament (shyness, fear, frustration, aggression, depressive mood) and social and adaptive functioning among children with learning disabilities.

H3: There is a no relationship between easy temperament (attention, affiliation, activation control, inhibitory control, surgency) and social and adaptive functioning among children with learning disabilities.

H4: There is a no e relationship between easy temperament (attention, affiliation, activation control, inhibitory control, surgency) and problem behaviors among children with learning disabilities.

H5: There is a no relationship between problem behaviors and social and adaptive functioning among children with learning disabilities.

H6: Difficult temperament (shyness, fear, frustration, aggression, depressive mood) do not leads to the development of problem behaviors among children with learning disabilities.

H7: Easy temperament (attention, affiliation, activation control, inhibitory control, surgency) is not associated with decreased behavior problems among children with learning disabilities.

H8: Social and adaptive functioning do not buffer the impact of difficult temperament (shyness, fear, frustration, aggression, depressive mood) on problem behaviors among children with learning disabilities.

H9: Positive social and adaptive functioning do not boost the impact of easy temperament on problem behaviors among children with learning disabilities.

1.6 Conceptual model of study

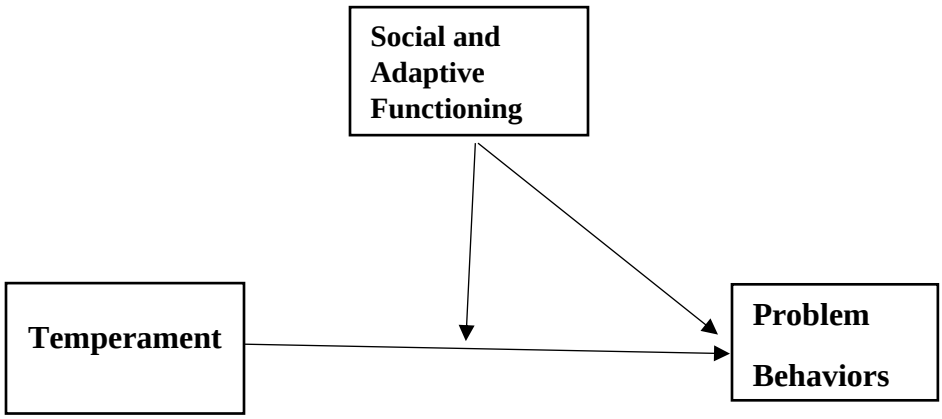

Figure 1. Conceptual model of study showing moderating role of social and adaptive functioning between temperament and problem behaviors.

1.7 Significance of Study

Prevalence of learning disabilities has been increased dramatically in the past 20 years (Asher & Paquette 2003). Higher percentage (34%) of students ages 3–21 received special education services for special learning disabilities than any other type of disability under IDEA *(*Individuals with Disabilities Education Act, 2018*).* In Pakistan recent study (Ashraf & Najam,

2020) has reported the 39% prevalence rate of learning disabilities including 33% dyslexia, 48% dysgraphia and 45% dyscalculia symptoms. They also reported co-morbidities between these disabilities such as 30% of comorbidity between dyslexia and dysgraphia symptoms, 26 % comorbidity between dyslexia and dyscalculia and 36% comorbidity between dysgraphia and dyscalculia symptoms. High prevalence of learning disabilities in Pakistan is alarming condition (Ashraf & Najam, 2020) and there is lack of understanding about severity of this problem among general population and also at state level. Another problem is unavailability of psychological help at initial stages of schooling for diagnosis of learning disabilities. Therefore, there is great need to pay the serious attention and deal with this issue.

1.8 Methodology

Several principles have been applied in incorporating relevant research. We first searched the principal academic databases for keywords. we focused on theoretical perspectives and future directions. For instance, only published papers were examined. Every research topic on the concordance of values tends to have specific theoretical perspectives. We looked at the studies according to different themes, which not only clarified the background and results but the congruence of values. This also helped the discussion of the underlying theoretical evolution. examining each theme, we first presented the theories and then examined the empirical results of see how these theories were confirmed or challenged. After these discussions, gaps in research and future directions were identified.

1.9 Delimitations

This study was only conducted with children of learning disability such as dyslexia, dyscalculia and dysgraphia. Children with specific learning disabilities were being identified using the Colorado

Learning Disability Questionnaire to identify the presence of different learning disabilities among the respondents.

1.10 Operational definition

1.10.1. Temperament. Temperament is individual difference in reactivity to stimulation and pattern of attentional self-regulation (Rotbart, 2006). Temperament was divided into easy and difficult temperamental traits. Easy temperament includes activation control, attention, affiliation, inhibitory control and surgency. High on these subscales means children is high in easy temperamental traits. Difficult temperament includes subscales of fear, frustration, aggression, depressive mood and shyness. High scores on these subscales indicate that child is with difficult temperamental traits.

1.10.2. Social and Adaptive Functioning. These are the set of behavioral skills that people use when dealing with environment they confront (Jain, 2012). It includes four subscales School performance, Peer relationships, Family relationships, Home duties/self-care. High score on these subscales means that children had better social and adaptive functioning.

1.10.3. Problem Behaviors. Any behavior pattern which is above or below the norms of particular age or level of development is considered as problematic behavior (Emerson, 2001). It includes six dimensions i.e., Anxiousness, Academic Problems, Fear, Social with drawl, Feeling of rejection and Somatic complaints. High score on separate dimension shows that children is showing problem behaviors in that particular domain.

CHAPTER 2

2. REVIEW OF LITERATURE

Students with Learning Disability (LD) are commonly identified through difficulties in academic work, mainly reading, writing, and/or calculation (American Psychiatric Association, 2013). The usual emphasis has been laid upon the areas of reading, writing or counting, while little attention had been paid to the temperament, emotional and social aspects (Butler & Silliman, 2008; Elias, 2004; Schiff & Joshi, 2016). According to the statistics of United States Department of Education (2004), specific learning disability is reported as the most common and emotional disturbance as the fourth most prevailing problem in special education category. Among students benefiting from the special education services, 48.3% receive diagnosis of specific learning disabled and 8.1% receive diagnosis of severely socially and emotionally disturbed. An estimated 25% of students with specific learning disabilities also show comorbid social and behavioral problems (Barkley & Mash, 2003). The research has generally reviewed broad positive and negative social developmental outcomes associated with learning disabilities. Other studies have explicitly addressed the question of the influence of temperament on particular types of social developmental outcomes as displayed in specific contexts (Wiener & Schneider, 2002). It allows the more insight about the interaction of temperament with social factors which drive development of children.

2.1 Learning disabilities

Learning Disabilities Association of Canada (2015) defined Learning Disabilities as “a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning”.

Learning disabilities are not the learning problems that result from the hearing, visual or physical handicap and neither caused by environmental factors, intellectual disability and economic pitfalls (Kumar, 2018). Rather learning disabilities are caused by neurobiological factors that influence the functioning of central nervous system related to learning. These problems of cognitive processing can interfere with basic skill learning such as reading, writing and/or doing maths (Bhandari & Goyal, 2010). Other deficits associated with learning disabilities are the deficit in organization, planning, abstract reasoning, long or short-term memory and attention. It is important to understand that learning disabilities affect the person's life beyond academics and can impact their relationships with family, friends and at workplace as well (Bhandari & Goyal, 2010).

Early schooling is the time when signs and symptoms of learning disabilities that is problem with reading, writing, mathematical difficulties can be identified. However, some individuals do not receive an evaluation until they are in post-secondary education or adults in the workforce (Bhandari & Goyal, 2010). Moreover, some individuals having learning disabilities may never receive diagnosis and go through life, never knowing the reason why they have difficulties in relationships, studies, friends or at job (Islam, Islam, Mridha, Saha & Sultana, 2015). Although, learning disability is not the intellectual disability and people with learning disabilities usually have an average or above average level of intelligence but still are unable to attain the skill level expected from the individuals of similar age. There always remain a gap between their potential and actual success.

A learning disability is lifelong challenge and cannot be cured. However, with appropriate support and intervention, people with learning disabilities can achieve success in school, at work and in their relationships with others and community (Keogh, 2003). LD may also be of different levels that is mild, moderate or severe and students with learning disabilities differ in their coping

skills as well. Despite these differences, one common characteristic of all the types of learning problems is that it always begins in childhood and is a life-long condition.

2.1.1 Types of LD

Learning disabilities is the umbrella term including many different specific learning disabilities. National Institute for Child Health and Human Development (NICHD,2003) outlined some most common categories of LD such as dyslexia, dysgraphia and dyscalculia.

2.1.2 Dyslexia. The DSM5 defines dyslexia as "problems with accurate or fluent word reading, poor decoding, and poor spelling 'that must have persisted for at least 6 months, despite the provision of interventions that target those difficulties" (p. 66). Dyslexia is language-based reading disability. For majority of children having LD reading is primary area of difficulty. The cognitive process that are involve in acquisition of reading skills are significantly disrupted in dyslexia (Siegel & Mazabel, 2014). Reading disability includes the problem with spelling, speech sounds and decoding skills (Pullen, Lane, Ashworth, & Lovelace, 2017).

It hinders the person's ability to hear and manipulate sounds in words as well as the ability to read and spell words accurately and fluently. Children with this deficit often experience the strain to understand what they read as well as develop vocabulary at a slower rate (Handler & Fierson, 2011). Other symptoms include confuse order of letters (such as writing 'b' instead of 'd'), difficulty in carrying sequence, organization and planning trouble. Dyslexia is most common form of learning disability and 70 to 80 % of students experience problem in this domain (Ashraf & Najam, 2017).

2.1.3 Dysgraphia. Dysgraphia is writing difficulty and is more than having poor handwriting. This is the shortfall of motor skills related to memory, grammar, vocabulary retrieval, thinking skills and difficulty to put thought on paper (Handler & Fierson, 2011). It occurs when

existing brain pathways are disrupted and children had the difficulty in acquiring writing skills despite adequate learning opportunity and cognitive potential (Chung, Patel & Nizami, 2020). Omitting words, incorrect word order, multiple spelling errors and poor organization of sentences are other reported symptoms. Generally, the people with dysgraphia are good and more fluent in speaking than writing. Hand writing problem due to dysfunction in motor coordination is excluded from criterion of dysgraphia (APA,2013). It was recently estimated that significant proportion of children (7–15%) suffer from dysgraphia but still this disorder had gained lesser attention from researchers (Dohla & Heim ,2016)

2.1.4 Dyscalculia. Dyscalculia is disability related to mathematics and calculations. The people with this deficit struggle with basic number sense and early number concepts as well as have difficulties with equations, values and understanding math reasoning (Emerson, 2009). Although mathematical disability is comparatively less investigated and less documented form of disability as compared to other form of learning disability. Barbaresi et al., (2005); Shalev, Manor, & Gross-Tsur, (2005) reported the 7% of students who are suffering from dyscalculia.

2.2 Temperament

Temperament refers to individual differences in behavioral style that are visible from the child's earliest years. More specifically, temperament can be defined as the individual differences in emotional, motor and attentional reactivity to stimulation, and in patterns of behavioral and attentional self-regulation (Sanson, Smart, & Hemphill, 2002). It is biological way of responding to environment and deals with behavior such as persistence, energy level and intensity of emotions (Thomas & Chess, 1977). Degree of emotion stimulation is influenced by person's temperament. Both positive and negative emotions are ingrained in different biological systems but their affect

and excitation are temperamentally rooted (Depue, 1996). Different dimensions of temperament speculate psychological difficulties (i.e., emotionality and social orientation). It bothers child's relationships with others (teachers and peers) because temperament affect how they confront others and had a considerable impact on their later social adjustment (Buonomo, fiorilli, Geraci & Pepe, 2017). Many researchers argue that children are born with natural style of reacting to and interacting with people, places and things. There is a difference of opinion among researchers over whether temperaments are inborn or develop early in life through an interaction of environmental and genetic components. However, it is a child's behavioral style and it is central to understand and learn about different temperaments because it affects the relationship between child and parents as well as his or her relationship with outer world (Shiner et al., 2012). Although the dimensions of temperament generally remain stable over the school years, some authors have also observed that individual changes can take place when children try to calibrate with their parents' expectation about expression of their temperament (Kagan & Snidman, 2009; Kagan et al., 2007; Rothbart, Sheese, Rueda, & Posner, 2011)

Thomas and Chess (1977) claimed that either the child's expression of temperament is adequate or not could be determined by response of immediate environment (i.e., from parents and family, school, or peers). The more favorable responses will help the child better adapt to his or her environment (Schermerhorn, Bates, Puce, & Molfese, 2015). Early difficult temperament may increase involvement in challenging behavior in young children as it is early emerging, biologically-based individual differences in attention, affect, and motor responses (Shiner et al., 2012). Three higher-order dimensions (Chetcuti, Uljarević, & Hudry,2019; Mervielde & Asendorpf, 2000) of temperament (negative affectivity, effortful control and surgency) relate theoretically to the characteristics that underlie personality in later-life (De Pauw & Mervielde,

2010; Shiner & Caspi, 2003). Negative emotionality is the tendency towards negative emotions including worry, frustration, sadness, and anger. Effortful control encloses the ability to shift attention and inhibit one's inappropriate emotions and dominant responses (Wang, Chassin, Eisenberg & Spinrad, 2015; Zentner & Shiner, 2015). Surgency-extraversion dimension refers to sociability versus social inhibition and energy/activity level. It is the ability to draw the pleasure from activities of life (Evans & Rothbart, 2007; Rothbart & Bates, 2006). Negative affectivity and effortful control both have been found to linked with a variety of problematic behaviors (De Pauw & Mervielde, 2010; Muris & Ollendick, 2005; Shiner & Caspi, 2003), including hyperactivity, aggression, and defiance (Eisenberg et al., 2001; Eisenberg et al., 2005; Eisenberg et al., 2009; Hartley, Sikora, & McCoy, 2008; Mazefsky et al., 2013; Supplee, Skuban, Shaw, & Prout, 2009). However, the impact of surgency on behavior of children is more diverse (Davis & Suveg, 2014), such that lower is associated with shyness or fear (Kim, Walden, Harris, Karrass, & Catron, 2007) and higher (Degnan et al., 2011) levels have been connected with child externalizing problems (aggression).

Thomas, Chess, Hertzig and Korn (1963) had a landmark contribution in research on temperament and in their pioneering work, they identified nine dimensions of temperament on which infants and young children could vary. These categories were (1) activity level, which is motor component present in a given child's functioning, (2) rhythmicity, which has to do with the predictability or unpredictability in time of any task, (3) approach or withdrawal, which is concerned with the initial response to a new stimulus, for example a new food, a new toy, or a new person, (4) adaptability, this dimension pertains to the ease with which child modifies or alter situations in desired directions, (5) threshold of responsiveness, which is concerned with the intensity level of stimulation necessary to evoke a perceptible response, (6) intensity of reaction,

predict energy level of response irrespective of its quality or direction, (7) quality of mood, pertains to the degree of pleasant, joyful, and friendly behavior as contrasted with unfriendly and unpleasant behavior, (8) distractibility, which deals with the extent to which extraneous environmental stimuli interferes with ongoing behavior and alter its direction, and (9) attention span and persistence, which can be defined respectively as the length of time a particular activity is pursued by the child and the continuation of an activity in the face of obstacles.

2.2.1 Dimensions of Temperament. On the basis of analysis of their quantitative research Chess and Thomas (1985) noted that specific combinations of these temperament categories yield three fundamental temperament types.

- ***The Easy Child*.** They adapt to new experiences easily**,** generally have a positive mood, quickly establish routines in infancy.

- ***The Difficult Child*.** Difficult child tends to react negatively to novel things and cry frequently, difficult for him or her to engaging in irregular routines and is slow to accept new experiences.
- ***The Slow to Warm up Child*.** Exhibit a low activity level, is somewhat negative, displays low flexibility and present a low potency of mood.

While some temperament dimensions including high social orientation, high positive emotionality and low negative emotionality (Janson & Mathiesen, 2008; Smith & Prior, 1995) have been identified as protective factors. In contrast those considered as risk factors for social functioning and adaptation (Kochanska, Murray, &Harlan, 2000; Posner & Rothbart, 2000; Rothbart, 2015) includes high negative emotionality and result in both internalizing and externalizing problems (Gracioli & Linhares, 2014; Oldehinkel, Hartman, de Winter, Veenstra, &

Ormel, 2004; Sanson, Hemphill, & Smart, 2004). Several studies have suggested that temperamental traits are shaped by a combination of both genetic and environmental factors in early developmental years and throughout the school years (Eisenberg, Fabes, Guthrie, & Reiser, 2000; Martel & Nigg, 2006; Rothbart & Bates, 1998; Zentner & Bates, 2008). Temperament does not directly lead to specific behavioral expressions, but more influenced by the environment in which children are brought up (Al-Hendawi, 2013). In case if children experience LD in unfavorable environment, then negative temperament characteristics pave the way for psychological outburst and maladjustment. Overall, with regard to the school failure of children with LD, greater difficulty might be expected in children having temperamental characteristics of low self-control, negative emotionality and high impulsivity (Al-Hendawi, 2013).

2.3 Social and adaptive functioning

Nihira, Leland and Lambert (1993) defined Adaptive behavior as "*skills used by an individual to meet personal needs as well as deal with the natural and social demands in one's environment including skills needed to independently care for one's personal health and safety, dress and bathe, communicate, display socially appropriate behaviors and academic skills, effectively engage in recreation and work, and to engage in community life*."

Social adaptation occurs when individual psychologically confirm to the changes occurring according to norms of society (Jain, 2012). It necessitates an acceptance not only by others but also by self. It also requires continuous contact with one's own self, others and the environment (Osa-Edoh & Iyamu, 2012) to adapt and achieve balance between self and environment. This mutual influence of person and environment is important in growth processes and developing positive relationships at different stages of life (Abdullah, 2001). It is clear that the individual's social adaptation leads to the balance in his relationship with world and also help in exploring his energies and abilities to the possible extent (Mayahi & Kadhim, 2010). Researchers are of the

opinion that in order to meet the demand of changing environment, it is important for a healthy and fully functional individual to develop the ability of attainting acceptance by both self and others (Jain, 2012).

Important aspects within the domain of social development include social competence, peer relationships and family relationships. The key to healthy social development during childhood is to develop and maintain close friendships (Bagwell, Newcomb, & Bukowski, 1998). Children often shows increased inclination towards their peers, which ultimately depend on their social competence in order to establish good interpersonal relationships (Schneider & Wiener 2002). Research has reported that students with LD are less likely to be socially accepted than their counterparts and more socially rejected (Roberts & Zubrick, 1993; Schneider & Wiener 2002). Children with learning disabilities usually show poor interaction and low warmth toward others while making friends (Wiener & Schneider, 2002). In addition, they are reported to be more aggressive or disruptive by their peers and more likely to show attention-seeking behaviors towards their teachers (Pearl, Donahue, & Bryan, 1986). Longitudinal research also indicates that early peer rejection predicts elevation in aggression during childhood (Dodge et al., 2003). More over friendships with children of problematic behavior may also further their disruptions (Berndt, Hawkins, & Jiao, 1999).

Although the majority of research on social development focuses on the peer group, the influence of family relationships could not be overlooked. Increased parent–child conflict is associated with decline in intimacy and in the amount and quality of time parents and children spend together (Dishion & Van Ryzin, 2011). However, the protective role of family relationships continues to be important during childhood. A strong sense of connection and devotion with family is associated with better social development, enhanced school performance, and involvement in

fewer risk taking activities such as drug use as compared with those who did not report a strong belongingness with family (Perry, 2000; Resnick et al., 1997). Research has also suggested an obvious relationship between social adaptation of children with learning disabilities and family conflicts (Feagans, Merriwether & Haldane, 1991; Oliver, Cole, & Hollingsworth, 1991). Green (1990) connotes that a problematic parental monitoring coupled with behavioral uncertainties in the home is related to adaptation problem for children with LDs. Similarly, longitudinal studies of aggressive children have shown that families with violent delinquent children were observed to have poorer discipline, less cohesion, and less parental engagement in their child's life than families of nonviolent children (Gorman-Smith, Tolan, Zelli, & Huesmann, 1996).

2.4 Problem behaviors

Challenging behavior was defined by Royal College of Psychiatry as:

"Behaviour of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion".

Any behavior pattern which is above or below the expected norm for particular age and level of development is considered challenging or problematic behavior (Emerson, 2001). Likelihood of problematic behavior primarily depend on particular context or situation in which they occur (Emerson & Einfeld, 2011). For example, behaviors such as shouting and jumping are acceptable at a rock concert but not in a library. Problem behaviors include self-injury, physical or verbal aggression, non-compliance, disruption of the environment, inappropriate vocalizations, and various stereotypies. These behaviors can impede learning, restrict access to normal activities and social opportunities, and require a considerable amount of both human effort and financial

resources to manage effectively (Sudhalter, 2001). Problematic behavior in many instances can be interpreted as ineffective coping strategies used by young person, with or without learning disability (Langridge, 2007). Problem behaviors includes emotional and problem behaviors in this study. It is broadly defined into two categories, internalizing behavior and externalizing behavior problems.

Externalizing behavior problems are directed outward or towards others and are considered unacceptable within the social settings. These behaviors include aggression (Achenbach, 1991), violence, delinquency (Achenbach, 1991), defiant and criminal behaviors (Jianghong, 2004). This inability to behave in accordance with the rules of society or other social setting may also cause danger to others (Achenbach, 1991). In contrast those that are not easily observable and directed towards self are considered as internalizing behavior problems (Liu, 2004). The child may hurt himself or herself and examples include depression, social with drawl, low self-esteem (Ollendick, Short, & Sander, 2008), negative self-talk and increased dependency upon others (Perle et al., 2013). These behaviors may result due to withholding of emotions or expressing emotions less frequently than desired. Excessive dependency of children upon others during early childhood make children shy in their interpersonal interactions and he or she expresses pessimism. Such instances are believed to be signs of developing internalizing behavior problems later in life (Hane, Fox, Handerson, & Marshall, 2008; Janson & Mathiesen, 2008).

It is believed that both physiological developments within the brain along with social or environmental factors act as contributors towards problem behaviors (Sudhalter, 2001). Behavior problems are associated with a disturbance in personal, social, and academic lives particularly in children (Sudhalter, 2001). This hampers the social interaction of children with family, peers and individuals may suffer from social withdrawal (Sudhalter, 2001). Along with physiological and

social factors parenting styles have also found to be associated with development of problematic behaviors during early childhood (Bayer, Hemphill, & Sarrson, 2006). Literature reveals immense role of family and peers in development of problem behaviors (Sameroff & Mackenzie, 2003). Criminal behaviors are also expected to increase as a result of severe problem behaviors because such an individual pays little attention to the norms of society (Rottenberg, Kasch, Gross, & Gotlib, 2002).

It is also broadly recognized that children with learning disabilities are more prone to develop problematic behavior such as difficulty in positive social interactions and verbal and non-verbal aggressive behaviors (Cullinan, 2002; Gresham, 1988) destructive and disruptive behavior, self-harm, frustration, lack of motivation and withdrawal from school (Fuchs & Fuchs, 2006). About 10% of population with LD may also show somatic symptoms such as migraine and stomach pain (Mugnaini, Lassi, Malfa, & Albertini, 2009), while children more evidently express anxiety and depressive symptoms (Bender, Rosenkrans, & Crane, 1999; Margari, et al., 2013).

2.5 Related researches

The research on the role and relationship of temperament with positive social functioning conducted by Eisenberg and colleagues (2002) in their series of research, highlighted the importance of self-regulation for prosocial behaviors. High negative emotionality was found to be a risk factor for low social functioning. They suggested that children with temperamental interactions of highly emotionality and poorly self-regulation had the lowest levels of social functioning. Individual differences in temperament facets were associated with social functioning of child in his or her environment. Such an association have also been demonstrated between temperament and deficits in social competence (Eisenber, Fabes, Guthrie, & Raiser, M., 2002; Sanson, Hemphill, & Smart, 2004), temperament and academic achievement (Bramlett, Scott, &

Rowell, 2000; Cardell & Parmar, 1988) and between social competence deficit and LD (Morrison & Cosden, 1997; Nowicki, 2003; Swanson & Malone, 1992). Harrison and Oakland (2003) found that students with LD often display the deficits in general adaptive functioning, academics, and social skill. While the Sparrow, Balla and Cicchetti, (2005) also reported the deficits in adaptive behavior and communication skills of children with LD. More specifically in children with learning disability cognitive deficit in acquiring or learning, difficult temperament and negative emotionality have been associated with less organized, and less accurate cognitive regulation which, on other hand, were associated with adjustment problems (Lohr, Teglasi, & French, 2004). Social competence, and adaptation are influenced by temperament and also had effect on temperament. They act as buffer and moderates temperamental reactivity and increase higher self-control and improves the behavior (Eisenberg, Fabes, Guthrie & Reiser, 2002).

Research on social functioning in children with LDs has shown that students with disability experience significant levels of discomfort and stress during shared social activities. They often feel more loneliness and peer rejection in situations they cannot manage effectively (Al-Yagon, 2007; Feldman, Davidson, Ben-Naim, Maza, & Margalit, 2016; Firth, Greaves, & Frydenberg, 2010; Lackaye & Margalit, 2006). Sharabi and Margalit (2011) reviewed studies on the socioemotional dimensions of children with LD and reported that students with LD often feel lonelier than their peers, experience peer rejection, and exhibit multiple difficulties in social participation (Al-Yagon, 2007; Bauminger & Kimhi-Kind, 2008). This coincides with a broader literature that children with LDs frequently present compromised affective and social functioning, experiencing states such as social isolation, depression, and anxiety (Bryan, Burstein, & Ergul, 2004; Lackaye, Margalit, Ziv, & Ziman, 2006; Maag & Reid, 2006; Manassis &Young, 2000; Terras, Thompson & Minnis, 2009). Other researches have indicated that problem behaviors in

children with LDs include hyperactivity and low self-control than their typically achieving peers (Kavale & Forness, 1996; Lindsay & Dockrell, 2000; Pastor, Reuben, & Duran, 2012; Sorour, Mohamed, & El-Maksoud, 2014). Furthermore, children with LDs when compared with normal peers, experience greater difficulty in family relationships and friendships. Moreover, they also reported high social anxiety and social inhibition, higher levels of emotional stress and an increased risk of being bullied or teased (Margalit, 2003; Schmidt, Prah, & Cagran, 2014; Singer, 2005; Sorensen et al., 2003; Wong, 2003). Children who experience negative feelings about themselves caused by peer rejection and school failure may acquire maladaptive forms of coping, such as aggression and antisocial behaviors in an attempt to restore a sense of self-worth. (Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005; Vermeiren, 2003). These findings were later confirmed by Fite, Schwartz, and Hendrickson (2012), who found that rejected children in addition with low academic achievement tended to display high levels of aggressive behavior in class. Furthermore, if rejected children didn't find socially competent playmates, they will less likely learn the social skills needed to be successful, and the peer group as a whole will reject them. In addition, the school performance of rejected children declines over time (Flook, Repetti, & Ullman, 2005) because peer academic distinction contributes to the development of students' academic self-concept and academic skills (Gest, Domitrovich, & Welsh, 2005; Gest, Rulison, Davidson, & Welsh, 2008). In sum, children with LDs are more likely to develop general difficulties in terms of deficits in social competences during their school years as compared to their peers without LDs.

The previous researches had suggested that children experience a number of problem behaviors in addition to their learning difficulties. Studies conducted in special education addressd the problem behaviors of children with learning disabilities but enough literature is not present

addressing this particular problem. Study conducted by Barkauskien and Bieliauskaite (2002) found that children with learning disabilities exhibit significantly more internal (somatic complaints, isolation, anxiety/depression) and external problems (aggression and delinquency) as well as attention and social problems. Eisenberg, Guthrie, Fabes and Reiser, (2000) reported behavioral dysregulation was predictor of BPs for children with both high and low in negative emotionality, whereas inhibitory control was a significant predictor of BPs only for children high in negative emotionality. These results connote temperament by-temperament interactions, and also highlights the importance of differentiating between behavioral and attentional regulation for the prediction of externalizing outcomes.

Children with LD represent a diverse population with considerable learning and behavioral needs (Morrison & Cosden, 1997; Palombo, 2001). Nevertheless, these children are more at risk of developing psychosocial problems than their peers who do not have LD. Notable for their heterogeneity, both in terms of characteristics and outcomes, some children with LD experience significant social, emotional, and/or behavioral concerns in addition to academic deficits, whereas others seem to possess adequate social functioning (Rourke, 2000). Cohen (2001) describes the role of language as mean to control one's behavior and emotions. Deficit in communication due to language disability occurs because language is mode to label feelings, explain situations and give oneself coping messages (Cohen, 2001). Self-directed talk provides a tool for problem solving and language is the foundation of learning to think before acting. A language disability may hinder the developmental processes of self-directed talk and self-control thus increase the likelihood of impulsive behavior (Cohen, 2001). Furthermore, when children are unable to make themselves understood and have limited language capacity for reconstructing connection, they easily become confuse, frustrated and engage in conflicts. They may experience difficulty in exploring what is

expected of them, have trouble understanding verbal instructions and thus may become non-compliant and show defiant behavior (Cohen, 2001). Morgan, Farkas, Tufis, and Sperling in 2008 and Sahoo, Biswas and Padhy in 2015, reported the higher incidence of problematic behaviors in children with LDs. In a study of twins with and without reading disabilities, those with a reading disability scored higher on behavior disorders (Willcutt & Pennington, 2000). LDs were found to accompany higher risk of attention, conduct, and anxiety disorders (Caroll, Maughan, Goodman, & Meltzer, 2005). Compared with their typical peers, children with reading disabilities reported more depression as well as anxiety (Mammarella et al., 2016). A meta-analysis of studies of children with LDs found that these children scored higher on measures of anxiety (Nelson & Harwood, 2011). Results of longitudinal study (Halonen, Aunola, Ahonen, & Nurmi,2006) showed that problems with reading acquisition predict increasing internalizing symptoms in kindergarten and first grade, whereas in second grade a stronger association was found with externalizing problems. The presence of a relationship between internalizing or externalizing behavior problems and learning problems seems not only to be dependent on the time of assessment, but also dependent on the perspective of judgment. Thus, parents of children with reading disorder reported more internalizing behavior problems, whereas their teachers judged more externalizing problems in the same children (Dahle & Knivsberg, 2013). In general, informant and self-reports seem to correlate at least moderately concerning externalizing behavior. In contrast, internalizing symptoms seem to be underestimated in the informant-report compared to the self-report (Andrae, Klinkowski, Lenz, & Lehmkuhl, 2009).

Although the relationship between LD and problem behaviors is well established, but causal link has been paid a little attention. Unidirectional approaches hypothesize that academic underachievement is cause of problem behaviors (Duncan et al., 2006; Hinshaw,1992; Jordan &

Dyer, 2017). There is also some evidence for the reciprocal influence of reading and behavioral disorders (Halonen et al., 2006; Morgan, Farkas, Tufis, & Sperling, 2008; Trzesniewski et al., 2006). Whether and to what extent the development of problem behaviors in children with LD varies over time is rarely assessed. Thus, certain risk factors, such as LDs and vulnerable developmental stages, such as the transition from home to primary school and from primary to secondary school and their interaction or combination (Symonds & Galton, 2014), may be the predictor of onset of problem behaviors. The results regarding the relationship of LDs and problem behavior and potential underlying factors are mixed. Longitudinal studies addressing particular topic are rare. The current longitudinal project (Horbach & Günther, 2017) traced the development of emotional and behavioral problems in children with and without LDs from kindergarten to fifth grade, as judged by parents. Their preliminary analyses of the data (kindergarten through second grade) showed that there was no significant difference between poor readers and typical readers in their problem behavior in kindergarten. However, rating for problem behaviors increased in poor readers after school entrance (Horbach & Günther, 2017).

Chen, Raine, Soyfer, and Granger (2015), consistently with other authors (Fox, 2004; Hudson, Doyle & Gar, 2009), also reported that behavioral reactivity or inhibition in early childhood is predictive of social difficulties, which may owe to anxiety, depression, and negative self-perceptions. Temperament influences learning because of individual variations in tendencies to persist on tasks, to resist distraction, and to process information effort fully. Gradually these tendencies of minimal information processing limit the depth of knowledge acquired (Rothbart, Sheese, Rueda, & Posner, 2011). Negative emotionality which is one of the dimensions of temperament had an adverse impact on learning. It may leave the individual distracted by preoccupations, disinterested in the learning tasks, ineffective in responding to social

surroundings, or frustrated in response to challenges (Teglasi & Hoffman, 1982). In such situations, fostering positive experiences and interpersonal bonds may be helpful in reverting the negative impact on the development and enable children to better anticipate the resources. However, research on associations between children's temperament characteristics and problem behaviors in children of learning disabilities need more focus (Karreman, de Haas, van Tuijl, van Aken, & Dekovi´c, 2010) to advances our understanding of children's later social adjustment.

2.6 Pathways of Temperament influence on learning and adjustment

Temperament influences outcomes of learning and adjustment of individual in ways that may be described as direct, indirect, bidirectional, and hierarchical (Teglasi & Epstein, 1998).

2.6.1 Direct. A wide range of variability is considered normal in the expression of temperament. However, the extremes temperamental dispositions may be directly expressed in behaviors that may be identified by one or more of the three D's: disrupted learning, development of self and dysfunctional relationships with families, peers or teachers; or distressing emotions. Even when temperamental characteristics such as extremely high negative reactivity are not behaviorally expressed, the stress or distressing emotions that they provoke confer risk for maladaptive outcomes (Strelau, 1995), including school phobia, test anxiety, social withdrawal, somatic complaints, or depressive episodes (Sears & Milburn, 1990). The chronic arousal of intense emotions in the classroom setting hamper learning and social functioning because the child may become overwhelmed (high arousal, over- stimulation) or preoccupied with thoughts to focus on the tasks at hand. For example, a highly reactive child may feel more upset by not knowing the answer when called on than a less reactive peer, and this anxiousness may promote anticipatory stresses that further hinders the performance.

2.6.2 Indirect. The indirect effects arise from the influence of temperament on what draws attention and what is approached or avoided. The tendency to focus selectively either on signals of threat (avoidance motivation) or signals of reward (approach motivation) is associated, respectively, with Behavioral Inhibition System (BIS) and (BAS) Behavioral Activation System (Derryberry & Reed, 1994). A child with learning difficulties and highly active BIS may focus on failure and underestimate the success, whereas a child with an active BAS positively remembers the encouraging experiences and may continue to seek positive goals. Relatively basic attentional biases to signals of failure or threat accompanied with shyness may provide explanation for situation-specific individual differences in reactivity (Teglasi & Hoffman, 1982). Temperament influences learning due to variations in tendencies to persist on tasks, to resist distraction, and to process information effort fully. It makes children disinterested in the learning tasks, ineffective in responding to social surroundings and frustrated in response to challenges which destroys the learning process.

2.6.3 Bidirectional. The concept of "goodness of fit" address the bidirectional influences between the child and the environment (Lerner & Lerner, 1983). A poor fit occurs when a child's temperamental dispositions are at odds with demand of the learning, considered important for development and when behavioral styles elicit negative responses from others (Teglasi & MacMahon, 1990). Temperamental traits that foster poor fit have been referred to as "difficult" because they promote negative interactions. The children with difficult temperaments, particularly negative emotional reactivity, high activity, or low task orientation, may evoke responses from others that maintain or increase their negative reactions and further disrupt behavior or thinking (Walker, Berthelsen, & Irving, 2001). Children high in attributes which are valued in class i.e., task orientation and adaptability to changes were rated by their teachers as more "teachable"

(Bender, 1986). Indeed, among children with LD, temperament was more strongly related to teach ability ratings than were students' cognitive abilities (Keogh, 1983). Further, teacher ratings of their relationships with students predict children's subsequent academic and social development (Hamre & Pianta, 2001; Ladd & Burgess, 2001).

2.6.4 Hierarchical. Temperament is a building block of higher-order competencies, including executive functions and social skills. For instance, peer acceptance is one of the aspects strongly related to the development of social competence, including the ability to understand, use, and regulate emotions appropriately (Cassidy, Parke, Butkovsky, & Braungart, 1992; Hubbard & Coie, 1994). Temperamental assets such as task persistence, emotional self-regulation (including positive emotionality) and resilience (Smith & Prior, 1995) are responsible for more effective coping (Prior, Sanson, Smart, & Oberklaid, 1999). Overall, these attributes contribute to the development of a wide range of competencies that cumulatively enhance the developmental trajectory. Difficult temperamental traits at early age may impede the development of higher order competencies needed to keep pace with increasing demands for self- regulation with advancing age (Rothbart & Ahadi, 1994; Zeidner, Matthews, Roberts, & MacCann, 2003). Among elementary school children, negative emotionality has been associated with less organized, less complex, and less accurate cognitive tasks. This accounted for the learning and adjustment problems among school children (Diamond, Teglasi, & Schmitt, 1995; Lohr et al., 2004).

Theoretical framework

The current study is based on theory of Thomas and chess.

The Thomas and Chess Approach

The New York Longitudinal Study (NYLS) Thomas and Chess, (1977) mount as a leading light in the field of temperament research. They categorized different dimensions of temperament

into group of three that is “difficult”, “easy”, and “slow to warm” temperament. Difficult temperament was defined as withdrawal, negative mood, high intensity of reaction, and inadaptability to change. Easy temperament indicate adaptability to new experiences**,** generally have a positive mood, quickly establishing routines. The slow to warm up temperament style was defined by Thomas and Chess (1977) as low activity level, is somewhat negative, low flexibility and present a low potency of mood. Moreover, Chess and Thomas instigate the concept of “goodness of fit” to explain interplay between environment and temperament and their subsequent impact on adjustment and development. Theory provides the bidirectional relation between child and their environment (Lerner & Lerner, 1983).

The argument presented behind the notion of “goodness of fit” is that optimal development outcomes are more likely to occur under the conditions of a good fit between temperament and environment. Theory suggests the moderating relationship between temperament and social out comes rather than directly predicting socio-emotional outcomes. It provides the context where temperament and the child’s social contexts dynamically moderate each other’s influences on socio-emotional behavior. When the child’s temperament is closely matched to the demands, expectations, and opportunities of the environment, the good fit or maximum development occur. Conversely, if there is mismatch between temperament and environmental characteristics, then there is more likelihood of maladaptive outcomes (Thomas & Chess, 1977). For example, Lerner & Lerner, 1983) discussed evidence exemplifying that better fit between temperament and individual demands either in the classroom or at home was associated with higher school achievement, better child-parent relations, and fewer clinical problems. Poor fit occurs when a child's temperamental dispositions does not go on in hand with the demands of settings, scrutinized as foremost for development and when behavioral styles summons negative responses from others.

Dimension of temperament responsible for poor fit is called “difficult" because they promote negative interactions. The behaviors of children with difficult temperaments, may provoke responses from others that maintain or increase their negative reactions and further disorganize behavior or disrupt thinking. Thus, children with "difficult" temperament often receive negative messages from others, including peers (Walker, Berthelsen, & Irving, 2001), and families (Teglasi & MacMahon, 1990). In contrast, children with positive temperamental characteristics draw more approving responses from other (Rutter, 1987; Thomas & Chess, 1977). Indeed, among children with LD, temperament was more strongly related to teach ability ratings as compared to students' cognitive abilities (Keogh, 1983). Further, teacher ratings of their relationships with students predict children's subsequent academic and social development (Hamre & Pianta, 2001; Ladd & Burgess, 2001). In the design of academic instruction, it is important to consider the child’s characteristics in relation to various task demands and conditions of learning and performance. Case, Speece and Molloy (2003) found that children's responsiveness to an instructional intervention (RTI) does not solely depend on the quality of instruction but also on students' ability to "access" or become engaged with the curriculum. The children's "access" was attributed by the authors to the combine effect of individual difference and the instructional environment. Inference (Case, Speece & Molloy,2003) of this study was congruous with the well- established principle of goodness of fit.

CHAPTER 3

3. RESEARCH MATHODOLOGY

3.1 Research Design

The present study was purported to understand the relationship between temperament and problem behavior among the children with learning disabilities and moderating role of social and adaptive functioning was also examined. Correlational cross sectional research design was used to full fill the purpose of current study. At the initial step of research after taking the permission from authors, Social and Adaptive Functioning Scale for children and Adolescent (CASAFS; see appendix F) was translated and adopted to our national language. Adaptation was done because some items are not relevant to our culture. Likewise, Colorado learning disability questionnaire (CLDQ; see appendix C) and early adolescent temperament questionnaire (EATQ-R; see appendix I) were also translated from English to Urdu following all the steps for translation process. For measuring behavior problems existing and Urdu translated school children problem scale (SCPS; see appendix K) was selected with the consents of the experts' team.

The current was done in two phases. In phase I translation of research scales was completed and in phase II hypothesis testing was done.

3.2 Phase I: Translation of research scales

As the population of interest in current are children with learning disabilities, so research scales Colorado learning difficulty questionnaire (CLDQ, see appendix C), early adolescent temperament questionnaire (EATQ-R, see appendix I) parent report and Social and Adaptive

Functioning Scale for children and Adolescent (CASAFS; see appendix F) were translated to Urdu to make it easy to understand. Translation was carried in following steps:

3.2.1 Step 1: Forward Translation

In step 1 forward translation was done from source language (English) into target language (Urdu).

3.2.2 Bilingual Experts. During this part of study three translators were approached. Experts were selected on the basis of having good clarity, understanding, and proficiency in both source and target language to produce the best level of translation which respondents can easily understand.

3.2.3 Procedure. Translators were personally contacted by the researcher. They were requested to provide the conceptual equivalence of the word, not the literal verbatim translation, and to keep the translation as simple, clear, and concise as possible. They were also requested to avoiding the use of jargons, technical terms, idiomatic phrases, and gender and applicability issues. All Three bilingual experts initially translated the scales from source language (English) to target language (Urdu). The translations obtained from them were compiled and committee approach was conducted.

3.2.4 Committee approach. Committee approach three members; research supervisor and two Ph.D. faculty members. The committee critically reviewed all the translations and those translations that conveyed the best equivalence in native language were retained. A final Urdu version of the scales was prepared for use in indigenous context.

3.2.5 Step 2: Backward Translation

Backward translation from target language (Urdu) into source language was completed in this step.

3.2.6 Bilingual Experts. In order to accomplish the task of backward translation another three bilingual experts were requested to translate the scale from target language (Urdu) into source language (English).

3.2.7 Procedure. Backward translation from English to Urdu was done with help of three experts other than those involved in forward translation. They were also requested to provide the conceptual equivalence of the word, not the literal verbatim of translation. They were asked to avoid technical terms, idiomatic phrases and keep language simple, clear and concise and understandable for common people. The experts were unaware of the original scale. Translations were then compiled with help of bilingual experts.

3.2.8 Committee approach. Committee approach was conducted with same method mentioned above and all translation of scales obtained from experts were submitted to critical analysis. Final draft of backward translation was prepared after analysis and was compared to original English version of scale

3.2.9 Finalization of scales. After the committee approach from backward translation final drafts of Urdu translation of three scales were prepared for use in indigenous context.

3.3 Instruments

Following instruments were used for current study.

3.3.1 Colorado Learning Difficulties Questionnaire (CLDQ).

Learning Difficulties Questionnaire (CLDQ), a 20-item rating scale that was developed to provide a brief screening measure for learning difficulties (Willcutt, Boada, Riddle, DeFries & Pennington, 2011). CLDQ measures five correlated but separable dimensions that were labeled reading, math, social cognition, social anxiety, and spatial difficulties. This scale may provide a

useful method for screening of learning difficulties in both research studies and clinical settings. CLDQ was 5-point Likert scale with response range 1 (not at all), 2 (rarely), 3 (sometimes), 4 (frequently), 5(always). Reliability of scale as reported by Willcutt and colleagues (inter-rate=.44 - .78, test-retest= .52 - .75) was within acceptable range. Reliability of subscale Reading was reported as .90 (Willcutt et al., 2011) with 6 items (1, 2, 3, 4, 5, 6). Subscale Social Cognition contains 4 items (7, 8, 9, 10) with reliability of .86. Subscale Social Anxiety contains items (11, 12, 13) with reliability of .82 (Willcutt et al., 2011). Subscale Spatial contains 4 items (14, 15, 16, 17) with reliability of .85 (Willcutt et al. 2011). Subscale Math contains 3 items (18, 19, 20) with reliability of .80 (Willcutt, et al., 2011). Scale was translated to Urdu langue for use in present study.

3.3.2 Early Adolescent Temperament Questionnaire (EATQ-R) Parent Report.

For the present study short and revised form of early adolescent temperament questionnaire parent report comprised of 65 items was used (see appendix H). This scale was developed by Rothbart and Ellis in 1992. The revised instrument contained 10 scales (Activation control, Attention, Affiliation, Surgency Shyness, Fear, Frustration, Inhibitory control, Aggression and Depressive mood) designed to measure self-regulation, reactivity, and emotionality, as well as the two social-emotional scale.

EATQ-R is five-point Likert scale with response range of 1 (almost always untrue) to 5 (almost always true). Subscale of Activation control contains 7 items (3, 5, 14, 17, 36, 38, 48). Coefficient alpha for this scale was reported as .66 (Rothbart & Ellis, 1992). Subscale of Affiliation had coefficient alpha value .82 (Rothbart & Ellis in 1992) and is comprised of 6 items (12, 13, 18, 24, 43, 51). Subscale of Aggression comprised of 7 items (2, 11, 19, 32, 42, 25, 41) and reported coefficient alpha was .71(Rothbart & Ellis, 1992). Attention subscale consist of 6 items (15, 22,

35, 39, 49, 60) and value of alpha reliability for this scale was .65 (Rothbart & Ellis ,1992). Subscale of Depressive mood contains 5 items (7, 10, 26, 33, 52) and coefficient alpha for this scale was estimated as .76 (Rothbart & Ellis, 1992). Subscale Fear comprised of 6 items (1, 30, 48, 53, 55, 61) and coefficient alpha was found to be .69 (Rothbart & Ellis, 1992). Frustration subscale had reliability coefficient .74 (Rothbart & Ellis in 1992) and consist of 6 items (20, 21, 31, 45, 57, 58). Subscale Inhibitory control comprised of 5 items (6, 8, 23, 47, 59) and coefficient alpha was found to be .86 (Rothbart & Ellis, 1992). Subscale Shyness comprised of 5 items (27, 44, 50, 54, 62) and coefficient alpha was found to be .72 (Rothbart & Ellis, 1992). Subscale Surgency comprised of 9 items (4, 9, 16, 28, 29, 34, 37, 40, 50) and coefficient alpha was found to be .70 (Rothbart & Ellis, 1992). The scale also contains 16 reverse coded items (3, 6, 8, 9, 14, 22, 23, 27, 33, 35, 42, 46, 49, 50, 54, 56). The scale was translated to Urdu langue (see appendix I) for use in present study.

3.3.3 Social and Adaptive Functioning Scale for Children and Adolescents (CASAFS).

This self-report measure consists of 24 items and was developed in 2002 for measuring the social functioning of children and adolescents. CASAFS (see appendix E) measures the social functioning in four major walks of life school performance, peer relationships, family relationships and home duties/ self-care (Price, Spence, Sheffield & Donovan,2002). This is 4-point Likert scale ranging from of 1 (never), 2 (sometimes), 3 (often), and 4 (always). The reported alpha reliability was .81 for the scale as a whole (Price et al., 2002). For subscale School performance alpha coefficient was .81(Price et al.,2002) and it contains 6 items (1, 5, 9, 13, 17, 21). Peer Relationships subscale had alpha coefficient .69 (Price et al.,2002) and contains 6 items (2, 6, 10, 14, 18, 22). Subscale of Family Relationships had alpha coefficient .74 (Price et al., 2002) and it contains 6

items (3, 7, 11, 15, 19, 23). Subscale of Home Duties/Self-Care contains 6 items (4, 8, 12, 16, 20, 24) with alpha coefficient .69 (Price et al., 2002). Scale had four negatively worded items (Items 17, 18, 19, 22) which require reverse-scoring before calculation of the total and subscale scores. High scores on the scale indicates the high level of social and adaptive functioning. Scale was also translated into Urdu (see appendix F).

3.3.4 School children's problems scale (SCPS). School Children's Problems Scale (SCPS; see appendix K) was used in the present study to measure problem behaviors of children with learning disabilities. The scale was developed by Saleem and Mehmood in 2011 and comprises of 44 items. It is 4-point Likert scale ranging from 0 = not at all to 3 = Extremely common. SCPS consists of six subscales namely Anxiousness, Academic Problems, Aggression, Social Withdrawal, Feeling of Rejection and Psychosomatic Complaints. High scores on each subscale predict that the adolescent has the high level of that problem. SCPS was found to be a reliable (test-retest reliability = 0.79 and split half reliability = 0.89) and a valid scale with acceptable psychometric properties (Saleem & Mehmood, 2011). Subscale of Anxiousness had coefficient alpha value .87 (Saleem & Mehmood, 2011) and is comprised of 12 items (6, 19, 20, 25, 26, 27, 28, 31, 35, 38, 39, 42). Subscale of Academic problems includes 8 items (3, 9, 16, 21, 32, 36, 40, 43) and reported coefficient alpha was .84 (Saleem & Mehmood, 2011). Aggression subscale consists of 9 items (1, 2, 5, 8, 10, 11, 12, 17, 44) and value of alpha reliability for this scale was .84 (Saleem & Mehmood, 2011). Subscale of Social with drawl contains 6 items (23, 30, 33, 34, 37, 41) and coefficient alpha for this scale was estimated as .83 (Saleem & Mehmood, 2011). Subscale Feeling of being rejection comprised of 5 items (7, 13, 14, 18, 22) and coefficient alpha was found to be .70 (Saleem & Mehmood, 2011). Subscale Somatic complaints had

reliability coefficient .76 (Saleem & Mehmood, 2011) and consist of 4 items (4, 15, 24, 29). Already translated Urdu version of scale was used.

3.4 Population

Sample of this present study was consisting of 120 children. Age range of the study participants was between of 9 to 16 years (M = 1.36, SD = .48). Both girls 41 (34.2%) and boys 79 (65.8%) participants were included in study. Sample was approached in Government and private special education institutions of Islamabad and Rawalpindi using the convenient sampling technique after seeking the permission from Directorate of special education.

3.5 Sampling Technique

Convenient sampling was used for purpose of data collection in current study.

3.6 Data collection

For current study data was collected from the public and private Special Education institutes of Islamabad and Rawalpindi. Directorate of Special education was requested to grant the permission for conducting research in special education institutes. Authorities of the institutes were contacted after taking permission from Directorate of special education for grant of permission to collect data. The Authorities of concerned institutes were briefed about the nature, purpose of study. In the next step participants were approached and selected through convenient sampling. They were briefed about the purpose of study. They were assured that information collected from them would only be used for research purpose and their identities would also keep confidential. Participants and their parents were required to give consent before taking part in research. They were asked that they have a right to quit from research anytime without any penalty. Participants were screened with help of Colorado Learning disability questionnaire (CLDQ).

Parents of the children were requested to fill temperament questionnaire because they can better inform about temperament of their children. Teachers of respective students were requested to fill the school children behavior problem scale and temperament scale was filled by parents. Rest of research questionnaire social adaptive functioning scale was than administered to children and the necessary instructions to fill the demographic and questionnaires were provided. Comfortable environment was ensured with sitting arrangement and well lighted room without noise. After the completion of data collection procedure participants and authorities were thanked for their precious time and cooperation.

3.7 Data analysis

The data was examined using SPSS 25, and the results were found after conducting regression, correlation, and other reliability and normalcy tests. Both descriptive and inferential statistics were used for data analysis. Descriptive statistics were used to examine the characteristics of sampled data. The first examination was to investigate missing values. 2 values of items from useable questionnaires were found missing and replaced with mean values. The second step was the identification of outliers. No outlier was found in data set and further analysis was carried on the available satisfactory data.

3.8 Research Ethics

Confidentially of participants was ensured. Inform consent of all participants was taken. They were briefed about purpose of study and they were that they can quit from research at any time.

3.9 Delimitations of research study.

This study was only conducted with children of learning disability such as dyslexia, dyscalculia and dysgraphia. Children with specific learning disabilities were being identified using the Colorado Learning Disability Questionnaire to identify the presence of different learning disabilities among the respondents.

4. ANALYSIS AND INTERPRETATION OF THE DATA

This section holds the results of the study. The study was aimed at examining the impact of temperament (activation control, affiliation, attention, aggression, depressive mood, fear, frustration, inhibitory control, shyness and surgency) on children's problem behaviors (anxiousness, academic problems, aggression, feeling of rejection, social with drawl and somatic complaints). The study also planned to observe the moderating power of social and adaptive functioning between temperament and problem behaviors of children. In order to test the hypotheses and meet the objectives correlation, multiple regression analyses as well as moderation analyses were carried out in this section. T-test was also calculated to see the group differences across study variables. Following are the results for this current study:

Table 4.1

Demographics of study variables

Variables	*f*	%
Gender		
Boys	79	65.8
Girls	41	34.2
Family system		
Nuclear	80	66.7
Joint	40	33.3
Age		
9 - 12	50	41.7
13 - 16	70	58.3
Current diagnosis		
Read	44	36.7
Writing	14	11.7
Math	12	10
Multiple	50	41.7
Income		
Low	65	54.2
Middle	51	42.5
High	4	3.3

Table 4.1 shows the demographic data of study participants. From 120 number of participants 79 (65.8%) were boys and 41 (34.2%) were girls. Age of sample range from 9 to 16 with 41.7% of participants from early adolescence (9-12) and 58.3% were from middle

adolescence (13-16). 41.7% of respondent reported multiple learning disabilities, 36.7 % were with reading disability, 11.7% of participants were diagnosed with writing and 10% with math disability.

Table 4.2

Inter- scale correlation, alpha coefficients, and descriptive statistics of the study variables (N=120)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.ANX	1	.63**	.71**	.71**	.63**	.61**	-.50**	-.58**	-.49**	-.35**	-.61**	-.70**	-.67**	.81**	.68**	.64**	-.55**	.61**	-.69**	.68**
2.AP		1	.52**	.46**	.51**	.29**	-.60**	-.42**	-.45**	-.35**	-.47**	-.56**	-.70**	.49**	.43**	.42**	-.40**	.48**	-.42**	.50**
3.AGG			1	.64**	.71**	.51**	-.53**	-.54**	-.46**	-.47**	-.81**	-.78**	-.56**	.64**	.57**	.70**	-.68**	.50**	-.79**	.93**
4.SW				1	.62**	.58**	-.39**	-.41**	-.37**	-.28**	-.57**	-.54**	-.51**	.64**	.76**	.49**	-.57**	.64**	-.54**	.64**
5.FR					1	.37**	-.52**	-.38**	-.37**	-.25**	-.66**	-.65**	-.46**	.56**	.59**	.64**	-.68**	.55**	-.61**	.72**
6.SC						1	-.33**	-.41**	-.44**	-.25**	-.48**	-.51**	-.42**	.58**	.46**	.39**	-.41**	.49**	-.54**	.54**
7.SP							1	.53**	.50**	.38**	.47**	.55**	.53**	-.45**	-.22*	-.38**	.57**	-.32**	.46**	-.57**
8.PR								1	.72**	.47**	.46**	.64**	.42**	-.55**	-.33**	-.43**	.44**	-.34**	.56**	-.54**
9.FR									1	.54**	.42**	.53**	.38**	-.45**	-.30**	-.38**	.46**	-.32**	.45**	-.51**
10.HD										1	.37**	.33**	.25**	-.24**	-.27**	-.35**	.39**	-.26**	.42**	-.42**
11.AC											1	.75**	.58**	-.53**	-.47**	-.58**	.69**	-.47**	.68**	-.79**
12.AFF												1	.58**	-.65**	-.52**	-.60**	.58**	-.49**	.74**	-.76**
13.AGG													1	-.57**	-.46**	-.46**	.43**	-.49**	.45**	-.55**
14.ATT														1	.64**	.58**	-.54**	.54**	-.66**	.63**
15.DM															1	.59**	-.41**	.55**	-.51**	.51**

16.FR																1	-.59**	.33**	-.61**	.67**
17.FRU																	1	-.55**	.55**	-.72**
18.IC																		1	-.43**	.47**
19.SHY																			1	-.73**
20.SUR																				1
A	.80	.76	.78	.76	.76	.69	.67	.62	.74	.67	.79	.79	.78	.57	.50	.56	.71	.71	.67	.81
M	26.6	20.3	20.3	12.5	10.1	7.7	9.9	10.9	11.2	10.7	15.2	14.6	25.8	14.2	19.2	23.5	25.1	11.9	19.5	17.4
SD	4.95	2.98	4.24	2.64	2.93	2.80	2.94	3.33	3.09	3.12	5.27	5.23	5.55	4.03	3.20	3.52	3.76	3.81	3.20	5.50
Skew.	.49	-.86	.24	.41	.23	.39	.35	.17	.32	.35	-.09	-.23	.37	-.29	.19	-.099	-.45	-.29	.11	.30
Kurt.	-.48	.42	-1.2	-.30	-.87	-.12	-.85	-1.11	-.36	-.50	-.99	-.76	-1.1	-.72	-.76	-.45	-.47	-.86	-.81	-.40

**p<.01, *p<.05

Note. ANX=Anxiousness, AP=Academic problems, AGG=Aggression, SW=Social withdrawal, FR=Feeling of rejection, SC=Somatic complaints, SP=School problems, PR= Peer relations, FR=Family relations, HD=Home duties, AC=Activation control, ATT= Attention, AFF= Affiliation, AGG=Aggression, DM=Depressive mood, FR=Fear, FRU=Frustration, IC=Inhibitory control, SHY=Shyness, SUR= Surgency.

Table 4.2 displays descriptive statistics and reliability estimates (α) for study variables. Alpha coefficients values of all the study scales lie with in satisfactory range indicating the good reliability of scales. Values of kurtosis and skewness also fall within acceptable range (±2) indicating that data was normally distributed. Inter-scale correlations between school children problem scale and early adolescent temperament questionnaire and social and adaptive functioning scale were displayed in table. Significant negative correlation (p<.01, .05) was found between (anxiousness, academic problems, aggression, social withdrawal, feeling of being rejection and somatic problems) and positive temperamental traits (activation control, attention, affiliation, inhibitory control and surgency). Likewise negative temperamental traits (depressive mood, fear, frustration, shyness and aggression) were found positively correlated (p<.01, .05) with behavior problems scale.

Temperamental traits and social and adaptive functioning were also found to be significantly correlated. Significant positive correlation (p<.01, .05) was found between positive temperamental traits (activation control, attention, affiliation, inhibitory control and surgency) and adaptive functioning. Negative temperamental traits (depressive mood, fear, frustration, shyness and aggression) were found negatively and significantly correlated (p<.01, .05) with adaptive functioning. Problem behaviors and adaptive function also showed significant negative correlation with each other.

Table 4.3

Item total correlation of subscales of School children behavior problem scale (N=120)

Item	Total	Corrected	Item	Total	Corrected
	Anxiousness		33	.52**	.46
6	.37**	.40	34	.56**	.53
19	.59**	.63	37	.38**	.28
20	.45**	.53	41	.63**	.59
25	.61**	.63		Academic problems	
26	.64**	.66	3	.35**	.57
27	.66**	.71	9	.48**	.60
28	.43**	.47	16	.32**	.59
31	.57**	.64	21	.30**	.51
35	.61**	.61	32	.44**	.68
38	.59**	.61	36	.34**	.58
39	.51**	.47	40	.30**	.32
42	.40**	.45	43	.29**	.50
	Aggression			Feeling of rejection	
1	.50**	.62	7	.71**	.49
2	.58**	.67	13	.74**	.56
5	.49**	.62	14	.75**	.61
8	.57**	.63	18	.60**	.43
10	.35**	.43	22	.69**	.54
11	.35**	.50		Somatic problems	
12	.58**	.68	4	.64**	.43
17	.52**	.58	15	.66**	.48
44	.46**	.52	24	.69**	.55
	Social with drawl		29	.63**	.45
23	.58**	.54			
30	.59**	.55			

***p*< .01, **p*<.05

Table 4.3 shows correlation of all items of behavior problem scale with their total score. Results indicate that all the items had significantly contributed to their total score which shows that behavior problem scale is internal consistent.

Table 4.4

Item total correlation of Children and Adolescents Social and Adaptive Functioning Scale (N=120).

Item	Total	Corrected	Item	Total	Corrected
	School performance			Family relationships	
1	.54**	.31	3	.62**	.44
5	.57**	.41	7	.65**	.54
9	.61**	.45	11	.68**	.48
13	.72**	.48	15	.57**	.51
17	.73**	.55	19	.59**	.48
21	.47**	.28	23	.61**	.42
	Peer relationships			Home duties	
2	.28**	.08	4	.67**	.49
6	.39**	.19	8	.65**	.44
10	.58**	.39	12	.48**	.28
14	.71**	.46	16	.58**	.33
18	.68**	.47	20	.58**	.36
22	.69**	.46	24	.67**	.52

***p*< .01, **p*<.05

Table 4.4 shows correlation of all items of social and adaptive functioning scale with their total score. Results indicate that all the items had significantly contributed to their total score which shows internal consistency of social and adaptive functioning scale.

Table 4.5

Item total correlation of Early Adolescent Temperament Questionnaire (N=120).

Item	Total	Correlation	Item	Total	Correlation
	Activation control			Depressive mood	
3	.76**	.67	7	.58**	.31
5	.69**	.56	10	.53**	.25
14	.57**	.45	26	.49**	.22
17	.63**	.48	33	.62**	.34
36	.63**	.50	52	.57**	.22
38	.61**	.51		Fear	
46	.68**	.55	1	.54**	.34
Affiliation			30	.61**	.38
12	.80**	.69	48	.42**	.21
13	.74**	.63	53	.56**	.25
18	.62**	.51	55	.64**	.42
24	.69**	.56	61	.49**	.22
43	.57**	.38		Frustration	
51	.61**	.48	20	.58**	.50
Aggression			21	.59**	.45
2	.67**	.57	31	.49**	.39
11	.62**	.47	45	.55**	.41
19	.62**	.48	57	.54**	.42
25	.49**	.41	58	.63**	.48
32	.69**	.63		Surgency	

41	.59**	.51	4	.42**	.39
42	.56**	.46	9	.37**	.54
Attention			16	.65**	.66
15	.47**	.36	28	.23*	.13
22	.39**	.15	29	.43**	.55
35	.64**	.42	34	.56**	.63
39	.58**	.37	37	.58**	.59
49	.48**	.27	40	.58**	.62
60	.53**	.29	56	.35**	.37
	Inhibitory control			Shyness	
6	.66**	.49	27	.71**	.49
8	.64**	.47	44	.53**	.36
23	.45**	.21	50	.67**	.47
47	.75**	.61	54	.63**	.33
59	.68**	.57	62	.68**	.50

**p< .01, *p<.05

Table 4.5 shows correlation of all items of Early adolescent temperament questionnaire with their total score. Results indicate that all the items had significantly contributed to their total score which shows that scale is internally consistent.

Table 4.6

Multiple Regression Analysis on Behavioral Problems by Positive Temperamental Traits (N=120).

	Anxiousness					Aggression					Social Withdrawal				
				95% CI					95% CI					95% CI	
Variables	*B*	*SE B*	*B*	*LL*	*UL*	*B*	*SE B*	*B*	*LL*	*UL*	*B*	*SE B*	*β*	*LL*	*UL*
AC	.08	.09	.09	-.09	.26	-.25	.06	-.31**	-.37	-.13	-.05	.06	-.11	-.18	.06
ATT	-.47	.08	-.38**	-.64	-.30	-.06	.05	-.06	-.18	.04	-.15	.05	-.22*	-.26	-.03
AFF	-.19	.09	-.20*	-.37	-.01	-.13	.06	-.16*	-.25	-.00	.002	.06	.00	-.12	.12
IC	-.16	.10	.19	-.36	.03	-.16	.06	-.14*	-.30	-.02	-.18	.06	-.27**	-.32	-.05
SUR	-.32	.07	-.35**	-.47	-.17	-.26	.05	-.34**	-.36	-.16	-.10	.05	-.21	-.20	.002
	R=.81, R^2=.66, ΔR^2=.66 (*F*=45.39**)					*R*=.88, R^2=.78, ΔR^2=.78 (*F*=84.99**)					*R*=.76, R^2=.45, ΔR^2=.45 (*F*=18.54**)				
	Somatic Complaints					Academic Problems					Rejection				
AC	-.05	.06	-.11	-.14	.13	.06	.06	.10	-.06	.18	-.07	.06	-.13	-.19	.04
ATT	-.15	.05	-.22*	-.26	-.009	-.43	.06	-.59**	-.55	-.31	-.03	.05	-.52	-.14	.08
AFF	.002	.06	.004	-.19	.08	.12	.06	-.24*	-.26	-.01	-.11	.06	-1.18	-.23	.01
IC	-.18	.06	-.27	-.24	.06	.07	.07	-.08	-.21	.07	-.28	.06	-.37**	-.41	-.15
SUR	-.10	.05	-.21**	-.27	-.45	.00	.05	.00	-.10	.10	-.07	.05	-.14	-.17	.02
	R=.61, R^2=.37, ΔR^2=.37 (*F*=13.94**)					*R*=.73, R^2=.53, ΔR^2=.53 (*F*=26.32**)					*R*=.75, R^2=.57, ΔR^2=.57 (*F*=30.86**)				

**p<.001, **p<.01, *p<.05, non-significant = p>.05
Note: AC=Activation control, ATT=Attention, AFF=Affiliation, IC=Inhibitory control, SUR=Surgency.

Results in Table 4.6 shows regression analysis of positive temperamental traits on problem behaviors of children. Results indicate a strong negative association between positive temperamental traits (activation control, attention, affiliation, inhibitory control and surgency) and anxiousness dimension of problem behaviors of children (R=.8, F = 45.39, p < .001). Model explained 66% of total variance in anxiousness (ΔR^2 = .66). Among the positive dimensions of temperament, attention and surgency were strong negative predictors of anxiousness (B = -.47, β = -.38, p < .001, B = -.32, β = -.35, p < .001) which means that one unit increase in temperament will decrease anxiousness by .47 and .32 units respectively. Affiliation explained .19 units decrease (B = -.19, β = -.20, p < .05) in anxiousness. Results further reveal that positive temperamental traits had accounted for up to 78% of variance in aggression among children (ΔR^2 = .78, F = 84.99, p < .001). Activation control and surgency were found to be stronger negative predictors of aggression (B = -.25, β = -.31, p < .01, B = -.26, β = -.34, p < .01). This indicates that one unit increase in activation control and surgency will decrease aggression by .25 and .26 units respectively. Affiliation explained .13 units decrease in aggression (B = -.13, β = -.16, p < .05) whereas Inhibitory control explained .16 units decrease in aggression among children (B = -.16, β = -.14, p < .05). To predict social withdrawal positive temperamental traits cumulatively contributed 71% of variance with significant F ratio (ΔR^2 = .45, F = 18.54, p < .001). Individually, inhibitory control was a significant and stronger negative predictor of social withdrawal (B = -.18, β = -.27, p < .01) causing .18 units decrease in social withdrawal among children. Attention explained .15 units decrease (B = -.15, β = -.22, p < .05) in social with drawl. The value of Adjusted R^2 (ΔR^2 = .37, F = 46.73, p < .001) in model indicates that surgency is significant negative predictor and accounted for 37% communal variance in somatic complaints of children. While attention also significantly and negatively predict somatic complaints (B = -.15, β = -.22, p < .05). To predict

academic problems of children, positive temperamental traits contributed 53% of cumulative variance (ΔR^2 = .53, F = 26.23, p < .001) where attention was the strongest predictor causing .53 units decrease in academic problems (B = -.43, β = -.59, p < .001). Affiliation was another significant negative predictor explaining .12 units decrease in academic problems of children (B = .12, β = -.24, p < .05). Among the negative predictors of feeling of rejection inhibitory control was only stronger negative predictors (B = -.28, β =- .37, p < .01) and explained .28 unit decrease in feeling of rejection among children.

Table 4.7

Multiple Regression Analysis on Behavioral Problems by Negative Temperamental Traits (N=120).

	Anxiousness					Aggression					Social Withdrawal				
				95% CI					95% CI					95% CI	
Variables	*B*	*SE B*	*B*	*LL*	*UL*	*B*	*SE B*	*β*	*LL*	*UL*	*B*	*SE B*	*β*	*LL*	*UL*
DM	.70	.10	.46**	.49	.92	-.002	.06	-.001	-.12	.12	.05	.06	.07	.18	.64
FR	.20	.09	.14*	.02	.39	.10	.05	.08	-.004	.21	.39	.05	.52**	.49	.76
FRU	.16	.09	.12	-.01	.34	.10	.05	.09*	.00	.20	-.10	.05	.15*	-.21	-.003
SHY	.25	.09	.16**	.07	.43	.06	.05	.04	-.04	.16	.17	.05	.20**	.06	.27
AGG	.13	.06	.15*	.02	.02	.61	.03	.80**	.54	.68	.16	.03	.33**	.08	.23
	R=.87, R^2=.76, ΔR^2=.76 (F=72.16**)					R=.94, R^2=.89, ΔR^2=.89 (F=185.61**)					R=.84, R^2=.71, ΔR^2=.71(F=57.55**)				
	Somatic Complaints					Academic Problems					Rejection				
DM	.27	.09	.30**	-.14	.45	.14	.10	.15	-.06	.35	-.06	.07	-.06	-.22	.09
FR	.07	.08	.08	-.09	.23	.03	.09	.03	-.15	.21	.13	.07	.16	-.001	.27
FRU	-.05	.07	-.07	-.21	.09	.07	.09	.09	-.10	.25	.16	.06	.21*	.03	.30
SHY	.17	.07	.19*	.02	.32	.23	.09	.25*	.05	.41	.20	.06	.22**	.07	.34
AGG	.14	.05	.28**	.03	.24	.11	.06	.20	-.01	.23	.22	.04	.43**	.13	.31
	R=.67, R^2=.45, ΔR^2=.45 (F=19.26**)					R=.59, R^2=.35, ΔR^2=.35 (F=12.4**)					R=.79, R^2=.63, ΔR^2=.63 (F=39.13**)				

**p<.001, **p<.01, *p<.05, p>.05=non-significant.

Note: DM=Depressive mood, FR=Fear, FRU=Frustration, SHY=Shyness, AGG=Aggression.

Table 4.7 shows the result for regression analysis of negative temperamental traits (shyness, fear, frustration, aggression, depressive mood) on problem behaviors of children. It was found that negative temperamental traits had significantly and positively predicted the behavior problems. Among the negative temperamental traits depressive mood and shyness were the strong positive predictors of anxiousness (B = .70, β = .46, p < .001, B = .25, β = .16, p < .001) which indicates that one unit increase in depressive mood and shyness increases anxiousness by .70 units and .25 units respectively. Negative temperamental trait aggression was strong and significant positive predictor of aggression (B = .61, β = .80, p < .001) explaining 61units increase in aggression. Frustration was also significant positive predictor of aggression among children (B = .10, β = .09, p < .05) explaining 10 unit increase in aggression. Frustration (B = -.10, β = -.15, p < .05), shyness (B = .17, β = .20, p < .001) and aggression (B = .16, β = .33, p < .001) were the also found to be positive predictors of social with drawl in children. Among negative temperamental traits depressive mood and aggression were strong positive predictors of somatic complaints (B = .27, β = .30, p < .001, B = .14, β = .28, p < .001) predicting .27, .14 units increase in somatic complaints respectively. Shyness also positively predicted somatic complaints (B = .17, β = .19, p < .05).

For aggression, shyness was found to be only significant predictor (B = .23, β = .25, p < .05) and predicted .23 unit increase in academic problems. Results indicate negative temperament traits shared 63% variance in predicting feelings of rejection among children (ΔR^2 = .63, F = 39.13, p < .001). Shyness and aggression were strong positive predictors of feeling of rejection among negative temperamental traits. Shyness (B = .20, β = .20, p < .01) predict .20 increase in feeling of rejection, whereas aggression (B = .22, β = .43, p < .01) explained .22 units increase in feelings of rejection due to one unit increase in temperament among children. Frustration was also a significant

positive predictor of behavior problems causing .16 units increase (B = .16, β = .21, p < .05) in feelings of rejection.

Table 4.8

Multiple Regression Analysis on Behavioral Problems by Social and adaptive functioning (N=120).

	Anxiousness					Aggression					Social Withdrawal				
				95% CI					95% CI					95% CI	
Variables	*B*	*SE B*	*β*	*LL*	*UL*	*B*	*SE B*	*β*	*LL*	*UL*	*B*	*SE B*	*β*	*LL*	*UL*
SP	-.43	.15	-.26**	-.73	-.14	-.43	.12	-.30**	-.68	-.18	-.21	.09	-.23*	-.38	-.03
PR	-.55	.16	-.37**	-.87	-.22	-.37	.14	-.29**	-.65	-.10	-.16	.09	-.21	-.36	.03
FR	-.12	.18	-.07	-.47	.24	.04	.15	.03	-.26	.34	-.06	.10	-.07	-.28	.15
HD	-.06	.14	-.04	-.34	.21	-.31	.12	-.23**	-.54	.08	-.05	.08	-.05	-.21	.12
	R=.62, R^2=.39, ΔR^2=.37 (*F*=18.43**)					*R*=.64, R^2=.41, ΔR^2=.39 (*F*=20.39**)					*R*=.47, R^2=.22, ΔR^2=.19(*F*=8.06**)				
	Somatic Complaints					Academic Problems					Rejection				
SP	-.09	.08	-.11	-.27	-.08	-.49	.09	-.49**	-.67	-.31	-.42	.09	-.42**	-.61	-.23
PR	-.12	.09	-.16	-.32	.08	-.02	.09	-.02	-.21	.17	-.07	.11	-.08	-.28	.14
FR	-.23	.11	-.28*	-.45	-.02	-.15	.10	-.15	-.36	.07	-.09	.12	-.09	-.32	.14
HD	-.02	.08	.02	-.15	.18	-.07	.08	-.07	-.23	.09	-.001	.09	-.001	-.18	.18
	R=.47, R^2=.22, ΔR^2=.19 (*F*=8.20**)					*R*=.63, R^2=.39, ΔR^2=.37 (*F*=18.85**)					*R*=.53, R^2=.28, ΔR^2=.26 (*F*=11.47**)				

**p<.001, **p<.01, *p<.05, p>.05=non-significant.
Note: SP=School Performance, PR=Peer relations, FR=Family relations, HD=Home duties.

Table 4.8 shows the result for regression analysis of social and adaptive functioning (school performance, peer relationship, family relationship, home duties) on behavior problems of children. It was found that social and adaptive functioning negatively predicted the problem behaviors. Results show that school performance and peer relationship were found to be negative predictors of anxiousness (B = -.43, β = -.26, $p < .01$, B = -.55, β = -.37, $p < .01$) which indicates that one unit increase in school performance and peer relationship decreases anxiousness by 43 units and 55 units respectively. For aggression school performance and peer relationship were also found to be negative predictors of aggression (B = -.43, β = -.30, $p < .01$, B = -.37, β = -.29, $p < .01$) which indicates that one unit increase in school performance and peer relationship had decreased aggression by 43 units and 37 units respectively. Home duties was also found to be significant negative predictor (B = -.31, β = -.23, $p < .01$) of aggression. For social with drawl (B = -.21, β = -.23, $p < .05$), feeling of rejection (B = -.42, β = .42, $p < .001$) and academic problems (B = -.49, β =- .49, $p < .001$) only school performance was found to be significant negative predictor. One unit increase in school performance had decreased social with drawl, feeling of rejection and academic problem by 23, 49 and 49 units respectively. In case of somatic complaints, family relationship was found as significant negative predictor (B = -.23, β = -.28, $p < .05$) explaining 23 unit decrease in somatic complaints.

In present study Hayes macro process was used to analyze the moderating effect of social and adaptive functioning between different dimension of temperament and problem behaviors separately.

Table 4.9

Moderating effect of Activation Control on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		55.96	4.09	13.68	.000	[47.85, 64.06]
AC		-1.37	.24	-5.81	.000	[-1.84, -.90]
SP		-2.15	.43	-4.95	.000	[-3.01, -1.29]
AC x SP		.11	.02	4.04	.000	[.05, .16]
R^2	.53					
F	25.29				.000	
Constant		53.72	3.87	13.88	.000	[46.05, 61.38]
AC		-1.05	.21	-.4.97	.000	[-1.47, -.64]
PR		-1.71	.38	-4.52	.000	[-2.46, -.96]
AC x PR		.07	.02	3.16	.002	[.03, .11]
R^2	.55					
F	27.82				.000	
Constant		55.03	4.25	12.96	.000	[46.61, 63.45]
AC		-1.42	.26	-5.38	.000	[-1.94, .89]
FR		-1.89	.42	-4.57	.000	[-2.72, -1.07]
AC x FR		.09	.03	3.70	.000	[.04, .15]
R^2	.51					
F	24.05				.000	
Constant		45.73	4.96	9.20	.000	[35.88, 55.57]
AC		-.78	.28	-2.76	.006	[-1.34, -.22]
HD		-.61	.44	-1.36	.177	[-1.49, .28]
AC x HD		.03	.03	.91	.364	[-.03, .08]
R^2	.42					
F	16.43				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: AC = Activation Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties.

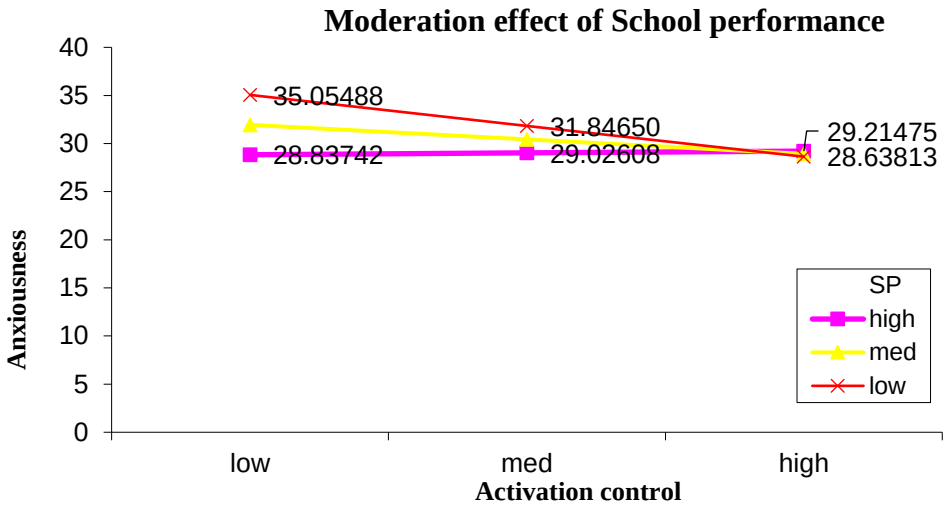

Figure 2. Moderation effect of school performance between anxiousness and activation control.

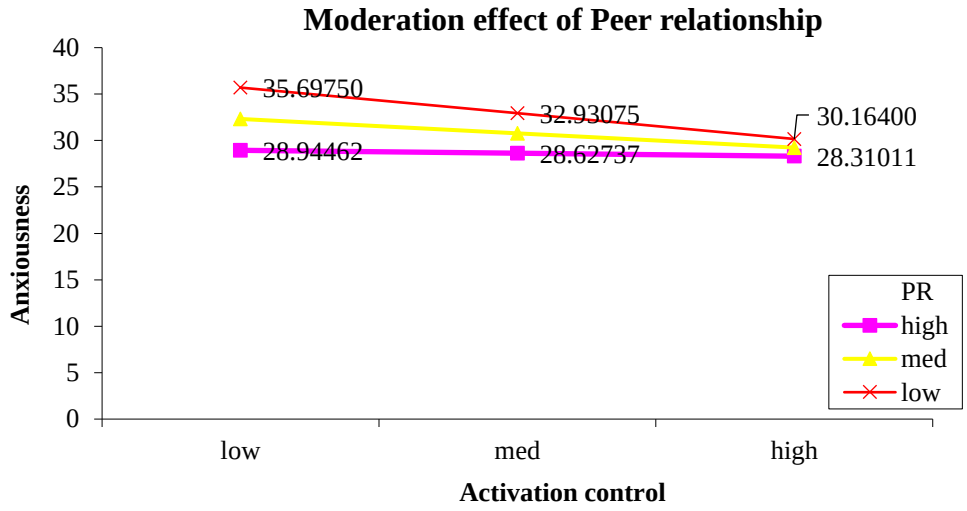

Figure 3. Moderation effect of peer relationship between anxiousness and activation control.

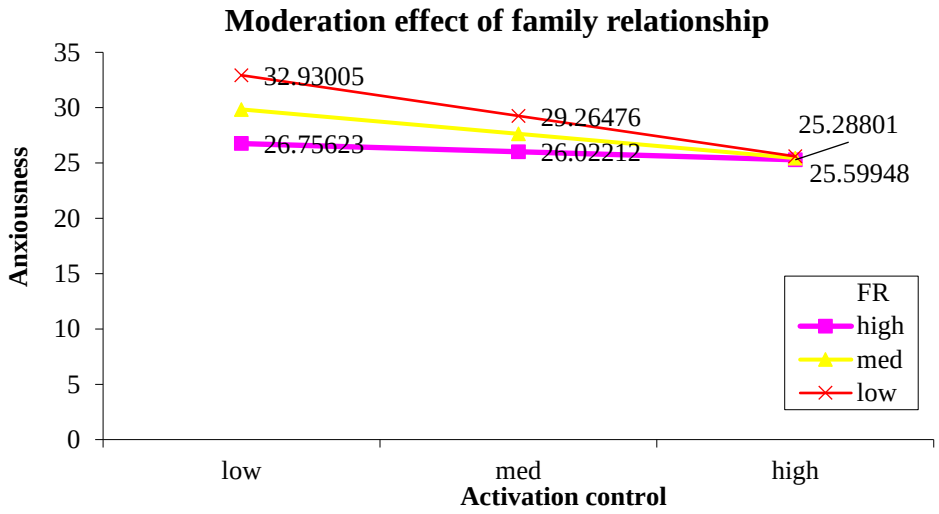

Figure 4. Moderating effect of family relationship between anxiousness and activation control.

Table 4.9 presents the results for moderating role of adaptive functioning between temperament and behavior problems among children. Model 1 of the table depict the moderation effect of school performance between activation control and anxiousness. A significant interaction indicates that school performance significantly moderates (B = .11, t = 4.04, p < .001) the effect of activation control and predict 53% of variance (R2 = .53, F (5, 114) = 25.29, p < .001) in anxiousness. Mod graph (Figure 2) explains this effect by showing that low school performance boosted the effect of activation control on anxiousness. Slopes of the graph shows that with decrease in medium and low school performance impact of activation control on anxiousness also increases. While for high school performance increase in school performance had shown the strong impact of activation control on anxiousness. Model 2 suggests that peer relationship also served as a significant moderator (B = .07, t = 3.16, p < .01) with 55% of accounting variance (R2 = .55, F (5, 114) = 27.82, p < .001) in anxiousness. Mod graph (Figure 3) further elaborates these results by reporting moderating role of peer relationship between activation control and anxiousness. Slopes indicate that as level of peer relationship decreases impact of activation control on

anxiousness also become high. Model 3 illustrates the moderating effect (B = .09, t = 3.70, p < .001) of family relationship on anxiousness along with variance of 51% (R2 = .51, F (5, 114) = 24.04, p < .001). Mod graph (Figure 4) elaborates results that family relationship had buffered the relationship between activation control and anxiousness. Slopes indicate that low and medium level of family relationship, significantly moderate the effect of activation control on anxiousness. Model 4 of the table did not account for significant moderation (p > .05) of home duties in the relationship between activation control and anxiousness.

Table 4.10

Moderating effect of Affiliation on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		50.43	3.66	13.78	.000	[43.18, 57.67]
AFF		-1.19	.19	-6.05	.000	[-1.58, -.80]
SP		-1.46	.37	-3.93	.000	[-2.19, -.72]
AFF x SP		.07	.02	3.35	.001	[.02, .11]
R^2	.57					
F	29.79				.000	
Constant		51.25	3.44	14.91	.000	[44.45, 58.06]
AFF		-1.19	.19	-6.30	.000	[-1.56, -.81]
PR		-1.39	.29	-4.65	.000	[-1.99, -.80]
AFF x PR		.07	.02	3.81	.000	[.03, .10]
R^2	.59					
F	32.46				.000	
Constant		56.32	3.59	15.65	.000	[49.19, 63.45]
AFF		-1.69	.21	-8.02	.000	[-2.10, -1.27]
FR		-1.84	.31	-5.94	.000	[-2.46, -1.23]
AFF x FR		.11	.02	5.49	.000	[.07, .14]
R^2	.62					
F	37.39				.000	
Constant		46.54	4.12	11.29	.000	[38.38, 54,71]
AFF		-.99	.24	-4.22	.000	[-1.47, -.53]
HD		-.72	.33	-2.1	.032	[-1.38, -.06]
AFF x HD		.03	.02	1.64	.103	[-.01, .10]
R^2	.53					
F	25.69				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: AFF = Affiliation, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties.

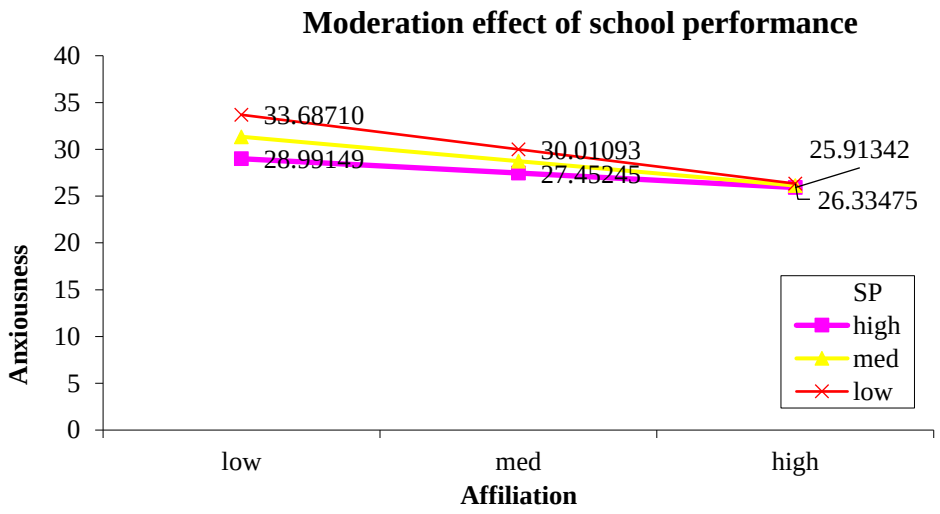

Figure 5. Moderation effect of school performance between anxiousness and affiliation.

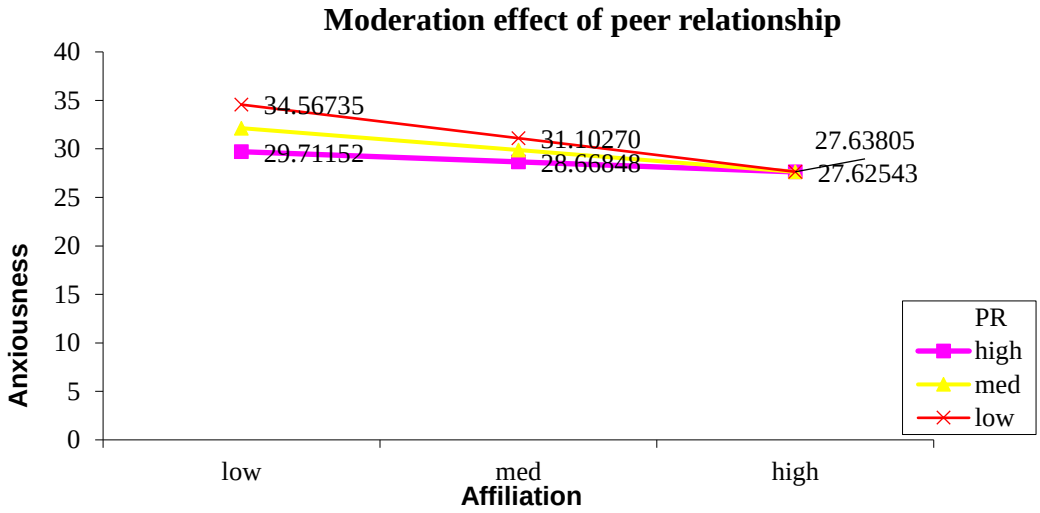

Figure 6. Moderation effect of peer relationship between anxiousness and affiliation

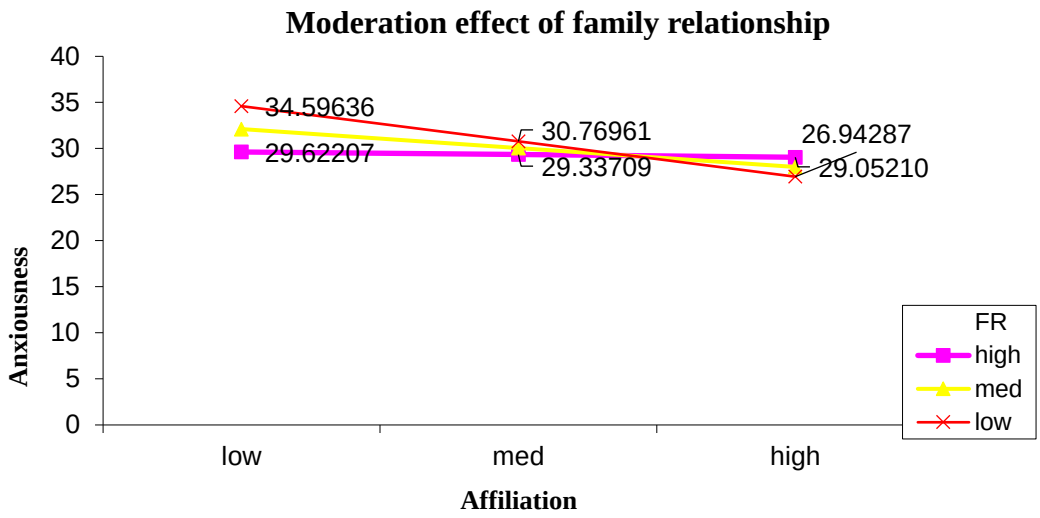

Figure 7. Moderation effect of family relationship between anxiousness and affiliation.

Table 4.10 depicts the moderating role of adaptive functioning between temperament and behavior problems. Model 1 of the table represents the moderation effect of school performance between affiliation and anxiousness. An interaction designates that school performance significantly moderates (B = .07, t = 3.35, p < .01) the effect of affiliation and predict 57% of variance (R2 = .57, F (5, 114) = 29.79, p < .01) in anxiousness. Mod graph (Figure 5) explains this moderation by slopes of graph showing that school performance boosted the effect of affiliation on anxiousness. The graph shows that with decrease in school performance impact of affiliation on anxiousness increases. Model 2 specifies that peer relationship is significant moderator (B = .07, t = 3.81, p < .001) with 59% of accounting variance (R2 = .59, F (5, 114) = 32.46, p < .001) in anxiousness. Mod graph (Figure 6) elaborates the results by demonstrating moderating role of peer relations between affiliation and anxiousness. Slopes of graph indicate that as the peer relationship decreases impact of affiliation on anxiousness get stronger. Model 3 stipulates the moderating effect of family relationship on anxiousness. Interaction term in model 3 demonstrates the significant moderating effect (B = .11, t = 5.49, p < .001) of family relationship on anxiousness

along with variance of 62% (R2 = .62, F (5, 114) = 37.39, p < .001). Mod graph (Figure 7) elaborates results that family relations had buffered the relationship between affiliation and anxiousness. Graph indicate that as the level of family relationships decreases, the effect of affiliation on anxiousness is aggravated. Model 4 of the table did not account for significant moderation (p > .05) of home duties in the relationship between affiliation and anxiousness.

Table 4.11

Moderating effect of Attention on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		53.70	4.58	11.72	.000	[44.63, 62.78]
ATT		-1.62	.29	-5.42	.000	[-2.20, -1.02]
SP		-1.94	.49	-3.93	.000	[-2.92, -.96]
ATT x SP		.10	.03	3.33	.001	[.04, .17]
R^2	.52					
F	25.20				.000	
Constant		55.06	4.11	13.40	.000	[46.92, 63.19]
ATT		-1.45	.25	-5.72	.000	[-1.96, -.95]
PR		-1.70	.35	-4.89	.000	[-2.39, -1.01]
ATT x PR		.08	.02	3.46	.001	[.03, .13]
R^2	.59					
F	34.02				.000	
Constant		54.57	4.72	11.56	.000	[45.22, 63.92]
ATT		-1.70	.33	-5.22	.000	[-2.35, -1.05]
FR		-1.72	.41	-4.16	.000	[-2.53, -.09]
ATT x FR		.09	.03	3.20	.002	[.04, .15]
R^2	.55					
F	28.25				.000	
Constant		57.03	5.59	10.19	.000	[45.95, 68.11]
AFF		-1.84	.36	-5.16	.000	[-2.54, -1.13]
HD		-1.72	.47	-3.69	.000	[-2.64, .79]
ATT x HD		.09	.03	3.12	.002	[.04, .16]
R^2	.52					
F	24.99				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: ATT = Attention, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

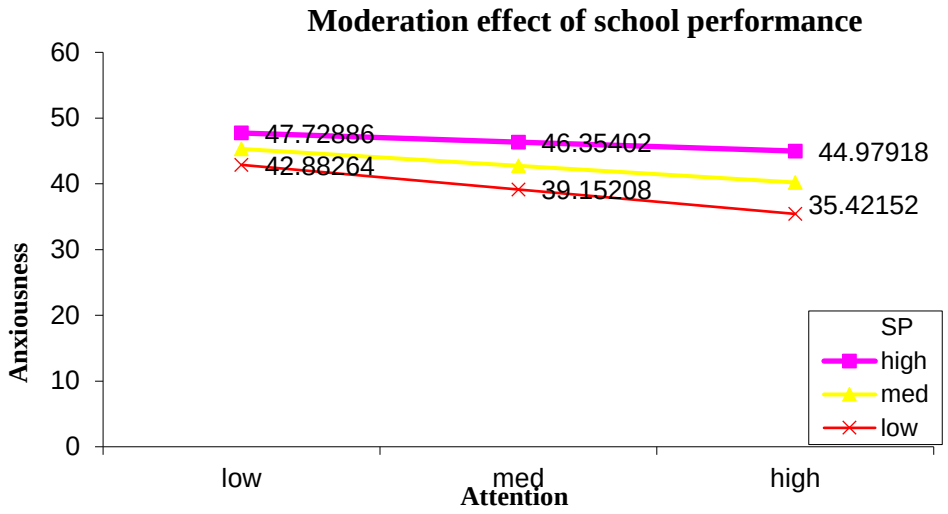

Figure 8. Moderation effect of school performance between anxiousness and attention.

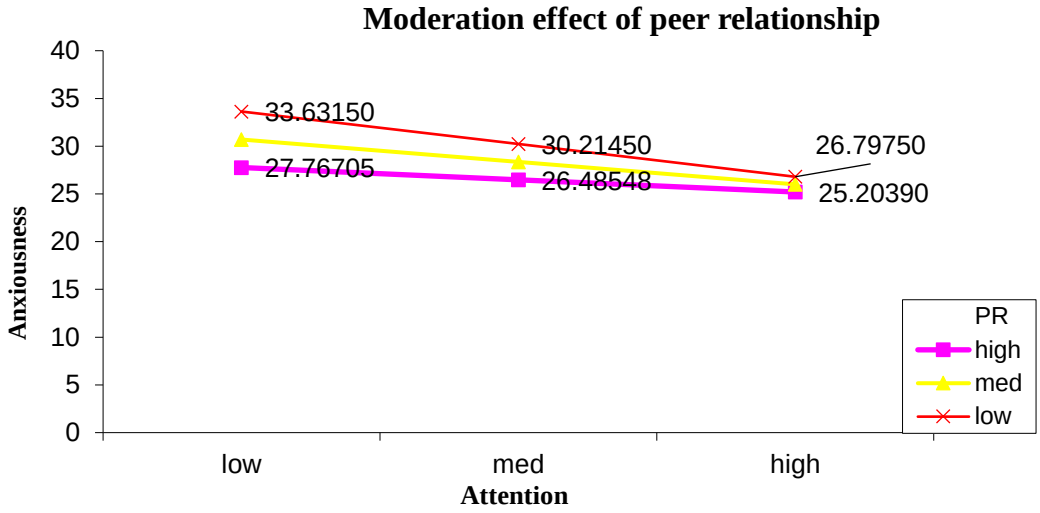

Figure 9. Moderation effect of peer relationship between anxiousness and attention

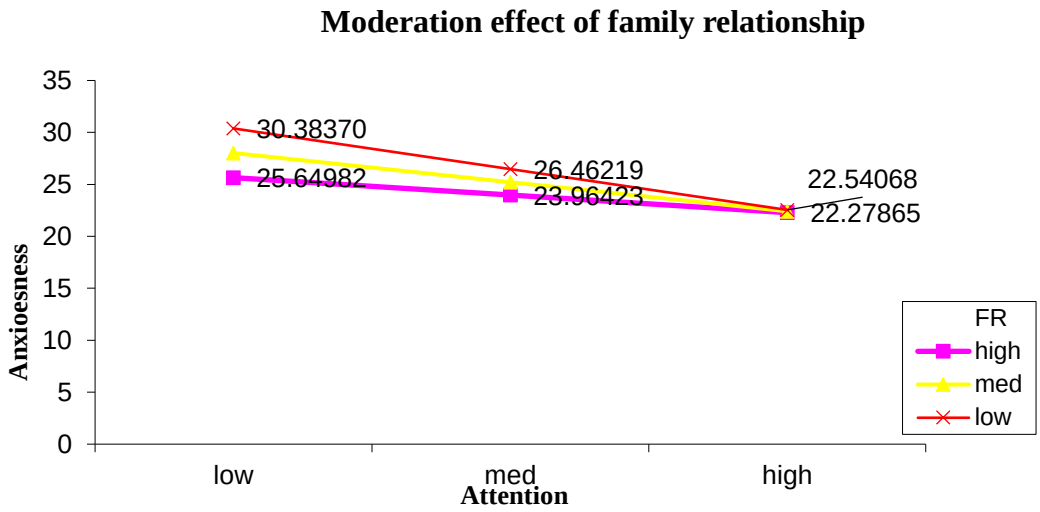

Figure 10. Moderation effect of family relationship between anxiousness and attention

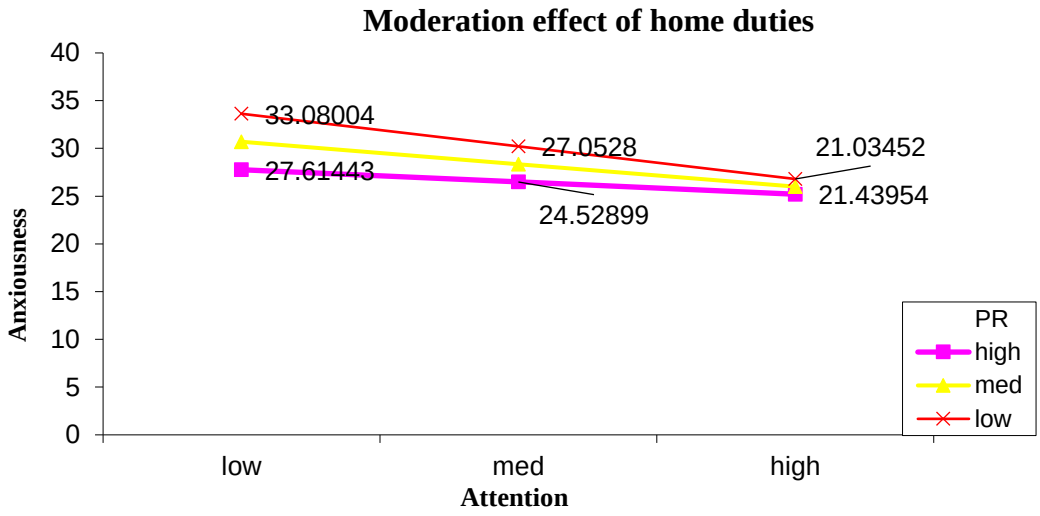

Figure 11. Moderation effect of home duties between anxiousness and attention

Results of the table 4.11 depicts the moderating relationship of adaptive functioning between attention and anxiousness. Model 1 of the table explains the moderating effect of school performance between attention and anxiousness. Statistically significant interaction connotes that school performance moderates (B = .10, t = 3.33, $p < .01$) the effect of attention on anxiousness

and accounts or 52% of variance (R2 = .52, F (5, 114) = 25.20, p < .01). Graph (Figure 8) explains this moderation by slopes of graph showing that school performance had enhanced the effect of attention on anxiousness. The graph shows that with decrease in school performance impact of attention on anxiousness become high. Model 2 proclaims that peer relationship is interactively with attention serve as moderator (B = .08, t = 3.45, p < .01) with 59% of accounting variance (R2 = .59, F (5, 114) = 32.46, p < .01) in anxiousness. Mod graph (Figure 9) manifest the results by demonstrating moderating role of peer relationship between attention and anxiousness. Lines indicate that as the peer relationship decreases impact of attention on anxiousness become high. Model 3 of table provide the moderating effect of family relationship between attention and anxiousness. Interaction term communicates the significant moderating impact of family relations (B = .09, t = 3.46, p < .01) on anxiousness along with variance of 55% (R2 = .55, F (5, 114) = 3.20, p < .01). Mod graph (Figure 10) elaborates results that family relationship had boosted impact of attention on anxiousness. Slopes indicate that with decrease in family relationship the effect of attention on anxiousness get stronger. Model 4 exhibits results for the moderation effect of home duties. A significant interaction term suggests that home duties had significantly moderated (B = .09, t = 3.12, R2 = .52, F (5, 114) = 24.99, p < .01) the relationship between attention and anxiousness among children along with account for 52% of variance. A line graph (Figure 11) illuminates that home duties aggravated the effect of the attention on anxiousness.

Table 4.12

Moderating effect of Depressive Mood on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		-8.09	5.68	-1.42	.157	[-19.35, 3.16]
DM		2.02	.25	7.82	.000	[1.51, 2.53]
SP		1.51	.50	3.00	.003	[.51, 2.51]
DM x SP		-.09	.02	-3.65	.000	[-.14, -.04]
R^2	.72					
F	58.87				.000	
Constant		-2.04	5.81	-.35	.725	[-13.55, 9.46]
DM		1.79	.27	6.53	.000	[1.25, 2.33]
PR		1.04	.49	2.09	.038	[.05, 2.02]
DM x PR		-.07	.03	-2.73	.007	[-.12, -.02]
R^2	.71					
F	55.97				.000	
Constant		-10.53	6.09	-1.73	.087	[-22.60, 1.53]
DM		2.16	.29	7.26	.000	[1.57, 2.75]
FR		1.62	.53	3.04	.003	[.56, 2.68]
DM x FR		-.10	.03	-3.54	.001	[-.16, -.04]
R^2	.71					
F	56.92				.000	
Constant		-10.34	6.71	-1.54	.126	[-23.64, 2.96]
DM		2.19	.34	6.47	.000	[1.51, 2.85]
HD		1.49	.59	2.54	.012	[.33, 2.65]
DM x HD		-.09	.03	-3.02	.003	[-.15, -.03]
R^2	.71					
F	56.65				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: DM = Depressive mood, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

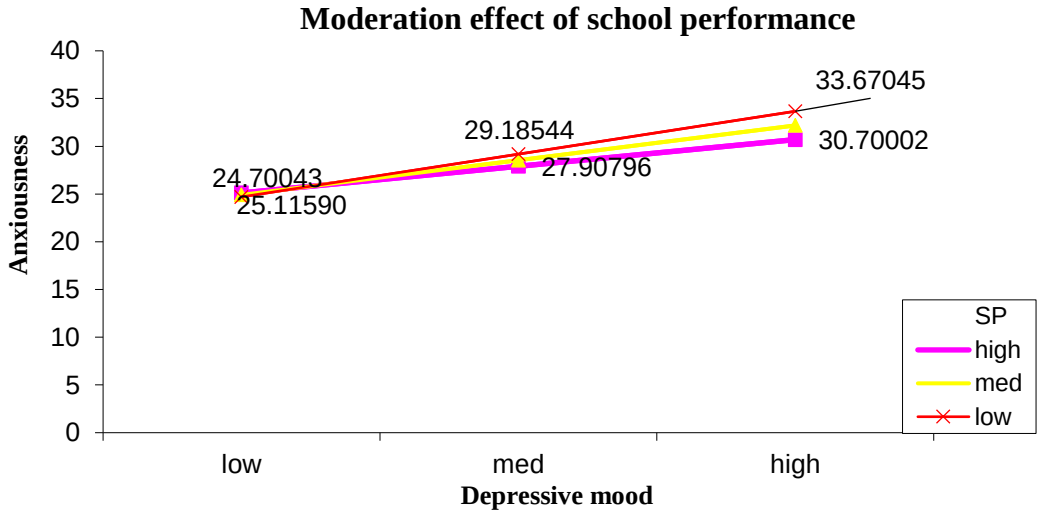

Figure 12. Moderation effect school performance between anxiousness and depressive mood.

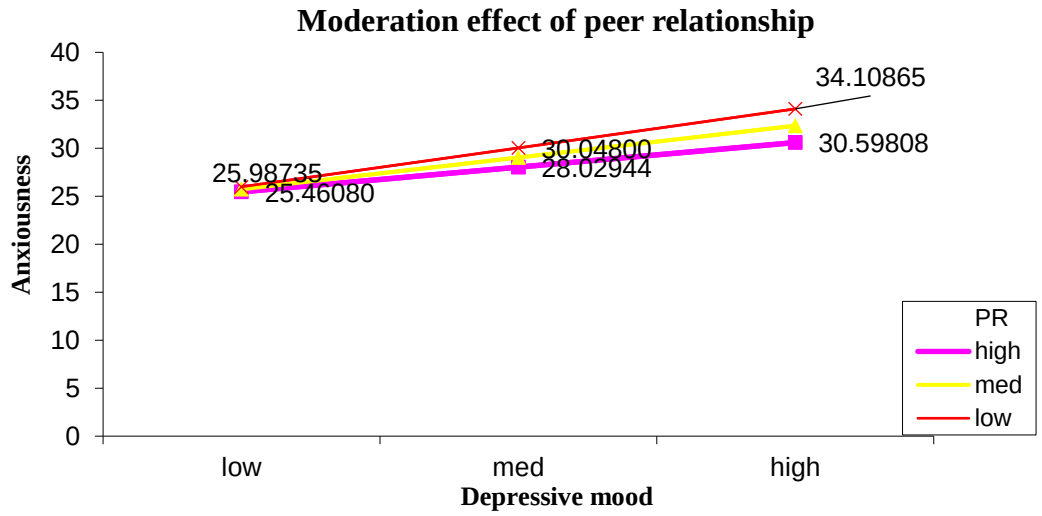

Figure 13. Moderation effect of peer relationship between anxiousness and depressive

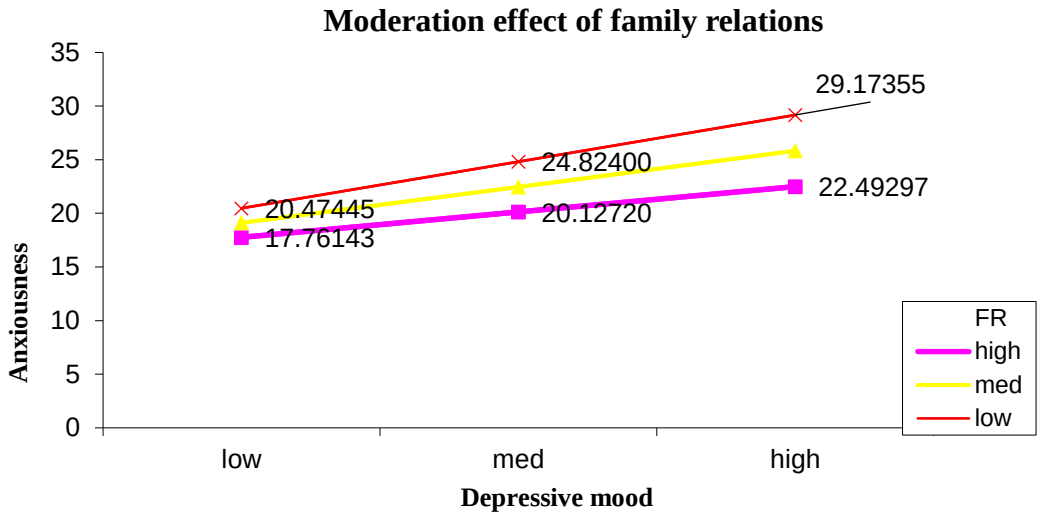

Figure 14. Moderation effect of family relationship between anxiousness and depressive

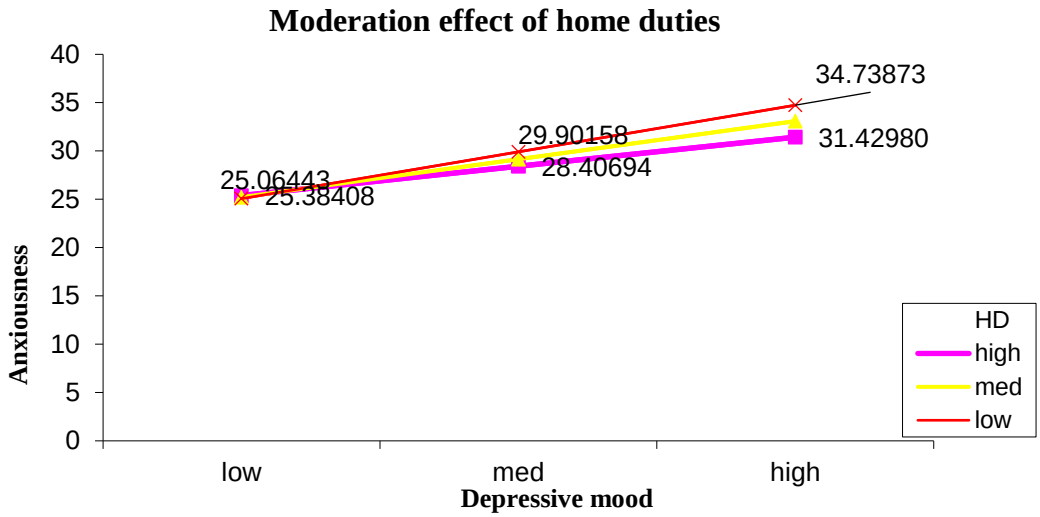

Figure 15. Moderation effect of home duties between anxiousness and depressive

Results for moderating impact of adaptive functioning were displayed in table 4.12. Model 1 of the table indicates that school performance moderates the relationship between predictor (depressive mood) and outcome variable (anxiousness). Significant interaction reveals that school performance moderates (B = -.09, t = -3.65, p < .001) the effect of depressive mood on anxiousness and explains 72% of variance (R2 = .72, F (5, 114) = 58.87, p < .001). Graph (Figure 12) was drawn to elaborates this moderation. The graph shows that with increase in school performance impact of depressive mood on anxiousness decreases. Which means better school performance weakens the impact of depressive mood on anxiousness. Model 2 expresses that peer relations significantly moderates the relationship (B = -.07, t = -2.73, p < .01) between depressive mood and anxiousness with 71% of accounting variance (R2 = .71, F (5, 114) = 55.97, p < .01) in anxiousness. Mod graph (Figure 13) endorse relationship by demonstrating moderating role of peer relationship between depressive mood and anxiousness. With increase in peer relationship effect mood depressive mood on anxiousness become weak. Model 3 of table provide the moderating effect of family relationship between depressive mood and anxiousness. Interaction

term communicates the significant moderating impact of family relationship (B = -.10, t = -3.54, p < .01) on anxiousness along with variance of 71% (R2 = .71, F (5, 114) = 56.92, p < .01). Mod graph (Figure 14) elaborates results that family relationship had buffered the relationship between depressive mood and anxiousness. Slopes indicate that as the level of family relationships become better, the effect of depressive mood on anxiousness is debilitated. Model 4 exhibits results for significant interaction of home duties and depressive mood. Home duties had significantly moderated (B = -.09, t = -3.02, R2 = .71, F (5, 114) = 56.65, p < .01) the relationship between depressive mood and anxiousness among children along with 52% of variance. Lines of the graph (Figure 15) shows that home duties incapacitated the influence of depressive mood on anxiousness.

Table 4.13

Moderating effect of Fear on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-5.04	6.47	-.78	.437	[-17.85, 7.77]
FR		1.60	.27	6.02	.000	[1.07, 2.13]
SP		1.46	.71	2.06	.041	[.06, 2.86]
FR x SP		-0.89	.03	-2.98	.003	[-.15, -.03]
R^2	.63					
F	65.06				.000	
Constant		-7.97	6.77	-1.18	.241	[-21.37, 5.43]
FR		1.73	.28	6.24	.000	[1.18, 2.27]
PR		1.65	.63	2.61	.010	[.39, 2.89]
FR x PR		-.09	.03	-3.58	.001	[-.15, -.04]
R^2	.65					
F	68.32				.000	
Constant		-16.97	8.19	-2.07	.041	[-33.19, -.73]
FR		2.04	.33	6.19	.000	[1.39, 2.69]
FR		2.34	.75	3.12	.002	[.85, 3.82]
FR x FR		-.12	.03	-3.81	.000	[-.18, -.06]
R^2	.64					
F	70.73				.000	
Constant		-8.78	8.66	-1.01	.312	[-25.92, 8.36]
FR		1.62	.36	4.56	.000	[.92, 2.32]
HD		1.33	.76	1.73	.086	[-.19, 2.84]
FR x HD		-.06	.03	-2.12	.036	[-.13, -.00]
R^2	.72					
F	41.13				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: FR = Fear, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

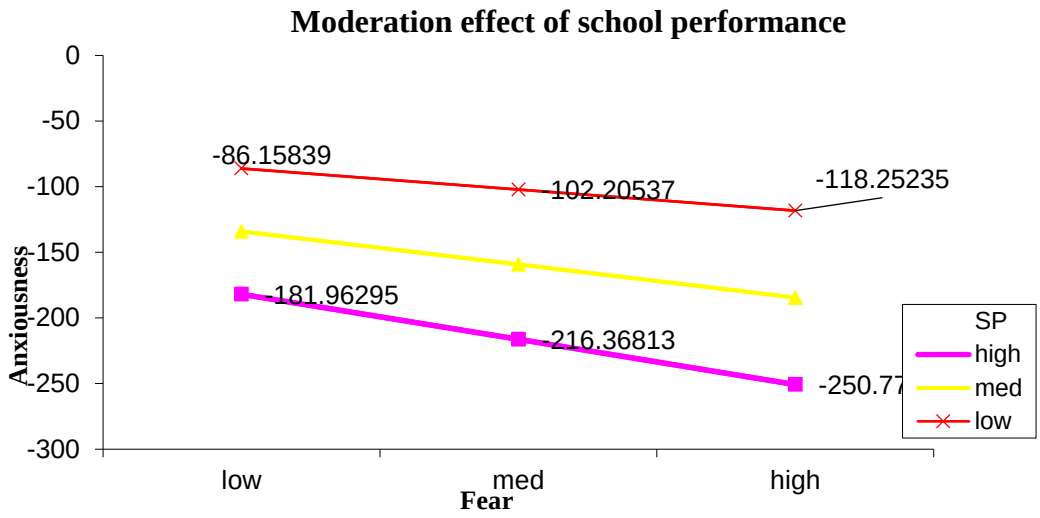

Figure 16. Moderation effect of school performance between anxiousness and fear.

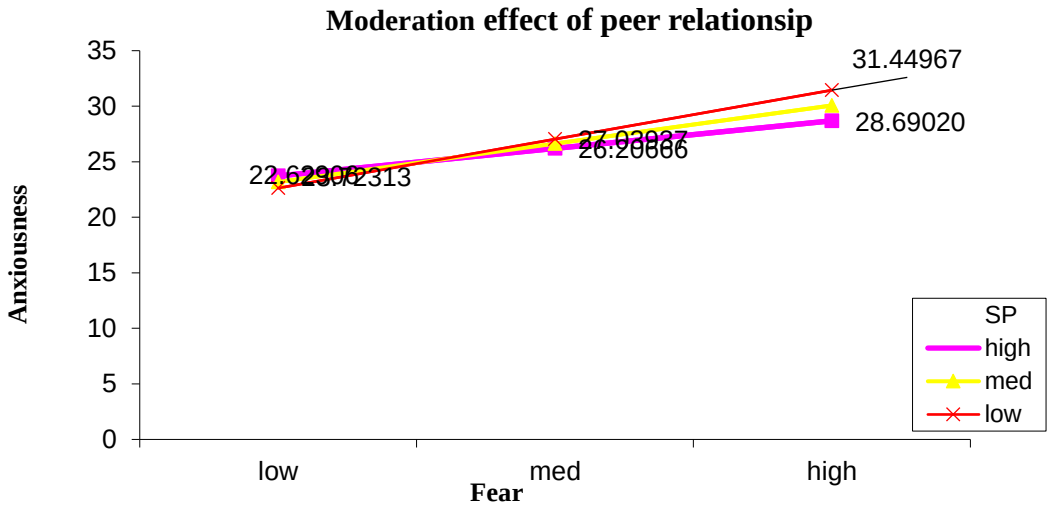

Figure 17. Moderation effect of peer relationship between anxiousness and fear.

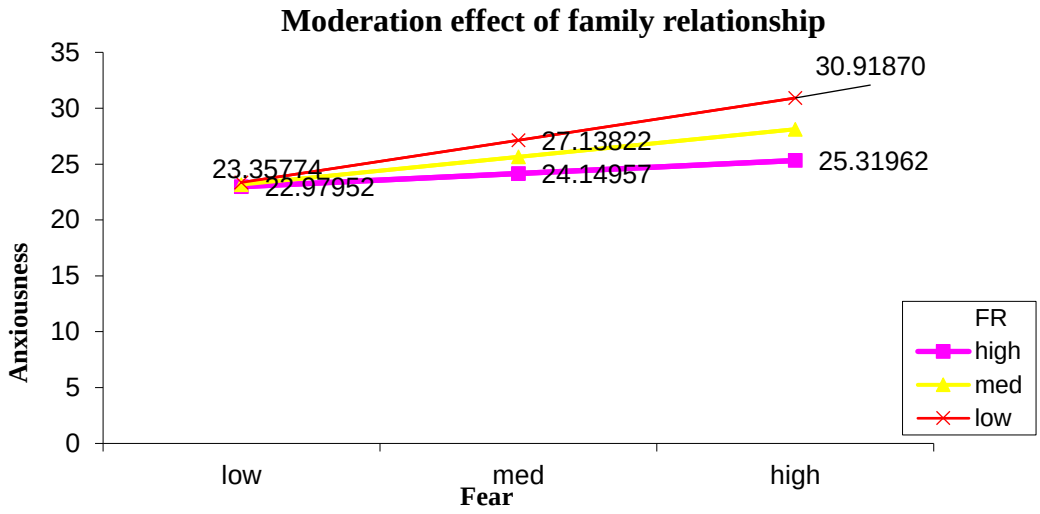

Figure 18. Moderation effect of family relations between anxiousness and fear.

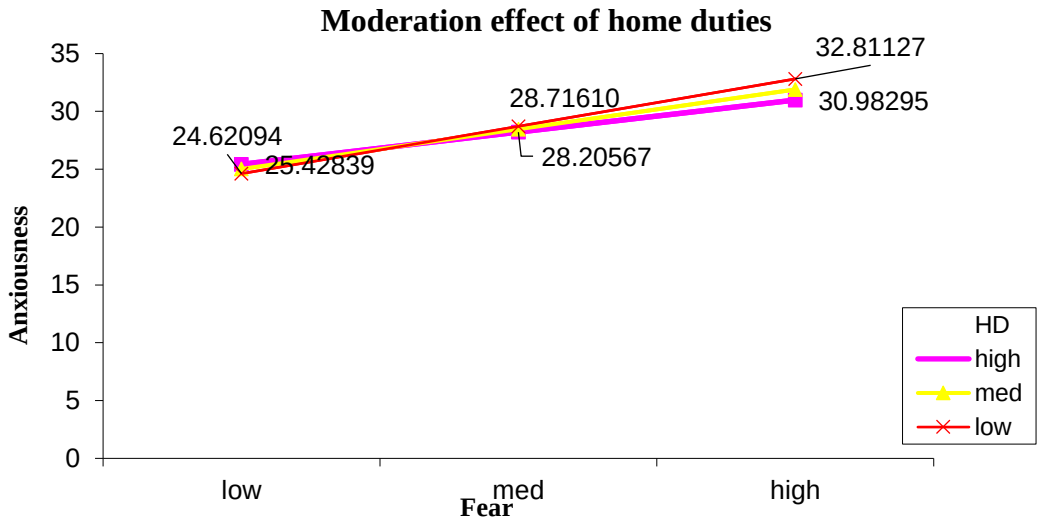

Figure 19. Moderation effect of home duties between anxiousness and fear.

Table 4.13 displays the results of moderating role of adaptive functioning between temperament (fear) and behavior problems (anxiousness). Model 1 of the table shows moderating power of school performance in moderating the relationship between fear and anxiousness.

Significant interaction reveals that school performance moderates (B = -.0.89, t = -2.98, p < .01) the effect of fear on anxiousness with 63% of variance (R2 = .63, F (5, 114) = 65.06, p < .01). Graph (Figure 16) further explains the results of table by showing that with decrease in school performance at high, medium and low levels the impact of fear on anxiousness become more intense. Model 2 highlights that peer relations also significantly moderate (B = -.09, t = -3.58, p < .01) relationship between fear and anxiousness with 71% of accounting variance (R2 = .71, F (5, 114) = 55.97, p < .01). Mod graph (Figure 17) demonstrating that as level of peer relationship rose the impact of fear on anxiousness become fragile. Model 3 of table underlined the moderating role of family relationship between fear and anxiousness. Interaction explicates the significant moderating impact of family relationship (B = -.12, t = -3.81, p < .001) on anxiousness along with variance of 64% (R2 = .64, F (5, 114) = 70.73, p < .001). Graph (Figure 18) elaborates results that family relationship buffered the influence of fear on anxiousness. With better family relationship the fear had weak impression on anxiousness. Results for moderating effect of home duties are shown in model 4. Home duties had significantly moderated (B = -.06, t = -2.12, R2 = .72, F (5, 114) = 41.13, p < .05) the relationship between fear and anxiousness among children along with 72% of variance. Graph (figure 19) extended the results that home duties had weaken the influence of fear on anxiousness.

Table 4.14

Moderating effect of Frustration on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		-18.14	8.45	-2.15	.034	[-34.88, -1.39]
FRU		2.03	.29	6.79	.000	[1.43, 2.62]
SP		2.86	.72	3.94	.000	[1.42, 4.29]
FRU x SP		-.13	.03	-4.72	.000	[-.19, -08]
R^2	.58					
F	31.41				.000	
Constant		-4.82	7.99	-.60	.547	[-20.66, 11.01]
FRU		1.62	.29	5.63	.000	[1.05, 2.19]
PR		1.75	.64	2.73	.007	[.48, 3.01]
FRU x PR		-.09	.02	-3.66	.000	[-.14, -.04]
R^2	.58					
F	31.49				.000	
Constant		-19.78	8.96	-2.20	.029	[-37.53, -2.02]
FRU		2.12	.34	6.32	.000	[1.46, 2.79]
FR		2.77	.74	3.75	.000	[1.31, 4.23]
FRU x FR		-.13	.03	-4.41	.000	[-.18, -.07]
R^2	.56					
F	28.84				.000	
Constant		-3.18	9.79	-.32	.745	[-22.57, 16.21]
FRU		1.39	.36	3.84	.000	[.68, 2.12]
HD		1.20	.80	1.49	.139	[-.39, 2.79]
FRU x HD		-.06	.03	-1.79	.075	[-.12, .01]
R^2	.45					
F	18.61				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: FRU = Frustration, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

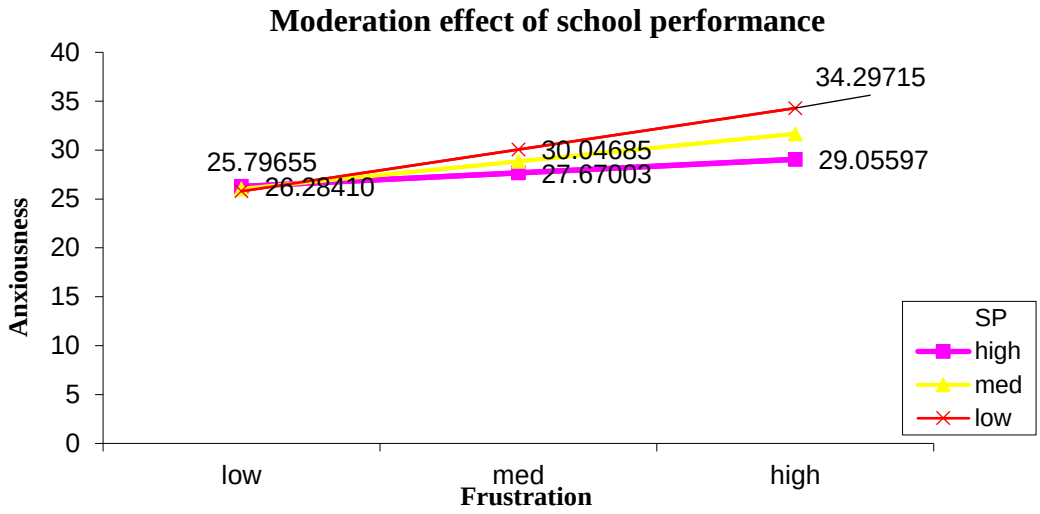

Figure 20. Moderation effect of school performance between anxiousness and frustration

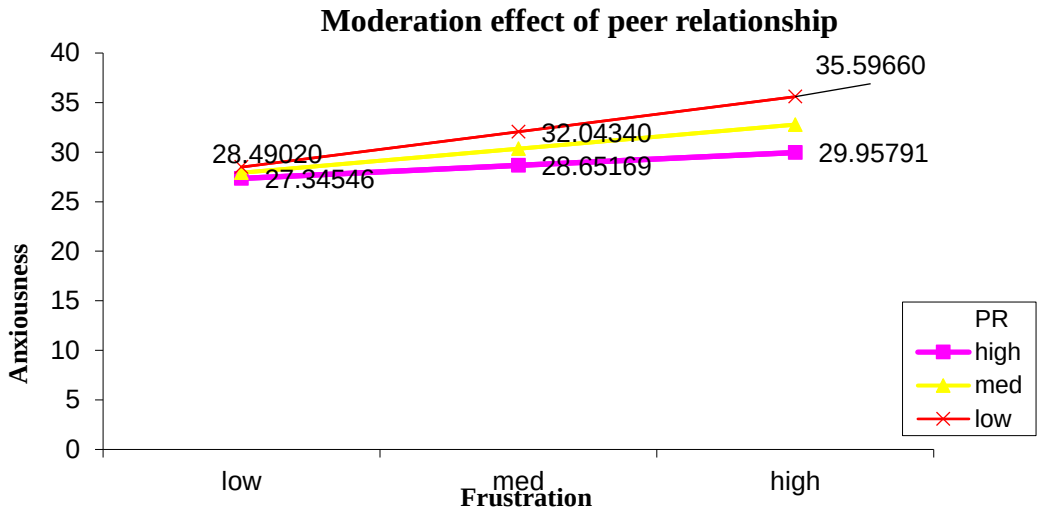

Figure 21. Moderation effect of peer relationship between anxiousness and frustration.

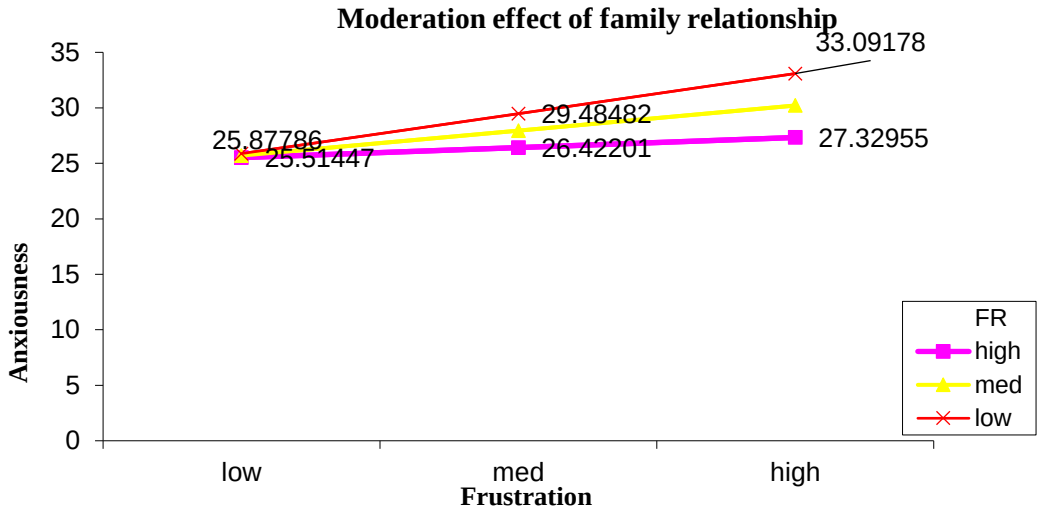

Figure 22. Moderation effect of family relationship between anxiousness and frustration.

Table 4.14 displays the results for moderating role of adaptive functioning between frustration and anxiousness. Model 1 of the table exhibits moderating effect of school performance between frustration and anxiousness. Interaction plot of school performance with 58% of variance (R2 = .58, F (5, 114) = 31.41, p < .001) moderates (B = -.13, t = -4.72, p < .001) the effect of frustration on anxiousness. Graph (Figure 20) of school performance also indicates that with increase in school performance influence of frustration on anxiousness become low and particularly for low school performance prominent effect can be seen. Model 2 of table addresses moderating role of peer relationship between frustration and anxiousness. It specifies that peer relationship significantly moderate (B = -.09, t = -3.66, p < .001) relationship between frustration and anxiousness with 58% of accounting variance (R2 = .58, F (5, 114) = 31.49, p < .001). Mod graph (Figure 21) extends that as level of peer relations rose the impact of frustration on anxiousness become weak. Model 3 of table take into account the moderating role of family relationship between frustration and anxiousness and highlight significant moderating impact of family relationship (B = -.13, t = -4.41, p < .001) on anxiousness along with variance of 56% (R2

= .56, F (5, 114) = 28.84, p < .001). Graph (Figure 22) of family relations also shows the same results that with better family relationship the frustration had weak impression on anxiousness. Model 4 did not show any significant interaction effect for home duties.

Table 4.15

Moderating effect of Inhibitory Control on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		57.48	4.34	13.25	.000	[48.89, 66.07]
IC		-1.79	.31	-5.87	.000	[-2.40, -1.19]
SP		-2.30	.43	-5.38	.000	[-3.15, -1.45]
IC x SP		.15	.03	4.50	.000	[.08, 021]
R^2	.47					
F	20.12				.000	
Constant		59.37	3.80	15.59	.000	[51.83, 66.91]
IC		-1.83	.28	-6.63	.000	[-2.38, -1.28]
PR		-2.29	.34	-6.79	.000	[-2.96, -1.63]
IC x PR		.13	.03	5.17	.000	[.08, .19]
R^2	.56					
F	29.53				.000	
Constant		60.04	4.17	14.39	.000	[51.78, 68.31]
IC		-2.15	3.08	-6.98	.000	[-2.76, -1.54]
FR		-2.46	.38	-6.41	.000	[-3.23, -1.70]
IC x FR		.16	.03	5.48	.000	[.10, .21]
R^2	.51					
F	23.97				.000	
Constant		53.47	5.03	10.63	.000	[43.51, 63.43]
IC		-1.58	.34	-4.59	.000	[-2.26, -.89]
HD		-1.44	.44	-3.29	.001	[-2.31, -.58]
IC x HD		.09	.03	2.87	.005	[.03, .16]
R^2	.62					
F	14.19				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: IC = Inhibitory Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

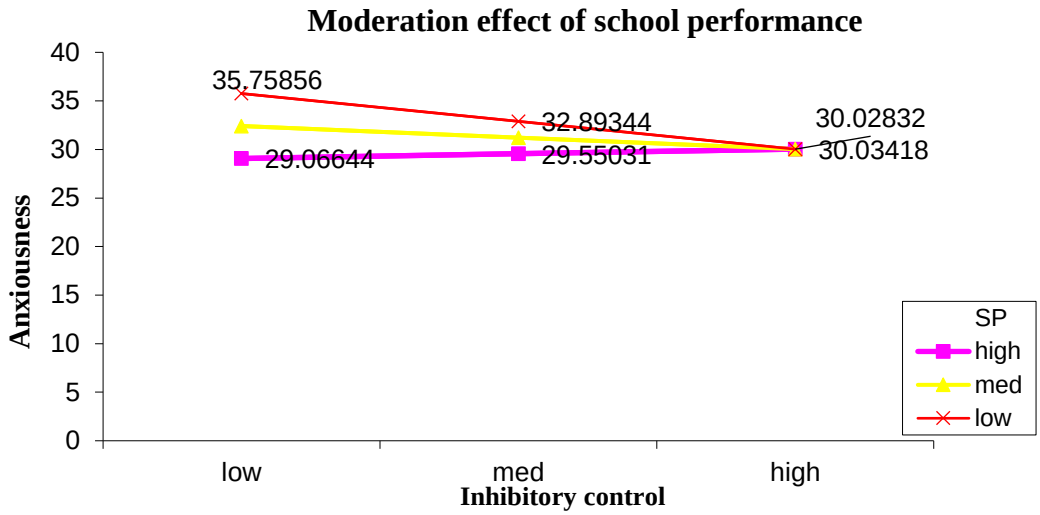

Figure 23. Moderation effect of school performance between anxiousness and inhibitory control.

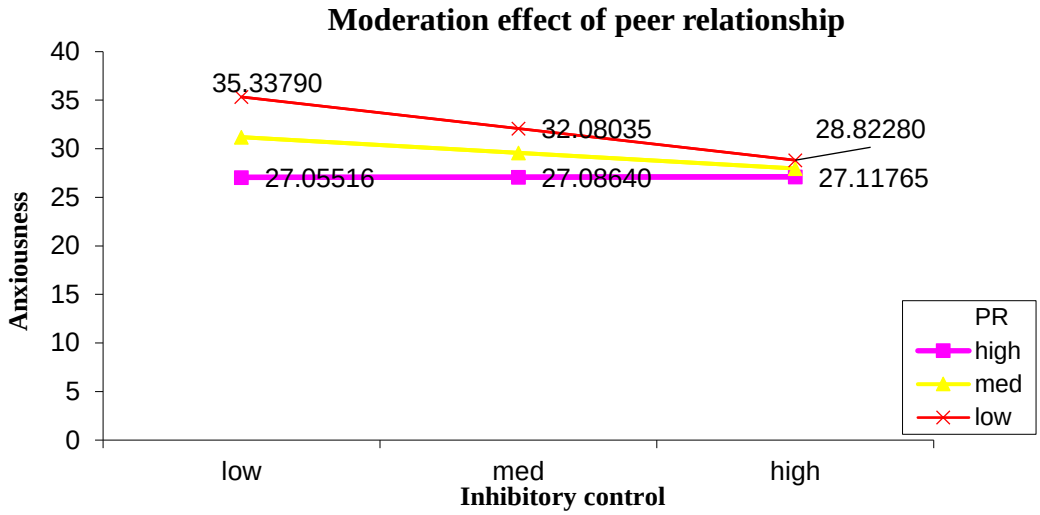

Figure 24. Moderation effect of peer relationship between anxiousness and inhibitory control.

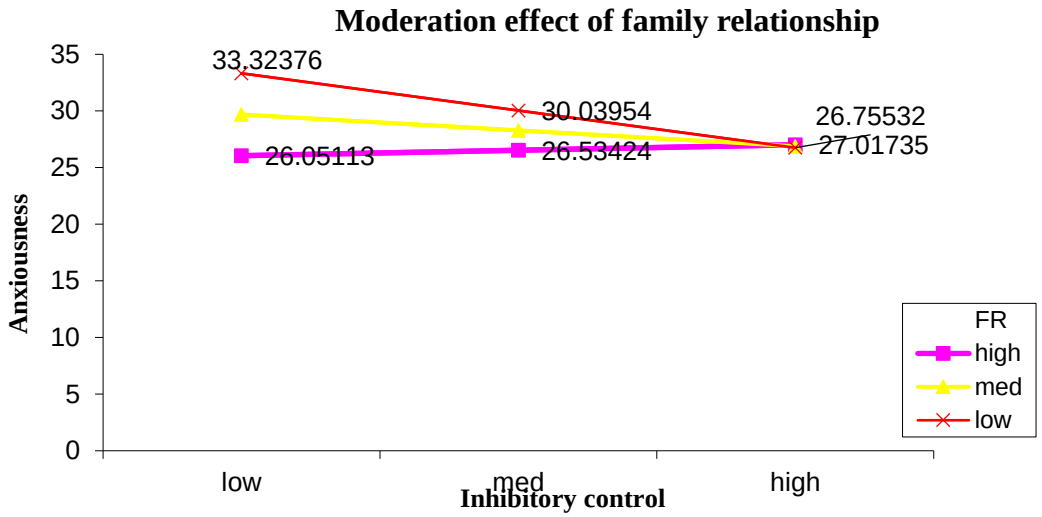

Figure 25. Moderation effect of family relationship between anxiousness and inhibitory control.

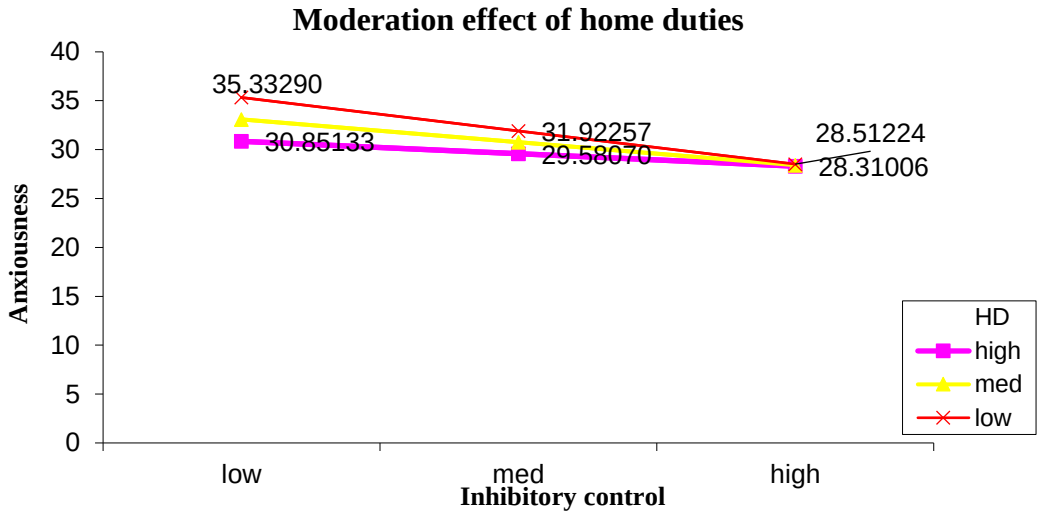

Figure 26. Moderation effect of home duties between anxiousness and inhibitory control.

Table 4.15 has shown the moderation of role of adaptive functioning between inhibitory control and anxiousness. Results displayed in model 1 are describing the moderating effect of school performance between inhibitory control and anxiousness. Interaction value (B = .15, t = 4.50, p < .001) explains moderation of school performance with variance of 47% (R2 = .47, F (5,

114) = 20.12, p < .001) between inhibitory control on anxiousness. Graph (Figure 23) shows that decrease in low and medium school performance had boosted impact of inhibitory control on anxiousness. For high school performance with increase in school performance effect of inhibitory control on anxiousness increases. Model 2 marks moderating role of peer relationship between inhibitory and anxiousness. It indicates that peer relationship significantly moderate (B = .13, t = 5.17, p < .001) relationship between inhibitory control and anxiousness with 56% of accounting variance (R2 = .56, F (5, 114) = 29.53, p < .001). Mod graph (Figure 24) detailed this interaction with help of slopes. It tells that as level of peer relationship decreases, the impact of inhibitory control on anxiousness become high. Model 3 of table is considering moderating role of family relationship between inhibitory control and anxiousness (B = .16, t = 5.48, p < .001) along with variance of 51% (R2 = .51, F (5, 114) = 23.97, p < .001). Graph (Figure 25) manifest that with increase in high level of family relationship as well as with decrease in medium and low family relationship inhibitor control strongly effect anxiousness. Moderating results of home duties are displayed in model 4. Home duties with statistically significantly interaction had moderated (B = .09, t = 2.87, R2 = .62, F (5, 114) = 14.19, p < .01) the relationship between inhibitory control and anxiousness among children along with 72% of variance. Graphical figure (26) endorsed results that decrease in home duties strengthens the influence of inhibitory control on anxiousness.

Table 4.16

Moderating effect of Shyness on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		-11.82	6.44	-1.83	.069	[-24.58, .94]
SHY		2.39	.29	7.96	.000	[1.79, 2.98]
SP		3.14	.65	4.81	.000	[1.85, 4.44]
SHY x SP		-.19	.03	-5.79	.000	[-.26, -.13]
R^2	.59					
F	33.45				.000	
Constant		12.57	6.73	-1.87	.064	[-25.89, .75]
SHY		2.42	.30	7.99	.000	[1.82, 3.01]
PR		2.88	.59	4.84	.000	[1.69, 4.05]
SHY x PR		-.18	.03	-5.99	.000	[-.24, -.12]
R^2	.64					
F	40.54				.000	
Constant		-24.01	7.26	-3.30	.001	[-38.40, -9.61]
SHY		2.85	.33	8.50	.000	[2.18, 3.51]
FR		3.55	.64	5.59	.000	[2.29, 4.81]
SHY x FR		-.21	.03	-6.49	.000	[-.27, -.14]
R^2	.61					
F	35.46				.000	
Constant		-8.11	8.01	-1.01	.313	[-23.99, 7.76]
SHY		2.07	.39	5.33	.000	[1.29, 2.83]
HD		2.03	.72	2.81	.006	[.59, 3.46]
SHY x HD		-.12	.04	-3.29	.001	-.19, -.05]
R^2	.46					
F	19.26				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: SHY = Shyness, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

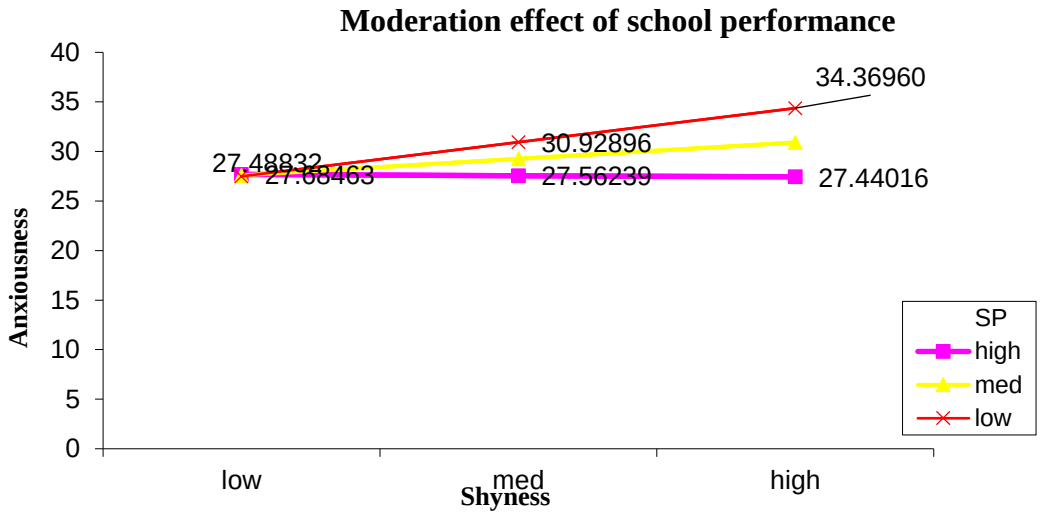

Figure 27. Moderation effect of school performance between anxiousness and shyness.

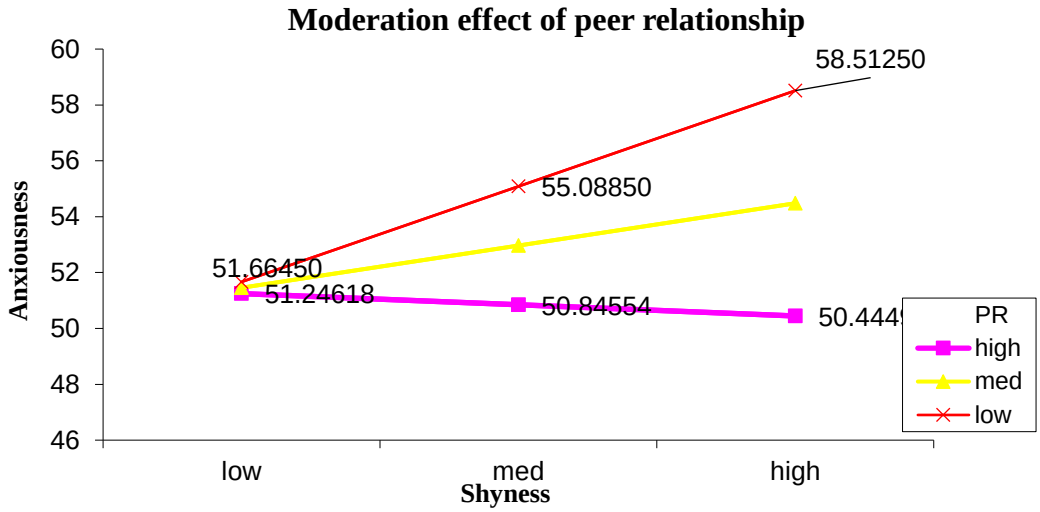

Figure 28. Moderation effect of peer relationship between anxiousness and shyness.

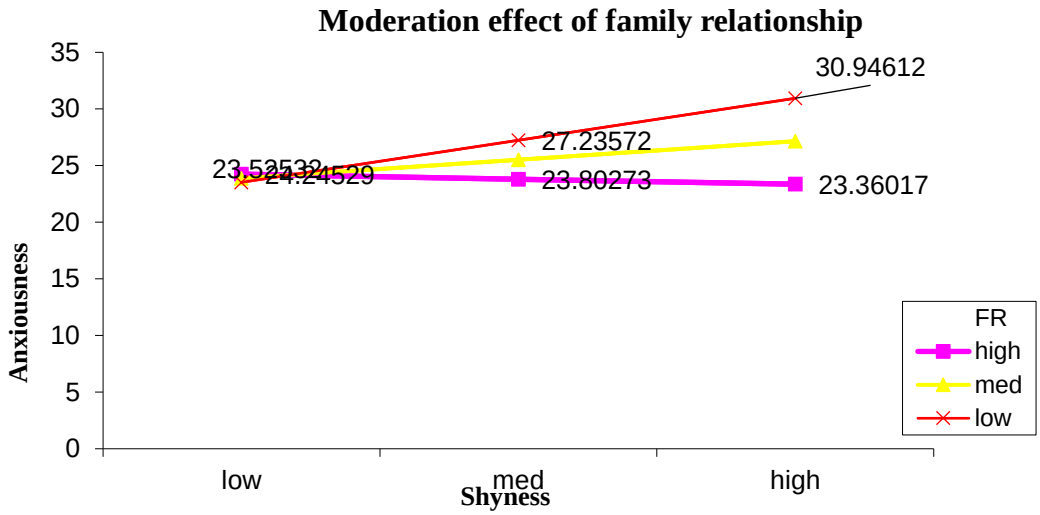

Figure 29. Moderation effect of family relationship between anxiousness and shyness.

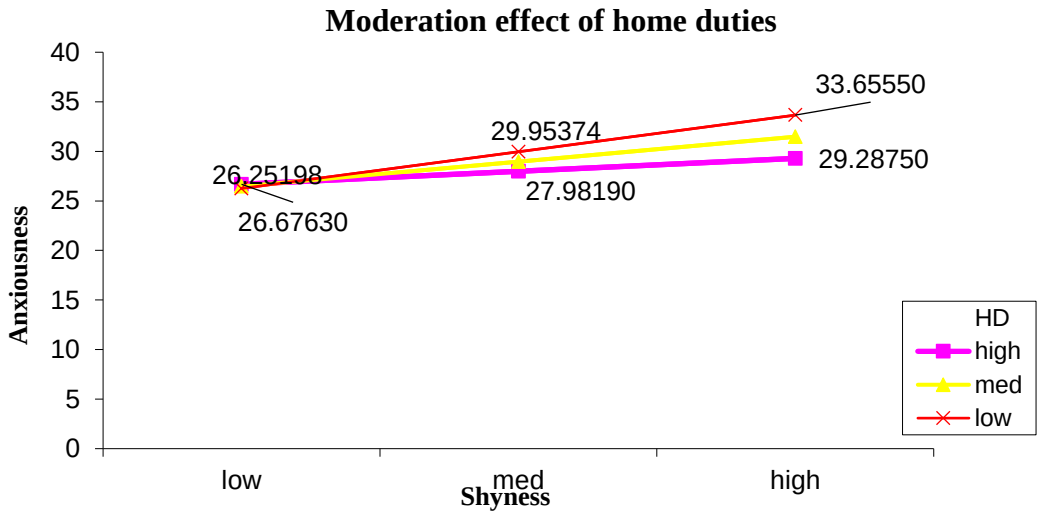

Figure 30. Moderation effect of home duties between anxiousness and shyness.

Table 4.16 has shown the moderation of role of adaptive functioning between shyness and anxiousness. Results displayed in model 1 are describing the moderating effect of school performance between shyness and anxiousness. Interaction value (B = -.19, t = -5.79, p < .001)

explains moderation of school performance with variance of 59% (R2 = .59, F (5, 114) = 33.45, p < .001) between shyness and anxiousness. Graph (Figure 23) shows that with increase in low and medium school performance impact of shyness on anxiousness become weak. For high school performance no effect was found. Model 2 shows moderating role of peer relationship between shyness and anxiousness. It indicates that peer relationship significantly moderate (B = -.18, t = -5.99, p < .001) relationship between shyness and anxiousness with 64% of accounting variance (R2 = .64, F (5, 114) = 40.54, p < .001). Mod graph (Figure 24) detailed this interaction with help of slopes. It tells that as level of peer relationship increases at low and medium level effect of shyness on anxiousness become feeble and for high peer relationship decrease in relationship enhanced the impact of shyness on anxiousness. Model 3 of table portrays moderating role of family relations between shyness and anxiousness (B = -.21, t = -6.49, p < .001) along with variance of 61% (R2 = .61, F (5, 114) = 35.46, p < .001). Graph (Figure 25) manifest that with increase in high level of family relationship at low and medium level had decreased the effect of shyness on anxiousness but for high family relationship decrease in relationship also decreases the impact of shyness on anxiousness. Moderating results of home duties are displayed in model 4. Home duties with statistically significantly interaction had moderated (B = -.12, t = -3.29, R2 = .46, F (5, 114) = 19.26, p < .01) the relationship between shyness and anxiousness with 46% of variance. Graph (figure 26) has shown that with increase in home duties influence of shyness on anxiousness weakens.

Table 4.17

Moderating effect of Surgency on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		51.42	3.89	13.21	.000	[43.71, 59.13]
SUR		-1.09	.20	-5.41	.000	[-1.49, -.69]
SP		-1.48	.38	-3.92	.000	[-2.24, -.73]
SUR x SP		.06	.02	2.98	.004	[.02, .10]
R^2	.75					
F	29.78				.000	
Constant		52.11	3.59	14.53	.000	[45.01, 59.22]
SUR		-1.06	.18	-5.92	.000	[-1.42, -.71]
PR		-1.45	.31	-4.67	.000	[-2.06, -.83]
SUR x PR		.06	.02	3.53	.001	[.02, .09]
R^2	.59					
F	32.29				.000	
Constant		56.19	4.01	14.01	.000	[48.25, 64.14]
SUR		-1.47	.22	-6.68	.000	[-1.90, -1.03]
FR		-1.79	.34	-5.25	.000	[-2.47, -1.12]
SUR x FR		.09	.02	4.44	.000	[.05, .13]
R^2	.59					
F	33.54				.000	
Constant		50.18	4.16	12.06	.000	[41.93, 58.42]
SUR		-1.19	.21	-5.58	.000	[-1.61, -.77]
HD		-1.10	.34	-3.11	.002	[-1.71, -.37]
SUR x HD		.05	.02	2.95	.004	[.02, .09]
R^2	.53					
F	25.33				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: SUR = Surgency, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

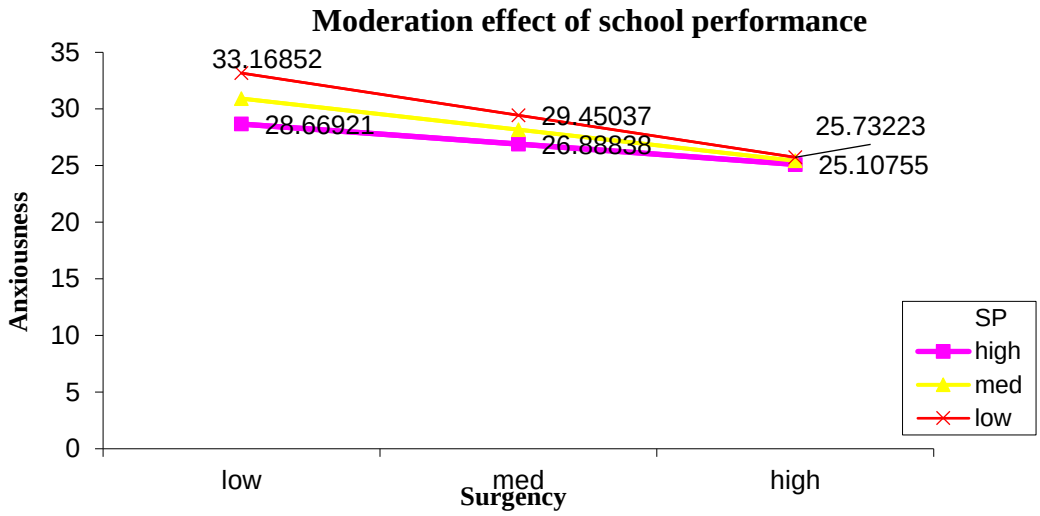

Figure 31. Moderation effect of school performance between anxiousness and surgency.

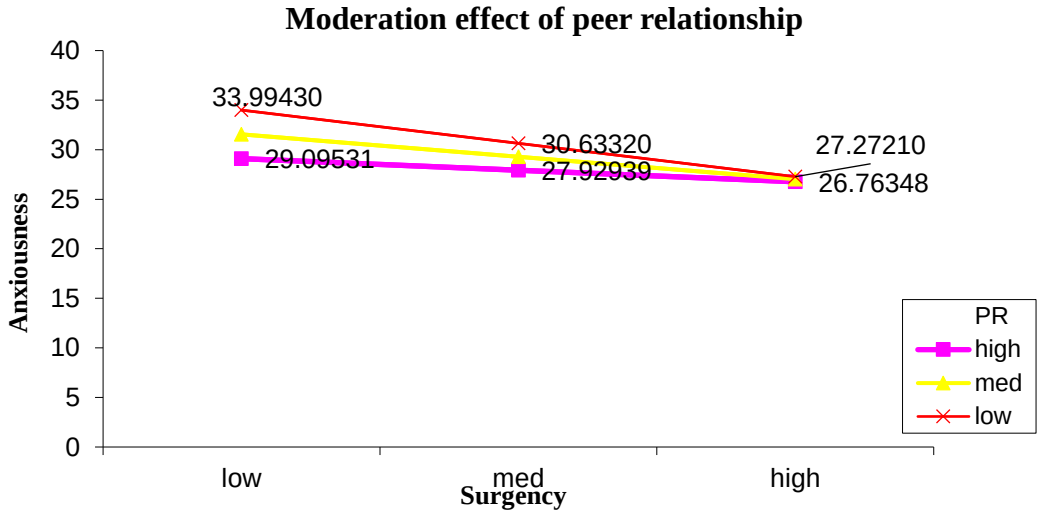

Figure 32. Moderation effect of peer relationship between anxiousness and surgency.

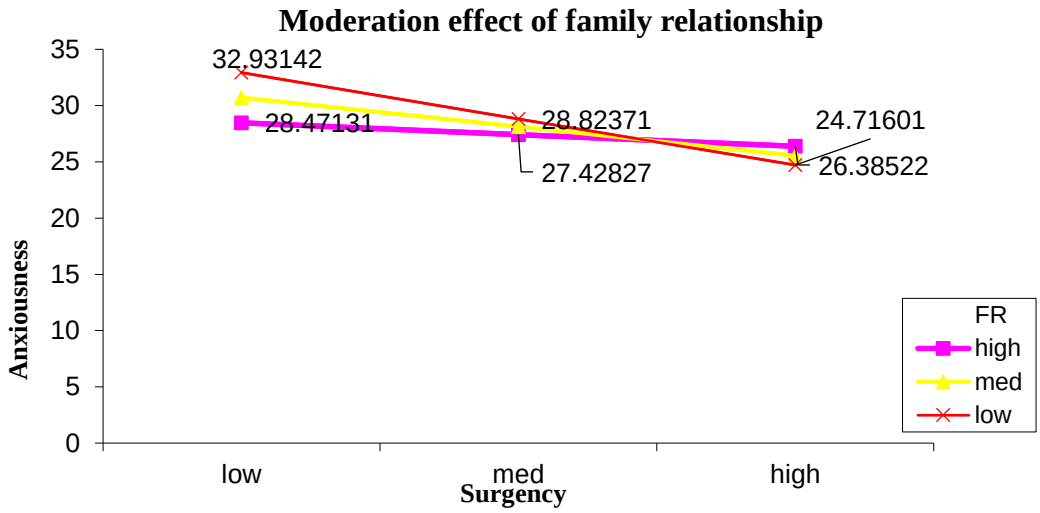

Figure 33. Moderation effect of family relationship between anxiousness and surgency.

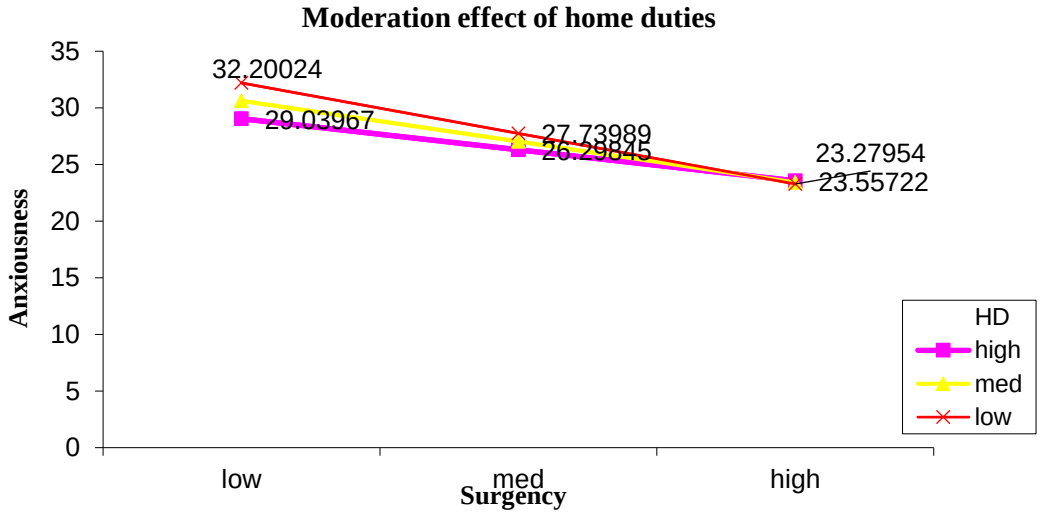

Figure 34. Moderation effect of home duties between anxiousness and surgency.

Table 4.17 present result for moderation of role of adaptive functioning between surgency and anxiousness. School performance in model 1 serves as significant moderator between surgency and anxiousness with interaction value of (B = .06, t = 2.98, p < .01) and cumulative variance of

75% (R2 = .75, F (5, 114) = 29.78, p < .01). Lines of graph (Figure 31) shows that decrease in school performance impact of surgency on anxiousness is boosted. Model 2 reveals moderating role of peer relations between surgency and anxiousness. According to model peer relationship significantly moderates (B = .06, t = 3.53, p < .01) relationship between surgency and anxiousness with 59% of accounting variance (R2 = .59, F (5, 114) = 32.29, p < .01). Mod graph (Figure 32) illustrates as level of peer relationship decreases, the impact of surgency on anxiousness become high. Model 3 of table shed the light on moderating role of family relationship between surgency and anxiousness (B = .09, t = 2.95, p < .001) along with variance of 5% (R2 = .59, F (5, 114) = 33.54, p < .001). Graph (Figure 33) manifest that with decrease in level of family relationship impact of surgency on anxiousness is elevated. Moderating effect home duties has been displayed in model 4. Home duties with statistically significantly interaction had moderated (B = .05, t = 2.95, R2 = .53, F (5, 114) = 25.33, p < .01) the relationship between surgency and anxiousness among children along with 53% of variance. Graphical figure (34) comprehends the results that with decrease in home duties influence of surgency on anxiousness is exacerbated.

Table 4.18

Moderating effect of Aggression on Anxiousness among children (N=120)

					Anxiousness	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		-3.99	6.48	-.62	.539	[-16.82, 8.84]
AGG		1.39	.21	6.48	.000	[.96, 1.81]
SP		2.23	.60	3.71	.000	[1.04, 3.42]
AGG x SP		-.10	.02	-4.30	.000	[-.15, -.06]
R^2	.56					
F	29.32				.000	
Constant		4.34	5.73	.76	.451	[-7.01, 15.69]
SUR		1.19	.19	6.28	.000	[.81, 1.56]
PR		1.50	.49	3.07	.003	[.53, 2.47]
AGG x PR		-.08	.02	-4.11	.000	[-.12, -.04]
R^2	.59					
F	33.81				.000	
Constant		-1.02	6.57	-.15	.877	[-14.04, 11.99]
SUR		1.26	.22	5.70	.000	[.82, 1.69]
FR		1.62	.56	2.89	.004	[.51, 2.72]
AGG x FR		-.08	.02	-3.50	.001	[-.12, -.03]
R^2	.54					
F	27.26				.000	
Constant		11.65	6.56	1.78	.078	[-1.34, 24.65]
SUR		.74	.23	3.25	.002	[.29, 1.19]
HD		.29	.56	.52	.605	[-.81, 1.39]
AGG x HD		-.02	.02	-.76	.449	[-.06, .03]
R^2	.48					
F	20.89				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: AGG = Aggression, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

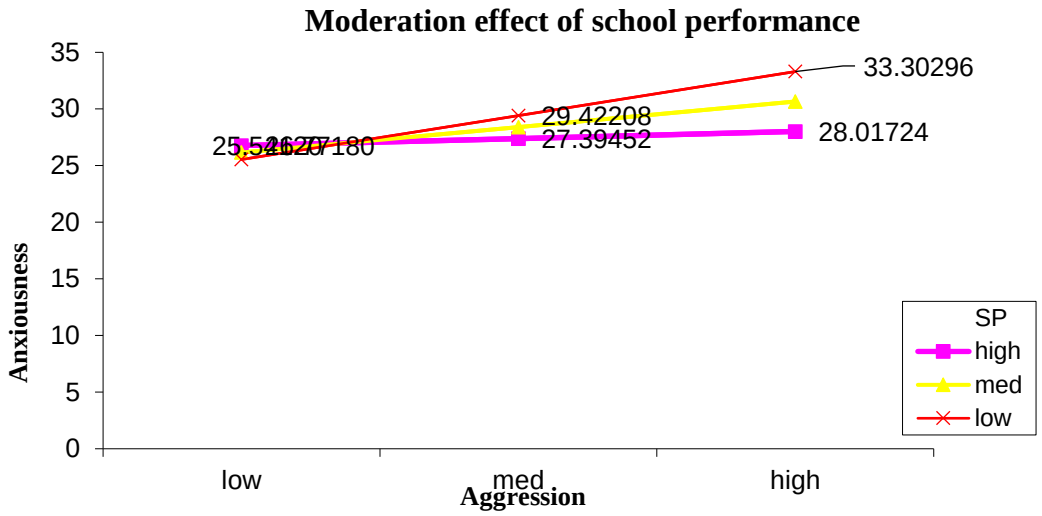

Figure 35. Moderation effect of school performance between anxiousness and aggression

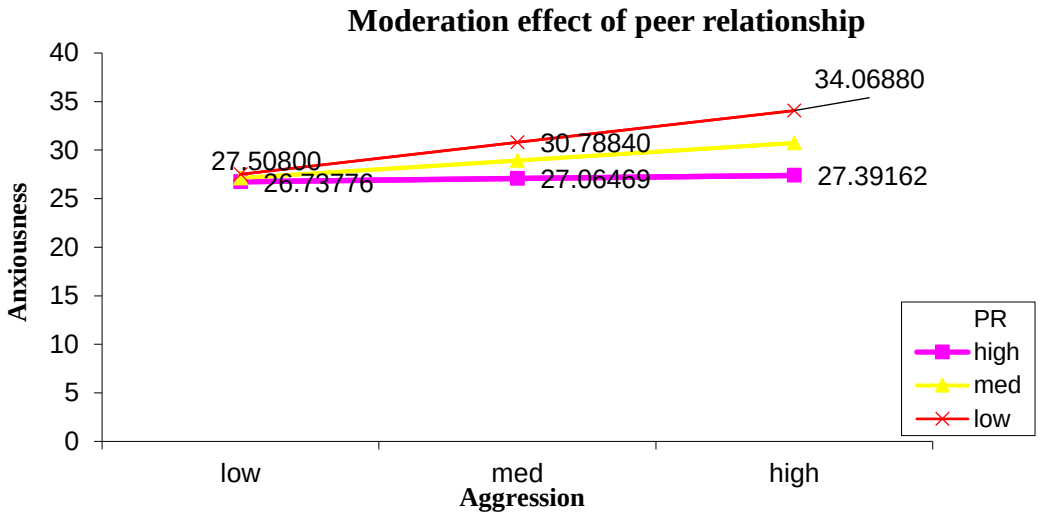

Figure 36. Moderation effect of peer relationship between anxiousness and aggression

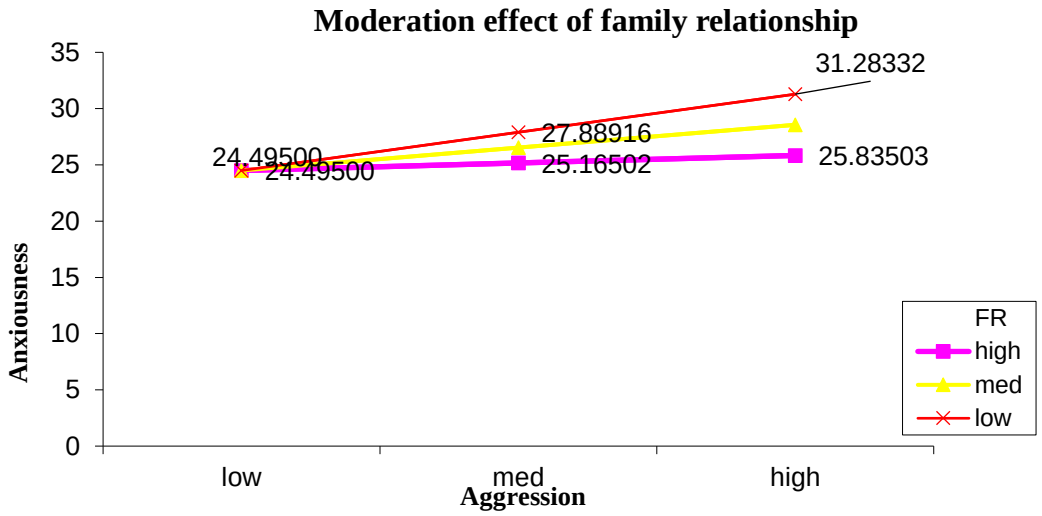

Figure 37. Moderation effect of family relationship between anxiousness and aggression.

Table 4.18 arranged the results for moderating role of adaptive functioning between aggression and anxiousness. Model 1 displays the moderating effect of school performance between aggression and anxiousness. Interaction value (B = -10, t = -4.30, p < .001) explains moderation of school performance with variance of 56% (R2 = .56, F (5, 114) = 29.32, p < .001) between aggression and anxiousness. Graph (Figure 35) highlights that increased school performance decreases the impact of aggression on anxiousness. Model 2 represents moderating role of peer relations between aggression and anxiousness. Interaction term specifies that peer relations significantly moderate (B = -.08, t = -4.11, p < .001) relationship between aggression and anxiousness with 59% of accounting variance (R2 = .59, F (5, 114) = 33.81, p < .001). Mod graph (Figure 36) for peer relationship also explains that increase in peer relationship at low and medium level significantly decreases, the impact of aggression on anxiousness. For high level of peer relationship, no prominent effect was found. Model 3 presents the result for moderating role of family relationship between aggression and anxiousness (B = -.08, t = -3.50, p < .01) along with variance of 54% (R2 = .54, F (5, 114) = 27.26, p < .001). Graph (Figure 37) manifest that increase

in medium and low level of family relationship buffered impact of aggression on anxiousness. For high level of family relationships slope of graph shows no significant effect. Home duties shows no significant moderating role between aggression and anxiousness.

Table 4.19

Moderating effect of Activation Control on Academic problems among children (N=120)

					Academic problems	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		34.07	2.67	12.77	.000	[28.78, 39.35]
AC		-.379	.15	-2.47	.015	[-.68, -.07]
SP		-.94	.28	-3.31	.001	[-1.49, -.38]
AC x SP		.03	.02	1.63	.106	[-.01, .06]
R^2	.45					
F	18.37				.000	
Constant		31.13	2.89	10.77	.000	[25.41, 36.85]
AC		-.30	.16	-1.92	.058	[-.62, .01]
PR		-.43	.28	-1.54	.126	[-.99, .12]
AC x PR		.01	.02	.69	.489	[-.02, .04]
R^2	.31					
F	10.22				.000	
Constant		30.11	3.04	9.92	.000	[24.09, 36.12]
AC		-.26	.19	-1.41	.161	[-.64, .11]
FR		-.38	.29	-1.29	.197	[-.97, .20]
AC x FR		.01	.02	.36	.110	[-.03, .04]
R^2	.32					
F	10.58				.000	
Constant		32.91	3.29	9.97	.000	[26.37, 39.45]
AC		-.47	.19	-2.51	.014	[-.84, -.09]
HD		-.58	.29	-1.95	.053	[-1.17, .01]
AC x FA		.02	.02	1.34	.182	[-.01, .06]
R^2	.29					
F	9.57				.000	

p>.05= non-significant

Note: AC = Activation Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

Table 4.19 arrange the results for moderating role of adaptive functioning between activation control and academic problems. No significant moderating (p>.05) result was shown by all four moderating variables (school performance, peer relationship, family relationship and home duties).

Table 4.20

Moderating effect of Affiliation on Academic problems among children (N=120)

					Academic problems	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		33.01	2.45	13.47	.000	[28.15, 37.86]
AFF		-.37	.13	-2.83	.005	[-.63, -.11]
SP		-.80	.25	-3.23	.002	[-1.29, -.31]
AFF x SP		.02	.01	1.56	.121	[-.01, .05]
R^2	.46					
F	19.86				.000	
Constant		32.61	2.56	12.70	.000	[27.52, 37.69]
AFF		-.56	.14	-4.01	.000	[-.84, -.28]
PR		-.59	.22	-2.67	.009	[-1.04, -.15]
AFF x PR		.03	.01	2.29	.024	[.00, 05]
R^2	.36					
F	13.24				.000	
Constant		33.65	2.76	12.19	.000	[28.19, 39.12]
AFF		-.62	.16	-3.82	.000	[-.94, -.29]
FR		-.72	.24	-3.05	.003	[-1.19, .25]
AFF x FR		.03	.01	2.36	.019	[.00, 06]
R^2	.38					
F	14.42				.000	
Constant		33.27	2.86	11.65	.000	[27.61, 38.91]
AFF		-.58	.16	-3.52	.001	[.90, .25]
HD		-.59	.23	-2.57	.011	[-1.04, -13]
AFF x HD		.03	.01	1.87	.064	[-.00, -.06]
R^2	.38					
F	13.92				.000	

*p>.05= non-significant, *p < .05*

Note: AFF = Affiliation, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

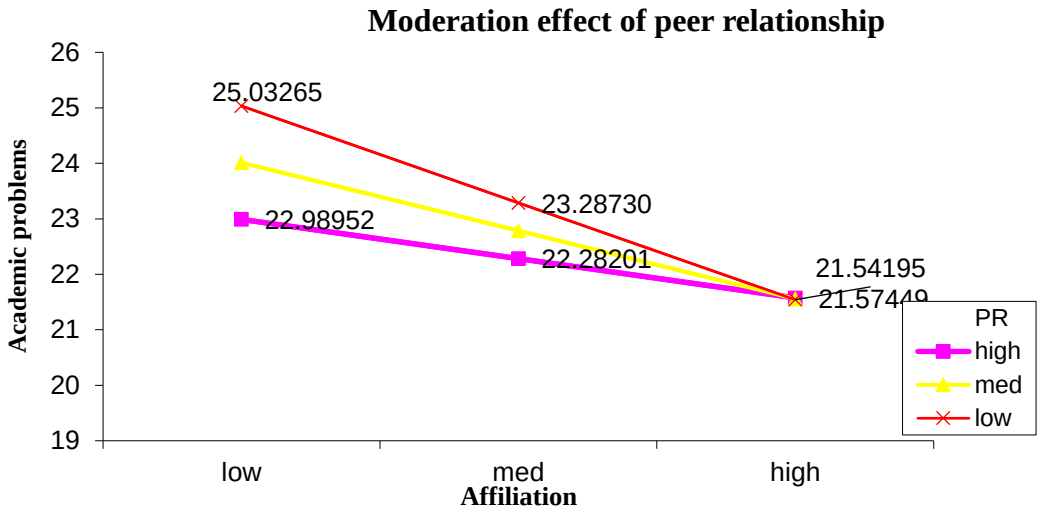

Figure 38. Moderation effect of peer relationship between academic problems and affiliation.

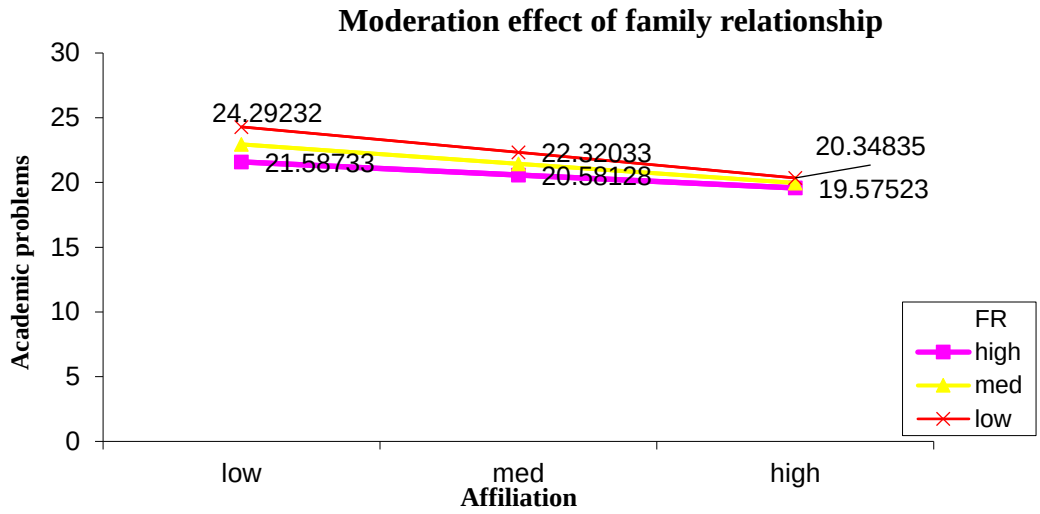

Figure 39. Moderation effect of family relations between academic problems and affiliation.

Table 4.20 reported the moderating relationship of adaptive functioning between affiliation and academic problems. Model 1 of the table representing the moderation effect of school performance did not account for any significant interaction between affiliation and academic

problems. Model 2 shows significant moderating effect of peer relations (B = .03, t = 2.29, p < .05) between affiliation and academic problems with 36% of accounting variance (R2 = .36, F (5, 114) = 13.24, p < .05). Mod graph (Figure 38) elaborated the moderating role of peer relationship between affiliation and academic problems. Slopes indicate that with decrease in peer relationship impact of affiliation on academic problems also become stronger. Model 3 speaks the moderating effect of family relationship on academic problems. Interaction term demonstrates the significant moderation effect (B = .03, t = 2.36, p < .05) of family relationship between affiliation and academic problems along with variance of 38% (R2 = .38, F (5, 114) = 14.42, p < .05). Mod graph (Figure 39) elaborates this interaction that family relationship had boosted the relationship between affiliation and academic problems. Graph indicate that as the level of family relationships decreases, the effect of affiliation on academic problems increases. Model 4 of the table did not account for significant moderation (p > .05) of home duties in the relationship between affiliation and academic problems.

Table 4.21

Moderating effect of Attention on Academic problems among children (N=120)

					Academic problems	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		30.81	2.63	11.72	.000	[25.61, 36.02]
ATT		-.41	.17	-2.39	.018	[-.75, -.07]
SP		-.37	.28	-1.31	.192	[-.93, .19]
ATT x SP		.00	.02	.15	.884	[-.03, .04]
R^2	.57					
F	30.30				.000	
Constant		30.00	2.71	11.06	.000	[24.63, 35.37]
ATT		-.48	.17	-2.86	.005	[-.81, -.15]
PR		-.18	.23	-.77	.439	[-.63, .28]
ATT x PR		.00	.01	.11	.910	[-.03, .03]
R^2	.52					
F	24.66				.000	
Constant		28.34	2.89	9.78	.000	[22.61, 31.08]
ATT		-.35	.20	-1.73	.086	[-.74, .05]
FR		-.07	.25	-.27	.786	[-.57, .43]
ATT x FR		-.01	.02	-.58	.564	[-.04, .02]
R^2	.54					
F	26.54				.000	

Constant		34.10	3.31	10.27	.000	[27.53, 40.68]
AFF		-.76	.21	-3.59	.000	[-1.18, -.34]
HD		-.55	.28	-1.98	.049	[-1.09, -.00]
ATT x HD		.02	.02	1.35	.180	[-.01, 06]
R^2	.54					
F	26.58				.000	

p>.05= non-significant

Note: ATT = Attention, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

Table 4.21 arrange the results for moderating role of adaptive functioning between activation control and academic problems. No significant moderating (p>.05) result was shown by all four moderating variables (school performance, peer relationship, family relationship and home duties).

Table 4.22

Moderating effect of Depressive Mood on Academic problems among children (N=120)

					Academic problems	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		14.17	40.75	2.98	.003	[4.76, 23.59]
DM		.69	.21	3.20	.002	[.26, 1.11]
SP		.40	.42	.95	.343	[-.43, 1.23]
DM x SP		-.05	.02	-2.15	.033	[-.09, -.00]
R^2	.46					
F	19.75				.000	
Constant		14.70	5.43	2.70	.008	[3.93, 25.48]
DM		.55	.26	2.14	.034	[.04, 1.06]
PR		.19	.46	.41	.684	[-.73, 1.11]
DM x PR		-.02	.02	-.88	.378	[-.07, .03]
R^2	.30					
F	9.92				.000	
Constant		9.21	5.57	1.65	.101	[-1.83, 20.25]
DM		.83	.27	3.07	.003	[.29, 1.37]
FR		.64	.49	1.31	.192	[-.33, 1.60]
DM x FR		-.05	.02	-1.89	.061	[-.10, .00]
R^2	.34					
F	11.84				.000	
Constant		4.54	6.09	.74	.458	[-7.54, 16.631
DM		1.09	.31	3.56	.000	[.48, 1.69]
HD		.98	.53	1.83	.069	[-.08, 2.03]
DM x HD		-.06	.03	-2.31	.023	[-.12, -.00]
R^2	.35					
F	12.27				.000	

*p>.05= non-significant, *p < .05*

Note: DM = Depressive mood, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

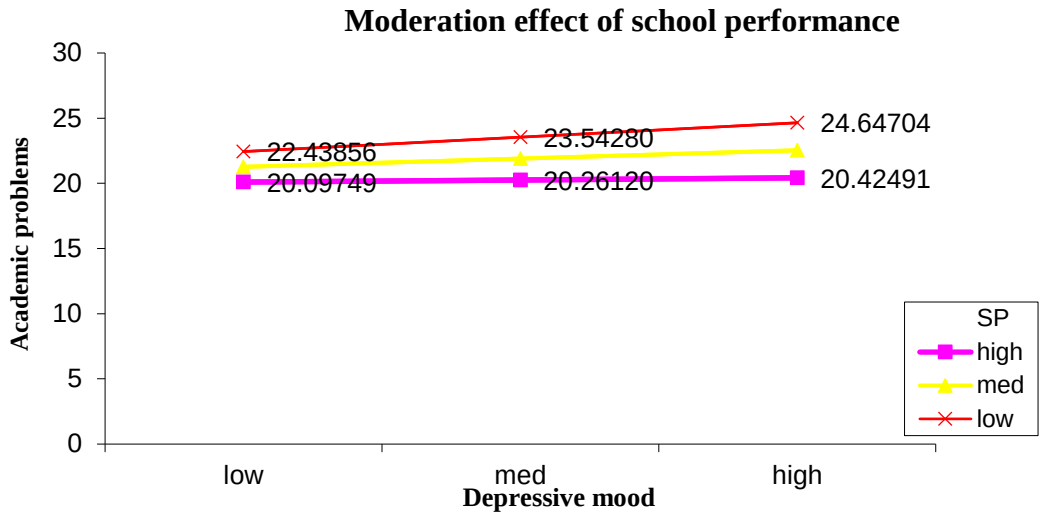

Figure 40. Moderation effect of school performance between depressive mood and academic problems.

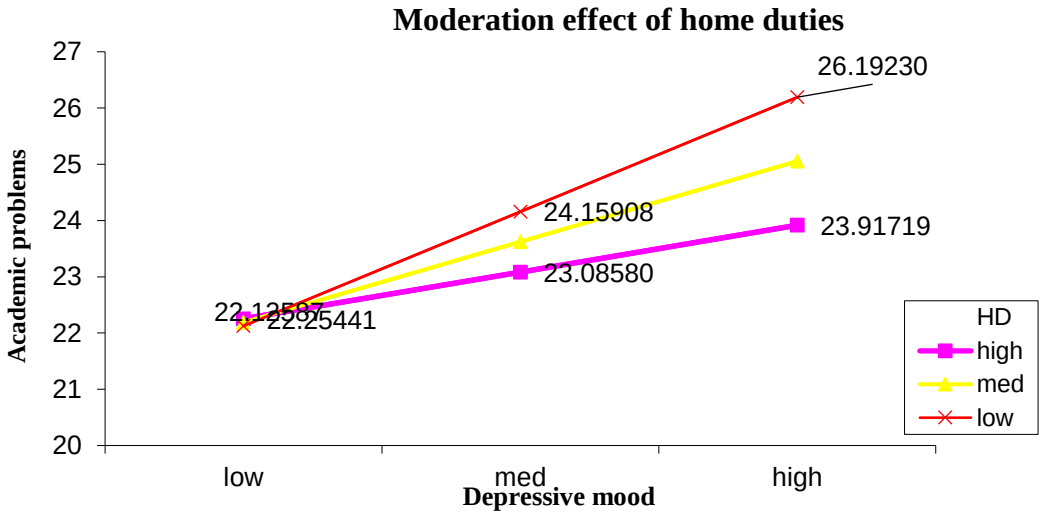

Figure 41. Moderation effect of home duties between depressive mood and academic problems

Results for moderating impact of adaptive functioning were displayed in table 4.22. Model 1 of the table indicates school performance moderates the relationship between depressive and academic problems. Significant interaction reveals that school performance moderates (B = -.05, t = -2.15, p < .05) the effect of depressive mood on academic problems and explains 46% of variance (R2 = .46, F (5, 114) = 19.75, p < .05). Graph (Figure 40) was drawn to elaborates this moderation. The graph shows that increase in school performance reduces the impact of depressive mood on academic problems. For high school performance flatter effect was shown in graph. Model 2 and model 3 representing peer relationship and family relationship respectively did not show any significant moderating effect between depressive mood and academic problems. Model 4 exhibits results for significant interaction of home duties and depressive mood. Home duties had significantly moderated (B = -.06, t = -2.31, R2 = .35, F (5, 114) =12.27, p < .01) the relationship between depressive mood and academic problems among children along with 52% of variance. Lines of the graph (Figure 41) shows that home duties incapacitated the influence of depressive mood on anxiousness.

Table 4.23

Moderating effect of Fear on Academic problems among children (N=120)

					Academic problems	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		12.23	5.09	2.40	.018	[2.15, 22.31]
FR		.63	.19	3.29	.001	[.25, 1.01]
SP		.49	.51	.97	.332	[-.51, 1.49]
FR x SP		-.04	.02	-2.07	.040	[-.08, -.00]
R^2	.48					
F	21.31				.000	
Constant		2.62	6.22	.42	.675	[-9.72, 14.95]
FR		.94	.23	4.01	.000	[.47, 1.40]
PR		1.28	.52	2.42	.017	[.24, 2.33]
FR x PR		-.07	.02	-3.02	.003	[-.11, -.02]
R^2	.34					
F	11.79				.000	
Constant		.35	6.60	.05	.958	[-12.73, 13.43]
FR		1.03	.26	3.96	.000	[.51, 1.55]
FR		1.43	.59	2.42	.017	[.26, 2.59]

FR x FR		-.07	.02	-3.02	.003	[-.12, -.02]
R^2	.35					
F	12.52				.000	
Constant		13.79	6.86	2.01	.047	[.21, 27.38]
FR		.44	.27	1.65	.102	[-.09, .98]
HD		.07	.58	.11	.906	[-1.08, 1.22]
FR x HD		-.01	.02	-.56	.578	[-.06, .03]
R^2	.25					
F	7.82				.000	

*p>.05= non-significant, *p < .05, **p <.01,*

Note: FR = Fear, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

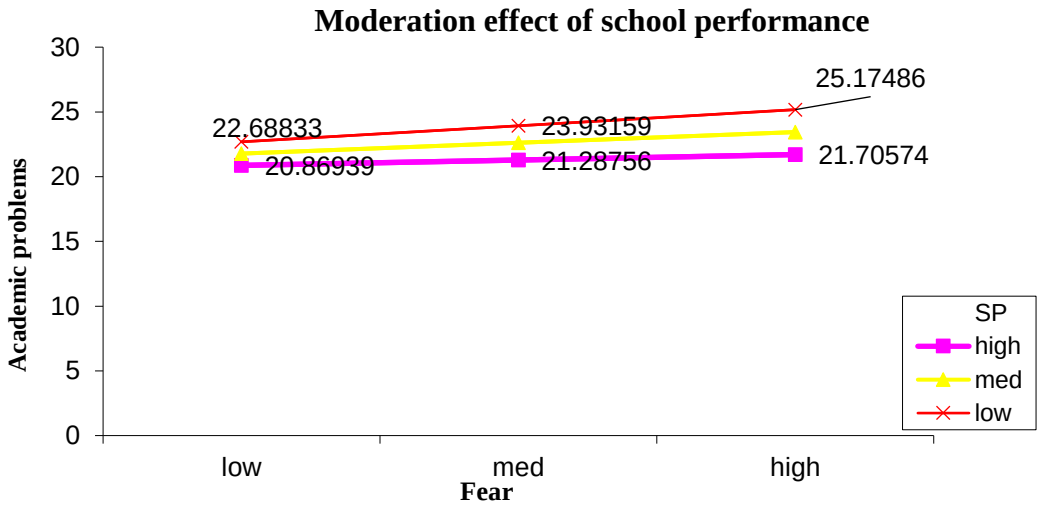

Figure 42. Moderation effect of school performance between fear and academic problems

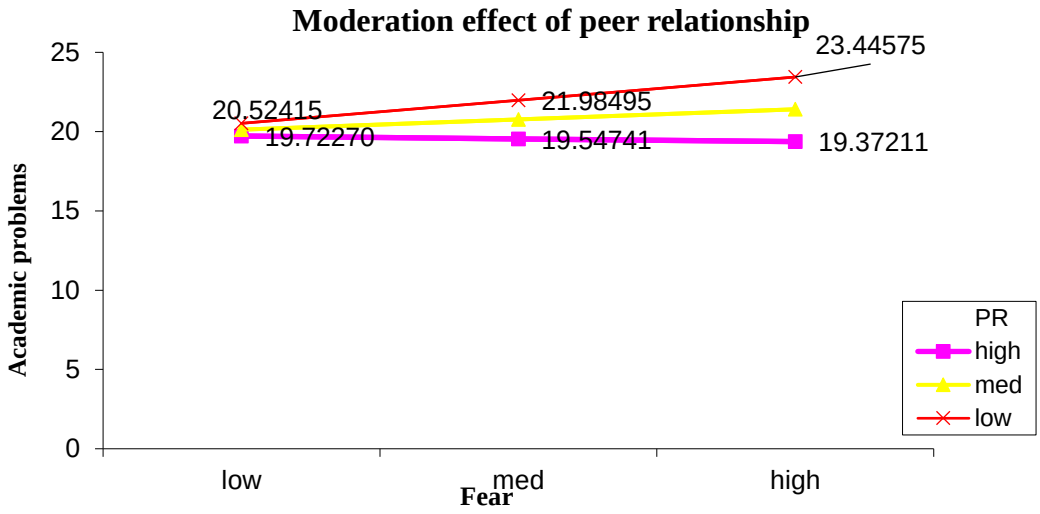

Figure 43. Moderation effect of peer relationship between fear and academic problems.

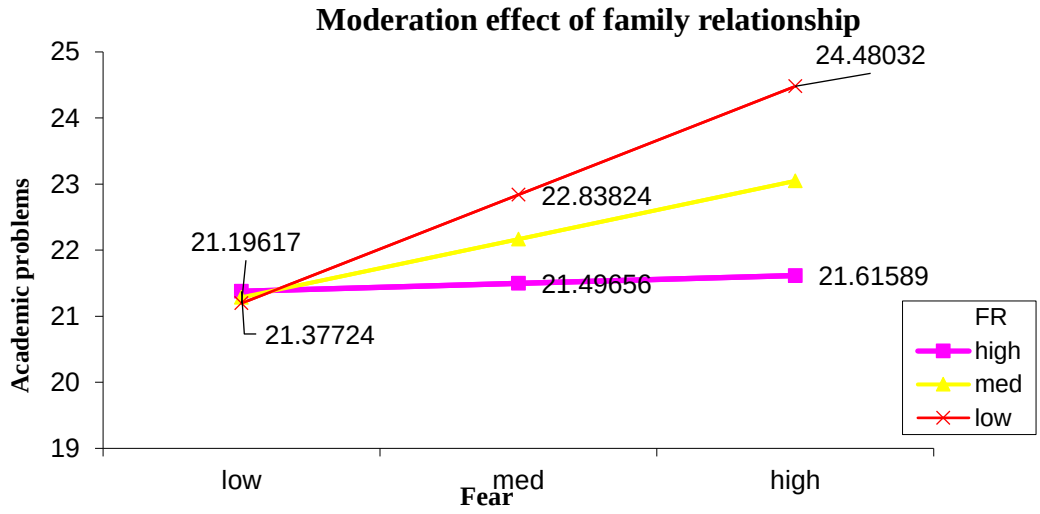

Figure 44. Moderation effect of peer relationship between fear and academic problems.

Table 4.23 displays the results of moderating effect of adaptive functioning between fear and academic problems. Model 1 of the table shows that school performance moderates the relationship between fear and academic problems. Significant interaction term points that school performance moderates (B = -.04, t = -2.07, p < .01) the effect of fear on academic problems,

explaining 48% of variance (R2 = .48, F (5, 114) = 21.31, p < .05). Graph (Figure 42) explains the results of table by showing that with increase in school performance impact of fear on academic problems become less intense. Model 2 highlights that peer relationship also significantly moderate (B = -.07, t = -3.02, p < .01) relationship between fear and academic problems with 34% of accounting variance (R2 = .34, F (5, 114) = 11.79, p < .01). Mod graph (Figure 43) demonstrates that as level of peer relationship rose the impact of fear on academic problems become frail. Model 3 of table captured the moderating role of family relationship between fear and academic problems. Interaction term explicates the significant moderating impact of family relationship (B = -.07, t = -3.02, p < .001) between fear and academic problems with total variance of 35% (R2 = .35, F (5, 114) = 12.52, p < .01). Graph (Figure 44) elaborates results that family relations buffered the influence of fear on academic problems. With better family relationship, fear weakly predict the academic problems. Results for moderating effect of home duties did not show significant interaction in model 4.

Table 4.24

Moderating effect of Frustration on Academic problems among children (N=120)

					Academic problems	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		17.81	5.92	3.01	.003	[6.08, 29.54]
FRU		40.75	.21	1.95	.054	[-.01, .82]
SP		.05	.51	.11	.915	[-.95, 1.06]
FRU x SP		-.02	.02	-1.17	.246	[-.06, .02]
R^2	.43					
F	17.39				.000	
Constant		14.53	6.31	2.30	.023	[2.03, 27.03]
FRU		.46	.23	2.04	.043	[.01, .91]
PR		.27	.50	.53	.594	[-.73, 1.27]
FRU x PR		-.02	.02	-1.11	.270	[-.06, .02]
R^2	.28					
F	8.92				.000	
Constant		7.80	6.75	1.16	.249	[-5.56, 21.17]
FRU		.72	.25	2.83	.005	[.21, 1.22]
FR		.77	.56	1.38	.169	[-.33, 1.87]
FRU x FR		-.04	.02	-1.98	.050	[-.09, .00]
R^2	.31					
F	10.32				.000	

Constant		2.59	6.71	.39	.699	[-10.69, 15.89]
FRU		.90	.25	3.62	.000	[.41, 1.39]
HD		1.21	.55	2.19	.029	[.12, 2.31]
FRU x HD		-.06	.02	-2.64	.009	[-.10, -.01]
R^2	.29					
F	9.22				.000	

*p>.05= non-significant, *p < .05*

Note: FRU = Frustration, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

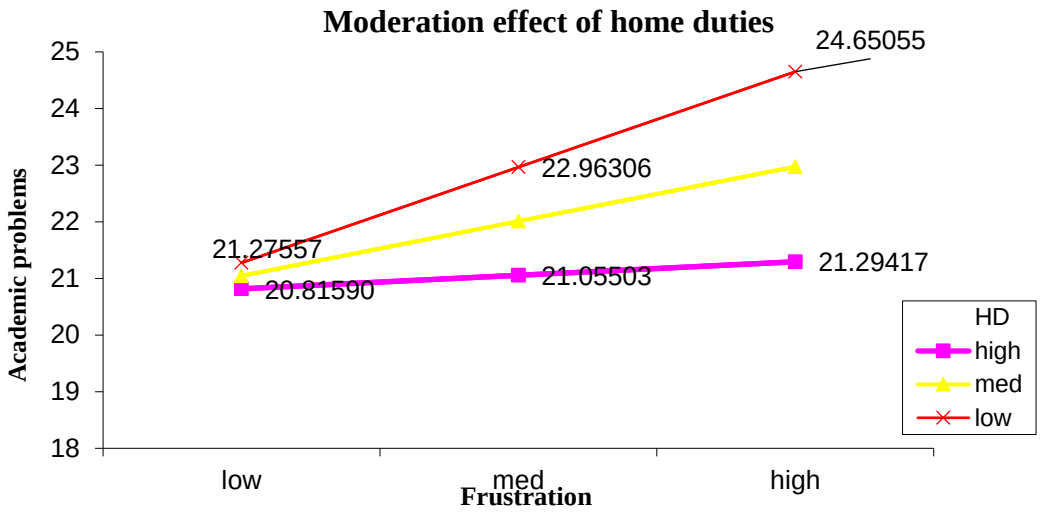

Figure 45. Moderation effect of home duties between frustration and academic problems

Table 4.24 displays the results for moderating effect of adaptive functioning between frustration and academic problems. Only the model 4 of the table presenting the home duties had shown significant moderating relationship between frustration and academic problems. Significant interaction term describes that home duties moderates (B = -.06, t = -2.64, p < .01) the effect of frustration on academic problems, accounting for 29% of variance (R2 = .29, F (5, 114) = 9.22, p < .01). Graph (Figure 45) explains the results for moderating power of home duties indicating that with increase in home duties impact of frustration on academic problems become less intense.

Table 4.25

Moderating effect of Inhibitory Control on Academic problems among children (N=120)

					Academic problems	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		32.83	2.78	11.82	.000	[27.32, 38.33]
IC		-.32	.19	-1.64	.104	[-.71, .07]
SP		-.89	.27	-3.26	.001	[-1.44, -.35]
IC x SP		.03	.02	1.31	.194	[-.01, .07]
R^2	.40					
F	15.30				.000	
Constant		33.92	2.92	11.61	.000	[29.14, 39.71]
IC		-6.13	.21	-2.89	.005	[-1.03, -.19]
PR		-7.72	.26	-2.97	.004	[-1.29, -.26]
IC x PR		.04	.02	1.97	.051	[-.00, .08]
R^2	.29					
F	9.53				.000	
Constant		34.41	3.01	11.44	.000	[28.45, 40.37]
IC		-.70	.22	-3.16	.002	[-1.14, -.26]
FR		-.92	.28	-3.34	.001	[-1.47, -.38]
IC x FR		.04	.02	2.34	.021	[.01, .09]
R^2	.30					
F	9.95				.000	
Constant		35.56	3.29	10.79	.000	[29.03, 42.09]
IC		-.78	.22	-3.46	.001	[-1.22, -.33]
HD		-.89	.29	-3.09	.002	[-1.45, -.32]
IC x HD		.05	.02	2.44	.016	[.01, 09]
R^2	.27					
F	8.54				.000	

*p>.05= non-significant, *p < .05*

Note: IC = Inhibitory Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

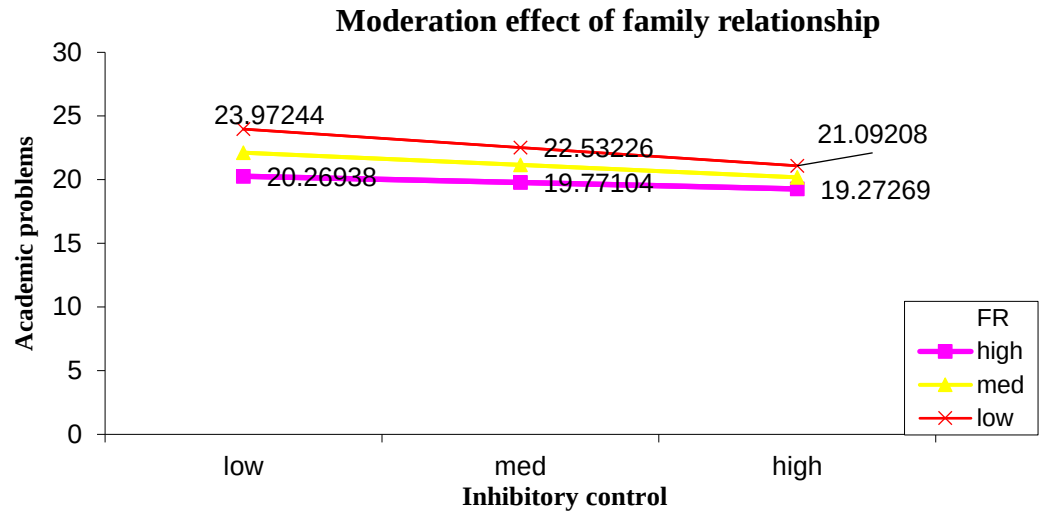

Figure 46. Moderation effect of family relations on academic problems

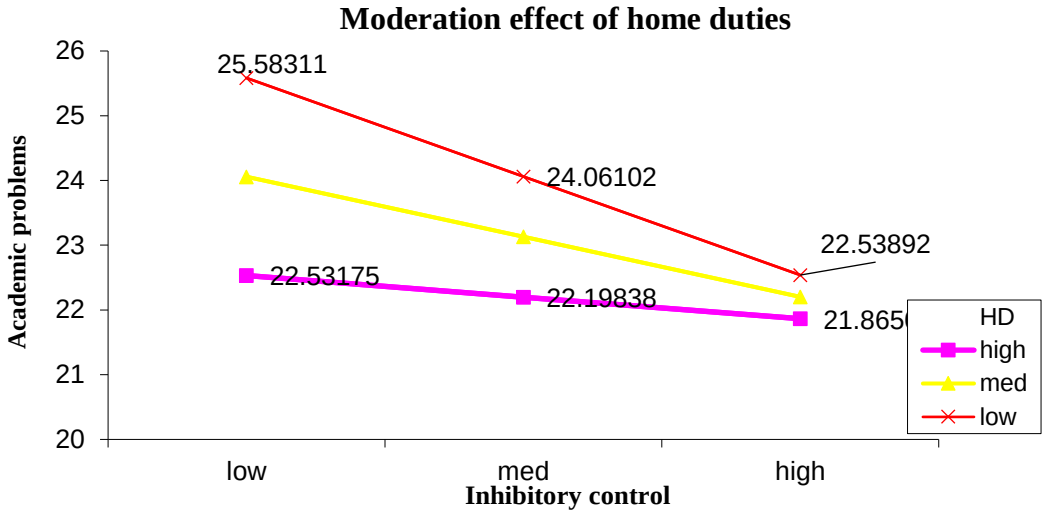

Figure 47. Moderation effect of home duties between inhibitory control and academic problems.

Table 4.25 presents the results for moderating effect of adaptive functioning between inhibitory control and academic problems. Model 1 and model 2 of the table did not show significant moderating results for school performance and peer relationship between inhibitory

control and academic problems. Model 3 of table shows the moderating role of family relationship between inhibitory control and academic problems. Interaction term evident the significant moderating impact of family relationship (B = .04, t = 2.34, p < .001) between inhibitory control and academic problems with total variance of 30% (R2 = .30, F (5, 114) = 9.95, p < .001). Diagram (Figure 46) make the result clears for moderating effect of family relationship. With decrease in level of family relationship, inhibitory control become the strong predictor of the academic problems. Model 4 of table depict moderating role of home duties between inhibitory control and academic problems. Significant moderating impact of home duties (B = .05, t = 2.44, p < .05) between inhibitory control and academic problems was noticed by interaction term with conjoint variance of 27% (R2 = .27, F (5, 114) = 70.738.54, p < .001). Mod graph (Figure 47) portrayed moderating effect of home duties. With decrease in level of home duties impact of inhibitory control raises on academic problems.

Table 4.26

Moderating effect of Shyness on Academic problems among children (N=120)

					Academic problems	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		18.55	4.45	4.17	.000	[9.73, 27.37]
SHY		.46	.21	2.25	.026	[.05, .88]
SP		-.09	.45	-.20	.841	[-.98, .02]
SHY x SP		-.02	.02	-.95	.342	[-.07, .02]
R^2	.47					
F	20.03				.000	
Constant		9.37	5.48	1.71	.090	[-1.48, 20.22]
SHY		.81	.25	3.28	.001	[.32, 1.29]
PR		.68	.48	1.41	.159	[-.27, 1.64]
SHY x PR		-.05	.02	-2.02	.046	[-.09, -.00]
R^2	.34					
F	11.92				.000	
Constant		11.15	5.67	1.96	.052	[-.09, 22.38]
SHY		.70	.26	2.68	.008	[.18, 1.22]
FR		.39	.49	.78	.436	[-.59, 1.37]
SHY x FR		-.03	.02	-1.44	.152	[-.08, .01]
R^2	.34					
F	11.96				.000	
Constant		15.09	5.52	2.73	.007	[4.16, 26.02]
SHY		.27	.27	1.85	.067	[-.03, 1.02]

HD		-.01	.49	-.02	.982	[-.99, .97]
SHY x HD		-.01	.02	-.46	.643	[-.06, .04]
R^2	.29					
F	9.49				.000	

*p>.05= non-significant, *p < .05*

Note: SHY = Shyness, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

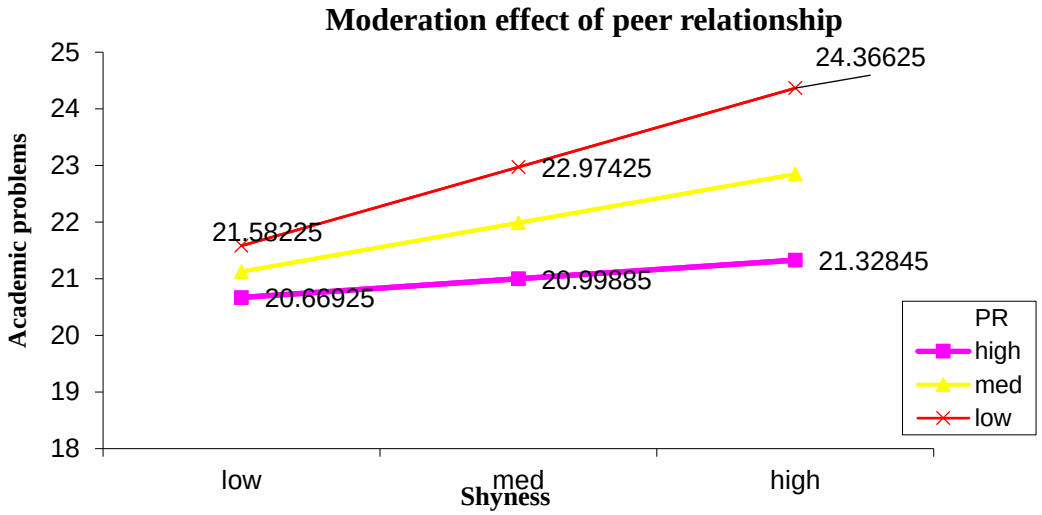

Figure 48. Moderation effect of peer relationship between shyness and academic problems.

Table 4.26 has set forth the results for moderating role of adaptive functioning between shyness and academic problems. Only the model 2 of peer relations had shown significant effect in moderating relationship between shyness and academic problems. Statistically significant interaction term shows that peer relationship moderates (B = -.05, t = -2.02, p < .05) the effect of shyness on academic problems along with 34% of variance (R2 = .34, F (5, 114) = 11.92, p < .05). Graph (Figure 48) further adorned results for moderating role of peer relationship showing that increase in peer relationship significantly depresses impact of shyness on academic problems.

Table 4.27

Moderating effect of Surgency on Academic problems among children (N=120)

Variables		*B*	*SE B*	*t*	Academic problems *P*	95% CI
Constant		32.75	2.73	12.01	.000	[27.35, 38.15]
SUR		-.26	.14	-1.84	.068	[-.54, .02]
SP		-.85	,26	-3.23	.002	[-1.38, -.33]
SUR x SP		.01	.01	1.26	.208	[-.01, .05]
R^2	.41					
F	16.20				.000	
Constant		33.29	2.85	11.67	.000	[27.65, 38.95]
SUR		-.43	.14	-3.04	.003	[-.72, -.15]
PR		-.79	.25	-3.24	.002	[-1.28, -.31]
SUR x PR		.03	.01	2.29	.024	[.00, .05]
R^2	.28					
F	8.91				.000	
Constant		34.81	3.16	11.02	.000	[28.55, 41.06]
SUR		-.56	.17	-3.27	.001	[-.91, -.22]
FR		-.96	.27	-3.57	.001	[-1.49, -.43]
SUR x FR		.04	.01	2.53	.013	[.00, .07]
R^2	.31					
F	10.26				.000	
Constant		37.09	3.02	12.27	.000	[31.11, 43.08]
SUR		-.72	.15	-4.69	.000	[-1.03, -.42]
HD		-1.08	.24	-4.42	.000	[-1.56, -.59
SUR x HD		.05	.01	3.76	.000	[.02, .07]
R^2	.31					
F	10.38				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: SUR = Surgency, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

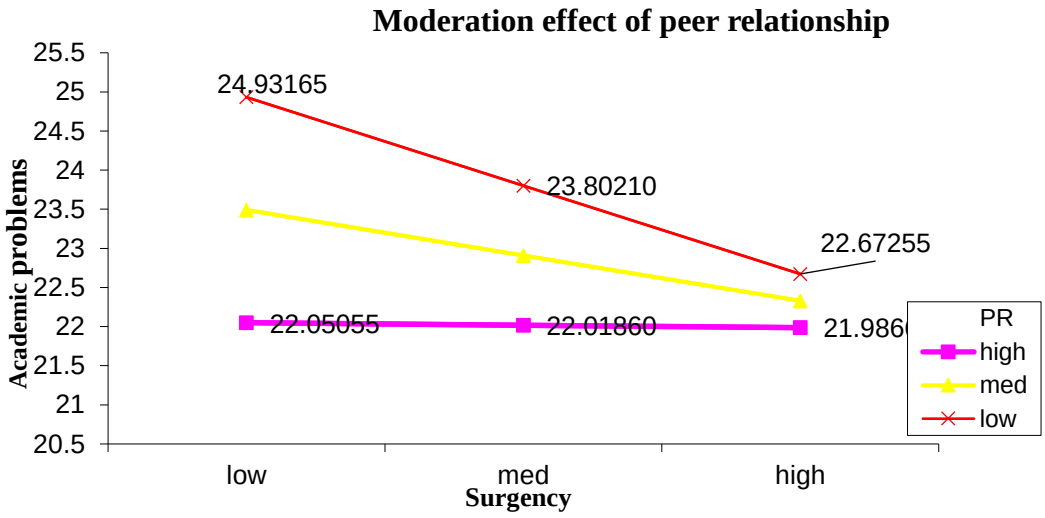

Figure 49. Moderation effect of peer relationship between academic problems and surgency.

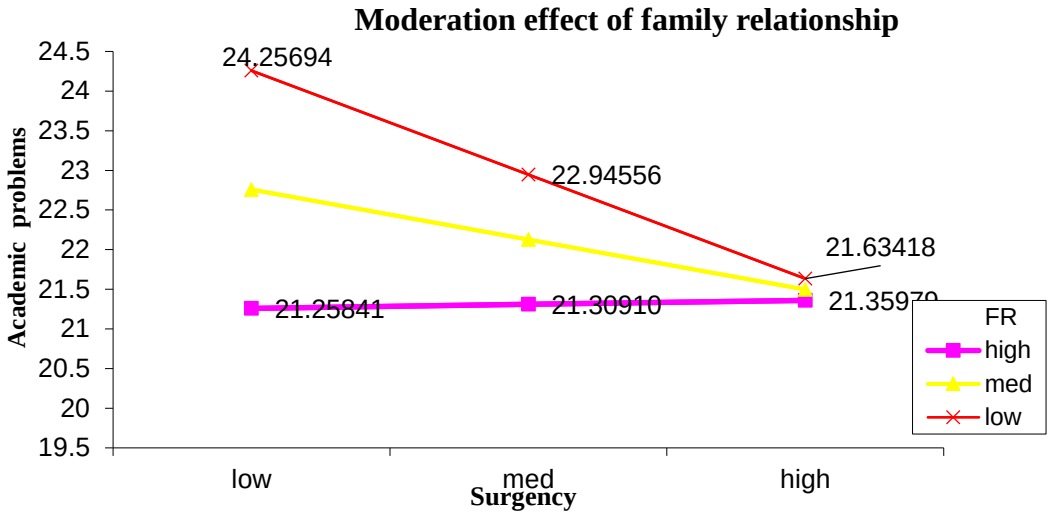

Figure 50. Moderation effect of family relationship between surgency and academic problems.

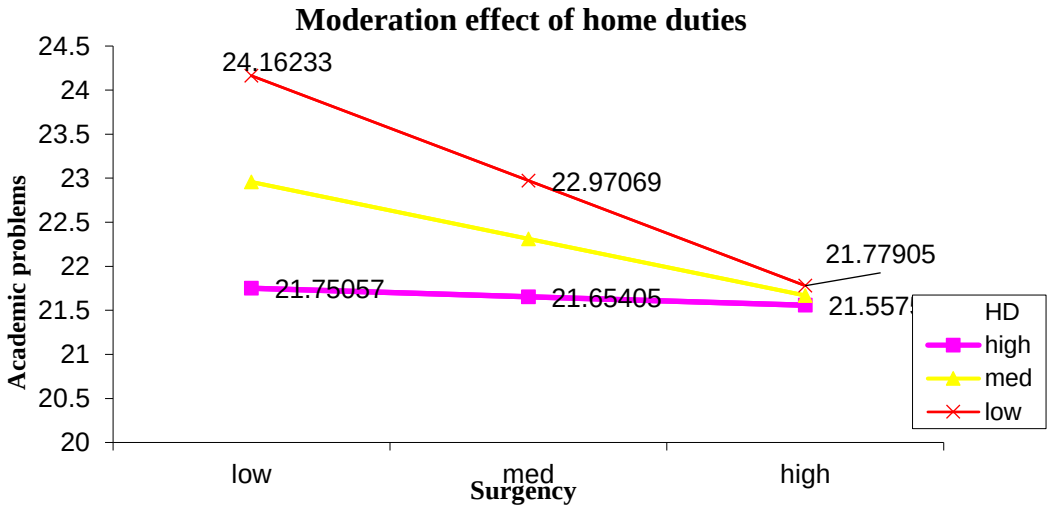

Figure 51. Moderation effect of home duties between surgency and academic problems

Table 4.27 shows the moderating relationship of adaptive functioning between surgency and academic problems among children. Model 1 of school performance did not account for any

significant moderating effect between surgency and academic problems. Model 2 shows significant moderating effect of peer relationship (B = .03, t = 2.29, p < .05) between surgency and academic problems with 28% of accounting variance (R2 = .28, F (5, 114) = 8.91, p < .05). This relationship was explained by help of mod graph (Figure 49). Lines of graph designates that with decrease in peer relationship impact of surgency on academic problems increases. Model 3 represents the moderating effect of family relationship between surgency and academic problems. Interaction term in model 3 demonstrates that family relationship moderates (B = .04, t = 2.53, p < .05) relations between surgency and academic problems along with variance of 31% (R2 = .31, F (5, 114) = 10.26, p < .05). Mod graph (Figure 50) elaborates that family relationship had cushioned the relationship between surgency and academic problems. According to graph as the level of family relationships decreases, the effect of surgency on academic problems is intensified. Model 4 account for significant moderating effect (B = .05, t = 3.76, p < .001) of home duties in the relationship between surgency and anxiousness with reported variance of 31% (R2 = .31, F (5, 114) = 10.38, p < .001). Mod graph (Figure 51) extends findings of table by showing that decreases in home duties exacerbates the effect of surgency on academic problems.

Table 4.28

Moderating effect of Aggression on Academic problems among children (N=120)

					Academic problems	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		20.67	4.48	4.61	.000	[11.79, 29.54]
AGG		.28	.15	1.87	.064	[-.02, .57]
SP		-.03	.42	-.07	.009	[-.85, .79]
AGG x SP		-.01	.02	-1.11	.268	[-.05, .01]
R^2	.42					
F	16.83				.000	
Constant		16.35	4.51	3.62	.000	[7.40, 25.29]
SUR		.35	.15	2.34	.021	[.05, .64]
PR		.19	.39	.48	.628	[-.58, .95]
AGG x PR		-.02	.01	-1.06	.289	[-.04, .01]
R^2	.31					
F	10.38				.000	
Constant		16.84	4.85	3.47	.000	[7.23, 26.46]

SUR		.31	.16	1.93	.056	[-.01, .64]
FR		.05	.41	.13	.891	[-.76, .87]
AGG x FR		-.01	.02	-.75	.453	[-.04, .02]
R^2	.56					
F	10.59				.000	
Constant		12.58	4.56	2.76	.007	[3.56, 21.61]
SUR		.47	.16	2.99	.003	[.16, .78]
HD		.44	.39	1.14	.258	-.33, 1.20]
AGG x HD		-.02	.01	-1.61	.109	[-.05, 00]
R^2	.31					
F	10.16				.000	

p>.05= non-significant

Note: AGG = Aggression, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

Table 4.28 arrange the results for moderating role of adaptive functioning between activation control and academic problems. No significant moderating (p>.05) result was shown by all four moderating variables (school performance, peer relationship, family relationship and home duties).

Table 4.29

Moderating effect of Activation Control on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		43.15	2.63	16.38	.000	[37.93, 48.37]
AC		-1.06	.15	-6.99	.000	[-1.36, -.76]
SP		-1.16	.28	-4.15	.000	[-1.72, -.61]
AC x SP		.06	.02	3.29	.001	[.02, .09]
R^2	.73					
F	62.69				.000	
Constant		39.63	2.61	15.19	.000	[34.46, 44.79]
AC		-.77	.14	-5.35	.000	[-1.05, -.48]
PR		-.63	.25	-2.46	.015	[-1.13, -.12]
AC x PR		.02	.01	1.41	.161	[-.01, 05]
R^2	.72					
F	59.24				.000	
Constant		41.56	2.82	14.74	.000	[35.98, 47.15]
AC		-1.06	.17	-6.05	.000	[-1.40, -.71]
FR		-.87	.27	-3.15	.002	[-1.41, -.32]
AC x FR		.04	.02	2.63	.009	[.01, .08]
R^2	.71					
F	55.61				.000	
Constant		38.95	2.99	13.00	.000	[33.01, 44.88]
AC		-.75	.17	-4.37	.000	[-1.08, -.41]
HD		-.49	.27	-1.84	.069	[-1.03, .04]
AC x HD		.01	.02	.89	.373	[-.02, .05]
R^2	.71					
F	56.72				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: AC = Activation Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

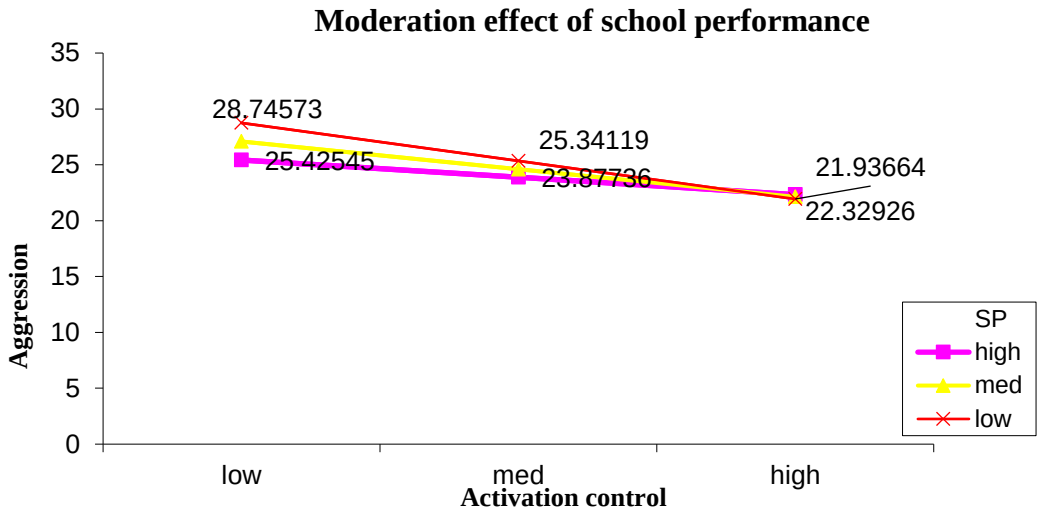

Figure 52. Moderation effect of school performance between aggression and activation control.

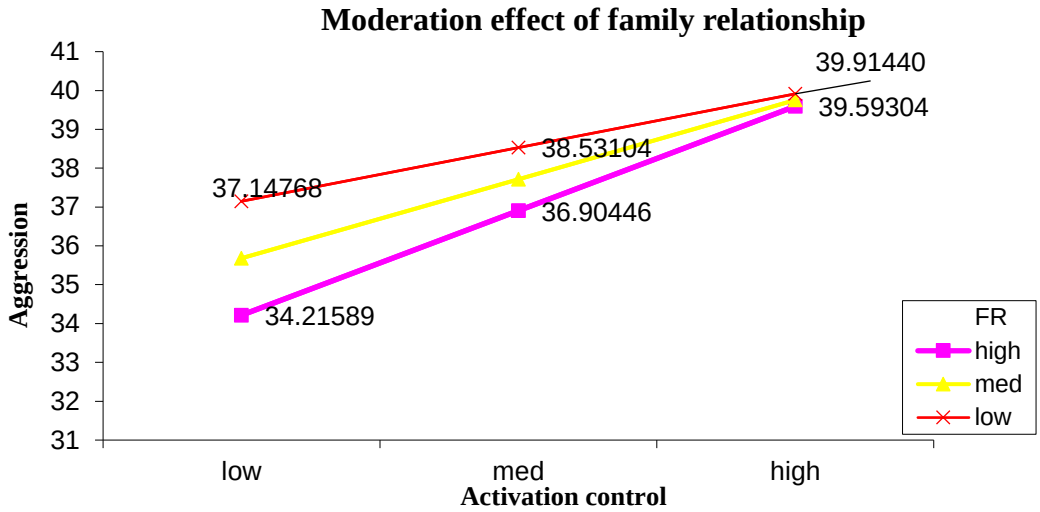

Figure 53. Moderation effect of family relationship between aggression and activation control.

Table 4.29 presents the results for moderating role of adaptive functioning between activation control and aggression among children. Significant moderating role of school performance was found in model 1 of table. School performance along with the common variance

of 55 % (B = .06, t = 3.29 p < .01) serve as significant moderator between activation control and aggression (R2 = .73, F (5, 114) = 62.69, p < .001). Mod graph (Figure 52) confirm these results by reporting moderating role of school performance in relationship between activation control and aggression. Graph has shown that with the decrease in school performance impact of activation control on aggression goes high. Model 2 of the table depict the no significant moderating results of peer relationship between activation control and aggression. Model 3 illustrates the moderating effect of family relationship between activation control and aggression. Model 3 demonstrates the significant interaction term for moderation effect (B = .04, t = 2.63, p < .01) of family relationship between activation control and aggression along with variance of 71% (R2 = .71, F (5, 114) = 55.61, p < .01). Mod graph (Figure 53) shows the moderating effect family relationship between activation control and aggression. Slopes indicate that of increase in family relationship at three levels (low, medium and high), significantly decrease the impact of activation control on aggression. Model 4 of the table did not account for significant moderation result (p > .05) of home duties in the relationship between activation control and aggression.

Table 4.30

Moderating effect of Affiliation on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		38.79	2.84	13.67	.000	[33.17, 44.41]
AFF		-.92	.15	-6.03	.000	[-1.22, -.62]
SP		-.90	.29	-3.12	.002	[-1.47, -.33]
AFF x SP		.04	.02	2.51	.013	[.01, .07]
R^2	.65					
F	41.62				.000	
Constant		38.22	2.76	13.84	.000	[32.76, 43.70]
AFF		-.95	.15	-6.28	.000	[-1.25, -.65]
PR		-.71	.24	-2.94	.004	[-1.19, -.23]
AFF x PR		.04	.01	2.65	.009	[.01, .06]
R^2	.64					
F	40.25				.000	
Constant		41.06	2.95	13.91	.000	[35.21, 46.91]
AFF		-1.21	.17	-6.98	.000	[-1.55, -.86]
FR		-.95	.25	-3.76	.000	[-1.46, -.45]

AFF x FR		.06	.02	3.66	.000	[.03, .09]
R^2	.65					
F	43.12				.000	
Constant		37.18	2.99	12.44	.000	[31.26, 43.10]
AFF		-.73	.17	-4.25	.000	[-1.07, -.39]
HD		-.55	.24	-2.28	.024	[-1.03, -.07]
AFF x HD		.01	.01	.98	.328	[-.02, .05]
R^2	.66					
F	45.16				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: AFF = Affiliation, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

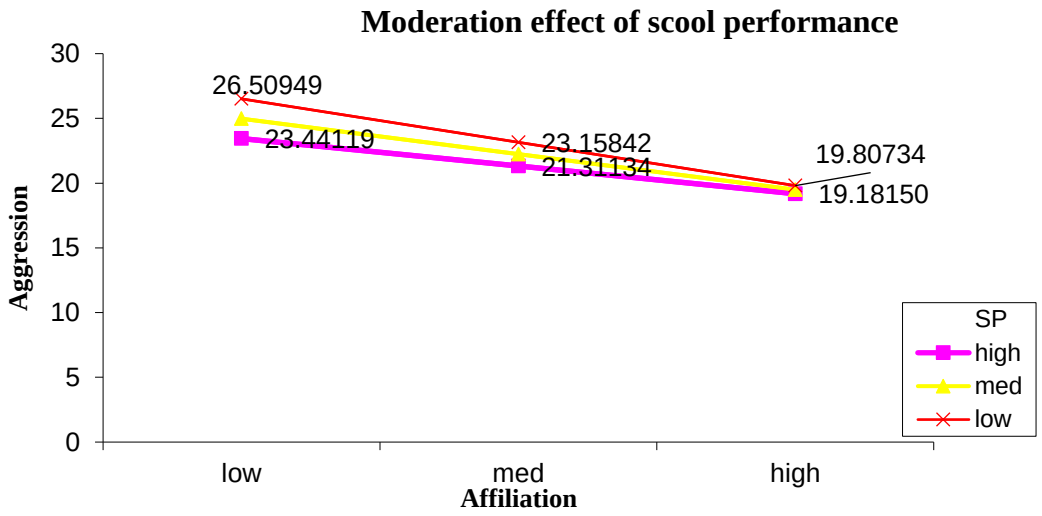

Figure 54. Moderation effect of school performance between aggression and affiliation

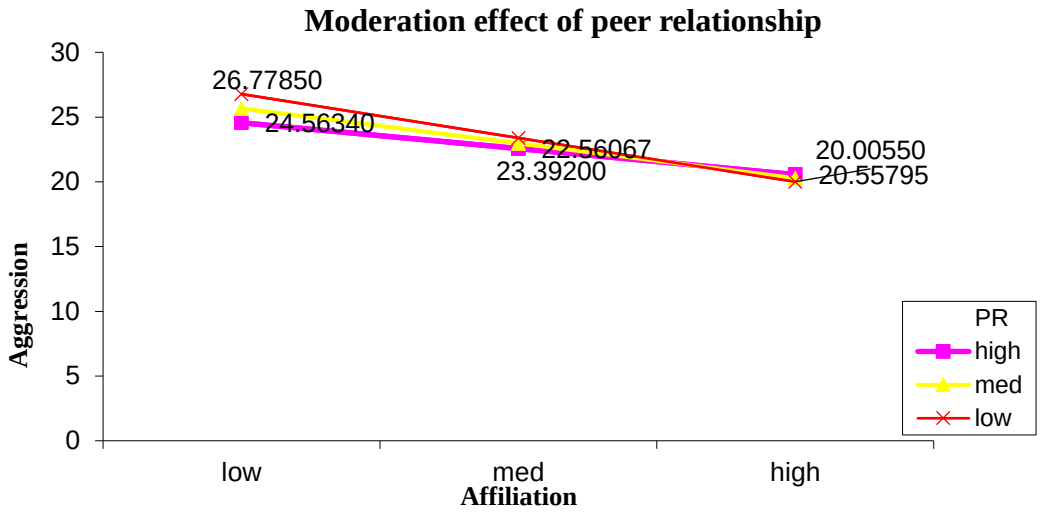

Figure 55. Moderation effect of peer relationship between affiliation and aggression.

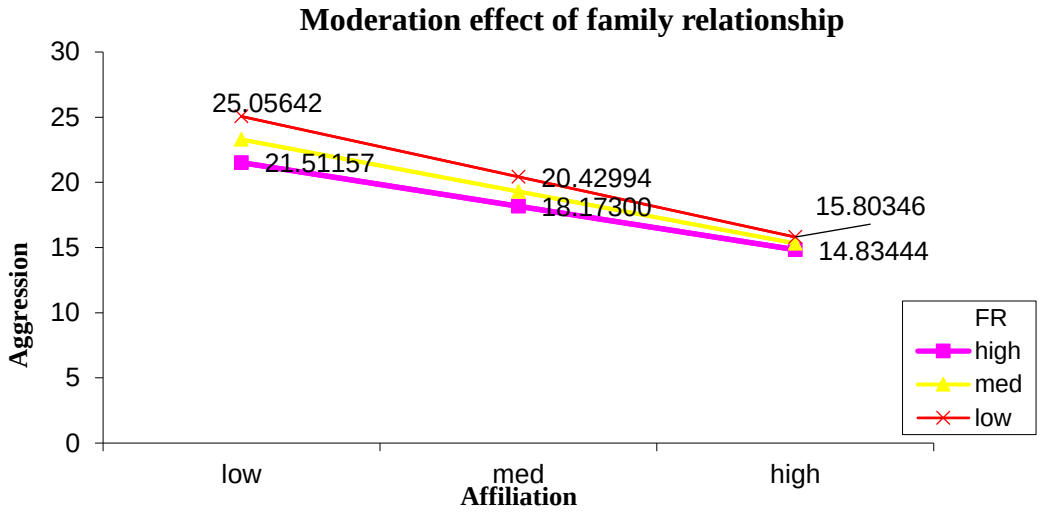

Figure 56. Moderation effect of family relationship between aggression and affiliation.

Table 4.30 displays the moderating relationship of adaptive functioning between affiliation and aggression. Model 1 of the table represents the moderation effect of school performance between affiliation and aggression. An interaction plot designates that school performance significantly moderates (B = .04, t = 2.51, $p < .05$) the effect of affiliation on aggression and predict 65% of variance ($R2 = .65$, $F(5, 114) = 41.62$, $p < .05$) in aggression. Mod

graph (Figure 54) explains this relationship by slopes of graph showing that decrease in school performance boosted the effect of affiliation on aggression. Model 2 signifies that peer relationship is significant moderator (B = .04, t = 2.65, p < .01) with 64% of accounting variance (R2 = .64, F (5, 114) = 40.25, p < .01) in relationship between affiliation and aggression. Mod graph (Figure 55) manifest moderating role of peer relationship between affiliation and aggression. Slopes indicate that as the level of peer relationship decreases impact of affiliation on aggression become strong. Model 3 exhibits the moderating effect of family relationship between affiliation and aggression. Value of interaction term demonstrates the significant moderating effect (B = .06, t = 3.66, p < .001) of family relations between affiliation and aggression along with variance of 65% (R2 = .65, F (5, 114) = 43.12, p < .001). Mod graph (Figure 56) elaborates results that family relationship had boosted the effect of affiliation on anxiousness. Slopes of graph indicate that as the level of family relationship decreases, the effect of affiliation on aggression increases. Model 4 of the table did not account for significant moderating effect (p > .05) of home duties in the relationship between affiliation and aggression.

Table 4.31

Moderating effect of Attention on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		41.69	4.33	9.63	.000	[33.12, 50.27]
ATT		-1.07	.28	-3.78	.000	[-1.62, -.51]
SP		-1.63	.47	-3.50	.000	[-2.56, -.71]
ATT x SP		.08	.03	2.55	.012	[.02, .13]
R^2	.42					
F	16.83				.000	
Constant		44.22	4.02	11.00	.000	[36.27, 52.18]
ATT		-1.16	.25	-4.66	.000	[-1.65, -.67]
PR		-1.54	.34	-4.52	.000	[-2.22, -.87]
ATT x PR		.07	.02	3.20	.001	[.03, .12]
R^2	.48					
F	20.99				.000	
Constant		45.26	4.53	9.99	.000	[36.28, 54.23]
ATT		-1.49	.31	-4.77	.000	[-2.12, -.87]
FR		-1.69	.39	-4.29	.000	[-2.48, -.91

ATT x FR		.09	.03	3.39	.001	[.04, .15]
R^2	.44					
F	18.03				.000	
Constant		45.00	5.12	8.78	.000	[34.86, 55.15]
AFF		-1.26	.32	-3.88	.000	[-1.91, -.62]
HD		-1.49	.43	-3.51	.000	[-2.34, -.65]
ATT x HD		.07	.03	2.45	.016	[.01, .13]
R^2	.46					
F	19.19				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: ATT = Attention, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

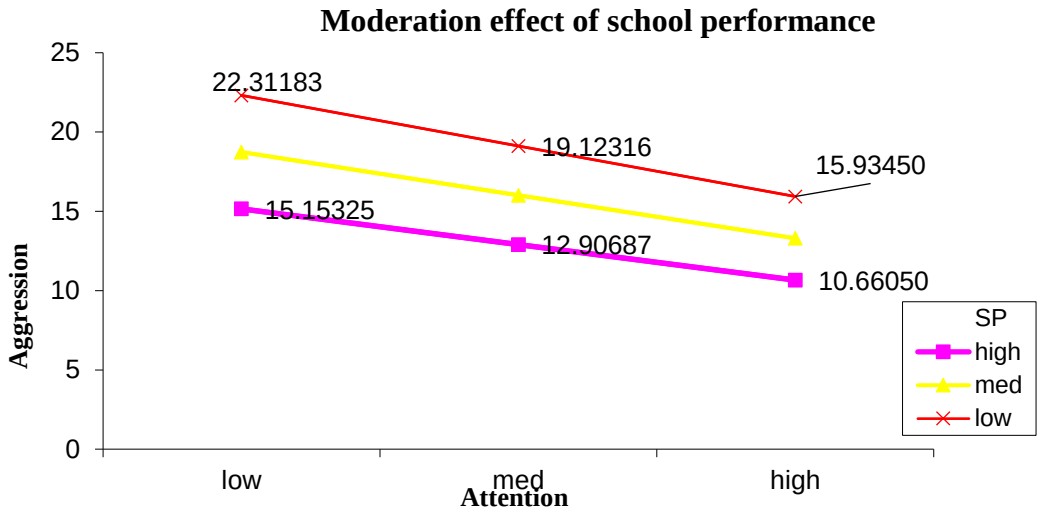

Figure 57. Moderation effect of school performance between aggression and attention.

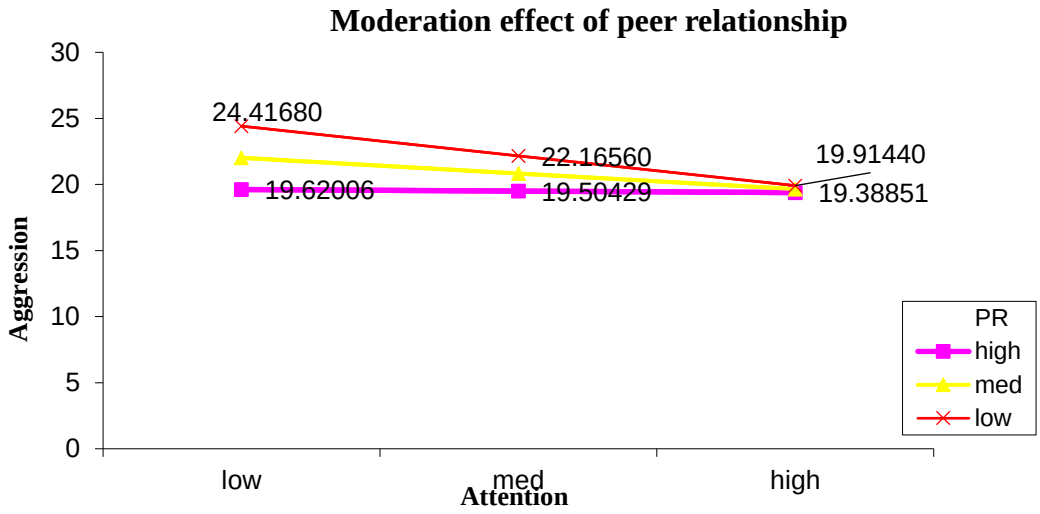

Figure 58. Moderation effect of peer relationship between aggression and attention.

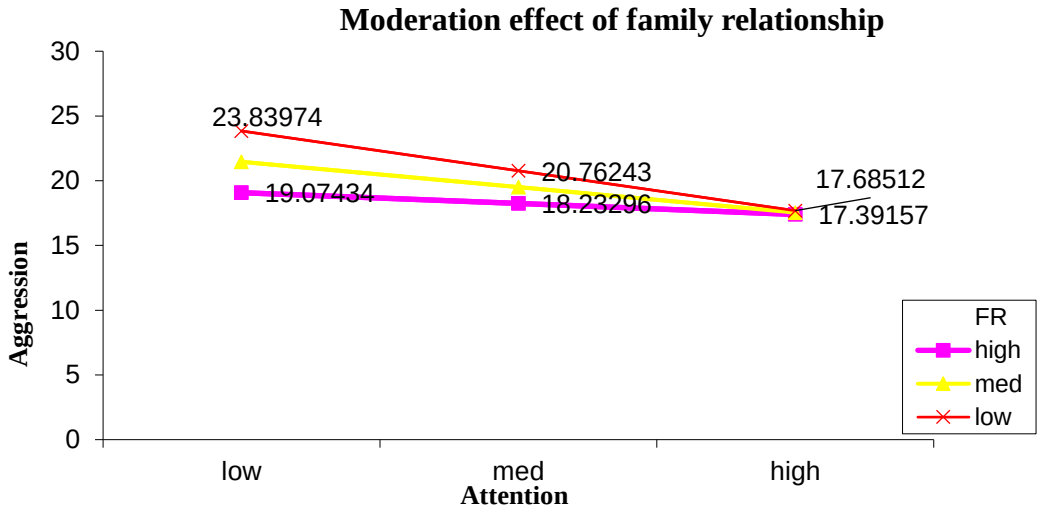

Figure 59. Moderation effect of family relationship between aggression and attention.

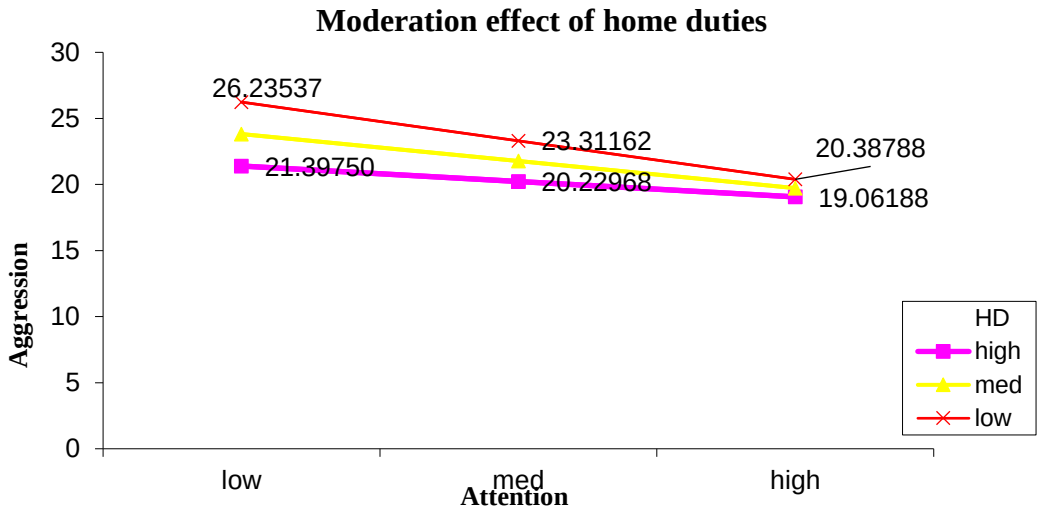

Figure 60. Moderation effect of home duties between aggression and attention.

Results of the table 4.31 present the moderating relationship of adaptive functioning between attention and aggression. Model 1 of the table exhibits the moderating effect of school performance between attention and aggression. Statistically significant interaction connotes that school performance moderates (B = .08, t = 2.55, p < .05) the effect of attention on aggression and accounts of 42% of variance (R2 = .42, F (5, 114) = 16.83, p < .05). Graph (Figure 57) explains this moderation by showing that decrease in level of school performance enhances the effect of attention on aggression. Model 2 proclaims that peer relationship is significant moderator (B = .07, t = 3.39, p < .01) in relation between attention and aggression with 48% of accounting variance (R2 = .48, F (5, 114) = 20.99, p < .01). Graphical picture (Figure 58) determines moderating role of peer relationship between attention and aggression. Lines of graph indicate that decrease in the peer relationship elevates the impact of attention on aggression. Model 3 of table provide the moderating effect of family relationship between attention and aggression. Interaction term communicates the significant moderating impact of family relationship (B = .07, t = 3.20, p < .01) on aggression along with variance of 44% (R2 = .44, F (5, 114) = 18.03, p < .01). Mod graph (Figure 59) elucidate results that with decrease in level of family relationship influence of attention

become stronger on aggression. Model 4 explains the results for the moderating effect of home duties. A significant interaction term demonstrates that home duties had significantly moderated (B = .07, t = 2.45, R2 = .46, F (5, 114) = 19.19, p < .05) the relationship between attention and aggression and account for 46% of variance. A line graph (Figure 60) illustrates that decline in home duties exaggerated the effect of the attention on aggression.

Table 4.32

Moderating effect of Depressive Mood on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		-3.71	6.27	-.59	.555	[-16.15, 8.72]
DM		1.56	.28	5.48	.000	[.99, 2.13]
SP		1.39	.56	2.50	.014	[.29, 2.49]
DM x SP		-.09	.03	-3.35	.001	[-.15, -.04]
R^2	.54					
F	26.52				.000	
Constant		-5.17	6.34	-.81	.417	[-17.73, 7.40]
DM		1.69	.29	5.66	.000	[1.10, 2.29]
PR		1.63	.54	3.02	.003	[.56, 2.71]
DM x PR		-.11	.03	-3.75	.000	[-.17, -.05]
R^2	.53					
F	25.90				.000	
Constant		-3.98	7.05	-.56	.573	[-17.95, 9.99]
DM		1.52	.34	4.42	.000	[.84, 2.20]
FR		1.19	.62	1.92	.057	[-.03, 2.41]
DM x FR		-.08	.03	-2.43	.017	[-.14, -.01]
R^2	.48					
F	21.02				.000	
Constant		-2.41	7.25	-.33	.739	[-16.78, 11.95]
DM		1.57	.36	4.30	.000	[.85, 2.29]
HD		1.01	.63	1.59	.114	[-.25, 2.26]
DM x HD		-.08	.03	-2.34	.021	[-.14, -.01]
R^2	.55					
F	27.41				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: DM = Depressive mood, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

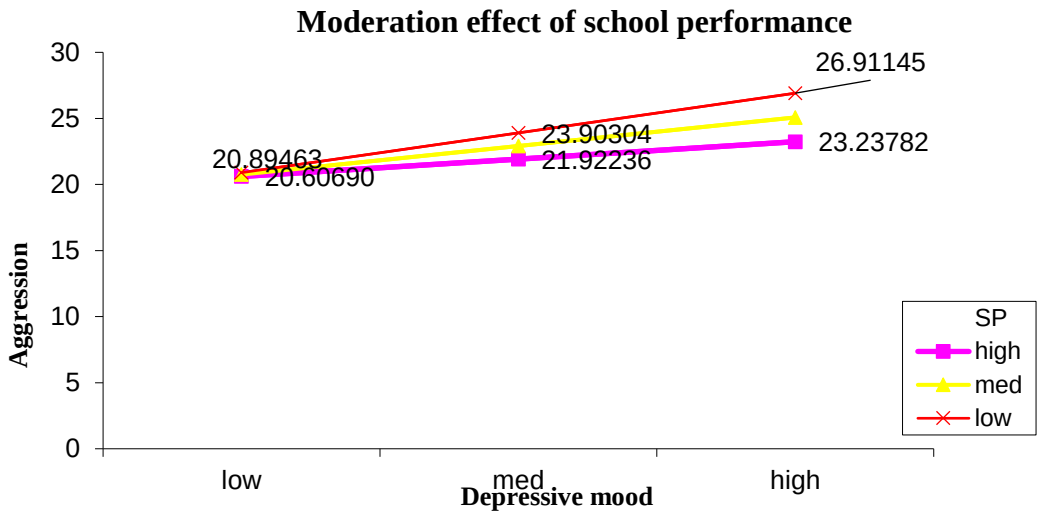

Figure 61. Moderation effect of school performance between depressive mood and aggression.

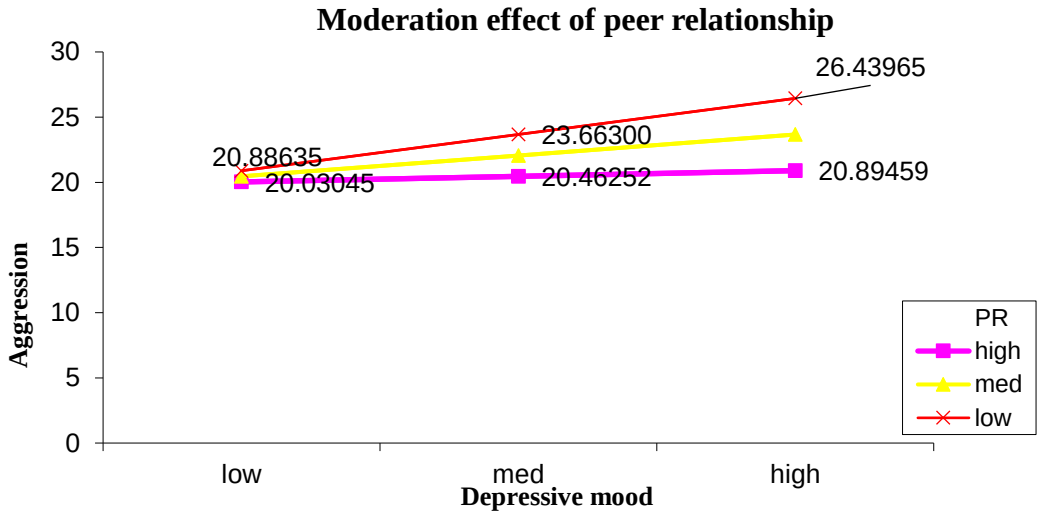

Figure 62. Moderation effect of peer relationship between depressive mood and aggression.

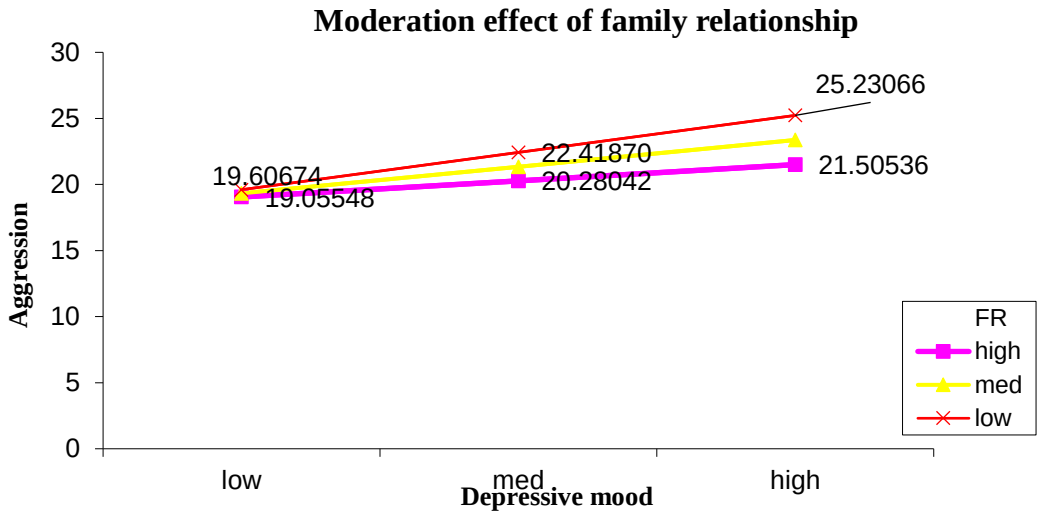

Figure 63. Moderating effect of family relationship between depressive mood and aggression.

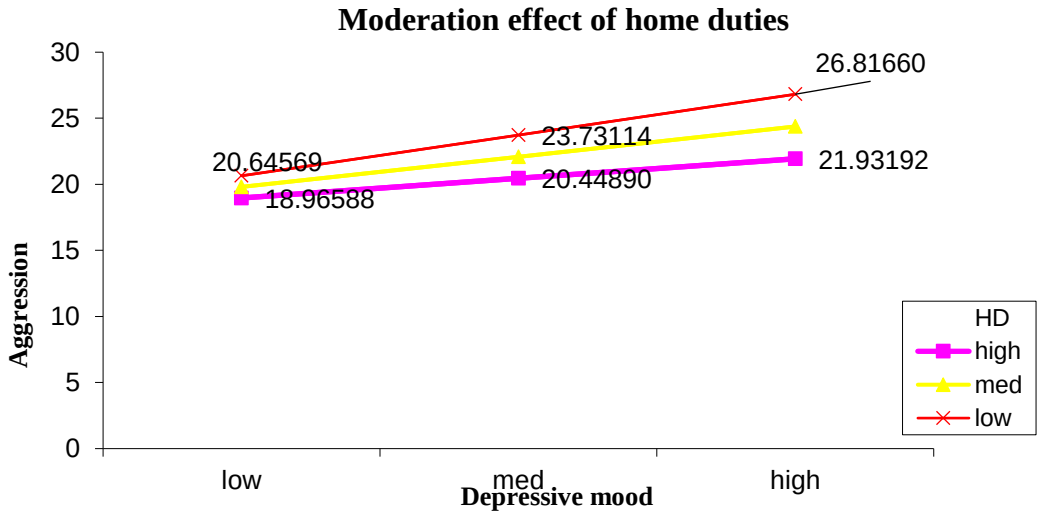

Figure 64. Moderation effect of home duties on aggression among adolescents

Results in the table 4.32 displays moderating relationship of adaptive functioning between depressive mood and aggression among children. Model 1 of the table shows the moderating effect of school performance between depressive mood and aggression. Statistically significant interaction infers that school performance moderates (B = -.09, t = -3.35, p < .01) the effect of depressive mood on aggression with cumulative variance of 54% (R2 = .54, F (5, 114) = 26.52, p

< .01). Graph (Figure 61) shows that increase in level of school performance reduces the effect of depressive mood on aggression. Model 2 considers that peer relationship is significant moderator (B = -.11, t = -3.75, p < .001) in relation between depressive mood and aggression with 53% of accounting variance (R2 = .53, F (5, 114) = 25.90, p < .001). Figure 62 clears moderating role of peer relationship between depressive mood and aggression. Lines of graph indicate that as the level peer relationship increases impact of depressive mood on aggression decreases. Model 3 of family relationship culminates moderating effect of family relationship between depressive mood and aggression. Significant moderating impact of family relationship was made apparent by interaction value (B = -.08, t = -2.43, p < .05) along with variance of 48% (R2 = .48, F (5, 114) = 21.02, p < .05). Mod graph (Figure 63) demonstrates that with elevated level of family relationship influence of depressive mood become weaker on aggression. Model 4 shows the results for the moderating effect of home duties. An interaction term suggests that home duties had significantly moderated (B = -.08, t = -2.34, R2 = .55, F (5, 114) = 27.41, p < .05) the relationship between depressive mood and aggression among children and account for 55% of variance. A lines of the graph (Figure 64) highlights that increase in home duties understate the effect of the depressive mood on aggression.

Table 4.33

Moderating effect of Fear on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		.04	6.97	.01	.995	[-13.77, 13.86]
FR		1.11	.26	4.22	.000	[.59, 1.63]
SP		.86	.69	1.23	.220	[-.52, 2.23]
FR x SP		-.06	.03	-2.14	.034	[-.12, -.00]
R^2	.52					
F	24.75				.000	
Constant		-8.62	7.53	-1.14	.255	[-23.54, 6.30]
FR		1.46	.28	5.19	.000	[.91, 2.03]

PR		1.68	.64	2.64	.009	[.41, 2.95]
FR x PR		-.09	.03	-3.48	.001	[-.15, -.04]
R^2	.52					
F	25.08				.000	
Constant		-12.05	8.59	-1.40	.164	[-29.07, 4.98]
FR		1.53	.34	4.53	.000	[.86, 2.20]
FR		1.78	.77	2.31	.023	[.25, 3.29]
FR x FR		-.09	.03	-2.89	.004	[-.15, -.03]
R^2	.46					
F	19.44				.000	
Constant		-2.39	8.36	-.29	.775	[-18.95, 14.17]
FR		1.18	.33	3.59	.001	[.53, 1.83]
HD		.85	.71	1.20	.232	[-.55, 2.25]
FR x HD		-.05	.03	-1.88	.063	[-.11, .00]
R^2	.45					
F	18.94				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: FR = Fear, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

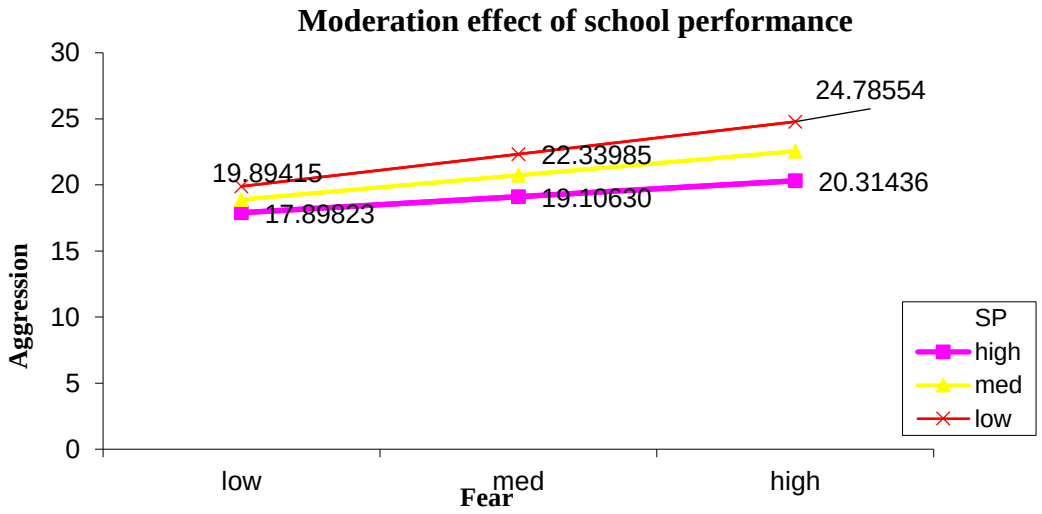

Figure 65. Moderation effect of school. performance between fear and aggression.

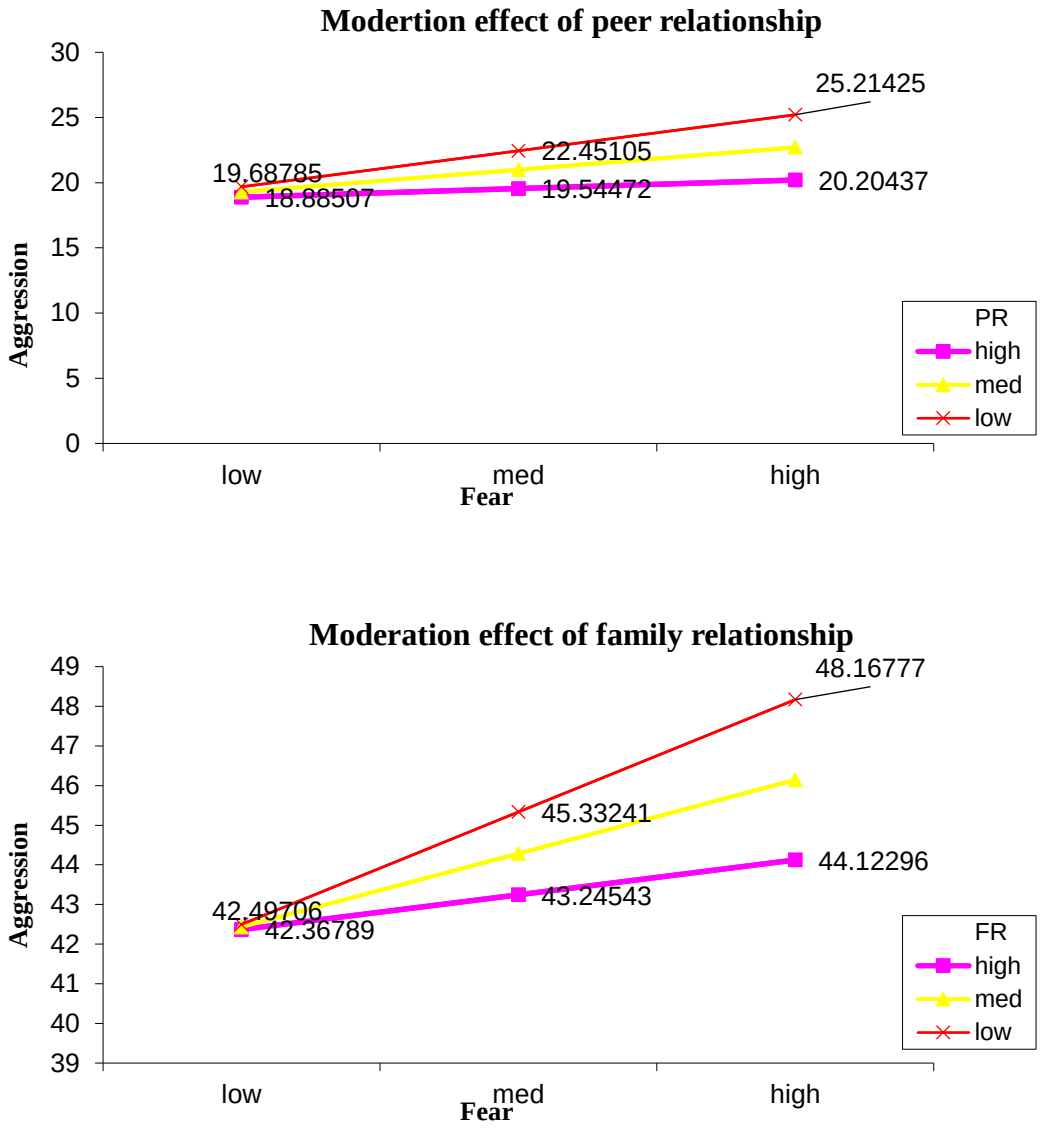

Figure 67. Moderation effect of family relationship between fear and aggression.

Results for moderating role of adaptive functioning between fear and aggression are displayed in table 4.33. Model 1 of the table indicates that school performance significantly moderates the relationship between fear and aggression. Significant interaction reveals that school performance moderates (B = -.06, t = -2.14, $p < .05$) the effect of fear on aggression and explains 52% of variance (R2 = .52, F (5, 114) = 24.75, $p < .05$). Graph (Figure 65) is drawn to explain this

moderation. The graph shows that with increase in school performance impact of fear on aggression decreases. Which means better school performance weakens the impact of fear on aggression. Model 2 expresses that peer relationship significantly moderates (B = -.09, t = -3.48, p < .01) the relationship between fear and aggression with 52% of accounting variance (R2 = .52, F (5, 114) = 25.08, p < .01). Mod graph (Figure 66) endorse the moderating relationship that with increase in peer relationship effect of fear on aggression become feeble. In model 3 of table moderating effect of family relationship between fear and aggression is displayed. Interaction term communicates the significant moderating impact of family relationship (B = -.09, t = -2.89, p < .01) between fear and aggression along with variance of 46% (R2 = .46, F (5, 114) = 19.44, p < .01). Mod graph (Figure 67) demonstrates that family relationship had buffered the relationship between fear and aggression. Slopes mentioned that as the level of family relationship raises, the effect of fear on aggression become debilitated. Model 4 for home duties did not show significant moderation between fear and aggression.

Table 4.34

Moderating effect of Frustration on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		-18.87	6.53	-2.89	.005	[-31.81, -5.93]
FRU		1.77	.24	7.67	.000	[1.31, 2.23]
SP		2.35	.56	4.19	.000	[1.24, 3.46]
FRU x SP		-.11	.02	-5.07	.000	[-.15, -.07]
R^2	.66					
F	44.07				.000	
Constant		11.59	6.48	-1.79	.076	[-24.42, 1.24]
FRU		1.53	.23	6.57	.000	[1.07, 1.99]
PR		1.67	.52	3.23	.002	[.65, 2.70]
FRU x PR		-.08	.02	-4.03	.000	[-.12, -.04]
R^2	.63					
F	38.16				.000	
Constant		-22.56	7.19	-3.13	.002	[-36.82, -8.31]
FRU		1.90	.27	7.06	.000	[1.37, 2.44]
FR		2.43	.59	4.10	.000	[1.26, 3.61]
FRU x FR		-.11	.02	-4.66	.000	[-.15, -.06]
R^2	.61					
F	36.21				.000	

Constant		-5.39	7.38	-.73	.466	[-20.01, 9.22]
FRU		1.27	.27	4.63	.000	[.73, 1.81]
HD		.97	.61	1.61	.111	[.23, 2.18]
FRU x HD		-.05	.02	-2.21	.029	[-.10, -.01]
R^2	.57					
F	30.87				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: FRU = Frustration, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

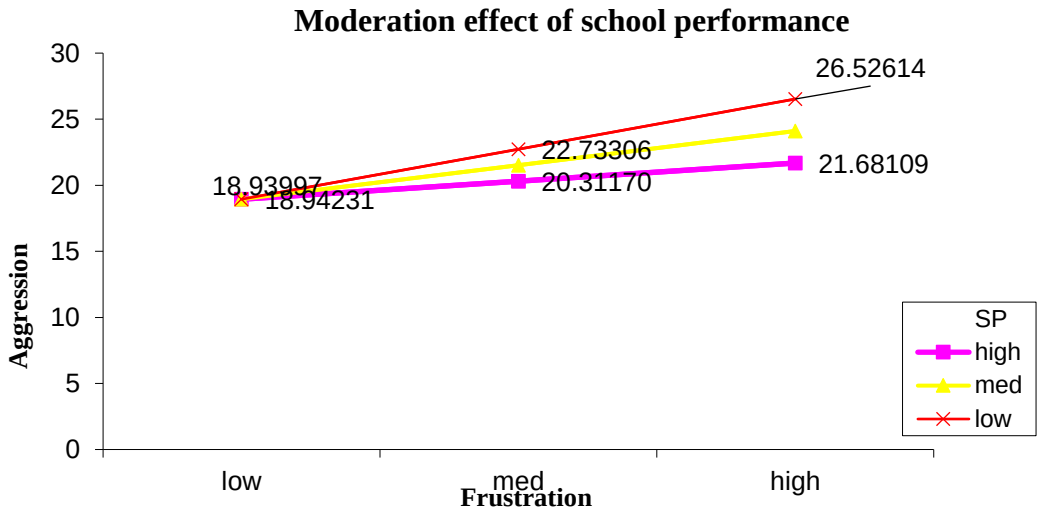

Figure 68. Moderation effect of school performance between aggression and frustration.

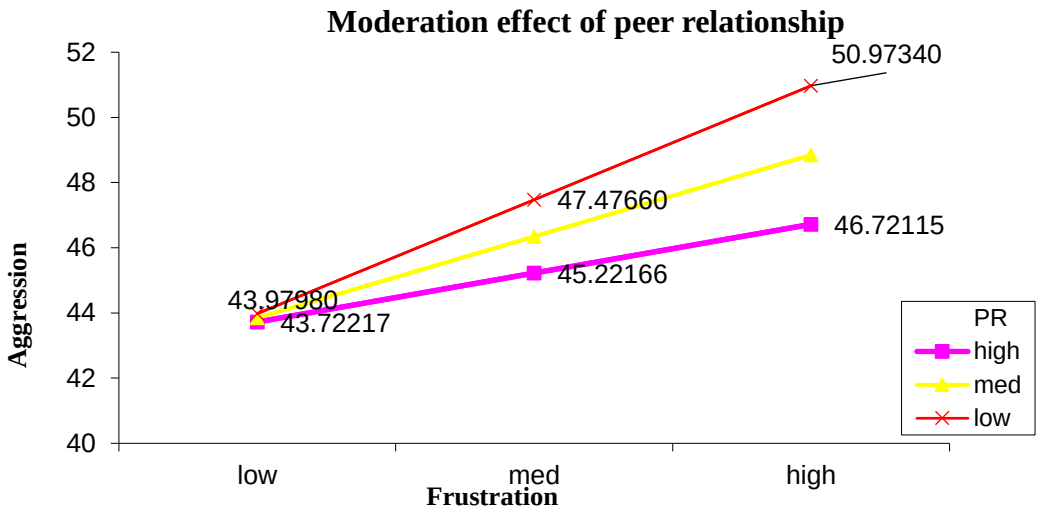

Figure 69. Moderation effect of peer relationship between aggression and frustration.

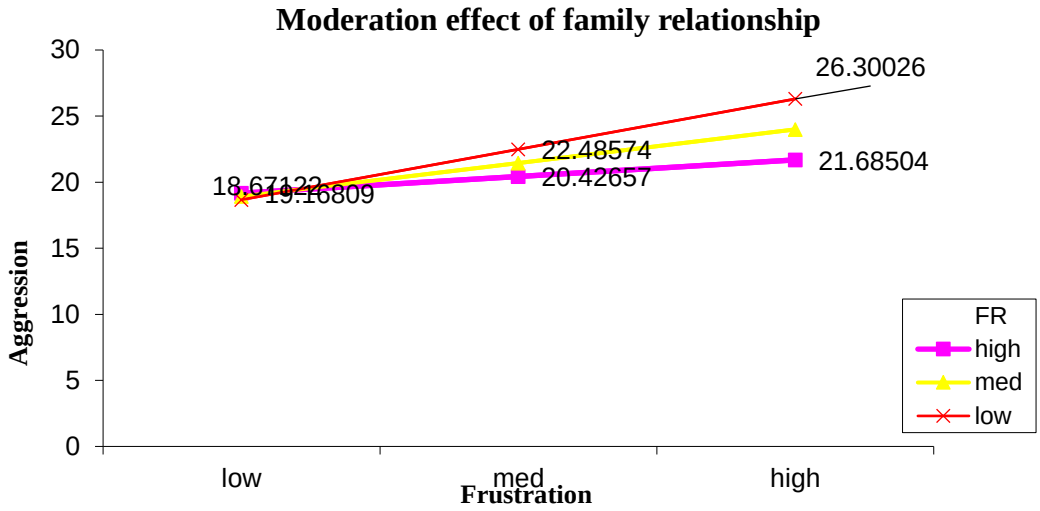

Figure 70. Moderation effect of family relationship between aggression and frustration.

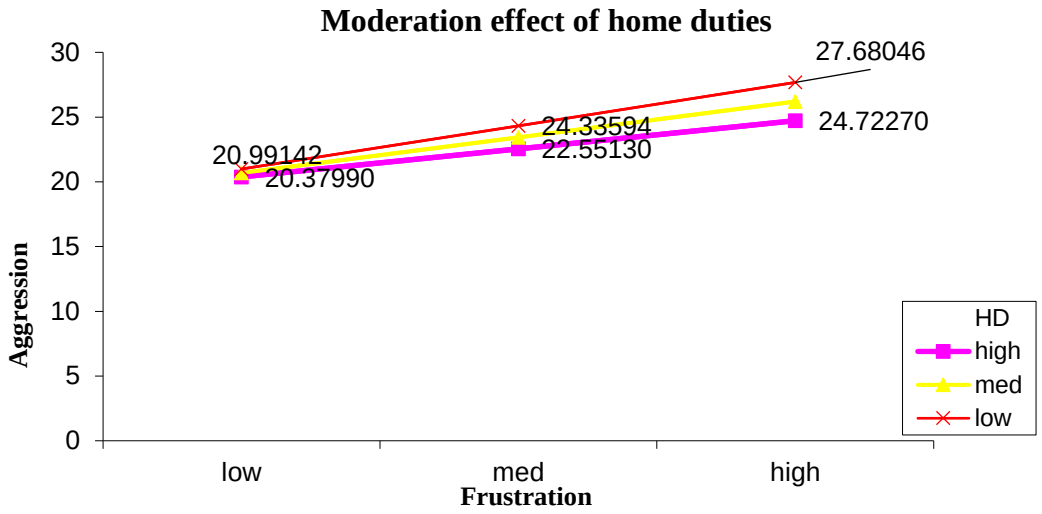

Figure 71. Moderation effect of home duties between aggression and frustration

Table 4.34 represent moderating result for adaptive functioning between frustration and aggression. Model 1 displays moderating power of school performance in moderating the relationship between frustration and aggression. Interaction plot determine the moderating role school performance (B = -.11, t = -5.07, p < .001) between frustration and aggression, explaining 66% of variance (R2 = .66, F (5, 114) = 44.07, p < .001). Graph (Figure 68) explains that with increase in school performance impact of frustration on aggression become less intense. Model 2 accounts for moderating effect of peer relationship (B = -.08, t = -4.03, p < .001) between frustration and aggression with 63% of accounting variance (R2 = .63, F (5, 114) = 38.16, p < .001). Mod graph (Figure 69) demonstrates that as level of peer relationship rose the impact of frustration on aggression become weak. Model 3 of table presents the moderating role of family relationship between frustration and aggression. Interaction term signifies moderating impact of family relationship (B = -.11, t = -4.66, p < .001) between frustration and aggression with total variance of 61% (R2 = .61, F (5, 114) = 36.21, p < .001). Graph (Figure 70) shows that as level of family relationship raises, frustration weakly predict the aggression. Results for moderating effect

of home duties are displayed in model 4 of table showing the significant moderating role (B = -.05, t = -2.21, p < .05) of home duties between frustration and aggression. Moderating role (R2 = .57, F (5, 114) = 30.87, p < .05) of home duties was made more apparent by graph (figure 71). It shows that impact of frustration become weak on aggression when level of home duties raises.

Table 4.35

Moderating effect of Inhibitory Control on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		44.57	3.37	13.22	.000	[37.89, 51.25]
IC		-1.42	.24	-.96	.000	[-1.89, -.94]
SP		-1.41	.33	-4.25	.000	[-2.07, -.75]
IC x SP		.09	.02	3.52	.001	[.04, .14]
R^2	.56					
F	29.58				.000	
Constant		44.10	3.14	14.04	.000	[37.88, 50.33
IC		-1.29	.23	-5.66	.000	[-1.74, -.84]
PR		-1.22	.28	-4.38	.000	[-1.77, -.67]
IC x PR		.07	.02	3.12	.002	[.02, .11]
R^2	.59					
F	33.77				.000	
Constant		44.19	3.42	12.93	.000	[37.43, 50.97]
IC		-1.50	.25	-5.96	.000	[-2.00, -1.00]
FR		-1.26	.31	-4.02	.000	[-1.89, -.64]
IC x FR		.08	.02	3.44	.001	[.03, .13]
R^2	.55					
F	28.53				.000	
Constant		45.10	3.61	12.49	.000	[37.95, 52.25]
IC		-1.39	.25	-5.62	.000	[-1.87, -.89]
HD		-1.24	.31	-3.96	.00	[-1.86, -.62]
IC x HD		.07	.02	3.07	.003	[.02, .12]
R^2	.57					
F	30.12				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: IC = Inhibitory Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

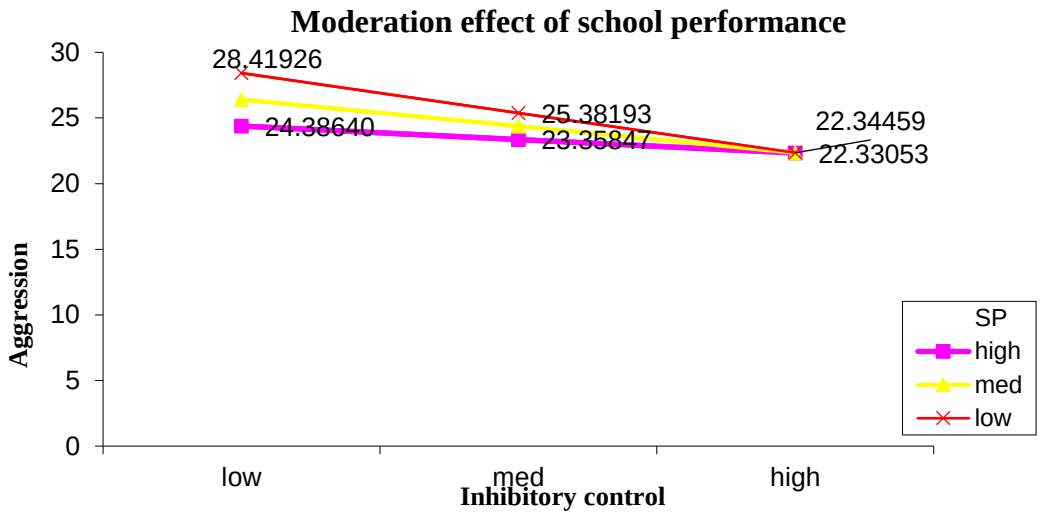

Figure 72. Moderation effect of school performance between inhibitory control and aggression.

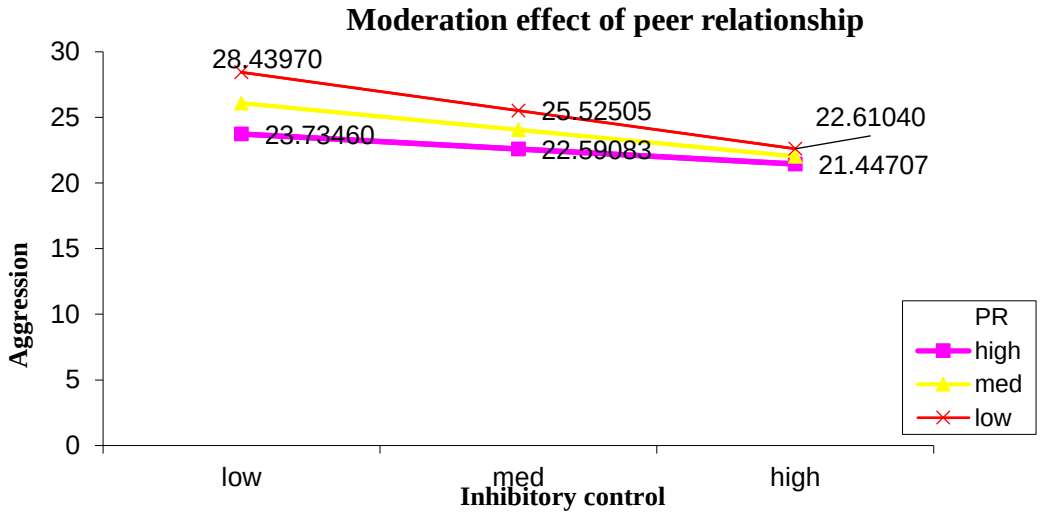

Figure 73. Moderation effect of peer relationship between aggression and inhibitory

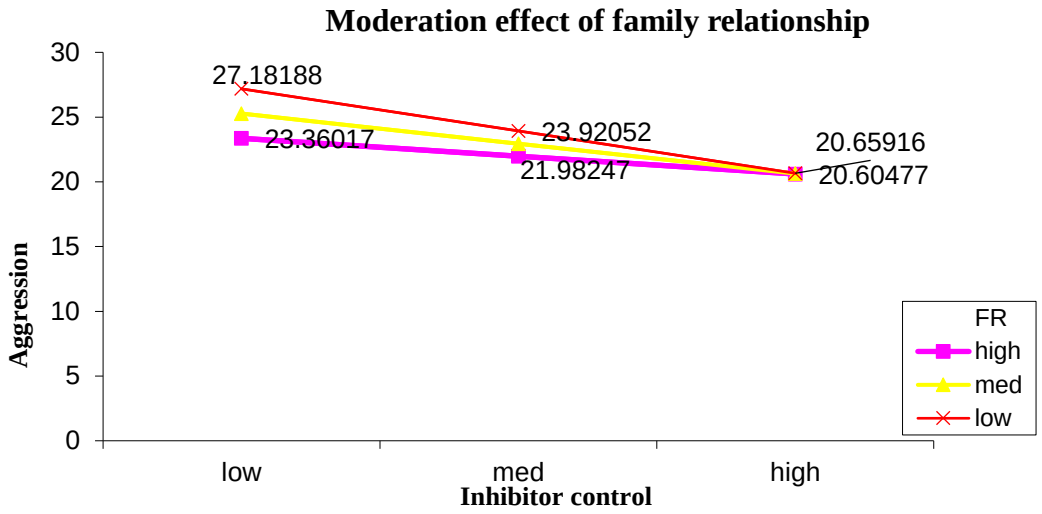

Figure 74. Moderation effect of family relationship between aggression and inhibitory control.

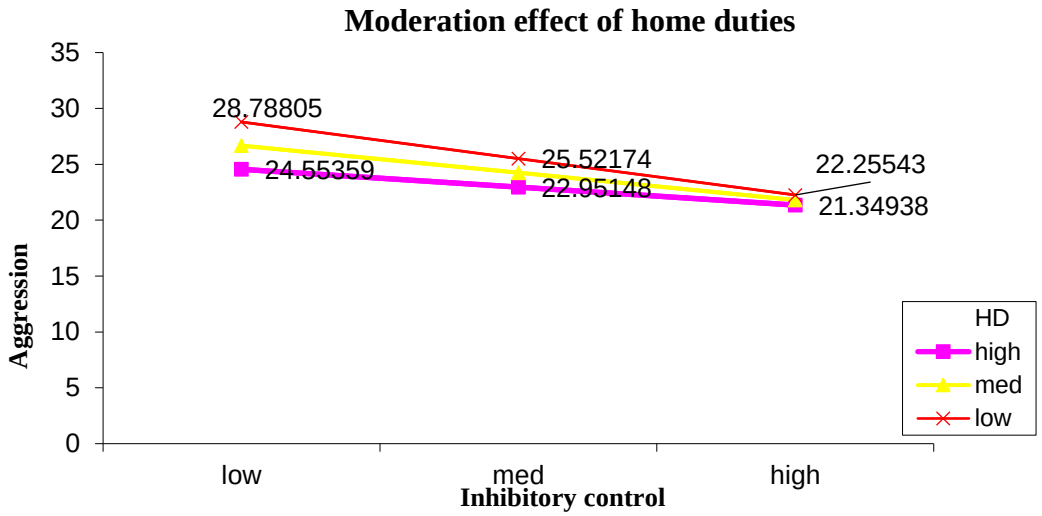

Figure 75. Moderation effect of home duties between aggression and inhibitory control.

Table 4.35 shows the results for moderating role of adaptive functioning between inhibitory control and aggression. Significant moderating role of school performance between

inhibitory control and (B = .09, t = 3.52, p < .01) aggression is displayed in model 1 the table (R2 = .56, F (5, 114) = 29.58, p < .01). Graphical picture (72) also presented the results for this moderation. Slopes identified that decreased school performance makes the impact of inhibitory control on aggression stronger. Model 2 of table addresses the moderating effect of peer relationship (B = .07, t = 3.12, p < .01) between inhibitory control and aggression with 59% of accounting variance (R2 = .59, F (5, 114) = 33.77, p < .01). Mod graph (Figure 73) illustrates that as level of peer relationship decreases the impact of inhibitory control on aggression become stronger. Model 3 of table shows the moderating role of family relationship between inhibitory control and aggression. Interaction term evident the significant moderating impact of family relationship (B = .08, t = 3.44, p < .01) between inhibitory control and aggression with total variance of 30% (R2 = .55, F (5, 114) = 28.53, p < .01). Diagram (Figure 74) make the result clears for moderating effect of family relationship. With decrease in level of family relationship, inhibitory control become the strong predictor of the aggression. Model 4 of table depict moderating role of home duties between inhibitory control and aggression. Significant moderating impact of home duties (B = .07, t = 3.07, p < .05) between inhibitory control and aggression was noticed by interaction term with variance of 57% (R2 = .57, F (5, 114) =30.12, p < .05). Mod graph (Figure 75) shows that with decrease in level of home duties impact of inhibitory control raises on aggression.

Table 4.36

Moderating effect of Shyness on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		2.40	6.41	.37	.709	[10.30, 15.10]
SHY		1.34	.29	4.50	.000	[.75, 1.93]
SP		1.39	.65	2.14	.034	[.10, 2.68]
SHY x SP		-.10	.03	-3.11	.002	[-.17, -.04]
R^2	.45					
F	19.01				.000	

Constant		4.84	7.17	.67	.502	[-9.38, 19.05]
SHY		1.19	.32	3.72	.000	[.56, 1.84]
PR		.97	.63	1.53	.128	[-.28, 2.22]
SHY x PR		-.08	.03	-2.43	.016	[-.14, -.01]
R^2	.44					
F	18.20				.000	
Constant		-3.59	7.75	-.46	.643	[-18.94, 11.76]
SHY		1.49	.36	4.18	.000	[.79, 2.19]
FR		1.46	.68	2.16	.033	[.12, 2.81]
SHY x FR		-.09	.03	-2.87	.005	[-16, -.03]
R^2	.39					
F	14.94				.000	
Constant		7.54	7.31	1.03	.304	[-6.93, 22.01]
SHY		1.04	.35	2.94	.004	[.34, 1.74]
HD		.49	.66	.75	.456	[-.81, 1.79]
SHY x HD		-.05	.03	-1.52	.131	[-.12, .02]
R^2	.39					
F	14.48				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: SHY = Shyness, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

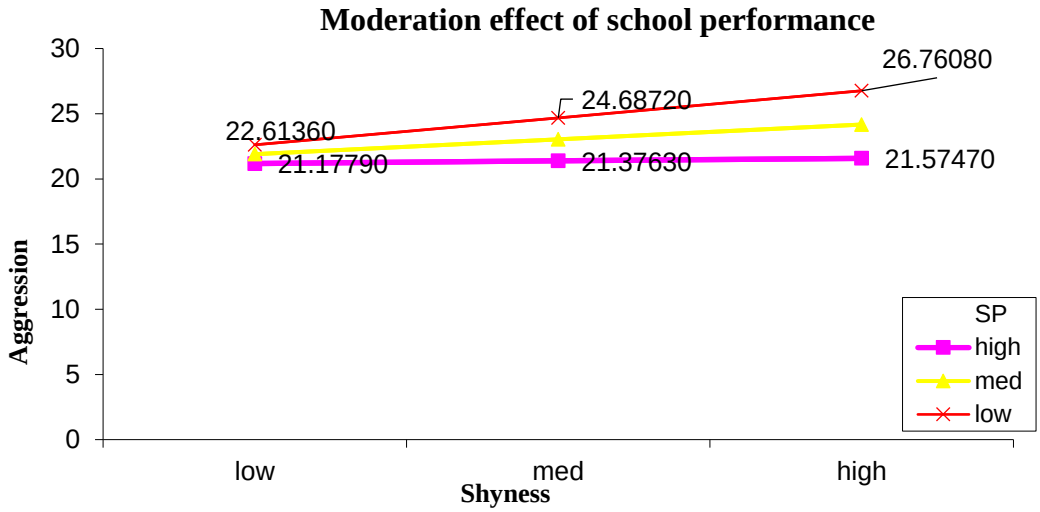

Figure 76. Moderation effect of school performance between aggression and shyness

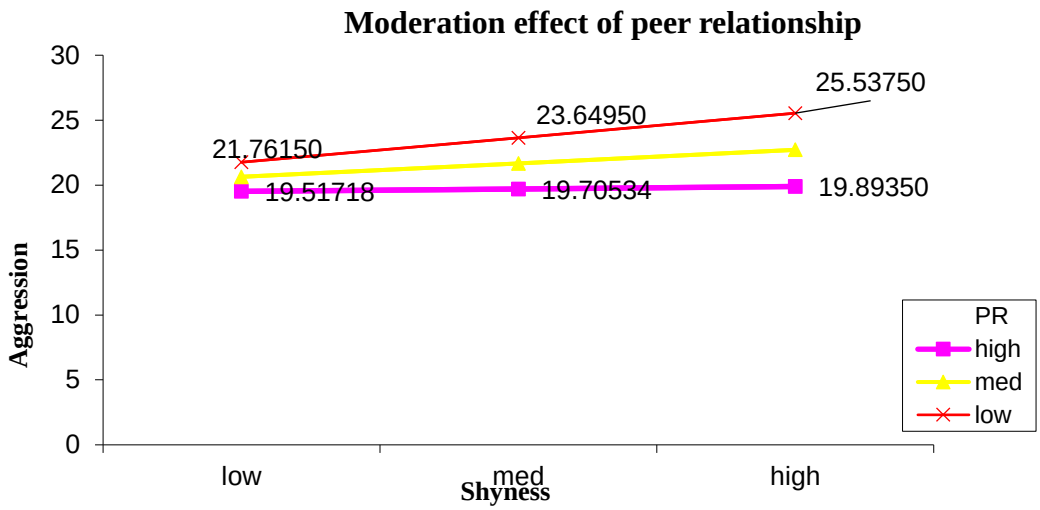

Figure 77. Moderation effect of peer relationship between aggression and shyness.

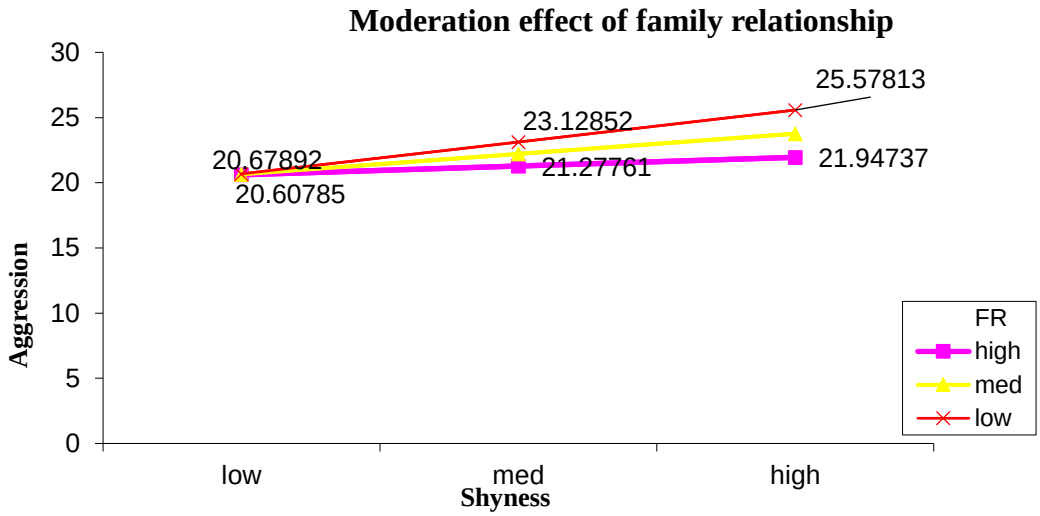

Figure 78. Moderation effect of family relationship between aggression and shyness.

Table 4.36 introduces the results for moderating effect of adaptive functioning between shyness and aggression. Significant result for moderating role of school performance between shyness and aggression is found in model 1 the table. Interaction term specifies (B = -.10, t = -

3.11, p < .01) that school performance significantly moderates (R2 = .45, F (5, 114) = 19.01, p < .01) the relationship between shyness and aggression. Slopes of graph (76) displayed that increase in low and medium level of school performance makes the impact of shyness on aggression weaker. Slope for high school performance is flatter showing no significant moderation result. Model 2 of table addresses the moderating effect of peer relationship (B = -.08, t = -2.43, p < .05) between shyness and aggression with 44% of accounting variance (R2 = .44, F (5, 114) = 18.20, p < .05). Mod graph (Figure 77) illustrates that lower and medium level of peer relationship had weaken the impact of shyness on aggression. For high peer relationship no significant result was found. Model 3 of table and interaction term shows the significant moderating impact of family relationship (B = -.09, t = -2.89, p < .01) between shyness and aggression with total variance of 39% (R2 = .39, F (5, 114) = 14.94, p < .01). Diagram (Figure 78) make the result clears for moderating effect of family relationship. With increase in low and medium level of family relationship decreases the impact of shyness on aggression. For high family relationship no significant result was found. Model 4 of table shows no significant results for moderating role of home duties between shyness and aggression.

Table 4.37

Moderating effect of Surgency on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		42.25	2.79	15.13	.000	[36.72, 47.78]
SUR		-1.00	.14	-6.95	.000	[-1.29, -7.72]
SP		-1.22	.27	-4.49	.000	[-1.76, -.68]
SUR x SP		.05	.01	3.48	.001	[.02, .08]
R^2	.69					
F	52.50				.000	
Constant		42.53	2.65	16.04	.000	[37.28, 4.78]
SUR		-1.07	.13	-8.06	.000	[-1.33, -.81]
PR		-1.12	.23	-4.92	.000	[-1.58, -.67]
SUR x PR		.05	.01	4.32	.000	[.03, .07]
R^2	.69					
F	51.51				.000	
Constant		45.05	2.97	15.19	.000	[39.17, 50.93]

SUR		-1.29	.16	-7.98	.000	[-1.62, -.97]
FR		-1.32	.25	-5.22	.000	[-1.82, -.82]
SUR x FR		.07	.01	4.73	.000	[.04, .09]
R^2	.69					
F	53.09				.000	
Constant		39.60	3.00	13.18	.000	[33.65, 45.56]
SUR		-.88	.15	-5.69	.000	[-1.18, -.57]
HD		-.74	.24	-3.05	.003	[-1.22, -.26]
SUR x HD		.03	.01	2.24	.027	[.00, .06]
R^2	.66					
F	45.18				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: SUR = Surgency, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

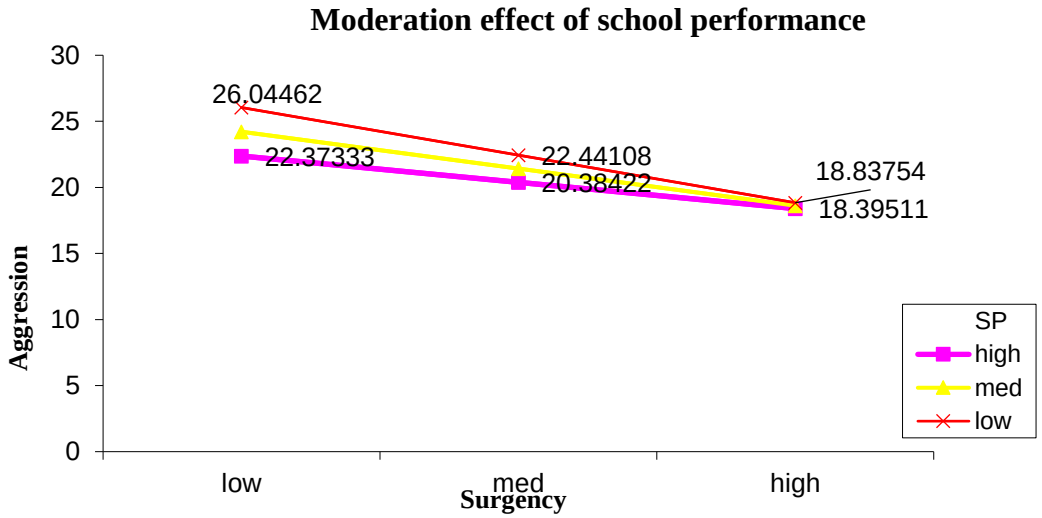

Figure 79. Moderation effect of school performance between aggression and surgency.

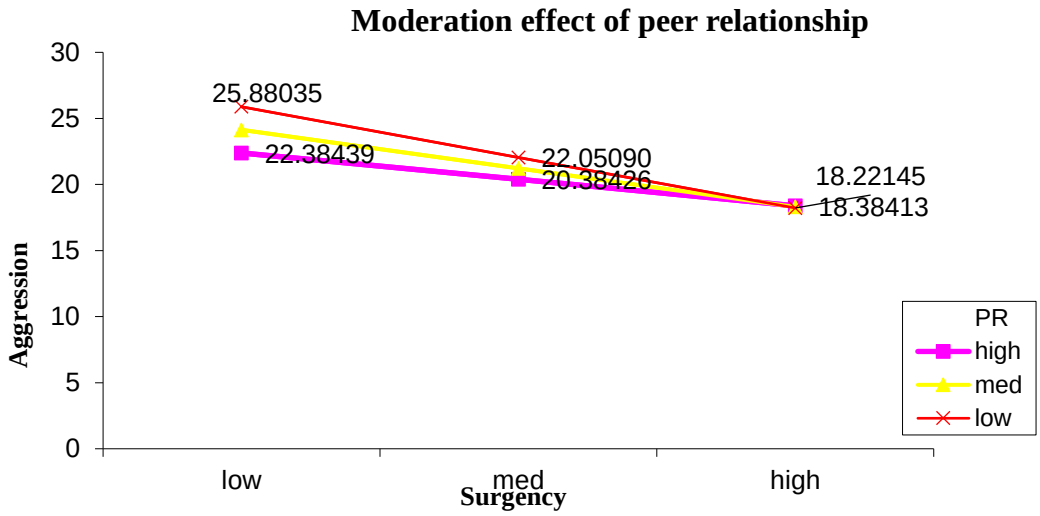

Figure 80. Moderation effect of peer relationship between aggression and surgency.

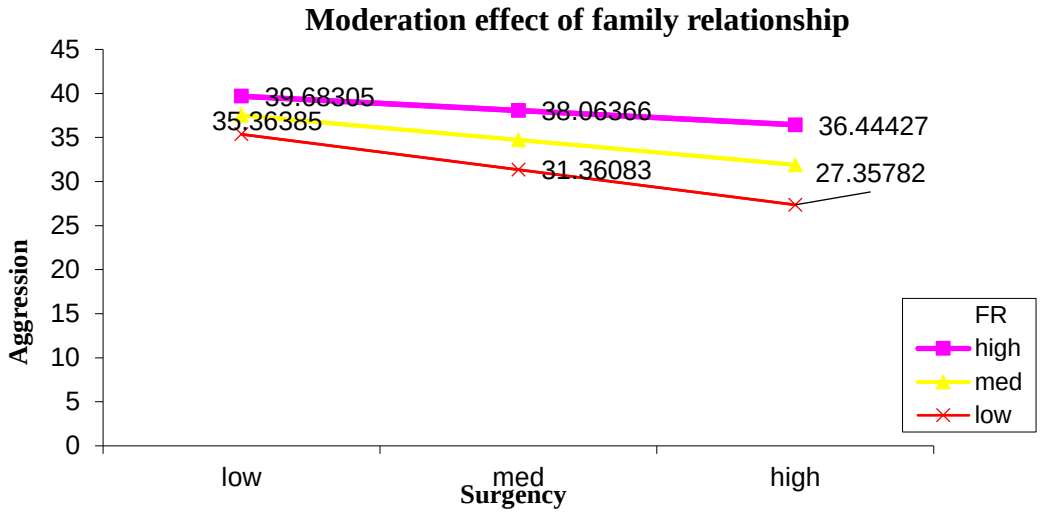

Figure 81. Moderation effect of family relationship between aggression and surgency.

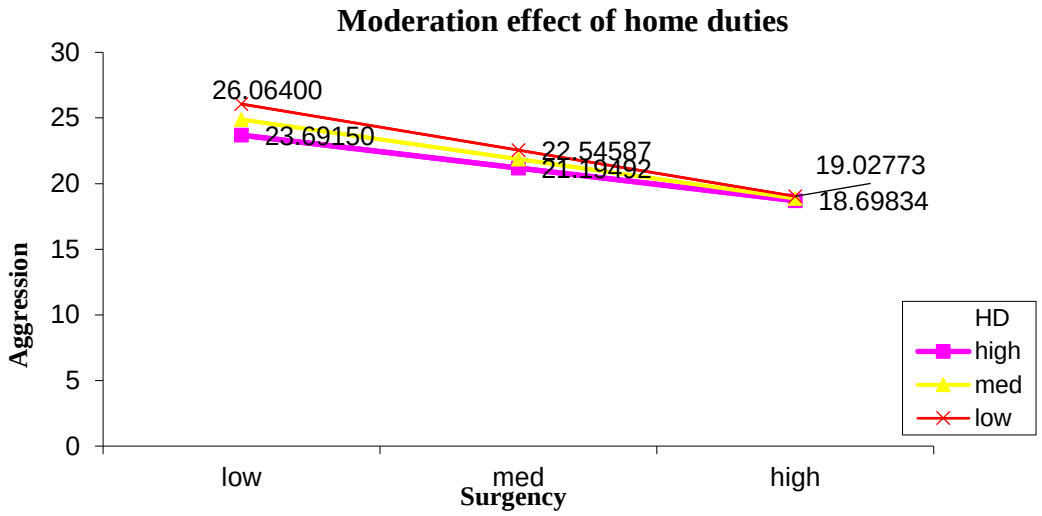

Figure 82. Moderation effect of home duties between aggression and surgency.

Table 4.37 gives the results for moderating role of adaptive functioning between surgency and aggression. Significant moderating role of school performance (B = .05, t = 3.48, p < .01) between surgency and aggression is displayed in model 1 the table (R2 = .69, F (5, 114) = 52.50, p < .01). Graph (figure 79) demonstrates that decrease in school performance increases the impact of surgency on aggression. Model 2 of table provide the moderating effect of peer relationship (B = .05, t = 4.32, p < .001) between surgency and aggression with 34% of accounting variance (R2 = .69, F (5, 114) = 51.51, p < .001). Mod graph (Figure 80) accompanied the results of table showing that as level of peer relationship decreases the impact of surgency on aggression become stronger. Model 3 of table shows the moderating role of family relationship between surgency and aggression. Interaction term evident the significant moderating impact of family relationship (B = .07, t = 4.73, p < .001) between surgency and aggression with total variance of 69% (R2 = .69, F (5, 114) = 4.73, p < .001). Graph (Figure 81) is drawn for moderating effect of family relationship. It shows that decrease in level of family relationship, increases the impact of surgency on aggression. Model 4 of table depict moderating role of home duties between surgency and aggression. Significant moderating impact of home duties (B = .03, t = 2.24, p < .05) between

surgency and aggression was noticed by interaction term with variance of 66% (R2 = .66, F (5, 114) = 45.18, p < .05). Mod graph (Figure 82) shows that with decrease in level of home duties impact of surgency raises on aggression.

Table 4.38

Moderating effect of Aggression on Aggression among children (N=120)

					Aggression	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		-1.34	2.89	-.46	.643	[-7.06, 4.38]
AGG		.90	.09	9.45	.000	[.71, 1.09]
SP		.54	.27	2.02	.045	[.01, 1.07]
AGG x SP		-.02	.01	-2.07	.041	[-.04, -.00]
R^2	.88					
F	170.37				.000	
Constant		4.53	2.67	1.69	.092	[-.76, 9.83]
SUR		.72	.09	8.19	.000	[.55, .89]
PR		.01	.23	.05	.956	[-.44, .46]
AGG x PR		-.00	.01	-.45	.649	[-.02, .01]
R^2	.88					
F	169.05				.000	
Constant		.18	2.90	.06	.951	[-5.57, 5.93]
SUR		.83	.09	8.50	.000	[.64, 1.02]
FR		.31	.25	1.25	.215	[-.18, .79]
AGG x FR		-.01	.01	-1.09	.275	
R^2	.88					
F	166.45				.000	
Constant		4.89	2.64	1.85	.066	[-.34, 10.11]
SUR		.73	.09	7.94	.000	[.54, .91]
HD		-.02	.22	-.11	.916	[-.47, .42]
AGG x HD		-.00	.01	-.49	.619	[-.02, .01]
R^2	.88					
F	176.47				.000	

*p>.05= non-significant, *p < .05*

Note: AGG = Aggression, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

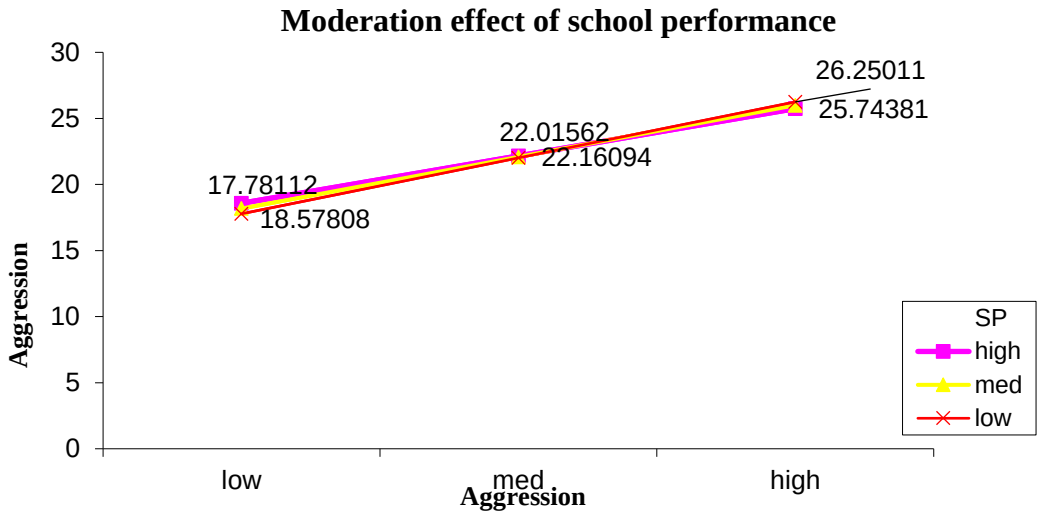

Figure 83. Moderation effect of school performance between aggression and aggression.

Table 4.38 has set forth the results of moderating role of adaptive functioning between aggression (temperament) and aggression (problem behavior). Only the model 1 of school performance shows significant effect in moderating relationship between aggression and aggression. Statistically significant interaction term points that school performance moderates (B = -.02, t = -2.07, p < .05) the effect of aggression on aggression, explaining 34% of variance (R2 = .88, F (5, 114) = 170.37, p < .05). Graph (Figure 83) further adorned results for moderating role of peer relations showing that increase in school performance (low, medium, high) decreases impact of aggression on aggression.

Table 4.39

Moderating effect of Activation Control on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		22.37	2.43	9.18	.000	[17.55, 27.19]
AC		-.68	.14	-4.99	.000	[-.96, -.41]
SP		-.99	.26	-3.82	.000	[-1.50, -.48]
AC x SP		.04	.01	2.91	.004	[.01, .08]
R^2	.52					
F	25.08				.000	
Constant		20.39	2.50	8.15	.000	[15.43, 25.34]
AC		-.65	.14	-4.73	.000	[-.92, -.38]

PR		-.64	.24	-2.60	.011	[-1.12, -.15]
AC x PR		.03	.01	2.35	.020	[.00, .06]
R^2	.47					
F	19.93				.000	
Constant		22.85	2.57	8.89	.000	[17.76, 27.94]
AC		-.86	.16	-5.43	.000	[-1.17, -.55]
FR		-.93	.25	-3.71	.000	[-1.43, -.43]
AC x FR		.05	.02	3.41	.001	[.02, .08]
R^2	.49					
F	22.41				.000	
Constant		20.68	2.85	7.25	.000	[15.03, 26.32]
AC		-.72	.16	-4.44	.000	[-1.04, -.39]
HD		-.57	.26	-2.22	.028	[-1.08, -.06]
AC x HD		.04	.02	2.27	.025	[.00, .07]
R^2	.46					
F	19.27				.000	

*p>.05= non-significant, *p < .05, **p <.01, ***p <.001*

Note: AC = Activation Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

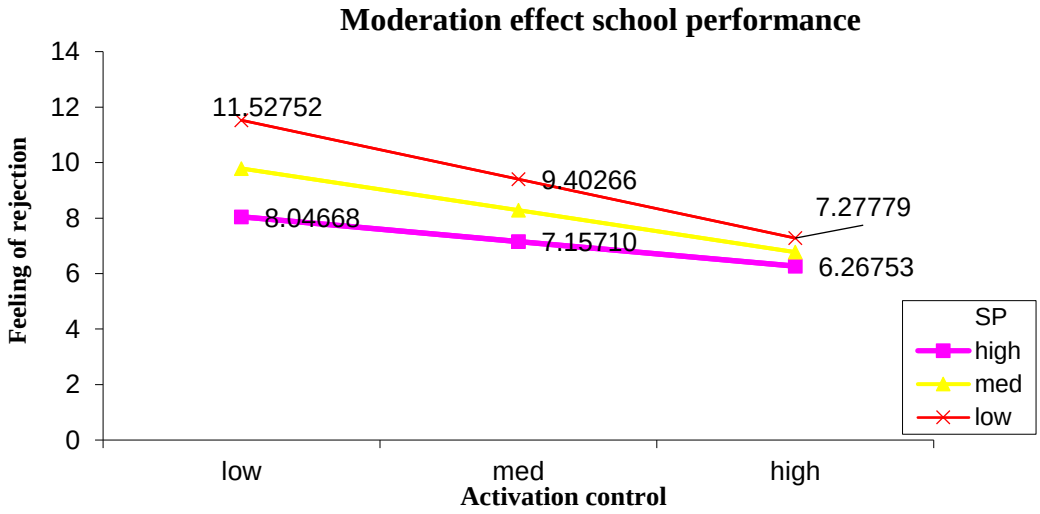

Figure 84. Moderation effect of school performance on feeling of rejection and activation control.

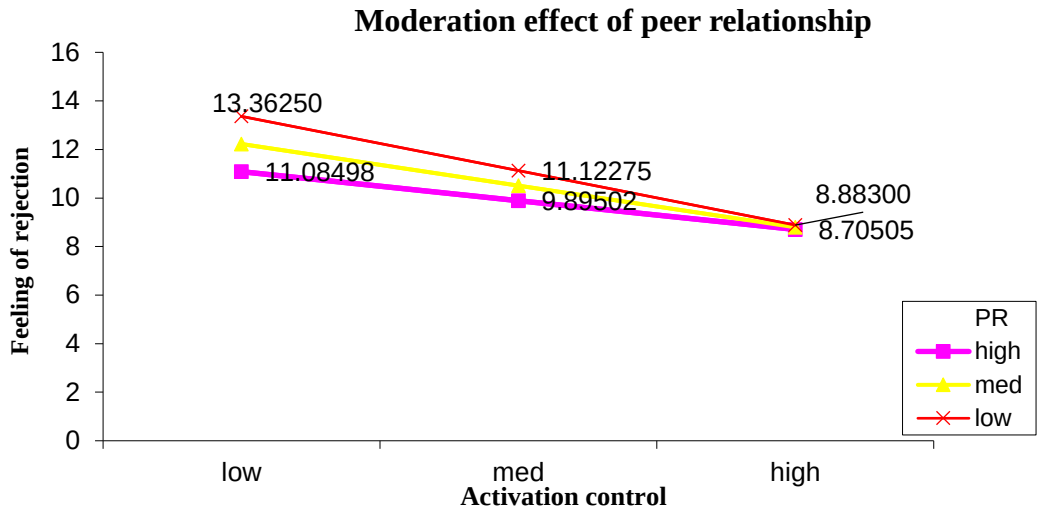

Figure 85. Moderation effect of peer relationship on feeling of being rejection and activation control

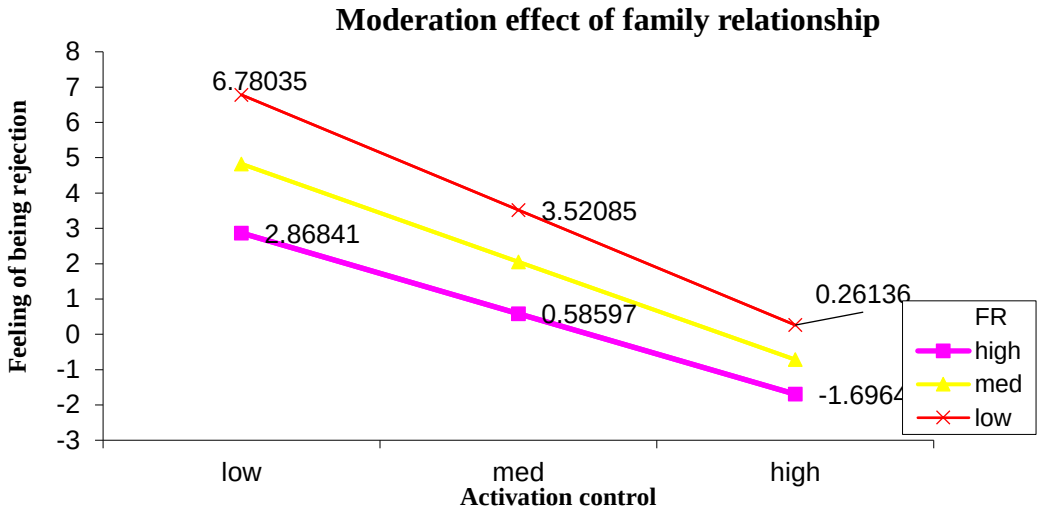

Figure 86. Moderation effect of family relationship on feeling of being rejection.

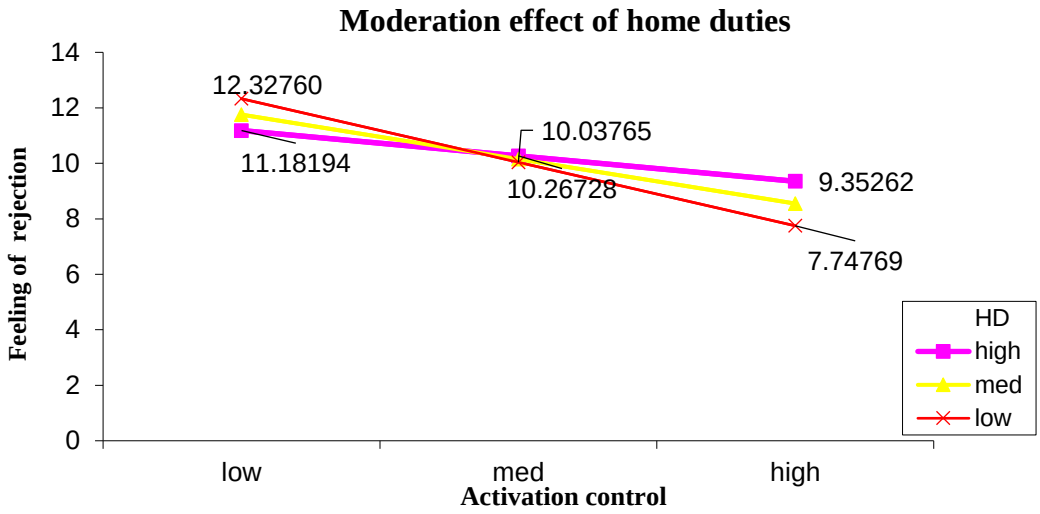

Figure 87. Moderation effect of home duties on feeling of rejection and activation control.

Results presented in Table 4.39 demonstrate the moderating role of adaptive functioning (i.e., school performance, peer relationship, family relationship and home duties) in the association between activation control and feeling of rejection among children. Model 1 illustrates the interaction effect of school performance and activation control on feeling of rejection among adolescents. Findings suggest that interaction term produced 14% (B = .04, t = 2.91, F (5,114) = 25.08, R2 = .52, $p < .05$) of variance in explaining feeling of being rejection. School performance has intensified the effect of activation control on feeling of rejection among children. The mod graph (Figure 84) further explains this relationship at different levels (i.e., high, medium and low) of school performance. The line graph shows that high, medium and low levels of school performance increase the effect of activation control on feeling of rejection. Model 2 shows moderating effect of peer relationship. The interaction term revealed significant interaction effect (B = .03, R2 = .47, F (5,114) = 2.35, $p < .05$) of activation control and peer relationship. Mod graph (Figure 85) further explains that peer relations served as a protective factor for feeling of rejection and enhanced the effect of activation control on feeling of rejection. The line graph shows

that school performance had maximized the effect of activation control on feeling of rejection. Model 3 demonstrates the moderating effect of family relationship and interaction value revealed a significant moderation effect (R2 = .49, F (5, 114) = 22.41, p < .01) of family relationship between activation control and feeling of rejection along with 14% of variance in feeling of rejection. Mod graph (Figure 86) elaborates this effect by indicating that high, medium and low levels of family relationships boosted the effect of activation control on feeling of rejection. Model 4 shows moderating role of home duties in the association between activation control and feeling of rejection. Interaction term suggest that home duties did account for a significant moderating effect (B = .04, t = 2.27, F (5, 114) = 19.27, p < .05) in explaining feeling of rejection among children. Mod graph (Figure 87) extends that all the three levels of family relationship (high, medium and low) boosted the effect of activation control on feeling of rejection

Table 4,40

Moderating effect of Affiliation on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		21.27	2.31	9.22	.000	[16.73, 25.84]
AFF		-6.93	.12	-5.59	.000	[-.94, -.45]
SP		-9.70	.23	-4.14	.000	[-1.43, -.51]
AFF x SP		.05	01	3.39	.001	[.02, .07]
R^2	.51					
F	23.88				.000	
Constant		19.96	2.25	8.85	.000	[15.49, 24.42]
AFF		-.83	.12	-6.72	.000	[-1.07, .58]
PR		-.64	.19	-3.24	.002	[-1.03, -.25]
AFF x PR		.04	.01	3.85	.000	[.02, 07]
R^2	.49					
F	22.49				.000	
Constant		22.51	2.43	9.25	.000	[17.69, 27.33
AFF		-.94	.14	-6.59	.000	[-1.22, -.66]
FA		-.88	.21	-4.22	.000	[-1.29, -.47]
AFF x FR		.06	.01	4.29	.000	[.03, .08]
R^2	.51					

F	23.67				.000	
Constant		19.00	2.64	7.20	.000	[13.77, 42.23]
AFF		-.69	.15	-4.54	.000	[-.99, -.39]
HD		-.49	.21	-2.29	.024	[-.91, -.07]
AFF x HD		.03	.01	2.23	.028	[.00, .06]
R^2	.45					
F	18.94				.0000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: AFF = Affiliation, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

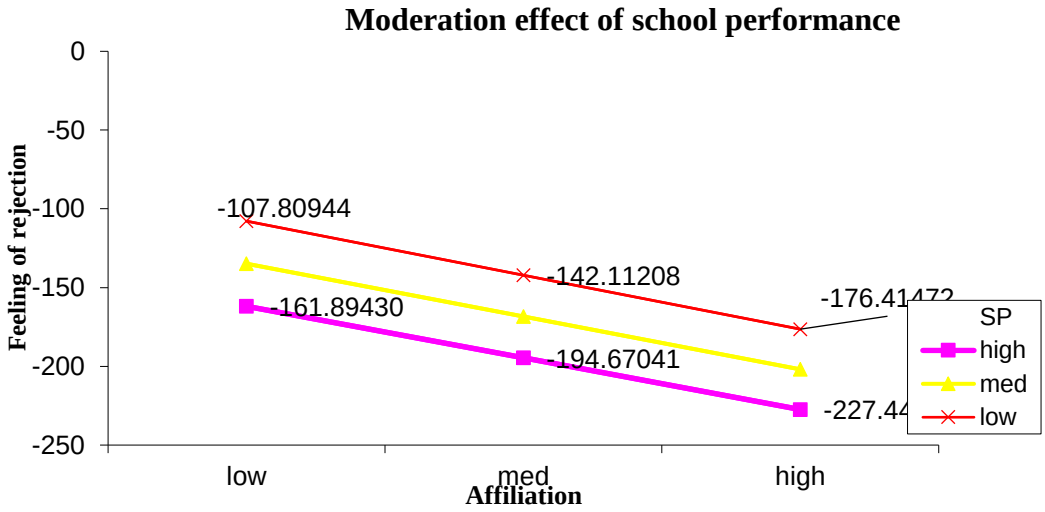

Figure 88. Moderation effect of school performance between feeling of rejection and affiliation.

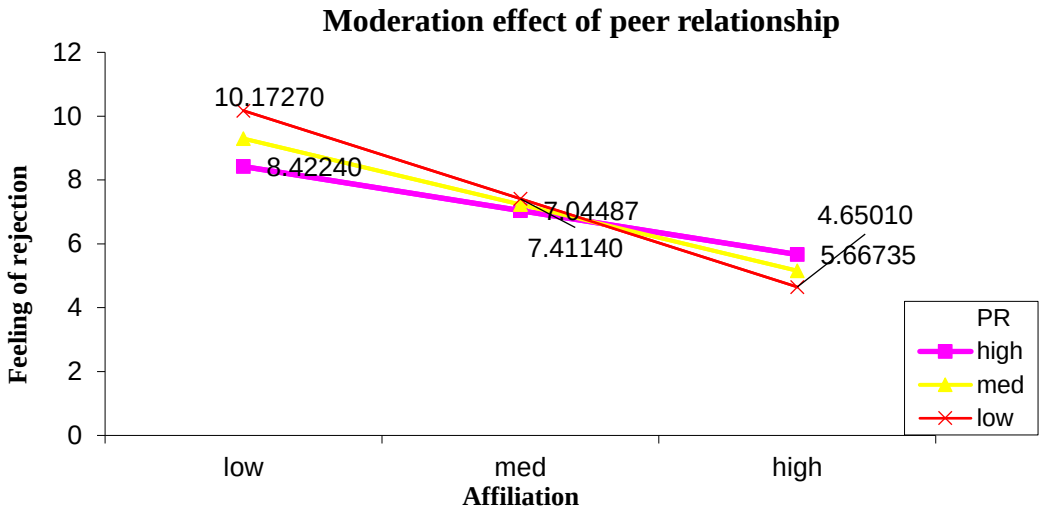

Figure 89. Moderation effect of peer relationship on feeling of being rejection among adolescents

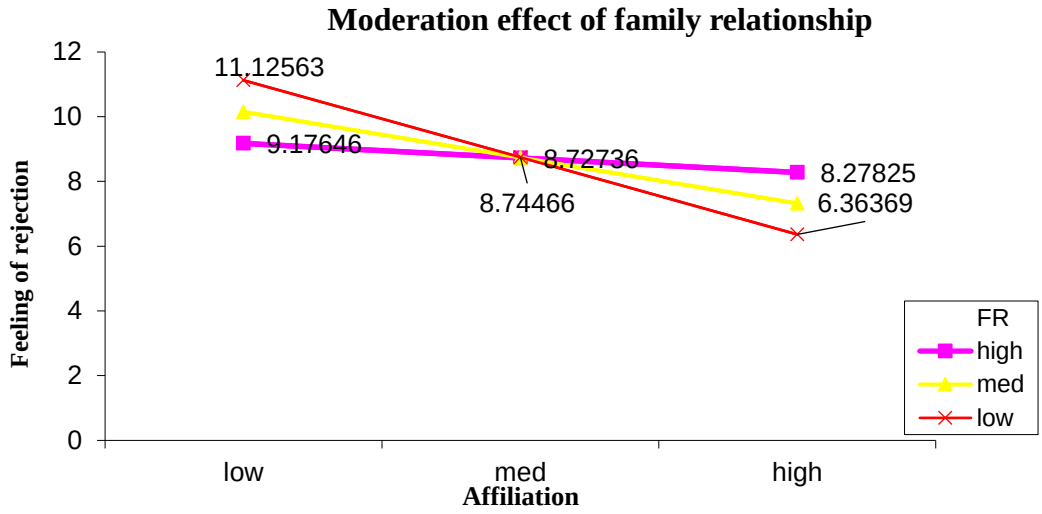

Figure 90. Moderation effect of family relationship between feeling of rejection and affiliation.

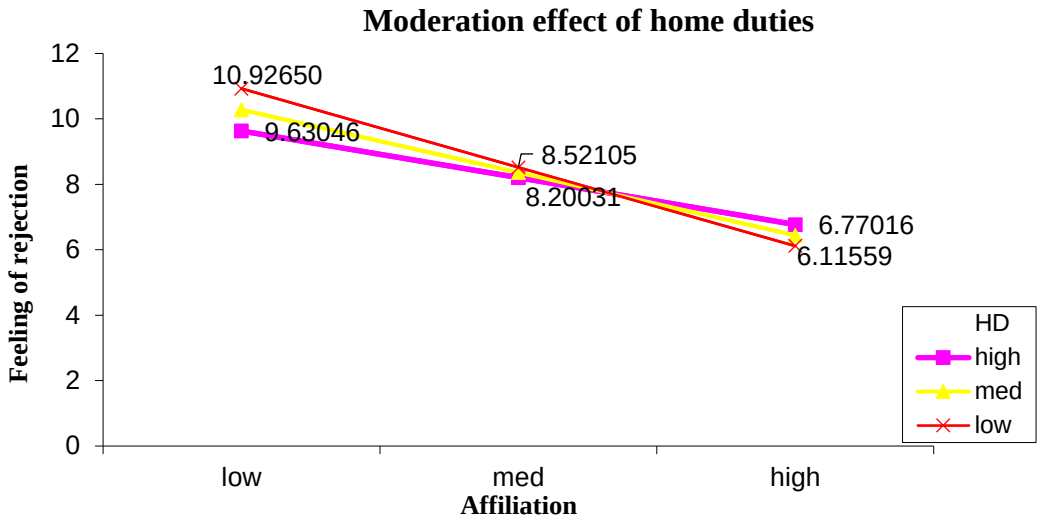

Figure 91. Moderation effect of home duties between feeling of rejection and affiliation.

Table 4.40 shows the results for moderating effect of adaptive functioning in relationship between affiliation and feeling of rejection. Model 1 depicts significant interaction effect of school performance and affiliation (B = .05, R2 = .51, F (5, 114) = 23.88, p < .01) in explaining feeling of rejection. Serving as moderator school performance increases the impact of affiliation on feeling of rejection. Mod graph (Figure 88) explains this pattern of relationship by demonstrating that school performance boosted the impact of affiliation on feeling of rejection. Model 2 shows moderating power of peer relationship in association of affiliation and feeling of rejection. Interaction term between affiliation and peer relationship suggests significant moderation effect (B = .04, R2 = .49, F (5, 114) = 22.49, p < .001) of peer relationship along with variance of 49% in feeling of rejection. Mod graph (Figure 89) further illustrates that decrease in level of peer relationship aggravated the impact of affiliation on feeling of rejection. Model 3 provide the result for moderating effect of family relationship. Findings reveal the statistically significant interaction effect of affiliation and family relationship (B = .06, R2 = .51, F (5, 114) = 23.67, p < .001) along

with 51% of variance in children feeling of rejection. Graphical presentation of these results (Figure 90) explicates these findings by suggesting that decrease in family relationship aggravate the effect of affiliation on feeling of rejection. Model 4 exhibit the results for moderating effect of home duties. Results reveal that home duties significantly moderate (B = .03, R2 = .45, F (5, 114) = 18.94, p < .05) the relationship between affiliation and feeling of rejection along with 10% of variance. Mod graph (Figure 91) explains the results at different levels of home duties (i.e., high, medium and low). Lines of graph illustrates that decrease in home duties boost the effect of affiliation on feeling of rejection.

Table 4.41

Moderating effect of Attention on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		21.62	3.16	6.83	.000	[15.35, 27.89]
ATT		-.70	.21	-3.40	.001	[-1.11, -.29]
SP		-1.20	.34	-3.53	.001	[-1.88, -.53]
ATT x SP		.06	.02	2.55	.012	[.01, .09]
R^2	.36					
F	12.72				.000	
Constant		22.71	3.16	7.18	.000	[16.45, 28.97]
ATT		-.89	.19	-4.56	.000	[-1.28, -.50]
PR		-1.03	.27	-3.84	.000	[-1.57, -.50]
ATT x PR		.05	.02	3.28	.001	[.02, .09]
R^2	.33					
F	11.09				.000	
Constant		26.41	3.31	7.97	.000	[19.85, 32.97]
ATT		-1.25	.23	-5.46	.000	[-1.70, -.79]
FR		-1.14	.29	-4.97	.000	[-2.01, -.86]
ATT x FR		.09	.02	4.35	.000	[.05, .13]
R^2	.38					
F	13.83				.000	
Constant		23.48	4.05	5.79	.000	[15.46, 31.51]
ATT		-.99	.26	-3.87	.000	[-1.51, -.49]
HD		-1.01	.34	-3.01	.003	[-1.68, -.35]
ATT x HD		.06	.02	2.69	.001	[.02, .11]
R^2	.29					
F	9.35				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: ATT = Attention, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

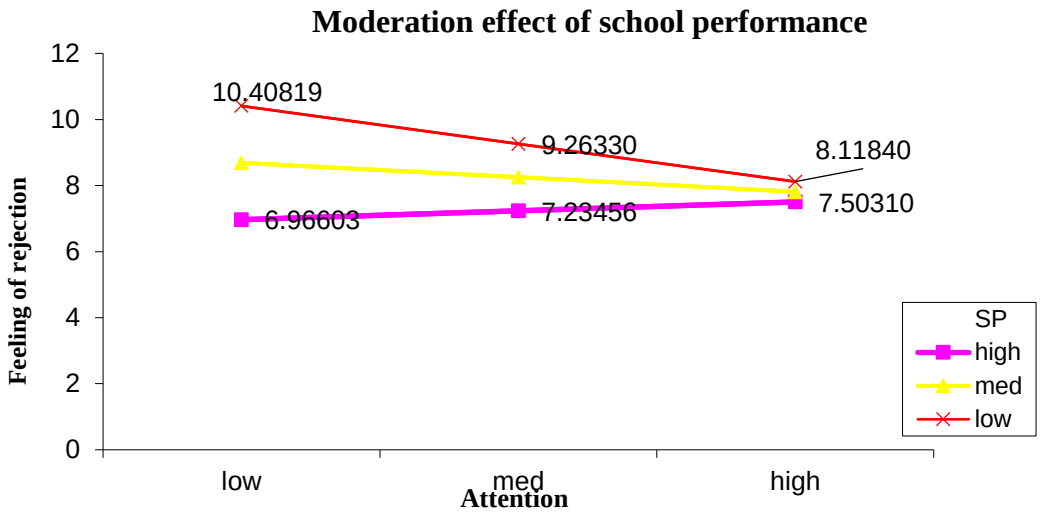

Figure 92. Moderation effect of school performance between feeling of rejection and attention.

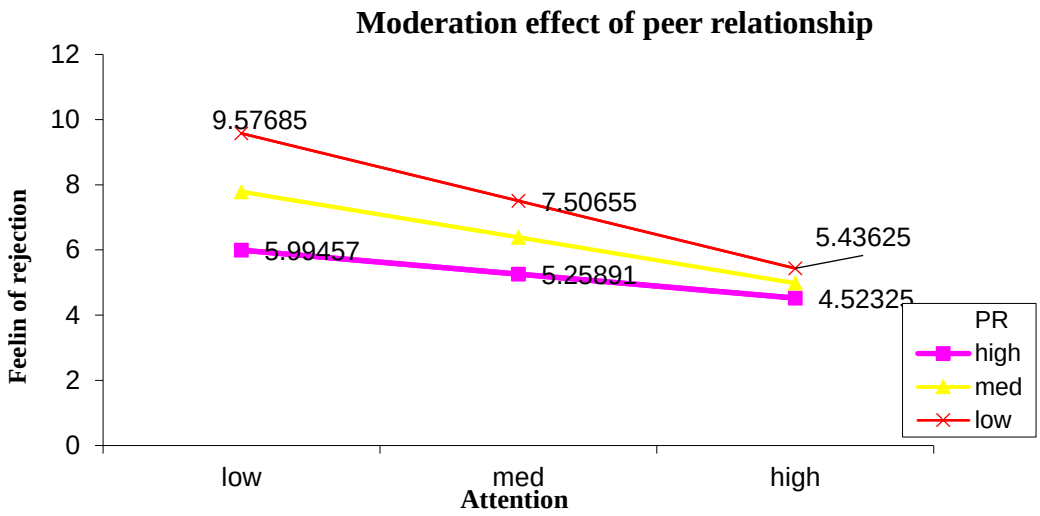

Figure 93. Moderation effect of peer relationship between feeling of rejection and attention.

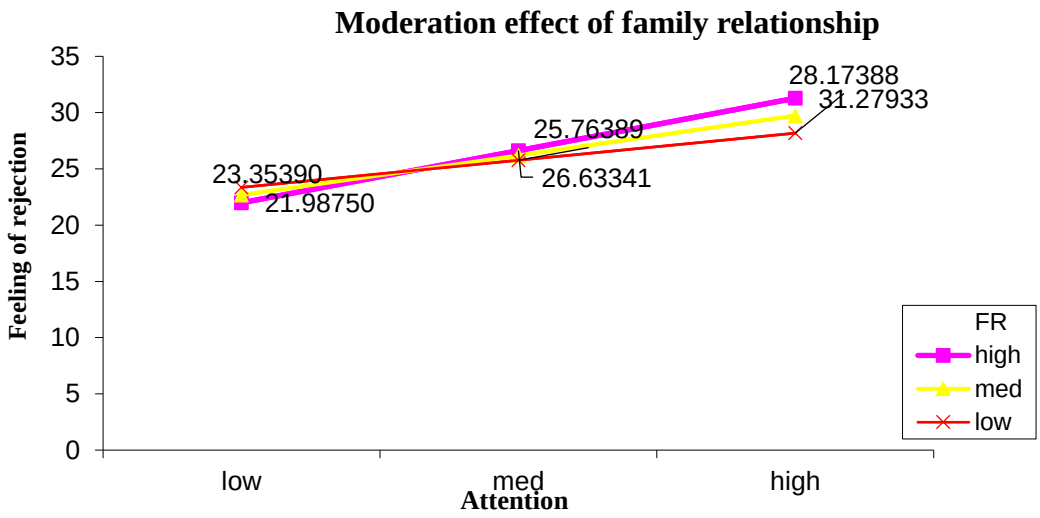

Figure 94. Moderation effect of family relationship between feeling of rejection and attention.

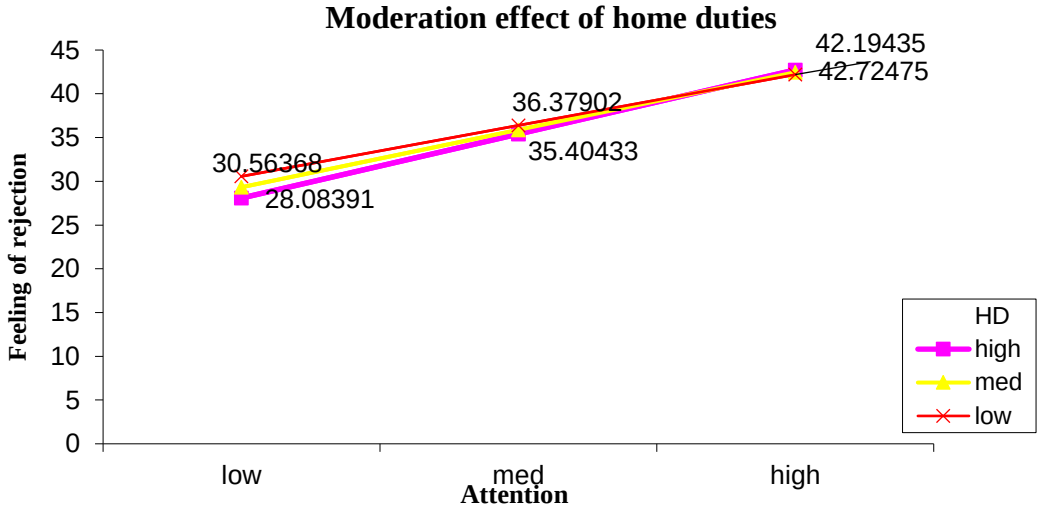

Figure 95. Moderation effect of home duties between feeling of rejection and attention.

Results of the table 4.41 depicts the moderating relationship of adaptive functioning between attention and feeling of rejection. Model 1 of the table explains the moderating role of school performance between attention and feeling of rejection. Statistically significant interaction

connotes that school performance moderates (B = .06, t = 2.55, p < .05) the effect of attention on feeling of rejection and accounts for 36% of variance (R2 = .36, F (5, 114) = 12.72, p < .05). Graph (Figure 92) explains this moderation by slopes showing that school performance had undermines the effect of attention on feeling of rejection. Model 2 proclaims that peer relationship is significant moderator (B = .05, t = 3.28, p < .01) in relation between attention and feeling of rejection with 33% of accounting variance (R2 = .33, F (5, 114) = 11.09, p < .01) in feeling of rejection. Mod graph (Figure 93) manifest the results by demonstrating moderating role of peer relationship between attention and feeling of rejection. Lines indicate that with increase in the level of peer relationship impact of attention on feeling of rejection decreases. Model 3 of table provide the moderating effect of family relationship on feeling of rejection. Interaction term communicates the significant moderating impact of family relationship (B = .09, t = 4.35, p < .001) on feeling of rejection along with variance of 38% (R2 = .38, F (5, 114) = 13.83, p < .001). Mod graph (Figure 94) elaborates results that family relationship had weakened impact of attention on feeling of rejection. Lines of graph indicate that as the level of family relationships increases, the effect of attention on feeling of rejection decreases. Model 4 displays results for the moderation effect of home duties and significant interaction term suggests moderating power home duties (B = .06, t = 2.69, R2 = .29, F (5, 114) = 9.35, p < .01) in relationship between attention and feeling of rejection along with account for 29% of variance. A line graph (Figure 95) illuminates that home duties had suppressed the effect of the attention on feeling of rejection

Table 4.42

Moderating effect of Depressive Mood on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-10.54	4.65	-2.26	.025	[-19.76, -1.32]
DM		1.13	.21	5.34	.000	[.71, 1.55
SP		1.18	.41	2.88	.005	[.37, 2.00]
DM x SP		-.08	.02	-3.74	.000	[-.12, -.04]
R^2	.47					
F	20.20				.0000	
Constant		-15.37	4.96	-3.09	.002	[-25.21, -5.54]
DM		1.30	.23	5.55	.000	[.84, 1.77]
PR		1.48	.42	3.49	.001	[.64, 2.32]
DM x PR		-.08	.02	-3.75	.000	[-.13, -.04]
R^2	.40					
F	15.28				.000	
Constant		-16.92	5.16	-.28	.001	[-27.15, -6.69]
DM		1.39	.25	5.55	.000	[.89, 1.89]
FR		1.59	.45	3.51	.001	[.69, 2.48]
DM x FR		-.09	.02	-3.89	.000	[-.14, -.05]
R^2	.42					
F	16.36				.000	
Constant		-21.07	5.67	-3.71	.000	[-32.31, -9.81]
DM		1.62	.28	5.67	.000	[1.05, 2.18]
HD		1.87	.49	3.77	.000	[.89, 2.86]
DM x HD		-.10	.02	-4.05	.000	[-.15, .05]
R^2	.42					
F	16.48				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: DM = Depressive mood, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

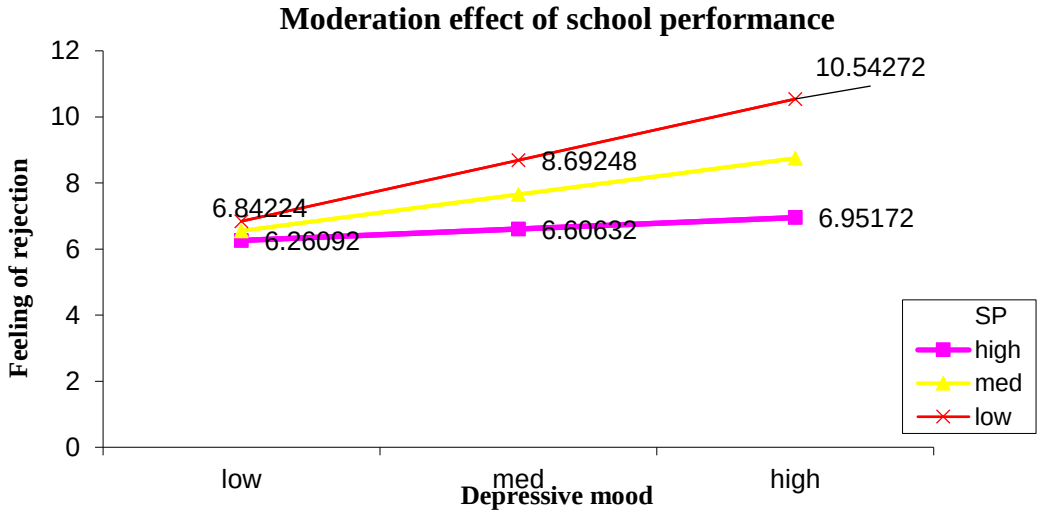

Figure 96. Moderation effect of school performance between feeling of rejection and depressive mood.

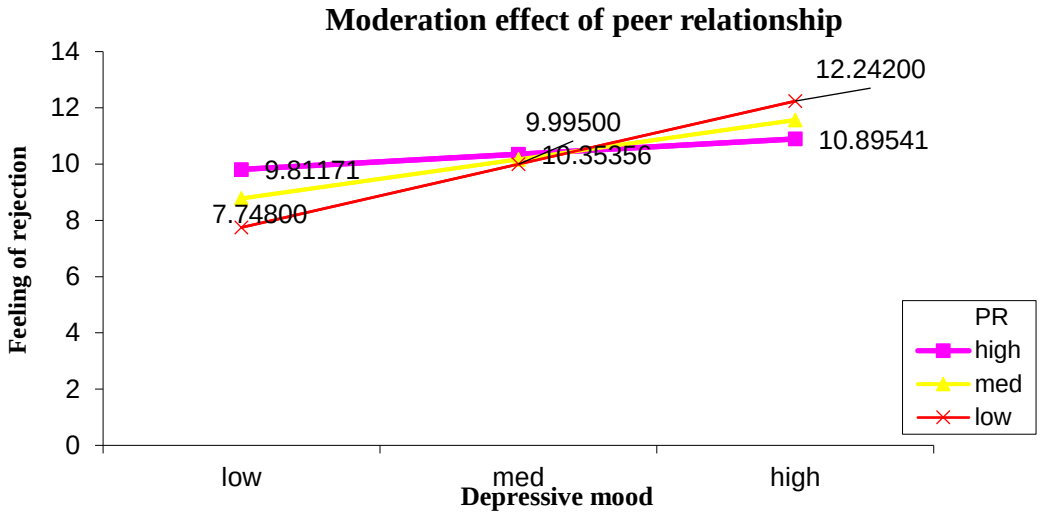

Figure 97. Moderation effect of peer relationship between feeling of rejection and depressive mood.

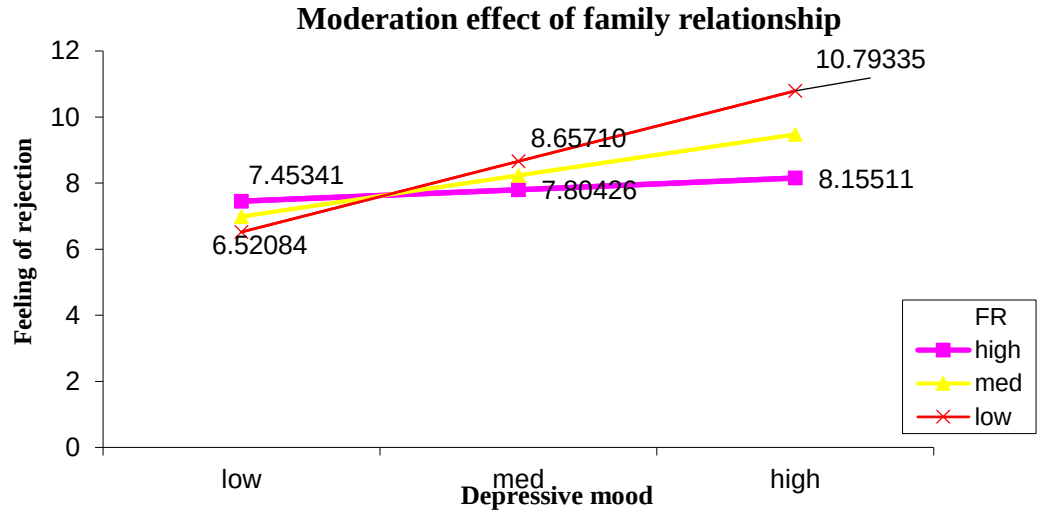

Figure 98. Moderation effect of family relationship between feeling of rejection and depressive mood.

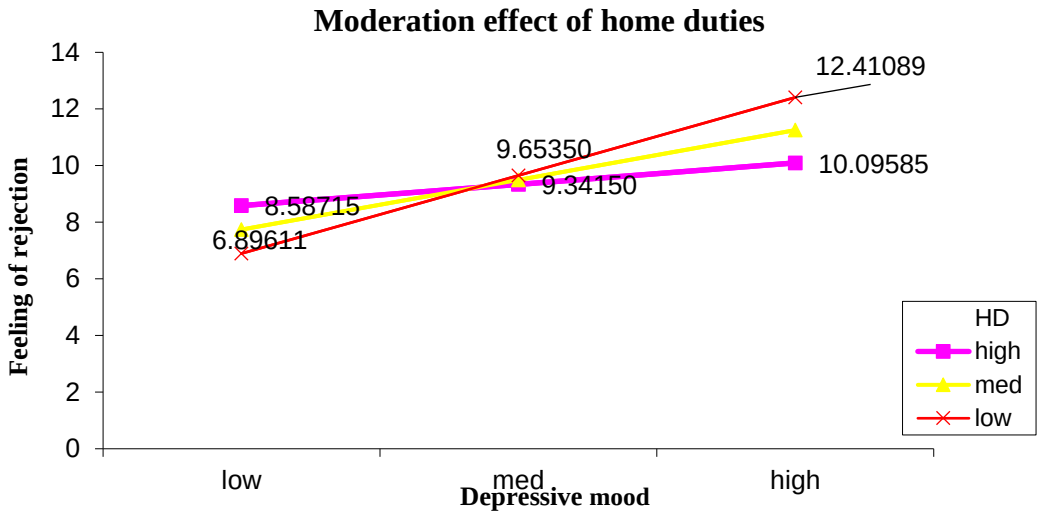

Figure 99. Moderation effect of home duties between feeling of rejection and depressive mood.

Results for moderating impact of adaptive functioning between depressive mood and feeling of rejection were displayed in table 4.42. Model 1 of the table indicates that school performance moderates (B = -.08, t = -3.74, p < .001) the association between depressive mood and feeling of rejection and explains 47% of variance (R2 = .47, F (5, 114) = 20.20, p < .001). Graph (Figure 96) was drawn to elaborates this moderation. The graph shows that medium and low level of school performance decreases the impact of depressive mood on feeling of rejection. Whereas high school performance did not produce any significant moderation result. Model 2 expresses that peer relationship significant moderates (B = -.08, t = -3.75, p < .001) the relationship between depressive mood and feeling of rejection with 40% of accounting variance (R2 = .40, F (5, 114) = 15.28, p < .001) in feeling of rejection. Mod graph (Figure 97) endorse relationship by demonstrating moderating role of peer relationship between depressive mood and feeling of rejection. With increase in medium and low level of peer relationship effect mood depressive mood on feeling of rejection become weak. Whereas high peer relationships did not produce any

significant moderation result. Model 3 of table provide the moderating effect of family relationship between depressive mood and feeling of rejection. Interaction term communicates the significant moderating impact of family relationship (B = -.09, t = -3.89, p < .001) on feeling of rejection along with variance of 42% (R2 = .42, F (5, 114) = 16.36, p < .001). Mod graph (Figure 98) elaborates results that rise in medium and low level of family relationship had lowered the relationship between depressive mood and feeling of rejection. Slopes indicate that as the level of family relationships become better, the effect of depressive mood on feeling of rejection become debilitated. Whereas high family relationship did not produce any significant moderation result. Model 4 exhibits results for significant interaction of home duties and depressive mood. Home duties had significantly moderated (B = -.10, t = -4.05, R2 = .42, F (5, 114) = 16.48, p < .01) the relationship between depressive mood and feeling of rejection among children along with 42% of variance. Lines of the graph (Figure 99) shows that home duties incapacitated the influence of depressive mood on feeling of rejection.

Table 4.43

Moderating effect of Fear on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-13.97	4.52	-.3.09	.003	[-22.93, -5.01]
FR		1.02	.17	5.96	.000	[.68, 1.36]
SP		1.15	.45	2.55	.012	[.25, 2.04]
FR x SP		-.06	.02	-3.45	.001	[-.10, -.03]
R^2	.58					
F	31.41				.000	
Constant		-23.55	5.32	-4.42	.000	[-34.10, -13.01]
FR		1.32	.20	6.59	.000	[.92, 1.71]
PR		1.79	.45	3.97	.000	[.89, 2.69]
FR x PR		-.08	.02	-4.37	.000	[-.12, -.04]
R^2	.50					
F	23.11				.000	
Constant		-21.04	5.82	-3.61	.001	[-32.58, -9.50]
FR		1.23	.23	5.37	.000	[.78, 1.69]
FR		1.54	.52	2.96	.002	[.51, 2.57]
FR x FR		-.07	.02	-3.37	.001	[-.12, -.03]
R^2	.48					
F	21.27				.000	

Constant		-12.27	6.03	-2.03	.044	[-24.22, -.32]
FR		.82	.24	3.45	.001	[.35, 1.29]
HD		.58	.51	1.14	.258	[-.43, 1.59]
FR x HD		-.03	.02	-1.31	.192	[-.07, .01]
R^2	.41					
F	15.58				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: FR = Fear, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

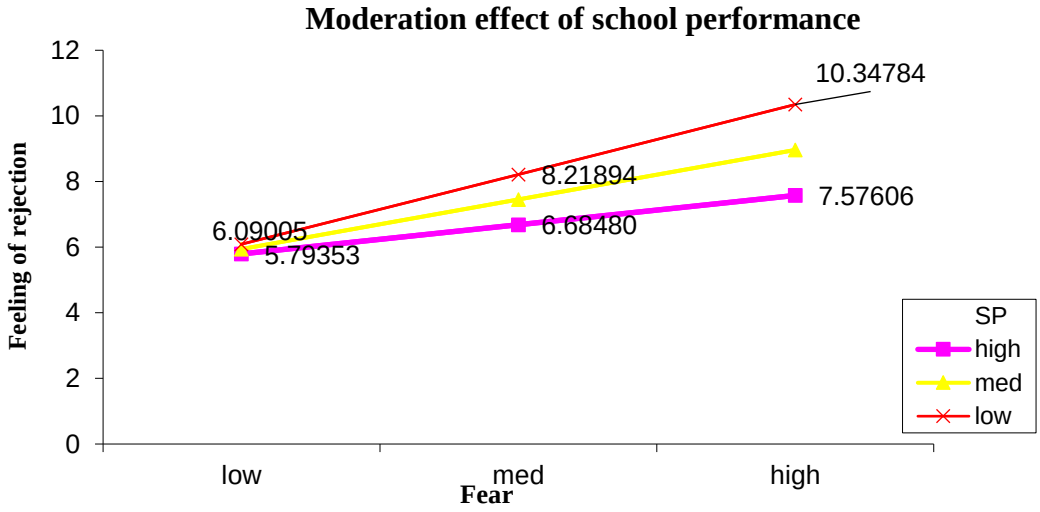

Figure 100. Moderation effect of school performance between fear feeling of being rejection.

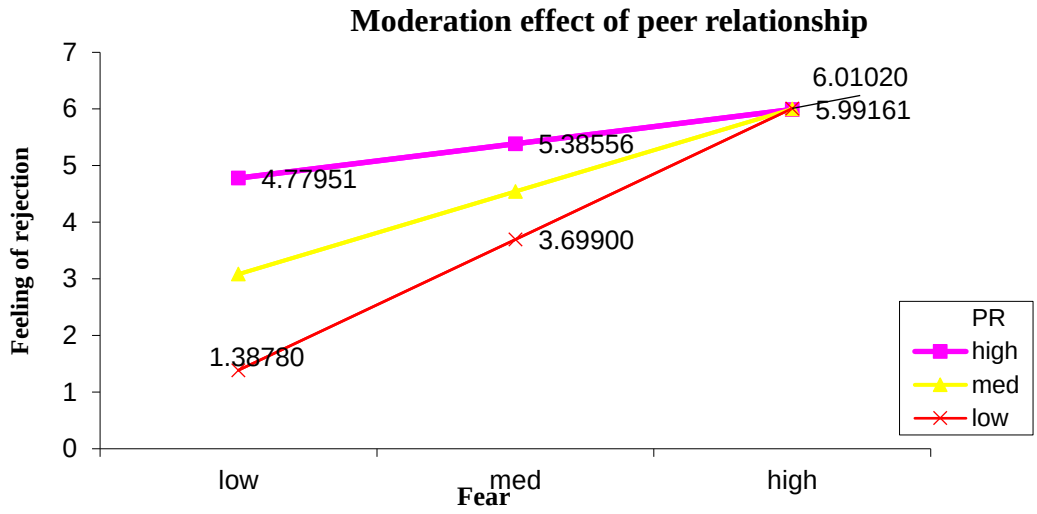

Figure 101. Moderation effect of peer relationship between fear and feeling of being rejection.

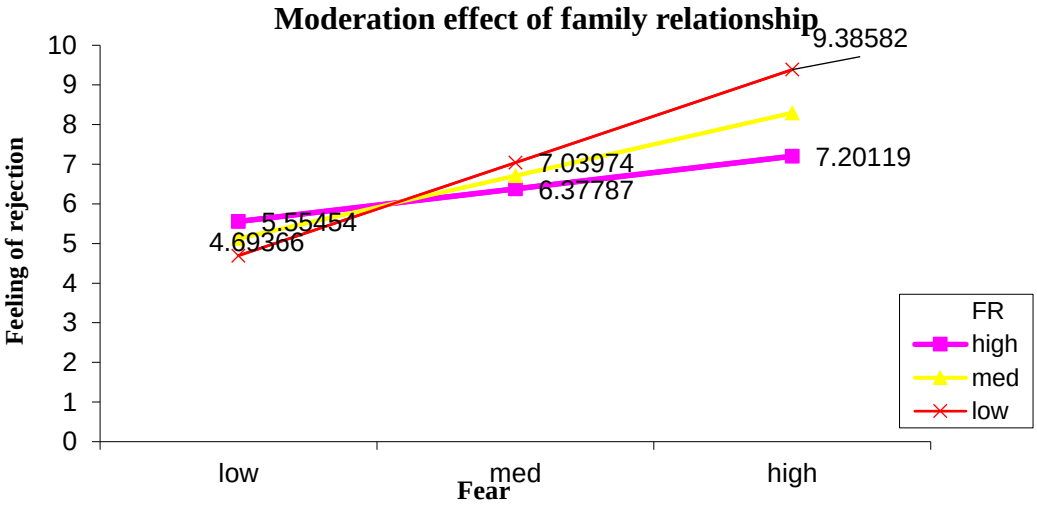

Figure 102. Moderation effect of family relationship between feeling of rejection and fear.

Table 4.43 exhibit the results for moderating role of adaptive functioning between temperament (fear) and problem behaviors (feeling of rejection). Model 1 of the table presents moderating power of school performance in moderating the relationship between fear and feeling of rejection. Significant interaction reveals that school performance moderates (B = -.06, t = -3.45,

p < .01) the effect of fear on feeling of rejection with 58% of variance (R2 = .58, F (5, 114) = 31.41, p < .01). Graph (Figure 100) explains the results of table by showing that with increased school performance at high, medium and low levels the impact of fear on feeling of rejection become less intense. Model 2 highlights that peer relationship also significantly moderate (B = -.08, t = -4.37, p < .001) relationship between fear and feeling of rejection with 50% of accounting variance (R2 = .50, F (5, 114) =23.11, p < .001). Mod graph (Figure 101) demonstrates that as level of peer relationship rose the impact of fear on feeling of rejection become fragile. Model 3 of table underlined the moderating role of family relationship between fear and feeling of rejection. Interaction term explicates the significant moderating impact of family relationship (B = -.07, t = -1.31, p < .01) between fear and feeling of rejection along with variance of 48% (R2 = .48, F (5, 114) = 21.27, p < .01). Graph (Figure 102) elaborates results that increase in level of family relationship (high, medium and low) decreases the influence of fear on feeling of rejection. With better family relationship the fear had weak impression on feeling of rejection. Results for moderating effect of home duties are shown in model 4. Home duties did not show significant moderating effect (p > .05) in the relationship between fear and feeling of rejection.

Table 4.44

Moderating effect of Frustration on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		-19.28	5.04	-3.82	.000	[-29.27, -.29]
FRU		1.19	.18	6.66	.000	[.83, 1.54]
SP		1.63	.43	3.79	.000	[.78, 2.49]
FRU x SP		-.08	.02	-4.57	.000	[-.11, -.04]
R^2	.58					
F	30.99				.000	
Constant		-17.58	5.30	-3.31	.001	[-28.09, -7.07]
FRU		1.07	.19	5.62	.000	[.69, 1.45]
PR		1.30	.42	3.07	.003	[.46, 2.14]
FRU x PR		-.06	.02	-3.36	.001	[-.09, -.02]
R^2	.48					
F	20.74				.000	
Constant		-26.28	5.48	-4.79	.000	[-37.13, -15.43]

FRU		1.43	.20	6.97	.000	[1.02, 1.84]
FR		2.05	.45	4.54	.000	[1.16, 2.94]
FRU x FR		-.09	.02	-4.92	.000	[-.12, -.05]
R^2	.53					
F	25.98				.000	
Constant		-22.38	5.68	-3.94	.000	[-33.64, -11.13]
FRU		1.23	.21	5.84	.000	[.81, 1.65]
HD		1.65	.47	3.53	.001	[.72, 2.57]
FRU x HD		-.07	.02	-3.64	.000	[-.10, -.03]
R^2	.47					
F	20.59				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: FRU = Frustration, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

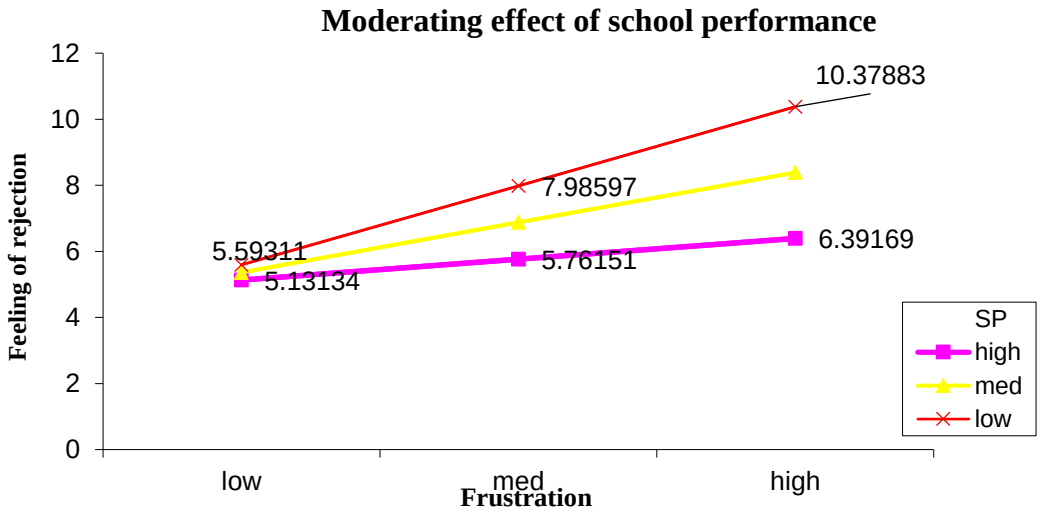

Figure 103. Moderation effect of school performance between feeling of rejection and frustration.

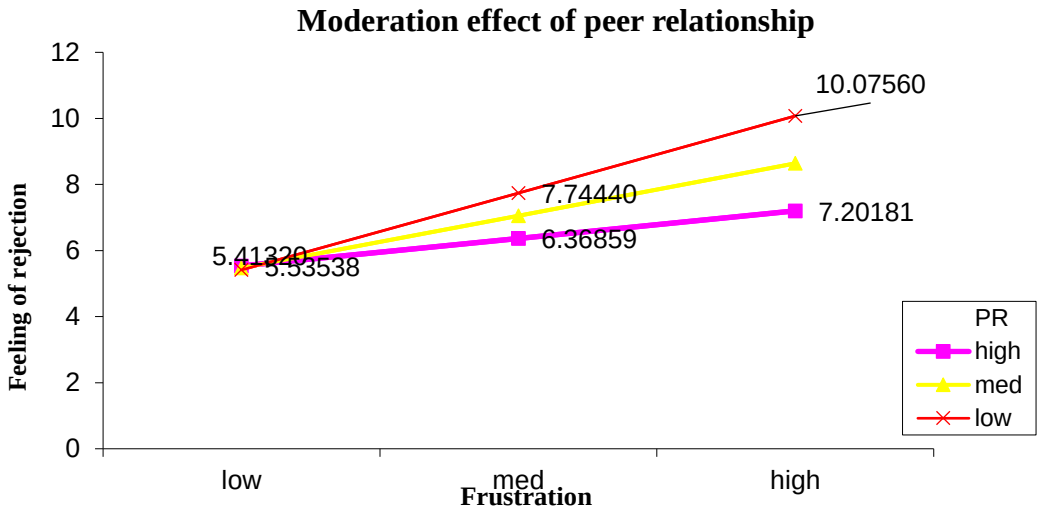

Figure 104. Moderation effect of family relationship between feeling of rejection and frustration.

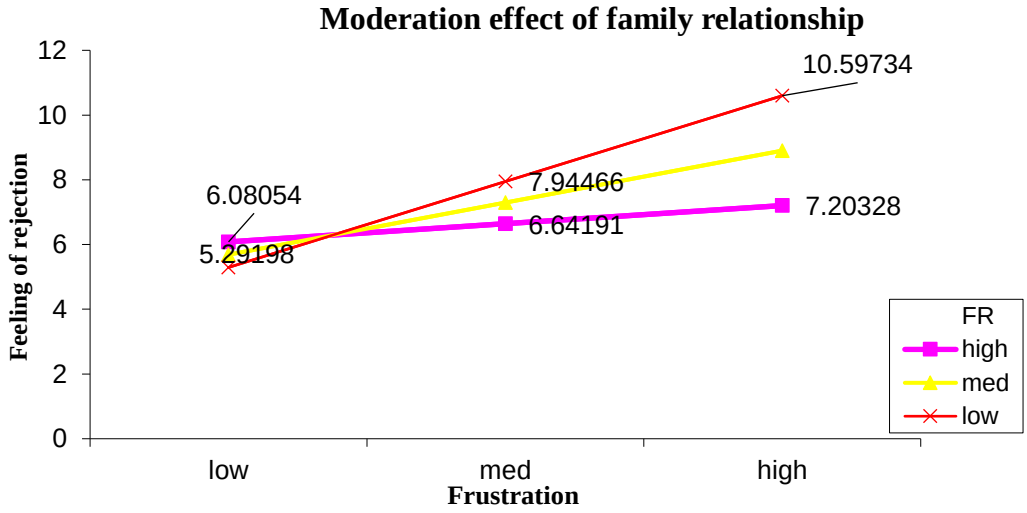

Figure 105. Moderation effect of family relationship between feeling of rejection and frustration.

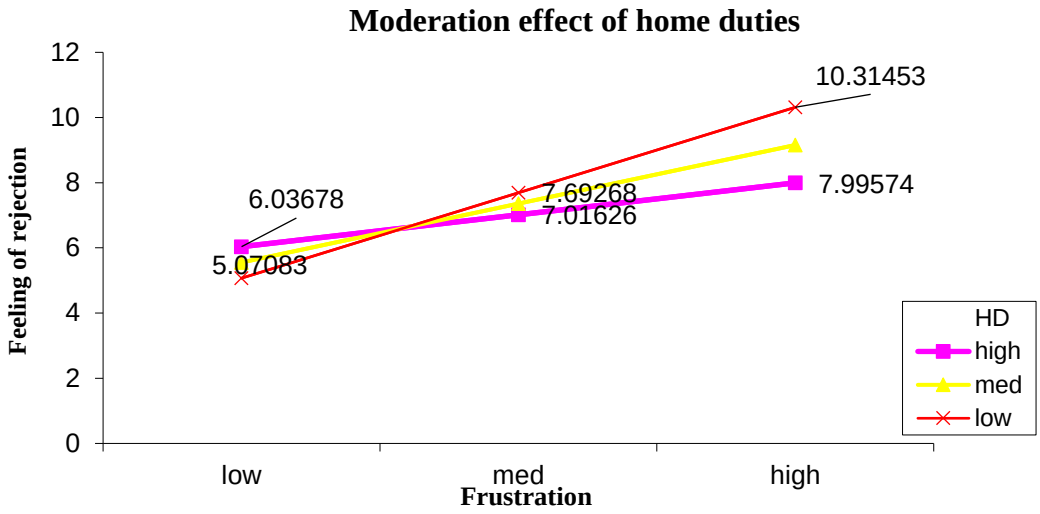

Figure 106. Moderation effect of home duties between feeling of rejection and frustration.

Table 4.44 shows the results of moderating effect of adaptive functioning between temperament (frustration) and problem behaviors (feeling of rejection). Model 1 of the table shows moderating power of school performance in moderating the relationship between frustration and feeling of rejection. Significant interaction reveals that school performance moderates (B = -.08, t = -4.57, p < .001) the effect of frustration on feeling of rejection with 58% of variance (R2 = .58, F (5, 114) = 30.99, p < .001). Graph (Figure 103) explains the results of table that with increased school performance at high, medium and low levels the impact of frustration on feeling of rejection become less intense. Model 2 considered that peer relationship also significantly moderate (B = -.06, t = -3.36, p < .01) relationship between frustration and feeling of rejection with 48% of accounting variance (R2 = .48, F (5, 114) = 20.74, p < .01). Mod graph (Figure 104) demonstrates that as level of peer relationship rose the impact of frustration on feeling of rejection become fragile. Model 3 of table underlined the moderating role of family relationship between frustration and feeling of rejection. Interaction plot present the significant moderating impact of family

relationship (B = -.09, t = -4.92, p < .001) between frustration and feeling of rejection along with variance of 53% (R2 = .53, F (5, 114) = 25.98, p < .001). Graph (Figure 105) elaborates results that increase in level of family relationship (high, medium and low) weakens the influence of frustration on feeling of rejection. Results for moderating effect of home duties were shown in model 4. Home duties did show significant interaction with frustration (B = -.07, t = -3.64, p < .001). Interaction term % (R2 = .47, F (5, 114) = 20.59 p < .001) highlights moderating effect home duties in relationship between frustration and feeling of rejection among children. Diagram (figure 106) follow this moderating effect by showing that increase in level of home duties reduces the effect of frustration on feeling of rejection.

Table 4.45

Moderating effect of Inhibitory Control on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		21.29	2.48	8.57	.000	[16.37, 26.21]
IC		-.80	.17	-4.57	.000	[-1.15, -.45]
SP		-.71	.24	-2.88	.005	[-1.19, -.22]
IC x SP		.04	.02	2.21	.029	[.00, 08]
R^2	.51					
F	23.46				.000	
Constant		21.40	2.43	8.81	.000	[16.59, 26.22]
IC		-.91	.17	-5.17	.000	[-1.26, -.56]
PR		-.61	.22	-2.81	.001	[-1.03, -.18]
IC x PR		.04	.02	2.52	.013	[.01, 08]
R^2	.49					
F	22.49				.000	
Constant		24.37	2.42	10.08	.000	[19.58, 29.16]
IC		-1.20	.18	-6.73	.000	[-1.55, -.85]
FR		-.96	.22	-4.29	.000	[-1.39, -.52]
IC x FR		.07	.02	4.16	.000	[.04, .10]
R^2	.54					
F	26.33				.000	
Constant		24.11	2.63	9.16	.000	[18.89, 29.32]
IC		-1.18	.18	-6.56	.000	[-1.54, -.82]
HD		-.82	.23	-3.56	.001	[-1.27, -.36]
IC x HD		.06	.02	3.79	.000	[.03, .09]
R^2	.52					
F	24.83				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: IC = Inhibitory Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

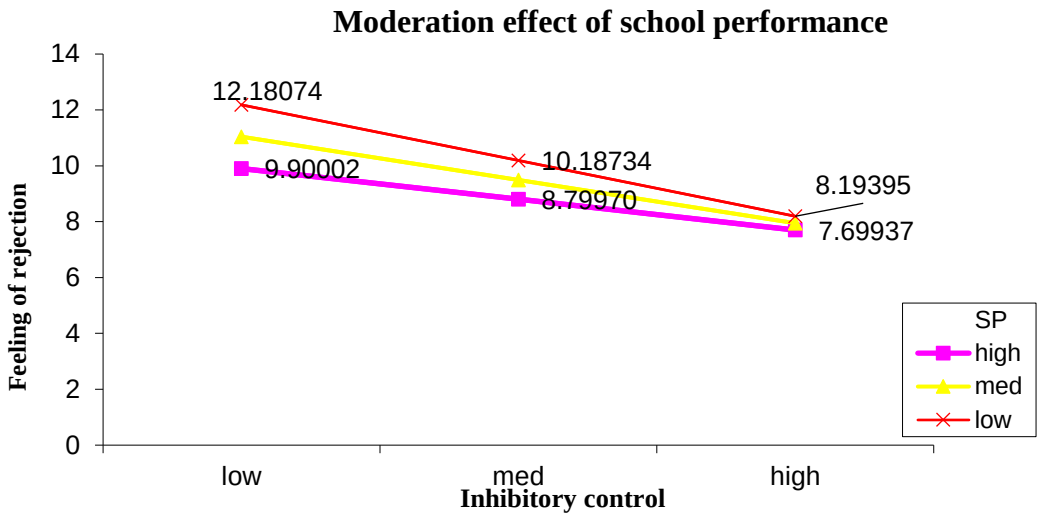

Figure 107. Moderation effect of school performance on feeling of rejection and inhibitory control.

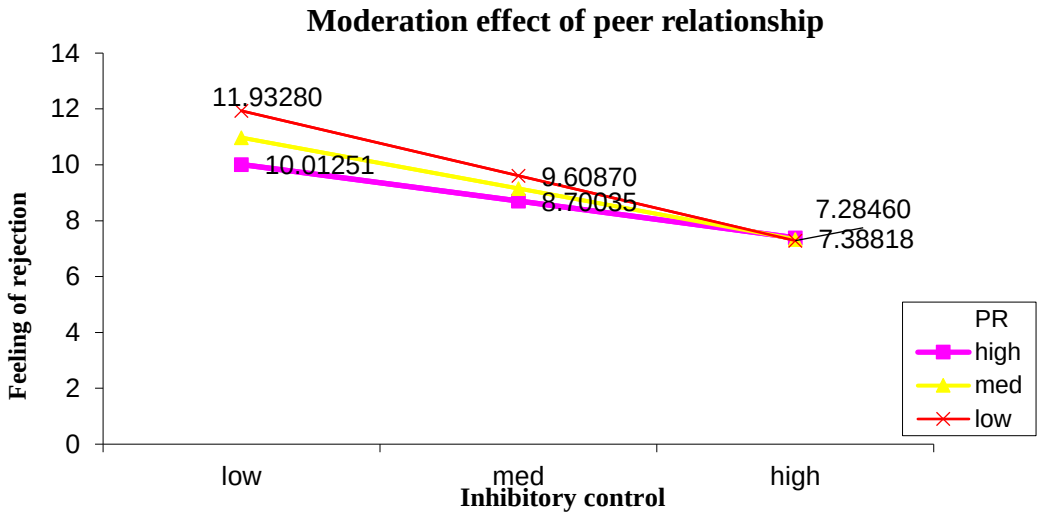

Figure 108. Moderation effect of peer relationship on feeling of rejection and inhibitory control.

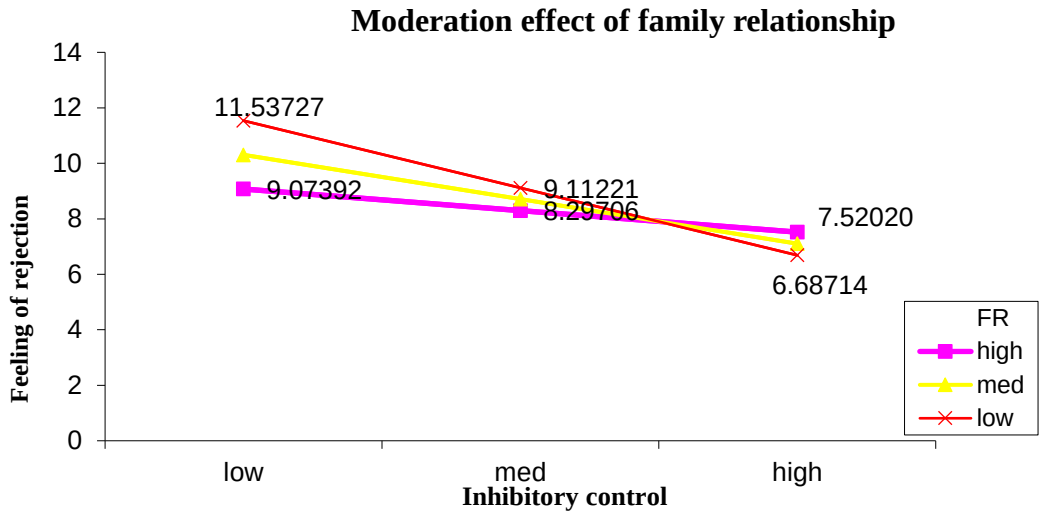

Figure 109. Moderation effect of family relationship between feeling of rejection and inhibitory control.

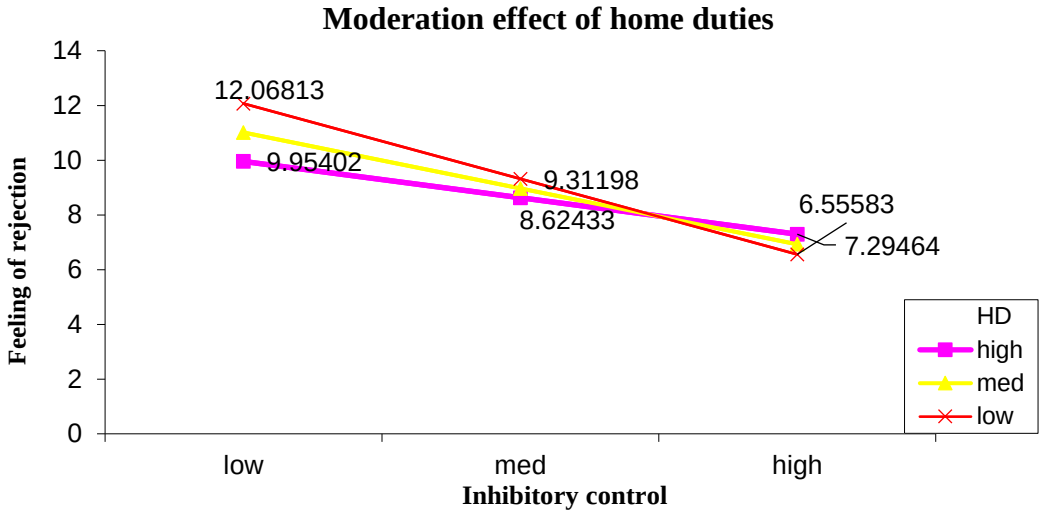

Figure 110. Moderation effect of home duties between feeling of rejection and inhibitory control.

Table 4.45 gives the results of moderating role of adaptive functioning between inhibitory control and feeling of rejection. Moderating power of school performance in moderating the relationship between inhibitory control and feeling of rejection was depicted by model 1 of table.

Significant interaction reveals that school performance moderates (B =-.04, t = 2.21, p < .05) the effect of inhibitory control on feeling of rejection with 51% of variance (R2 = .51, F (5, 114) = 23.46, p < .05). Graph (Figure 107) shows that with decreased school performance at high, medium and low levels the impact of inhibitory control on feeling of rejection is intensified. Model 2 accounts for moderating role of peer relationship (B = .04, t = 2.52, p < .05) in relationship between inhibitory control and feeling of rejection with 49% of accounting variance (R2 = .49, F (5, 114) = 22.49, p < .05). Mod graph (Figure 108) demonstrates that as level of peer relationship fall the impact of inhibitory control on feeling of rejection become stronger. Model 3 of table put results the moderating role of family relationship between inhibitory control and feeling of rejection. Significant interaction of inhibitory control and family relationship points moderating impact of family relations (B = .07, t = 4.16, p < .001) on feeling of rejection along with variance of 54% (R2 = .54, F (5, 114) = 26.33, p < .001). Graph (Figure 109) elaborate results that decrease in level of family relationship (high, medium and low) had increased the influence of inhibitory control on feeling of rejection. Results for moderating effect of home duties are shown in model 4. Home duties shows significant moderating effect (B = .06, t = 3.79, p < .001) in the relationship between inhibitory control and feeling of rejection among children (R2 = .52, F (5, 114) = 24.83, p < .001). Diagram (figure 110) follow this moderating effect by showing that decrease in level of home duties maximized the effect of inhibitory control on feeling of rejection

Table 4.46

Moderating effect of Shyness on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-6.72	4.34	-1.55	.124	[-15.31, 1.87]
SHY		.94	.20	4.68	.000	[.54, 1.34]
SP		.84	.49	1.92	.057	[-.03, 1.71]
SHY x SP		-.06	02	-2.79	.006	[-.10, -.02]
R^2	.48					
F	20.98				.000	
Constant		-8.15	5.24	-1.55	.123	[-18.55, 2,24]
SHY		.89	.23	3.82	.000	[.43, 1.37]
PR		.72	.46	1.55	.124	[-.19, 1.63]
SHY x PR		-.04	.02	-1.96	.052	[-.09, .00]
R^2	.38					
F	13.95				.000	
Constant		-11.59	5.34	-2.17	.032	[-22.18, -1.00]
SHY		1.06	.25	4.31	.000	[.57, 1.55]
FR		.97	.47	2.07	.041	[.04, 1.89]
SHY x FR		-.06	.02	-2.55	.012	[-.11, -.01]
R^2	.40					
F	15.21				.000	
Constant		-4.02	5.27	-.76	.45	[14.47, 6.42]
SHY		.65	.25	2.55	.012	[.15, 1.16]
HD		.19	.47	.40	.688	[-.75, 1.13]
SHY x HD		-02	.02	-6.63	.532	[-.06, .03]
R^2	.34					
F	11.52				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: SHY = Shyness, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

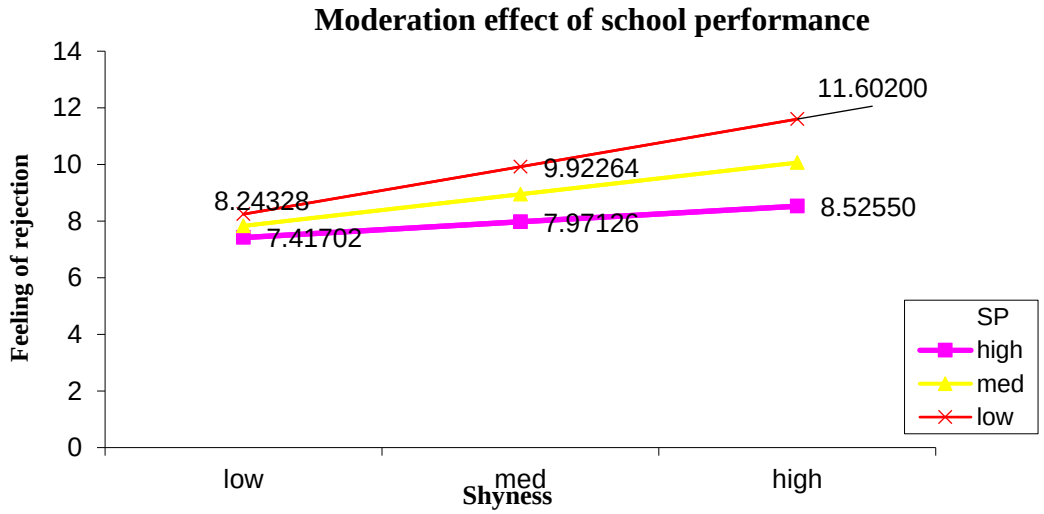

Figure 111. Moderation effect of school performance between feeling of rejection and shyness.

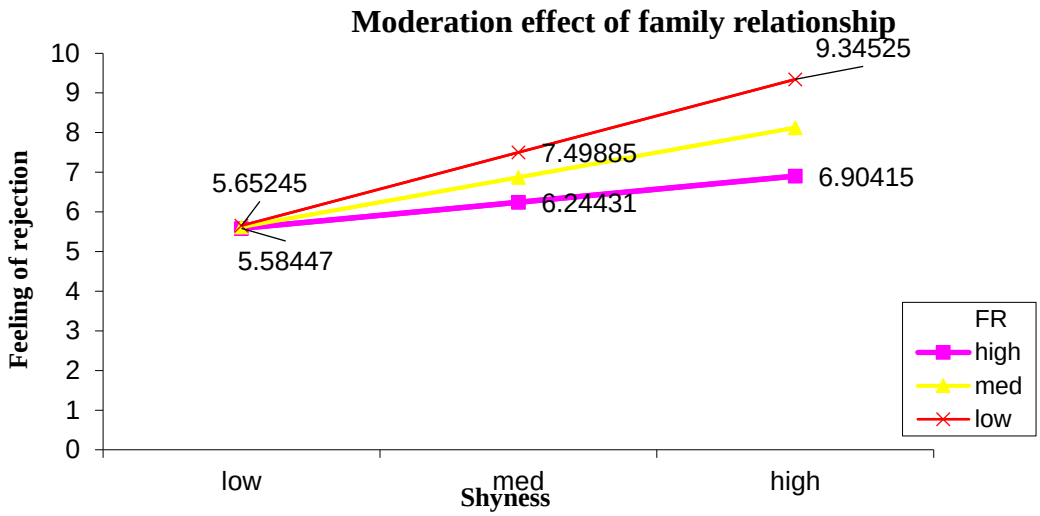

Figure 112. Moderation effect of family relationship between feeling of rejection and shyness.

Table 4.46 shows the results of moderating role of adaptive functioning between shyness and feeling of rejection. Moderating power of school performance in moderating the relationship between shyness and feeling of rejection was depicted by model 1 of table. Statistically significant interaction of school performance and shyness reveals that school performance moderates (B = -.06, t = -2.79, p < .01) relationship between shyness and feeling of rejection with 48% of variance (R2 = .48, F (5, 114) = 20.98, p < .01). Graph (Figure 111) shows that increased school performance at high, medium and low levels reduces the impact of shyness on feeling of rejection. Model 2 deals with moderating role of peer relationship (p > .05) in relationship between shyness and feeling of rejection did not account for any significant moderation. Model 3 of table placed results for moderating role of family relationship between shyness and feeling of rejection. Significant interaction of shyness and family relationship points moderating impact of family

relationship (B = -.06, t = -2.55, p < .05) on feeling of rejection along with variance of 40% (R2 = .40, F (5, 114) = 15.21, p < .05). Graph (Figure 112) elaborates results that increases in level of family relationship minimizes the influence of shyness on feeling of rejection. Results for moderating effect of home duties are shown in model 4 and did not account for significant moderation between shyness and feeling of rejection.

Table 4.47

Moderating effect of Surgency on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		24.09	2.41	10.01	.000	[19.33, 28.86]
SUR		-.77	.12	-6.21	.000	[-1.02, -.53]
SP		-1.26	.23	-5.39	.000	[-1.73, -.80]
SUR x SP		.06	.01	4.35	.000	[.03, .08]
R^2	.53					
F	25.71				.000	
Constant		22.34	2.39	9.34	.000	[17.60, 27.07]
SUR		-.82	.12	-6.89	.000	[-1.06, -.59]
PR		-.91	.21	-4.42	.000	[-1.32, -.50]
SUR x PR		.05	.01	4.54	.000	[.03, .07]
R^2	.48					
F	20.96				.000	
Constant		24.67	2.67	9.23	.000	[19.37, 29.97]
SUR		-.95	.15	-6.46	.000	[-1.23, -.65]
FR		-1.11	.23	-4.89	.000	[-1.56, -.66]
SUR x FR		.06	.01	4.58	.000	[.03, .08]
R^2	.49					
F	21.96				.000	
Constant		22.88	2.61	8.76	.000	[17.71, 28.05]
SUR		-.89	.13	-6.65	.000	[-1.15, -.62]
HD		-.86	.21	-4.06	.000	[-1.27, -.44]
SUR x HD		.05	.01	4.36	.000	[.03, .07]
R^2	.47					
F	20.38				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: SUR = Surgency, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

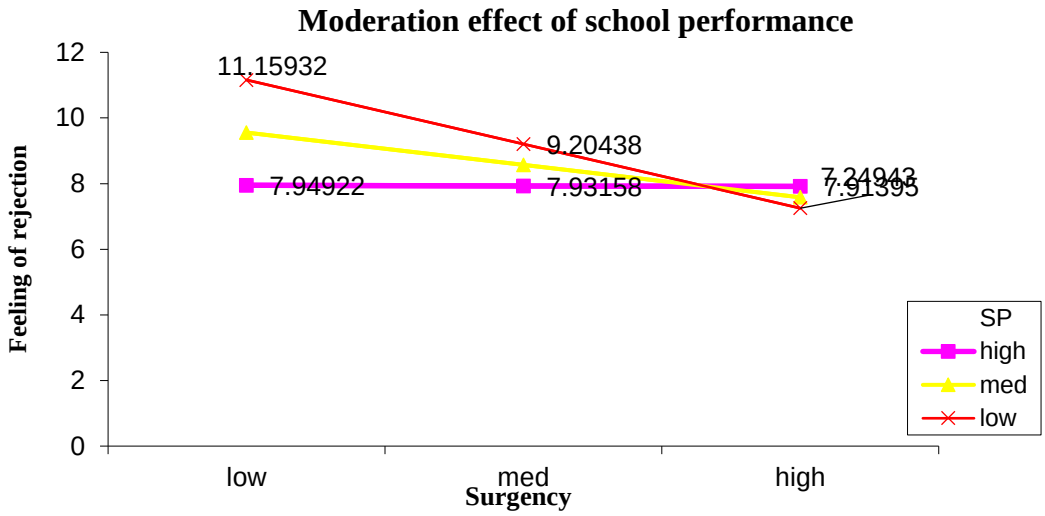

Figure 113. Moderation effect of school performance on feeling of being rejection among adolescents

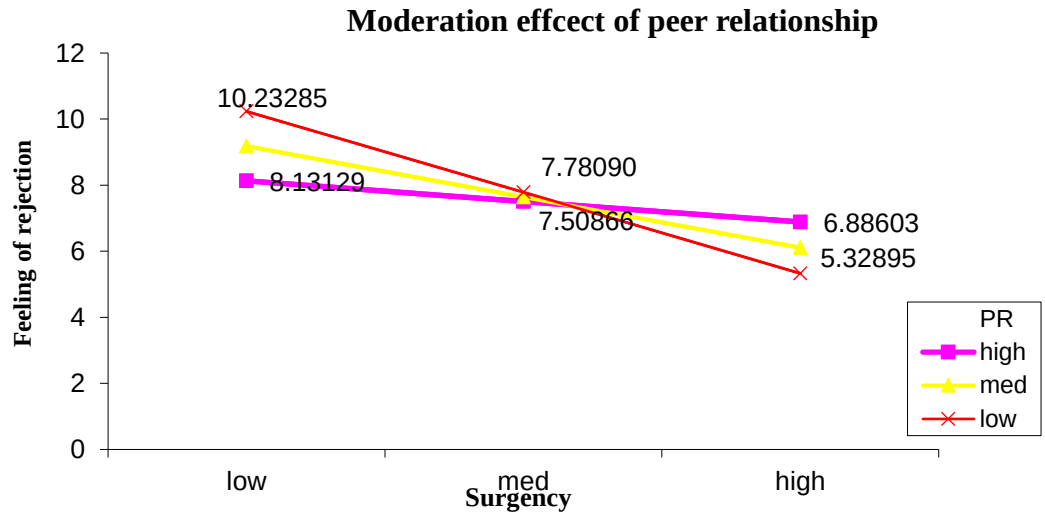

Figure 114. Moderation effect of peer relationship on feeling of being rejection among adolescents

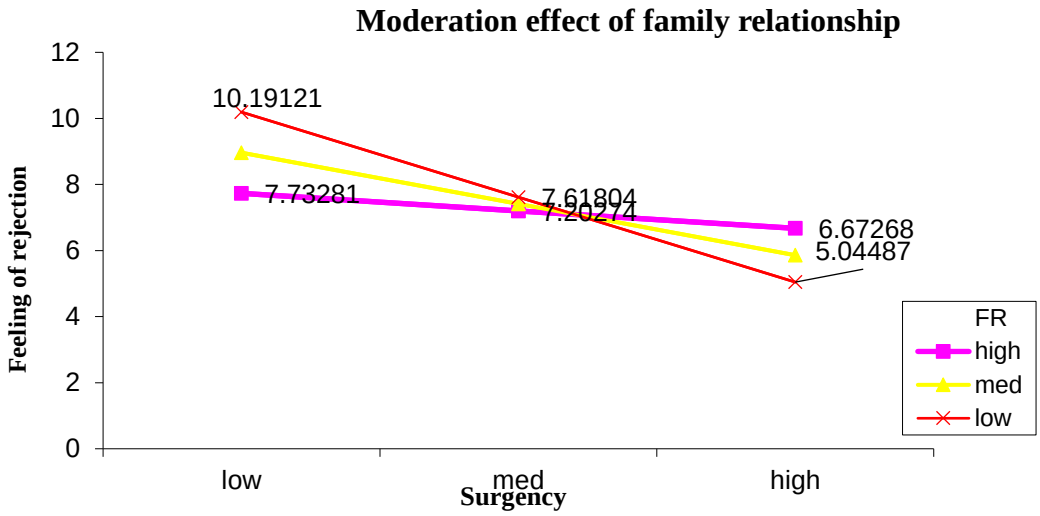

Figure 115. Moderation effect of family relationship between feeling of rejection and surgency.

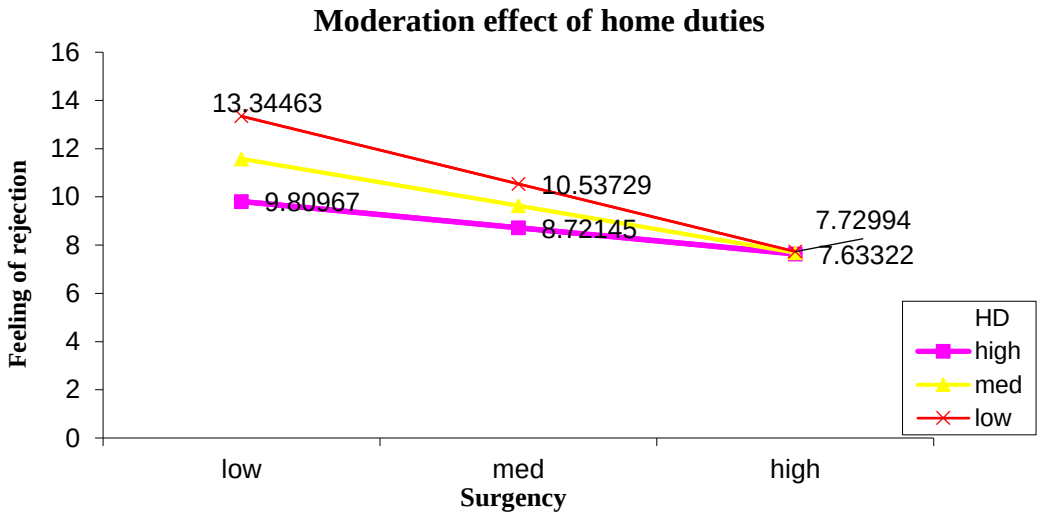

Figure 116. Moderation effect of home duties between feeling of rejection and surgency.

Table 4.47 provide the results for moderating effect of adaptive functioning between surgency and feeling of rejection. Model 1 of table determine moderating power of school performance in moderating the relationship between surgency and feeling of rejection. Significant interaction reveals that school performance moderates (B = .06, t = 4.35, p < .01) the effect of

surgency on feeling of rejection with 53% of variance (R2 = .53, F (5, 114) = 25.71, p < .001). Graph (Figure 113) portrayed that surgency strongly predict feeling of rejection with decrease in school performance at high, medium and low levels. Model 2 accounts for moderating role of peer relationship (B = .05, t = 4.54, p < .001) in relationship between surgency and feeling of rejection with 48% of accounting variance (R2 = .48, F (5, 114) = 20.96, p < .001). Lines of mod graph (Figure 114) illustrates that as level of peer relationship goes down the impact of surgency on feeling of rejection become stronger. Model 3 of table put results the significant moderating role of family relationship between surgency and feeling of rejection. Interaction plot of surgency and family relationship points moderating impact of family relationship and surgency (B = .06, t = 4.58, p < .001) on feeling of rejection along with variance of 49% (R2 = .49, F (5, 114) = 21.96, p < .001). Graph (Figure 115) elaborates results that decrease in level of family relationship (high, medium and low) increased the influence of surgency on feeling of rejection. Results for moderating effect of home duties were displayed in model 4. Home duties shows significant moderating (B = .05, t = 4.36, p < .001) effect in the relationship between surgency and feeling of rejection among children with total variance of 47 % (R2 = .47, F (5, 114) = 20.38, p < .001). Graph (figure 116) pictured the results that decrease in level of home duties maximized the effect of surgency on feeling of rejection.

Table 4.48

Moderating effect of Aggression on Feeling of being rejection among children (N=120)

					Feeling of being rejection	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-8.13	3.78	-2.15	.034	[-15.63, -.64]
AGG		.68	.12	5.48	.000	[.44, .93]
SP		.84	.35	2.41	.018	[.15, 1.54]
AGG x SP		-.04	.01	-2.89	.005	[-.07, -.01]
R^2	.58					
F	31.17				.000	
Constant		-12.63	3.46	-3.65	.000	[-19.48, -5.79]
SUR		.79	.11	6.99	.000	[.57, 1.02]

PR		1.10	.29	3.73	.000	[.52, 1.69]
AGG x PR		-.04	.01	-3.76	.000	[-.07, -.02]
R^2	.58					
F	32.06				.000	
Constant		-11.39	3.18	-2.99	.003	[-18.94, -3.85]
SUR		.75	.13	5.86	.000	[.49, 1.00]
FR		.94	.32	2.89	.005	[.29, 1.58]
AGG x FR		-.04	.01	-2.97	.004	[-.06, -.01]
R^2	.57					
F	29.77				.000	
Constant		-13.11	3.49	-3.75	.000	[-20.03, -6.19]
SUR		.81	.12	6.68	.000	[.57, 1.05]
HD		1.08	.29	3.64	.000	[.49, 1.66]
AGG x HD		-.04	.01	-3.51	.001	[-.06, -.02]
R^2	.58					
F	31.66				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: AGG = Aggression, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

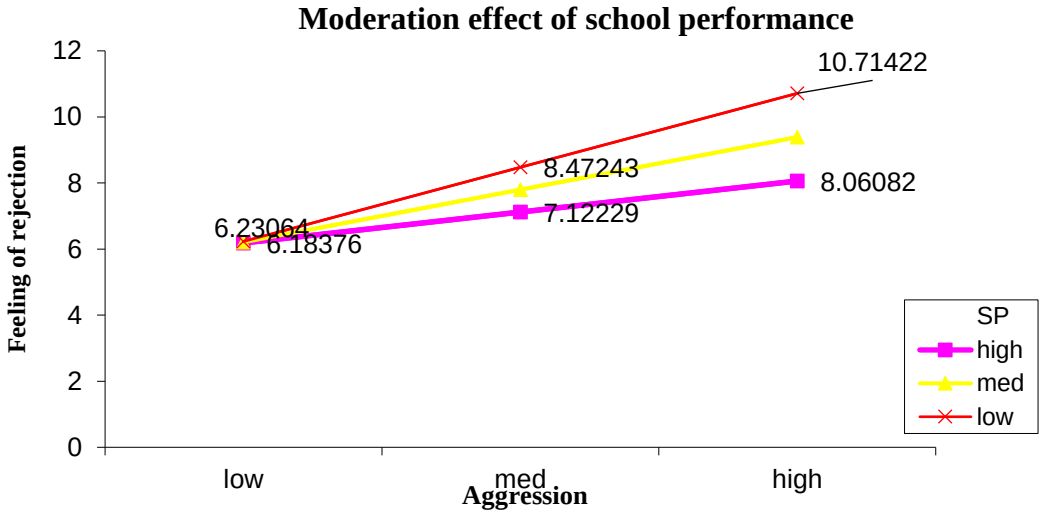

Figure 117. Moderation effect of school performance between feeling of rejection and aggression.

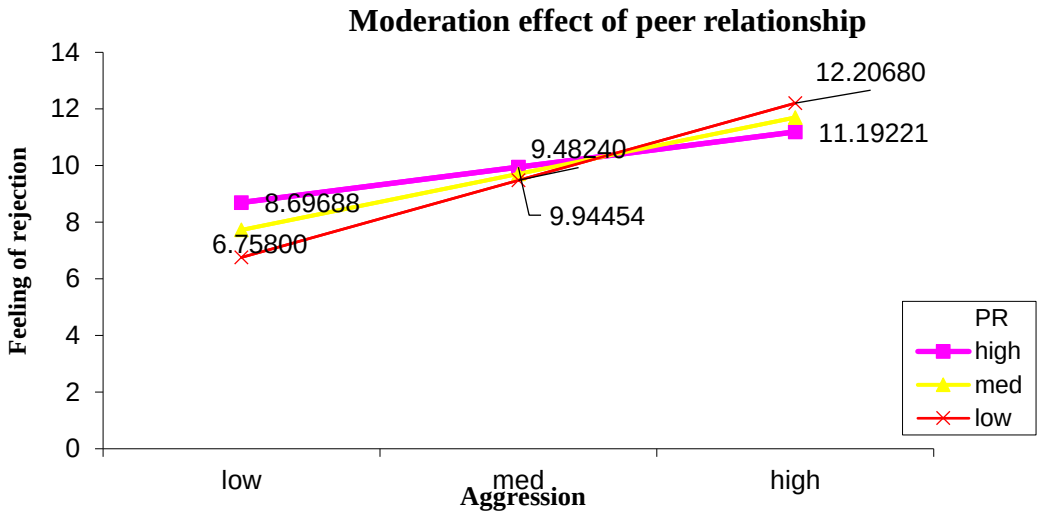

Figure 118. Moderation effect of peer relationship between feeling of rejection and aggression.

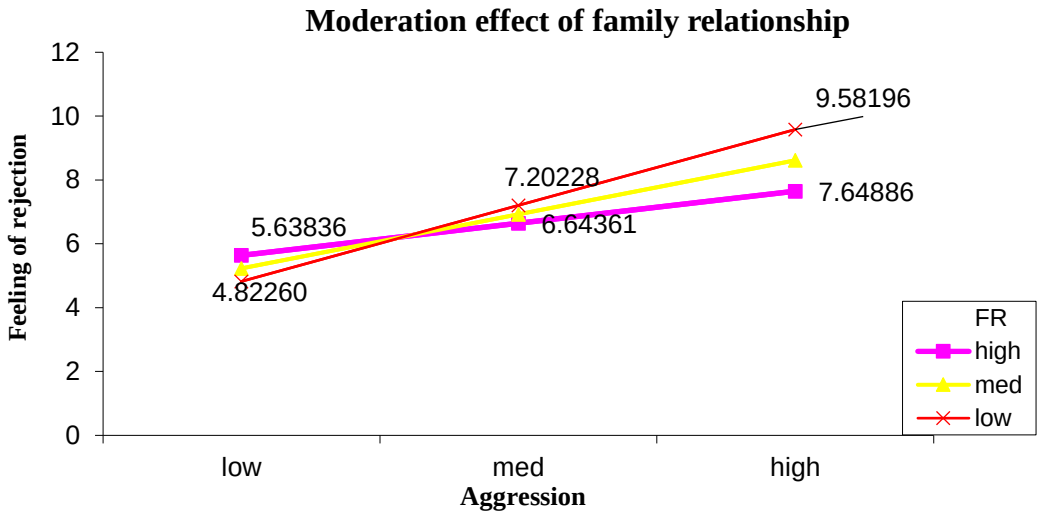

Figure 119. Moderation effect of family relationship between feeling of rejection and aggression.

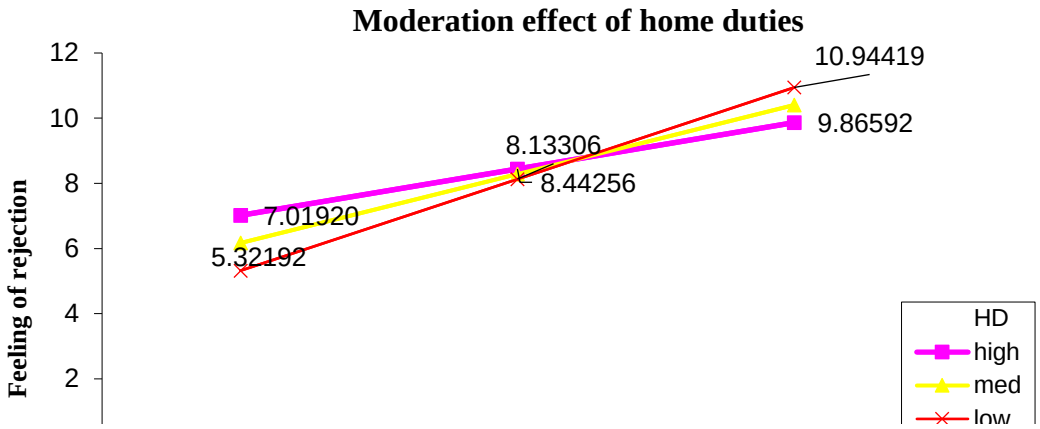

Figure 120. Moderation effect of home duties between feeling of rejection and aggression.

Table 4.48 presented the results for moderating effect of adaptive functioning between aggression and feeling of rejection. Moderating role of school performance in moderating the relationship between aggression and feeling of rejection was depicted by model 1 of table. Interaction term reveals that school performance moderates (B = -.04, t = -2.89, p < .01) the effect of aggression on feeling of rejection with 58% of variance (R2 = .58, F (5, 114) = 31.17, p < .01). Graph (Figure 117) depicts that rise in level of school performance (high, medium and low) incapacitate the impact of aggression on feeling of rejection. Model 2 displayed moderating role of peer relationship (B = -.04, t = -3.51, p < .001) between aggression and feeling of rejection with 58% of accounting variance (R2 = .58, F (5, 114) = 55.97, p < .001). Mod graph (Figure 118) demonstrates with enhanced level of peer relationship aggression weakly predict feeling of rejection. Model 3 of table put results for moderating role of family relationship between aggression and feeling of rejection. Significant interaction of aggression and family relationship points moderating impact of family relationship (B = -.04, t = -2.97, p < .01) on feeling of rejection along with variance of 57% (R2 = .57, F (5, 114) = 29.77, p < .01). Graph (Figure 119) comprehend

results that increase in level of family relationship (high, medium and low), decreased the influence of aggression on feeling of rejection. Home duties shows significant moderating effect (B = -.04, t = -2.97, p < .01) in the relationship between aggression and feeling of rejection among children in model 4 of table (R2 = .58, F (5, 114) = 31.66, p < .01 Figure (120) demonstrates moderating effect by showing that increase in level of home duties undermined the effect of aggression on feeling of rejection.

Table 4.49

Moderating effect of Activation Control on Somatic complaints among children(N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		14.51	2.69	5.38	.000	[9.16, 19.85]
AC		-.35	.16	-2.23	.028	[-.65, -.04]
SP		-.39	.29	-1.35	.178	[-.95, .17]
AC x SP		.02	.02	.97	.333	[-.02. .05]
R^2	.35					
F	7.54				.000	
Constant		14.97	2.56	5.85	.000	[9.90, 20.05]
AC		-.30	.14	-2.16	.033	[-.58, -.03]
PR		-.42	.25	-1.67	.097	[-.92, .08]
AC x PR		.01	.01	.94	.351	[-.02, .04]
R^2	.28					
F	8.92				.000	
Constant		17.36	2.62	6.61	.000	[12.16, 22.56]
AC		-.50	.16	-3.08	.003	[-.82, -.18]
FR		-.76	.26	-2.97	.004	[-1.27, -.25]
AC x FR		.03	.02	2.09	.037	[.00, .06]
R^2	.32					
F	10.87				.000	
Constant		9.13	2.97	3.07	.003	[3.25, 15.03]
AC		.01	.17	-.03	.972	[-.34, .33]
HD		.27	.27	1.00	.318	[-.26, .79]
AC x HD		-.02	.02	-1.30	.195	[-.06, .01]
R^2	.24					
F	7.38				.000	

*p>.05= non-significant, *p < .05*

Note: AC = Activation Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

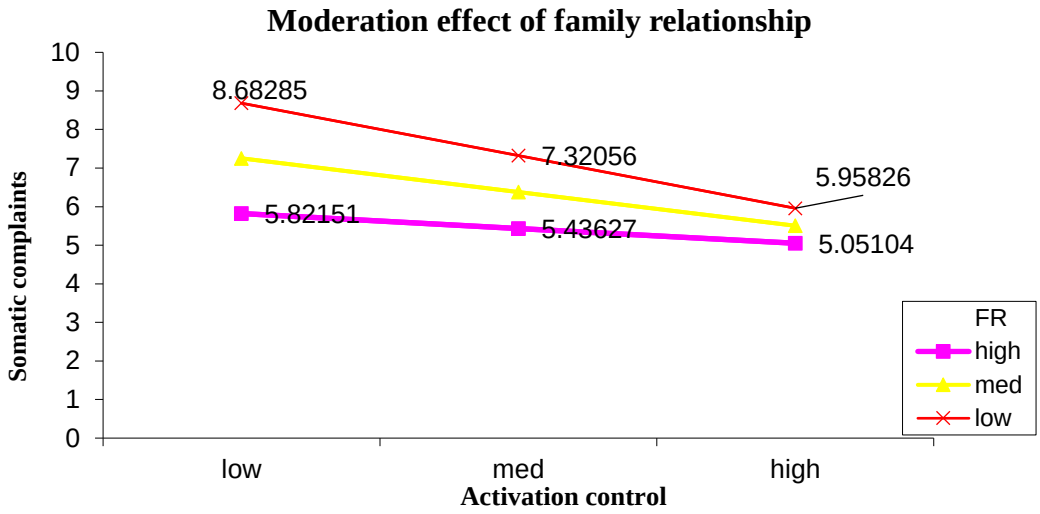

Figure 121. Moderation effect of family relationship on somatic complaints among adolescents

Table 4.49 presents the results for moderating role of adaptive functioning between temperament (activation control) and behavior problems (somatic complaints). Only model 3 of the table depict the significant moderation effect of family relationship between activation control and somatic complaints. A significant interaction indicates that family relationship significantly moderates (B = .03, t = 2.09, p < .05) the effect of activation control on somatic complaints and predict 32% of variance (R2 = .32, F (5, 114) = 10.87, p < .05) in somatic complaints. Mod graph (Figure 121) explains this effect by showing that family relationship boosted the effect of activation control on somatic complaints. Rest of models 1, 2 and 4 did not significant moderating effect between activation control and somatic complaints.

Table 4.50

Moderating effect of Affiliation on Somatic complaints among children (N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		13.89	2.48	5.59	.000	[8.98, 18.81]
AFF		-.39	.13	-2.93	.004	[-.65, -.12]
SP		-36	.25	-1.41	.160	[-.86, .14]
AFF x SP		.02	.01	1.25	.215	[-.01, .05]
R^2	.27					
F	8.58				.000	
Constant		15.07	2.35	6.39	.000	[10.40, 19.73]
AFF		-.42	.13	-3.26	.014	[-.68, -.16]
PR		-.46	.20	-2.24	.027	[.86, -.05]
AFF x PR		.02	.01	1.81	.071	[-.00, .04]
R^2	.29					
F	9.49				.000	
Constant		17.11	2.49	6.86	.000	[12.18, 22.05]
AFF		-.54	.15	-3.68	.000	[-.83, -.25]
FR		-.70	.21	-3.28	.001	[-1.13, -.28]
AFF x FR		.03	.01	2.49	.014	[.01, .06]
R^2	.34					
F	11.64				.000	
Constant		12.77	2.69	4.74	.000	[7.43, 18.10]
AFF		-.31	.15	-1.98	.049	[-.61, -.00]
HD		-.16	.22	-.76	.449	[-.59, .26]
AFF x HD		.01	.01	.45	.654	[.02, .03]
R^2	.27					
F	8.36				.0000	

*p>.05= non-significant, *p < .05*

Note: AFF = Affiliation, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

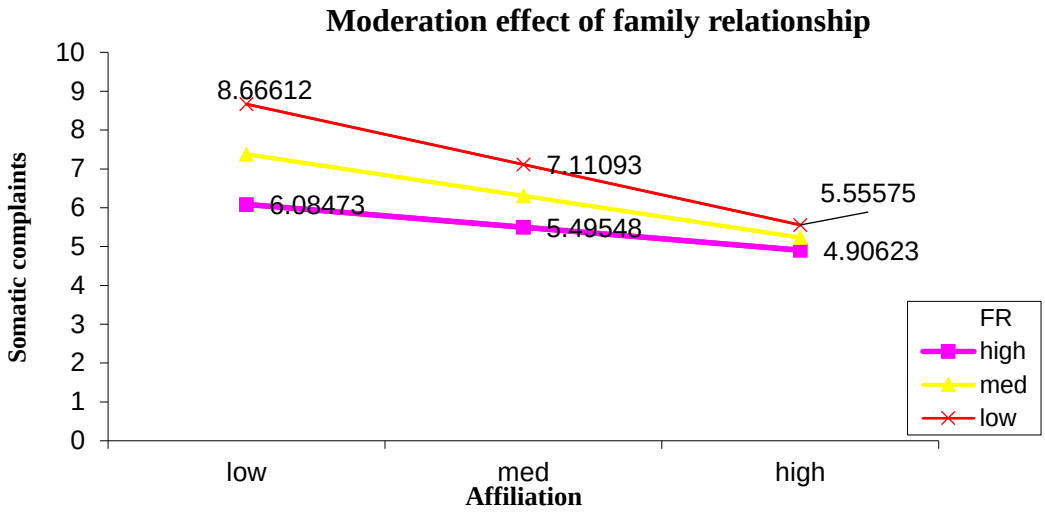

Figure 122. Moderation effect of family relationship between somatic complaints and affiliation.

Table 4.50 displays the results for moderating relationship of adaptive functioning between affiliation and somatic complaints. Only model 3 in this table showed significant moderating effect of family relationship between affiliation and somatic complaints. A significant interaction plot indicates that family relationship significantly moderates (B = .03, t = 2.49, p < .05) the effect of affiliation on somatic complaints and predict 34% of variance (R2 = .34, F (5, 114) = 11.64, p < .05). Mod graph (Figure 122) explains this effect by showing that family relationship boosted the effect of affiliation on somatic complaints. Rest of models 1, 2 and 4 did not show significant moderating effect between affiliation and somatic complaints.

Table 4.51

Moderating effect of Attention on Somatic complaints among children (N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		18.56	3.02	6.15	.000	[12.58, 24.54]
ATT		-.76	.19	-3.86	.000	[-1.15, -.37]
SP		-1.02	.32	-3.15	.002	[-1.67, -.38]
ATT x SP		.06	.02	2.87	.005	[.02, .10]
R^2	.25					
F	7.55				.000	
Constant		18.97	2.85	6.65	.000	[13.32, 24.63]
ATT		-.66	.18	-3.76	.000	[-1.01, -.32]
PR		-.87	.24	-3.59	.001	[-1.35, -.39]
ATT x PR		.04	.02	2.79	.006	[.01, .08]
R^2	.29					
F	9.50				.000	
Constant		17.96	3.09	5.81	.000	[11.84, 24.08]
ATT		-.63	.21	-2.97	.004	[-1.06, -.21]
FR		-.83	.27	-3.08	.003	[-1.36, -.29]
ATT x FR		.04	.02	2.12	.036	[.00, .08]
R^2	.30					
F	9.90				.000	
Constant		16.87	3.75	4.49	.000	[9.43, 24.29]
AFF		-.61	.24	-2.58	.012	[-1.08, -.14]
HD		-.59	.31	-1.91	.059	[-1.22, .02]
ATT x HD		.03	.02	1.56	.123	[-.01, .08]
R^2	.22					
F	6.35				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: ATT = Attention, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

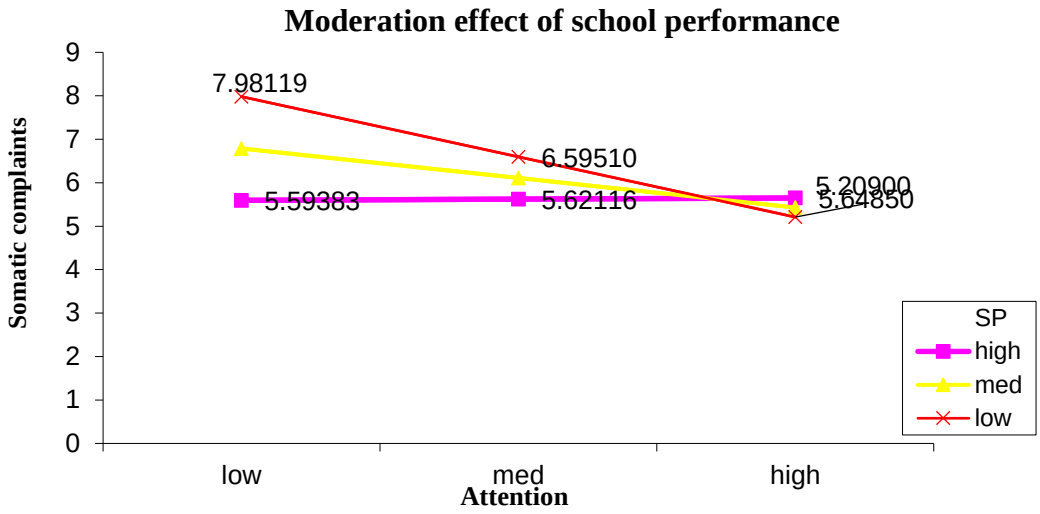

Figure 123. Moderation effect of school performance between somatic complaints and attention.

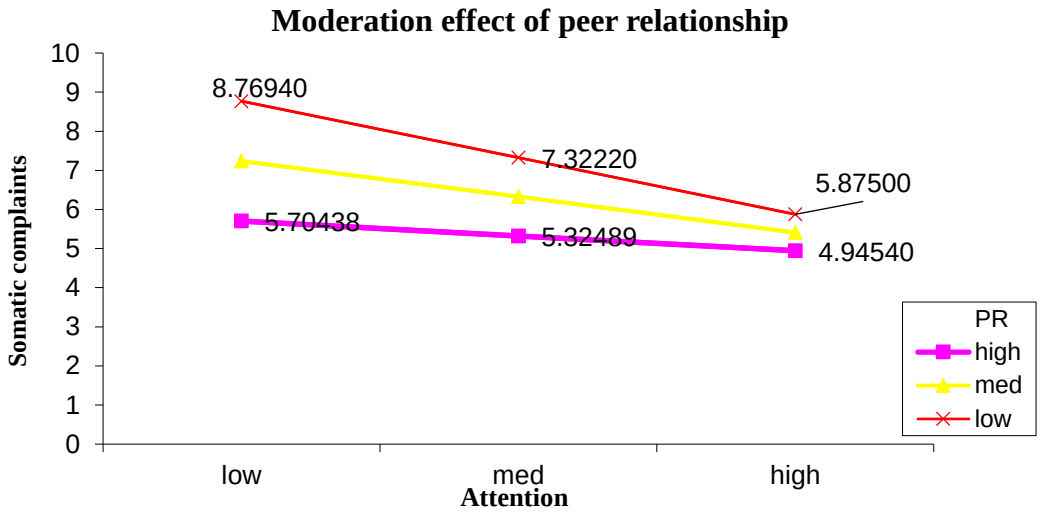

Figure 124. Moderation effect of peer relations between somatic complaints and attention.

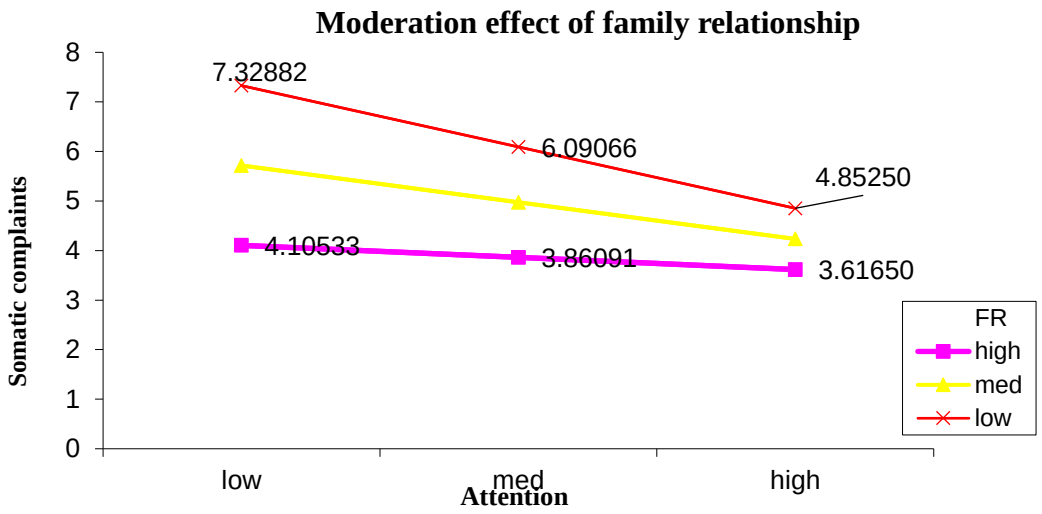

Figure 125. Moderation effect of family relationship between somatic complaints and attention.

Results of the table 4.51 presented the moderating relationship of adaptive functioning between attention and somatic complaints. Model 1 of the table explains the moderating effect of school performance between attention and somatic complaints. Statistically significant interaction determined that school performance moderates (B = .06, t = 2.87, p < .01) the effect of attention on somatic complaints and explains 52% of variance (R2 = .25, F (5, 114) = 7.55, p < .01). Slopes of graph (Figure 123) explains this moderation designating that school performance had enhanced the effect of attention on somatic complaints. Model 2 suggests that peer relationship is significant moderator (B = .04, t = 2.79, p < .01) with 29% of accounting variance (R2 = .29, F (5, 114) = 9.50, p < .01) between attention and somatic complaints. Mod graph (Figure 124) manifest the results by demonstrating moderating role of peer relationship between attention and somatic complaints. Lines indicate that as the peer relationship decreases impact of attention is exacerbated on somatic complaints. Model 3 of table provide the moderating effect of family relationship between attention and somatic complaints. Interaction term communicates the significant

moderating impact of family relationship (B = .04, t = 2.12, p < .05) between attention and somatic complaints along with variance of 30% (R2 = .30, F (5, 114) = 9.90, p < .05). Graph (Figure 125) elaborates results that family relationship had boosted the influence of attention on somatic complaints. It indicates that decrease in the level of family relationships boosted effect of attention on somatic complaints. Model 4 exhibits that home duties did not show significant moderation between attention and somatic complaints.

Table 4.52

Moderating effect of Depressive Mood on Somatic complaints among children (N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-8.69	4.47	-1.94	.054	[-17.54, .16]
DM		.84	.20	4.12	.000	[.43, 1.24]
SP		.71	.39	1.81	.073	[-.07, 1.24]
DM x SP		-.04	.02	-2.02	.046	[-.08, -.00]
R^2	.37					
F	13.48				.000	
Constant		-6.95	4.47	-1.55	.123	[-15.79, 1.91]
DM		.80	.21	3.79	.000	[.38, 1.22]
PR		.62	.38	1.62	.109	[-.14, 1.37]
DM x PR		-.04	.02	-1.91	.058	[-.08, .00]
R^2	.38					
F	13.74				.000	
Constant		-4.53	4.64	-.98	.330	[-13.73, 4.66]
DM		.69	.23	3.08	.003	[.25, 1.15]
FR		.37	.41	.91	.364	[-.43, 1.17]
DM x FR		-.03	.02	-1.39	.165	[-.07, .01]
R^2	.39					
F	14.89				.000	
Constant		-4.35	5.25	-.83	.409	[-14.76, 6.06]
DM		.65	.26	2.44	.016	[.12, 1.17]
HD		.24	.46	.52	.602	[.67, 1.15]
DM x HD		-.02	.02	-.74	.463	[-.06, .03]
R^2	.36					
F	12.79				.000	

*p>.05= non-significant, *p < .05*

Note: DM = Depressive mood, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

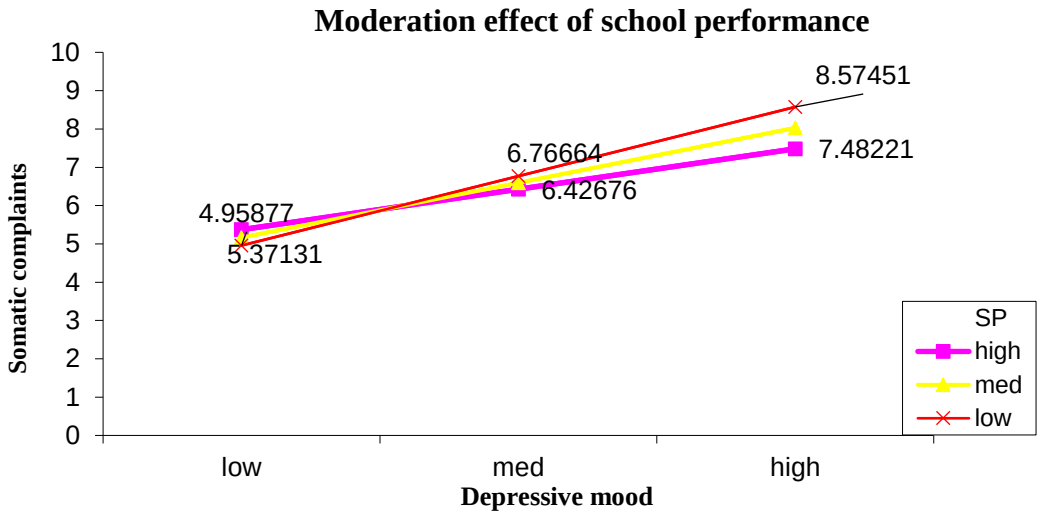

Figure 126. Moderation effect of school performance between depressive mood and somatic complaints.

Table 4.52 provides the results for moderating relationship of adaptive functioning between depressive mood and somatic complaints. Only model 1 of the table showed significant moderation effect of school performance between depressive mood and somatic complaints. A significant interaction plot indicates that school performance significantly moderates (B = -.04, t = -2.02, p < .05) the effect of depressive mood on somatic complaints and predict 37% of variance (R2 = .37, F (5, 114) = 13.48, p < .05). Mod graph (Figure 126) followed the moderation result that school performance had decreased the effect of depressive mood on somatic complaints. Rest of models 2, 3 and 4 did not significant moderating effect between depressive mood and somatic complaints.

Table 4.53

Moderating effect of Fear on Somatic complaints among children (N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-3.81	5.21	-.73	.467	[-14.13, 6.52]
FR		.49	.19	2.53	.013	[.11, .89]
SP		.29	.52	.55	.581	[-.74, 1.32]
FR x SP		-.02	.02	-.96	.339	[-.06, .02]
R^2	.28					
F	8.91				.000	
Constant		-4.00	5.55	-.72	.473	[-15.00, .99]
FR		.54	.21	2.56	.012	[.12, .95]
PR		.36	.47	.76	.446	[-.57, 1.29]
FR x PR		-.02	.02	-1.25	.213	
R^2	.31					
F	10.02				.000	
Constant		-5.83	5.81	-1.10	.317	[-17.34, 5.67]
FR		.61	.23	2.68	.001	[.16, 1.07]
FR		.49	.52	.94	.351	[-.54, 1.52]
FR x FR		-.03	.02	-1.49	.139	[-.07, .01]
R^2	.34					
F	11.65				.000	
Constant		-13.28	5.88	-2.26	.026	[-24.92, -1.63]
FR		.86	.23	3.72	.000	[.40, 1.32]
HD		1.06	.49	2.13	.035	[.07, 2.04]
FR x HD		-.05	.02	-2.37	.019	[-.09, -.01]
R^2	.27					
F	8.62				.000	

*p>.05= non-significant, *p < .05*

Note: FR = Fear, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

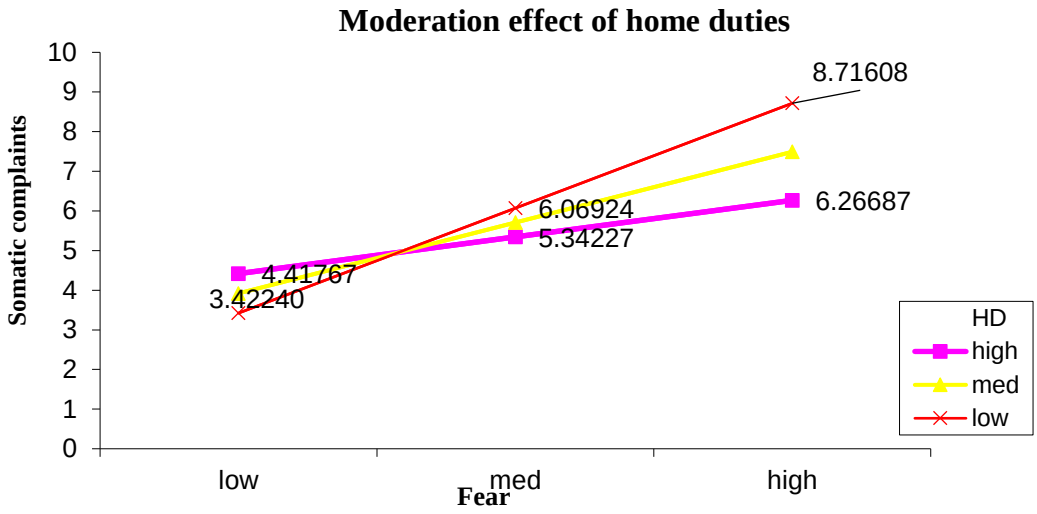

Figure 127. Moderation effect of home duties between somatic complaints and fear.

Table 4.53 provides the results for moderating relationship of adaptive functioning between fear and somatic complaints. Only model 4 of the table showed significant moderation effect of home duties between fear and somatic complaints. A significant interaction plot indicates that home duties significantly moderate (B = -.05, t = -2.37, $p < .05$) the effect of fear on somatic complaints and produce 27% of variance (R2 = .27, F (5, 114) = 8.62, $p < .05$) in somatic complaints. Following the results of table graph (Figure 127) suggests that home duties had masked the effect of fear on somatic complaints. Rest of models 1, 2 and 3 did not significant moderating effect between fear and somatic complaints.

Table 4.54

Moderating effect of Frustration on Somatic complaints among children (N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-16.39	5.76	5.76	.005	[-27.79, -4.98]
FRU		.98	.20	4.81	.000	[.58, 1.38]
SP		1.73	.49	3.49	.001	[.75, 2.70]
FRU x SP		-.07	.02	-3.92	.000	[-.11, -.04]
R^2	.29					
F	9.24				.000	
Constant		-9.51	5.44	-1.75	.083	[-20.29, 1.27]
FRU		.77	.19	3.96	.000	[.38, 1.16]
PR		1.14	.44	2.61	.010	[.27, 2.00]
FRU x PR		-.05	.02	-3.19	.002	[-.09, -.02]
R^2	.29					
F	9.33				.000	
Constant		-7.33	5.95	-1.23	.220	[-19.12, 4.45]
FRU		.69	.22	3.12	.002	[.25, 1.14]
FR		.87	.49	1.78	.078	[-.09, 1.84]
FRU x FR		-.05	.02	-2.39	.018	[-.08, -.01]
R^2	.29					
F	9.34				.000	
Constant		7.04	6.28	1.12	.265	[-5.41, 19.49]
FRU		.06	.23	.28	.779	[-.39, .53]
HD		-.50	.52	-.97	.334	[-1.53, .52]
FRU x HD		.02	.02	.78	.438	[-.02, .06]
R^2	.17					
F	4.75				.001.	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: FRU = Frustration, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

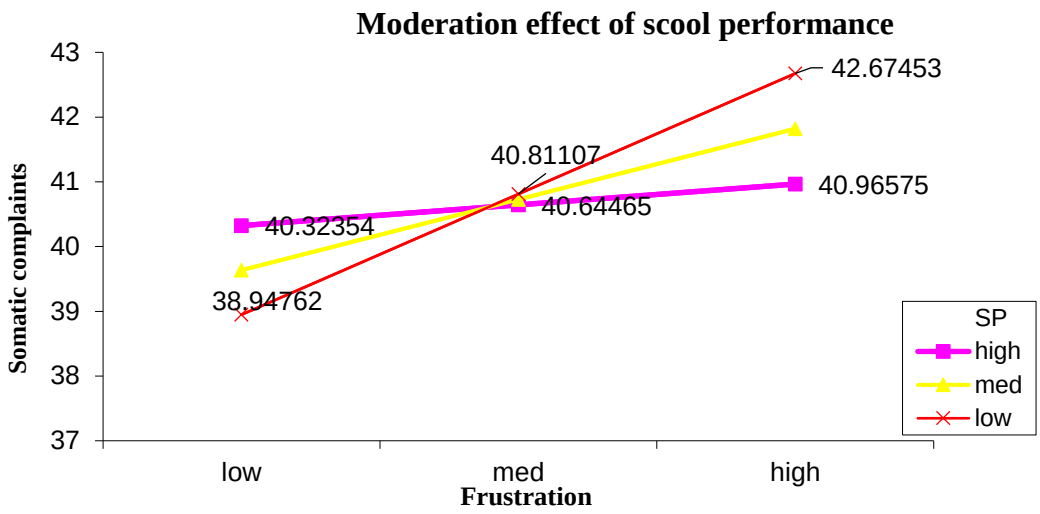

Figure 128. Moderation effect of school performance between frustration and somatic complaints.

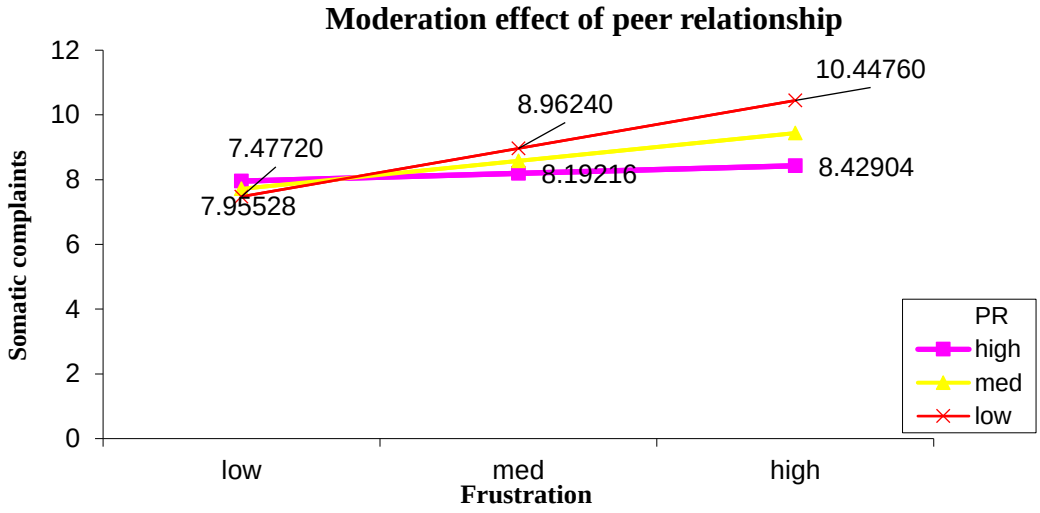

Figure 129. Moderation effect of peer relationship between frustration and somatic complaints.

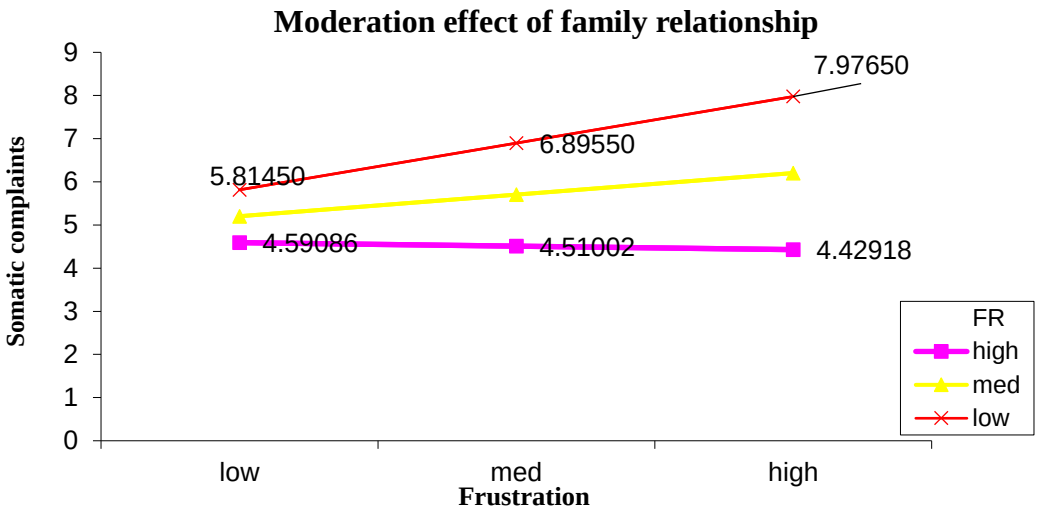

Figure 130. Moderation effect of family relationship between frustration and somatic complaints.

Table 4.54 displays the results of moderating effect of adaptive functioning between temperament (frustration) and behavior problems (somatic complaints). Model 1 of the table displays moderating effect school performance in moderating the relationship between frustration and somatic complaints. Significant interaction reveals that school performance moderates (B = -.07, t = -3.92, $p < .001$) the effect of frustration on somatic complaints with 29% of variance ($R2 = .29$, $F (5, 114) = 9.24$, $p < .001$). Line graph (Figure 128) explains the results of table by showing that with increase in school performance at high, medium and low levels the impact of frustration weakens on somatic complaints. Model 2 predict that peer relationship significantly moderate (B = -.05, t = -3.19, $p < .01$) relationship between frustration and somatic complaints with 29% of accounting variance ($R2 = .29$, $F (5, 114) = 9.33$, $p < .01$). Mod graph (Figure 129) demonstrating that as level of peer relationship rose the impact of frustration on somatic complaints become fragile. Model 3 of table underlined the moderating role of family relationship between frustration and somatic complaints. Interaction term exhibit the significant moderating impact of family

relationship (B = -.05, t = -2.89, p < .05) between frustration and somatic complaints along with variance of 29% (R2 = .29, F (5, 114) = 9.34, p < .001). Graph (Figure 130) extend the results that increase in medium and low family relationship decreased influence of frustration on somatic complaints. While high level of family relationship did not show the significant result. Results for moderating effect home duties did not provide significant moderating effect in relationship between somatic complaint and frustration

Table 4.55

Moderating effect of Inhibitory Control on Somatic complaints among children (N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		18.07	2.73	6.62	.000	[12.66, 23.47]
IC		-.73	.19	-3.78	.000	[-1.11, -.35]
SP		-.85	.27	-3.14	.002	[-1.39, -.31]
IC x SP		.06	.02	2.82	.006	[.02, .09]
R^2	.23					
F	6.98				.000	
Constant		16.49	2.61	6.32	.000	[[11.32, 21.66]
IC		-.49	.19	-2.64	.009	[-.87, -.12]
PR		-.61	.23	-2.62	.009	[-1.07, -.15]
IC x PR		.03	.02	1.72	.088	[-.00, -.15]
R^2	.25					
F	7.77				.000	
Constant		18.85	2.61	7.22	.000	[13.68, 24.02]
IC		-.73	.19	-3.79	.002	[-1.11, -.35]
FR		-.96	.24	-4.01	.000	[-1.44, -.49]
IC x FR		.05	.02	3.03	.003	[.02, .09]
R^2	.30					
F	9.98				.000	
Constant		12.15	3.05	3.99	.000	[6.11, 18.18]
IC		-.25	.21	-1.21	.229	[-.66, .16]
HD		-.08	.26	-.33	.743	[-.61, .44]
IC x HD		.00	.02	.01	.992	[-.04, 04]
R^2	.18					
F	4.84				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: IC = Inhibitory Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

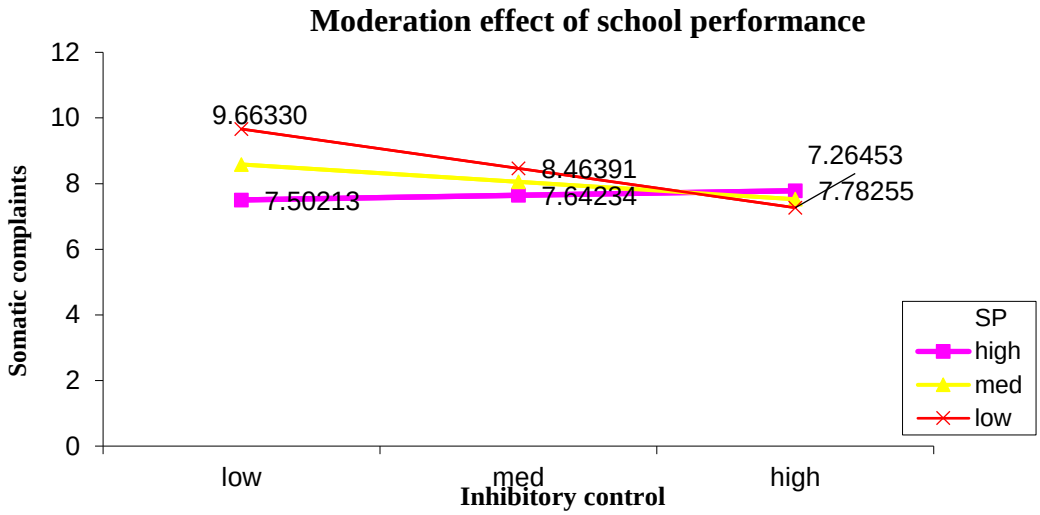

Figure 131. Moderation effect of school performance between somatic complaints and inhibitory control.

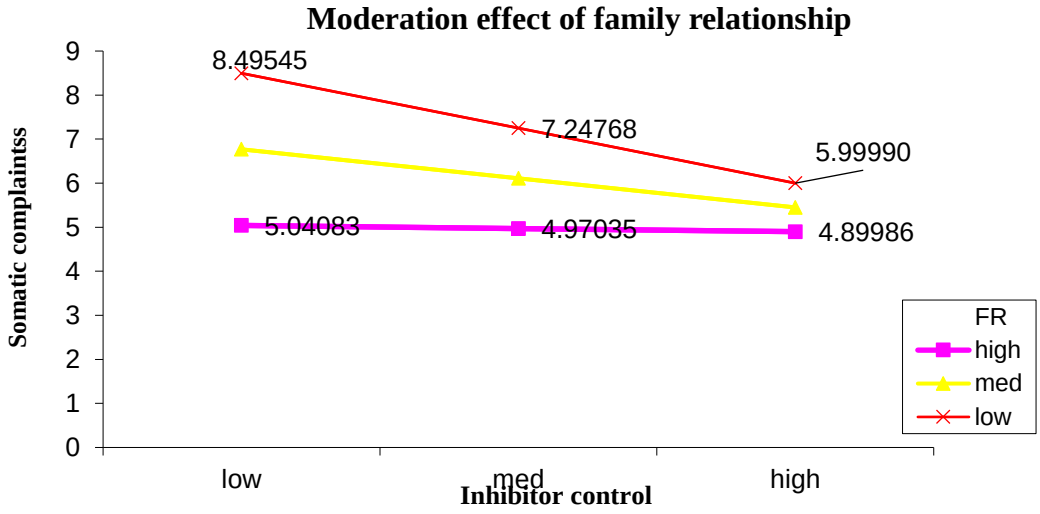

Figure 132. Moderation effect of family relationship between somatic complaints and inhibitory control.

Table 4.55 outlined the results of moderating effect of adaptive functioning between inhibitory control and somatic complaints. Model 1 of the table displays moderating effect school

performance in moderating the relationship between inhibitory control and somatic complaints. Significant interaction effect exhibits that school performance moderates (B = .06, t = 2.82, p < .01) relationship between inhibitory control and somatic complaints with conjoint variance of 23% (R2 = .23, F (5, 114) = 6.98, p < .01). Line graph (Figure 131) elaborate results of moderation and shows that decrease in school performance at medium and low levels aggravated the effect of inhibitory control on somatic complaints. Whereas the for high level of school performance increase in performance aggravated the impact of inhibitory control on somatic complaints. Model 2 of peer relationship did not show significant moderation (p > .05) in relationship between frustration and somatic complaints. Model 3 of table underlined the significant moderating role of family relations between inhibitory control and somatic complaints. Interaction term exhibit the significant moderating impact of family relationship (B = .05, t = 3.03, p < .01) between inhibitor control and somatic complaints along with variance of 30% (R2 = .30, F (5, 114) = 9.98, p < .01). Graph (Figure 132) extend the results that decrease in medium and low family relationship had increased influence of inhibitory control on somatic complaints. While at high level family relationship did not show any significant prediction. Results for moderating effect of home duties in model 4 did not provide significant moderating effect in relationship between somatic complaints and frustration.

Table 4.56

Moderating effect of Shyness on Somatic complaints among children (N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-6.80	4.40	-1.55	.125	[-15.53, 1.92]
SHY		.78	.20	3.81	.000	[.37, 1.19]
SP		.80	.45	1.79	.075	[-.08, 1.69]
SHY x SP		-.05	.02	-2.19	.030	[-.09, -.00]
R^2	.31					
F	10.20				.000	
Constant		-6.09	4.76	-1.28	.203	[-15.54, 3.34]
SHY		.77	.21	3.59	.001	[.33, 1.19]
PR		.68	.42	1.63	.106	[-.15, 1.52]
SHY x PR		-.04	.02	-2.16	.033	[-.09, 1.52]
R^2	.34					
F	11.82				.000	
Constant		-9.03	4.78	-1.89	.062	[-18.50, .44]
SHY		.91	.22	4.15	.000	[.48, 1.35]
FR		.88	.42	2.12	.037	[.06, 1.71]
SHY x FR		-.06	.02	-2.78	.006	[-.09, -.02]
R^2	.38					
F	14.10				.000	
Constant		-10.45	4.76	-2.19	.030	[-19.87, -1.03]
SHY		.95	.23	4.12	.000	[.49, 1.40]
HD		.98	.43	2.31	.021	[.14, 1.84]
SHY x HD		-.06	.02	-2.58	.011	[-.10, -.01]
R^2	.30					
F	9.95				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: SHY = Shyness, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

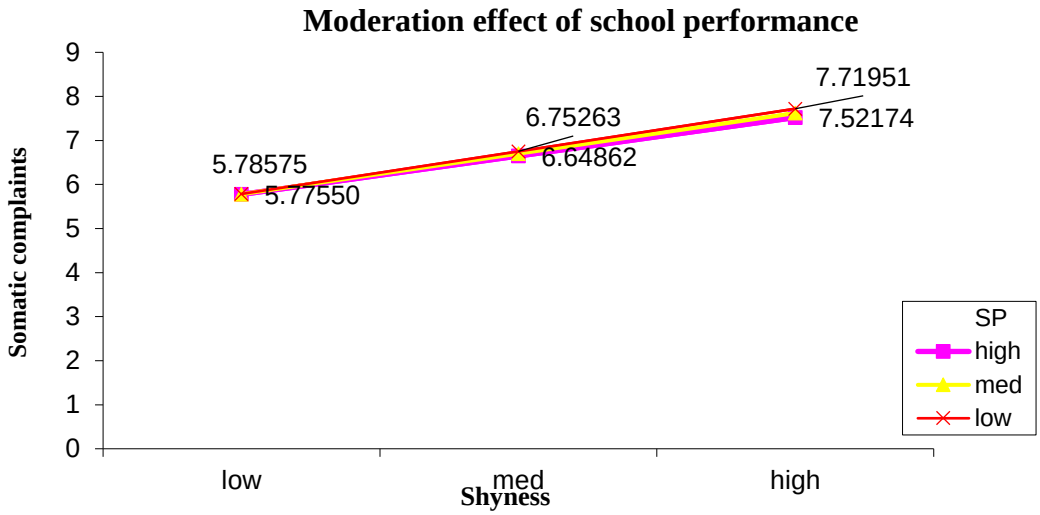

Figure 133. Moderation effect of school performance between somatic complaints and shyness.

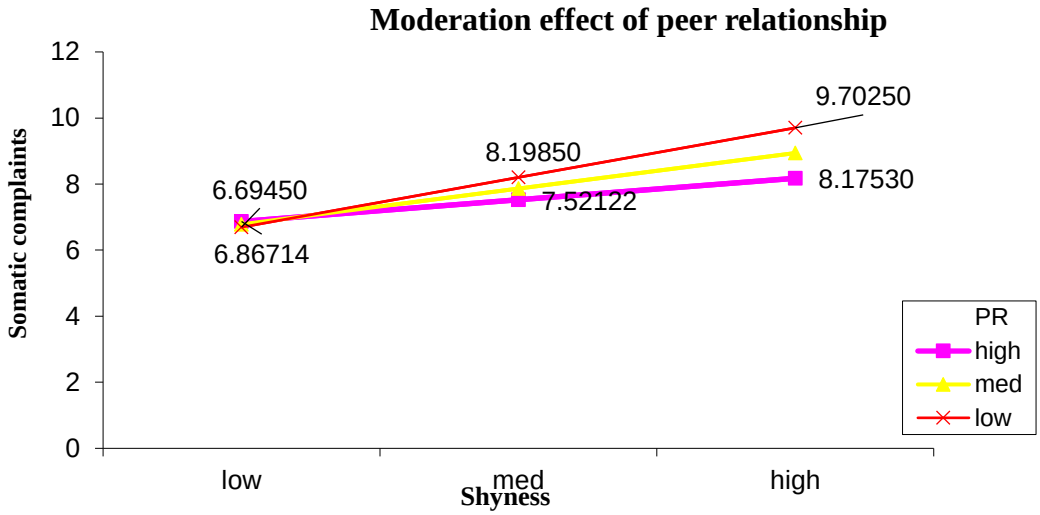

Figure 134. Moderation effect of peer relationship between somatic complaints and shyness.

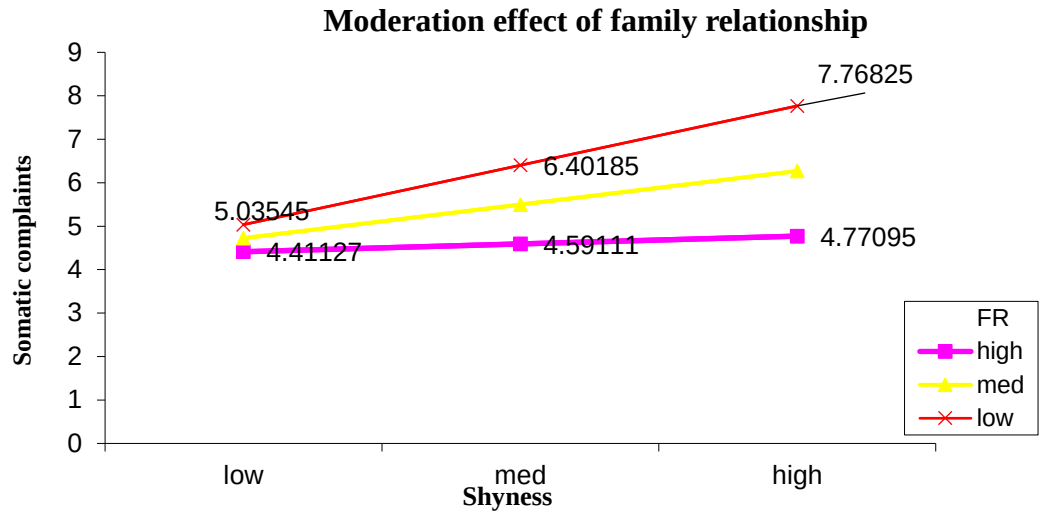

Figure 135. Moderation effect of family relationship between somatic complaints and shyness.

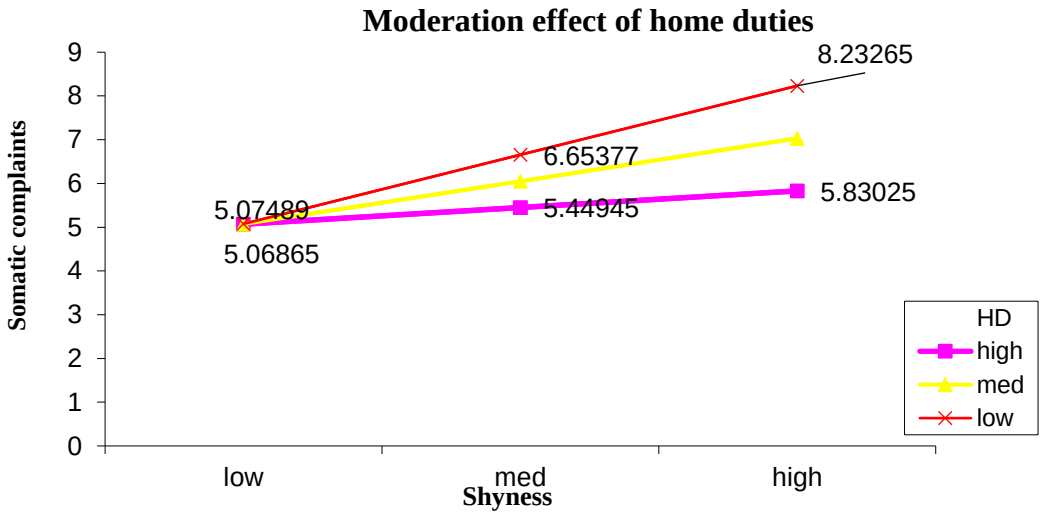

Figure 136. Moderation effect of home duties between somatic complaints and shyness.

Table 4.56 displays the results of moderating effect of adaptive functioning between shyness and somatic complaints. Model 1 of the table highlights moderating effect school performance in moderating the relationship between shyness and somatic complaints. Significant interaction reveals that school performance moderates (B = -.05, t = -2.19, $p < .05$) the effect of

shyness on somatic complaints with 31% of variance ($R2 = .31$, $F (5, 114) = 10.20$, $p < .05$). Graph (Figure 133) explains the results of table by showing that with increase in school performance at high, medium and low levels the impact of shyness on somatic complaints was incapacitated. Model 2 predict that peer relationship is significant moderator in ($B = -.04$, $t = -2.16$, $p < .05$) between shyness and somatic complaints with 34% of accounting variance ($R2 = .34$, $F (5, 114) = 11.82$, $p < .05$). Mod graph (Figure 134) elucidate that as level of peer relationship goes up the impact of shyness on somatic complaints become fragile. Model 3 of table underlined the moderating role of family relations between shyness and somatic complaints. Interaction term exhibit the significant moderating impact of family relationship ($B = -.06$, $t = -2.78$, $p < .05$) between shyness and somatic complaints along with variance of 38% ($R2 = .38$, $F (5, 114) = 14.10$, $p < .05$). Graph (Figure 135) extend the results that increase in high, medium and low family relationship decreased influence of frustration on somatic complaints, although the effect was not very sharp for high family relations. Results for moderating effect of home duties depicted in model 4 showed that home duties had significantly moderating effect ($B = -.06$, $t = -2.58$, $R2 = .30$, $F (5, 114) = 9.95$, $p < .05$) in relationship between shyness and somatic complaints. Graph (Figure 136) endorse the results that increase in high, medium and low of home duties had decreased influence of shyness on somatic problems.

Table 4.57

Moderating effect of Surgency on Somatic complaints among children (N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		16.15	2.54	6.36	.000	[11.12, 21.18]
SUR		-.48	.13	-3.69	.000	[-.74, -.22]
SP		-.56	.25	-2.28	.024	[-1.05, -.07]
SUR x SP		.03	.01	2.01	.046	[.00, .05]
R^2	.33					
F	11.14				.000	
Constant		16.27	2.37	6.86	.000	[11.57, 20.97]
SUR		-4.53	.12	-3.82	.000	[-.68, -.22]
PR		-.54	.20	-2.62	.009	[-.94, -.13]
SUR x PR		.02	.01	2.16	.032	[.00, .04]
R^2	.34					
F	11.73				.000	
Constant		17.86	2.60	6.86	.000	[12.69, 23.01]
SUR		-.53	.14	-3.74	.000	[-.81, -.25]
FR		-.72	.22	-3.23	.002	[-1.16, -.28]
SUR x FR		.03	.01	2.39	.018	[.00, .06]
R^2	.38					
F	13.88				.000	
Constant		13.89	2.64	5.25	.000	[8.65, 19.12]
SUR		-.39	.13	-2.86	.005	[-.65, -.12]
HD		.23	.21	-1.07	.286	[-.65, .19]
SUR x HD		.01	.01	1.05	.296	[-.01, 03]
R^2	.30					
F	9.92				.000	

*p>.05= non-significant, *p < .05*

Note: SUR = Surgency, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

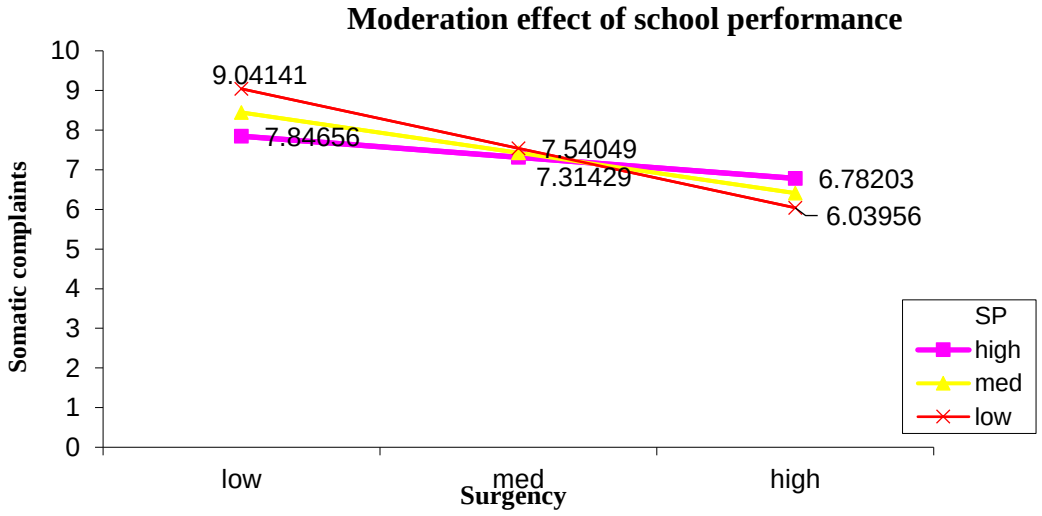

Figure 137. Moderation effect of school performance between somatic complaints and surgency.

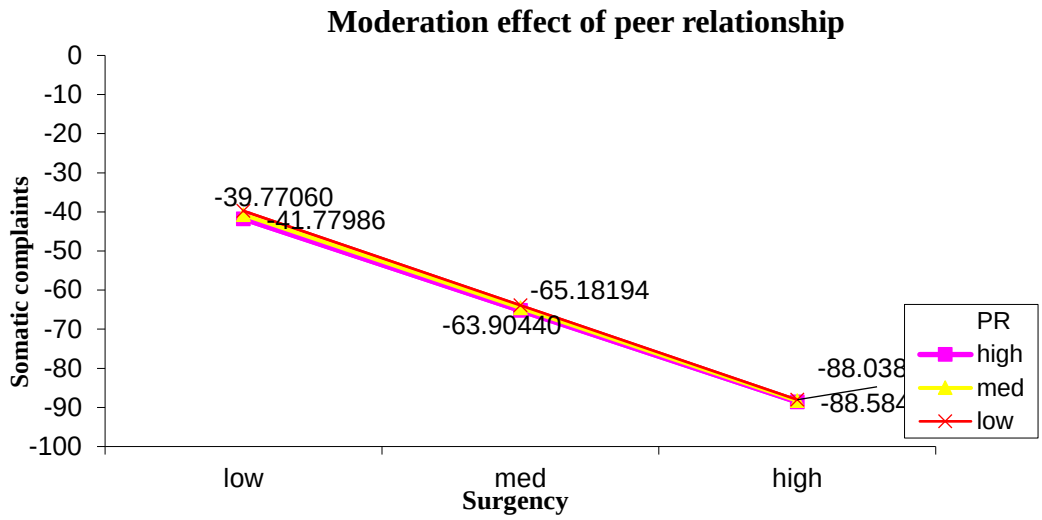

Figure 138. Moderation effect of peer relationship between somatic complaints and surgency.

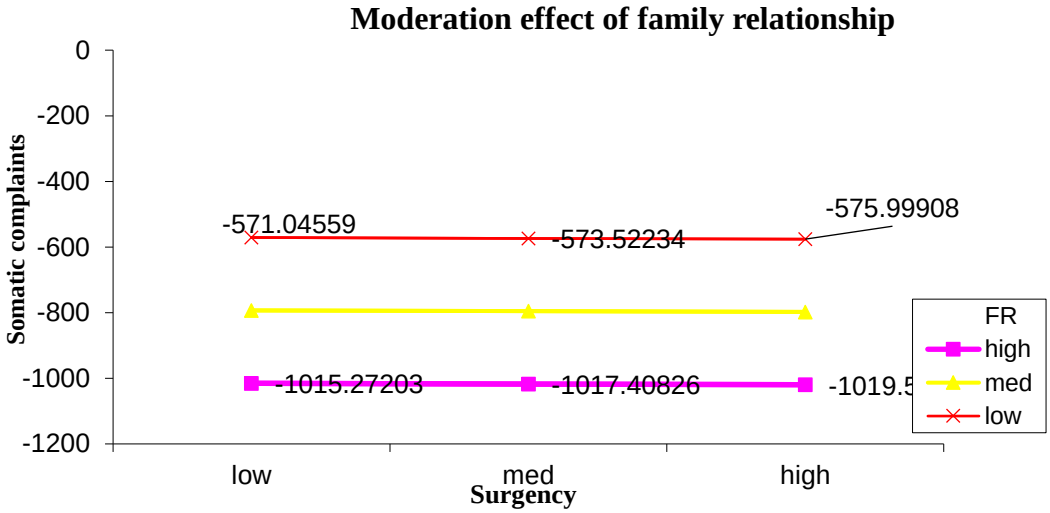

Figure 139. Moderation effect of family relationship between somatic complaints and surgency.

Table 4.57 displays the results for moderating effect of adaptive functioning between surgency and somatic complaints. Model 1 of the table provide moderating effect school performance in relationship between surgency and somatic complaints. Statistically significant interaction term reveals that school performance moderates ($B = .03$, $t = 2.01$, $p < .05$) the effect of surgency on somatic complaints with 33% of variance ($R2 = .33$, $F (5, 114) = 11.14$, $p < .05$). Mod graph (Figure 137) explains the results of table by suggesting that school performance (high, medium and low) had increased impact of surgency on somatic complaints. Model 2 provide the moderating effect of peer relationship ($B = .02$, $t = 2.16$, $p < .05$) between surgency and somatic complaints with 34% of accounting variance ($R2 = .34$, $F (5, 114) = 11.73$, $p < .05$). Mod graph (Figure 138) demonstrates that as level of peer relationship goes down the impact of surgency on somatic complaints become intense. Model 3 of table depicted the moderating role of family relationship between surgency and somatic complaints. Interaction term exhibit the significant moderating impact of family relationship ($B = .03$, $t = 2.39$, $p < .05$) between surgency and somatic complaints along with variance of 38% ($R2 = .38$, $F (5, 114) = 13.88$, $p < .05$). Following the moderation result graph (Figure 139) shows that no significant effect was found at any level of family relationship (high, medium and low). Results for moderating effect of home duties in model 4 did not provide significant moderating effect ($p > .05$) in relationship between surgency and somatic complaints.

Table 4.58

Moderating effect of Aggression on Somatic complaints among children (N=120)

					Somatic complaints	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-2.73	4.28	-.64	.525	[-11.21, 5.75]
AGG		.39	.14	2.77	.006	[.11, .67]
SP		.39	.39	.99	.324	[-.39, 1.18]
AGG x SP		-.02	.02	-1.08	.284	[-.05, .01]
R^2	.30					
F	9.93				.000	
Constant		-1.34	3.87	-.346	.729	[-9.00, 6.32]
SUR		.39	.13	3.11	.002	[.14,.65]
PR		.36	.33	1.10	.273	[-.29, 1.02]
AGG x PR		-.02	.01	-1.54	.126	[-.04, .00]
R^2	.33					
F	11.26				.000	
Constant		-3.94	4.08	-.96	.336	[-12.02, 4.14]
SUR		.49	.14	3.61	.001	[.22, .76]
FR		.57	.35	1.65	.102	[-1.11, 1.26]
AGG x FR		-.03	.01	-2.24	.027	[-.06, -.00]
R^2	.36					
F	12.86				.000	
Constant		3.08	3.98	.77	.440	[-4.81, 10.98]
SUR		.17	.14	1.21	.228	[-.11, .44]
HD		-.23	.34	.67	.505	[-.89, .44]
AGG x HD		.01	.01	.63	.532	[-.02, .03]
R^2	.29					
F	9.71				.000	

*p>.05= non-significant, *p < .05*

Note: AGG = Aggression, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

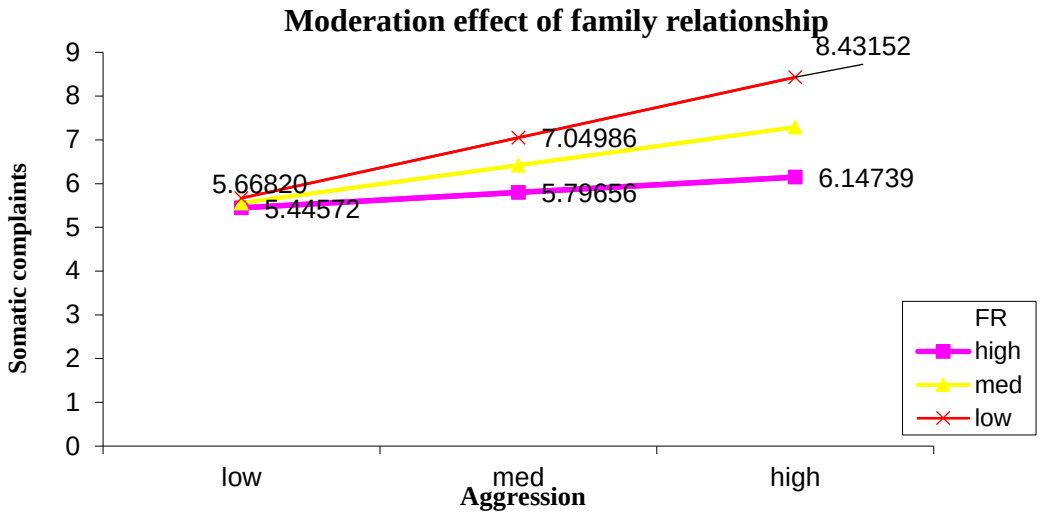

Figure 140. Moderating effect of family relationship between somatic complaints and aggression.

Table 4.58 displays the results of moderating effect of adaptive functioning between temperament (aggression) and behavior problems (somatic complaints). Only model 3 of the table displays significant moderating effect family relationship in moderating the relationship between aggression and somatic complaints. Significant interaction reveals that family relationship moderates (B = -.03, t = -2.24, $p < .05$) the effect of aggression on somatic complaints with 36% of variance (R2 = .36, F (5, 114) = 12.86, $p < .05$). Line graph (Figure 140) explains the results of table by showing that with increase in family relationship at high, medium and low levels minimizes the impact of aggression on somatic complaints. Results for moderating effect of school performance, peer relationship and home duties in model 1, 2 and 4 respectively did not provide significant moderating effect ($p > .05$) in relationship between aggression and somatic complaints.

Table 4.59

Moderating effect of Activation Control on Social with drawl among children (N=120)

					Social with drawl	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		28.07	2.29	12.25	.000	[23.53, 32.61]
AC		-.74	.13	-5.60	.000	[-1.00, -.48]
SP		-1.05	.24	-4.31	.000	[-1.53, -.57]
AC x SP		.06	.01	3.86	.000	[.03, .09]
R^2	.48					
F	20.88				.000	
Constant		25.95	2.29	11.34	.000	[21.41, 30.48]
AC		-.57	.12	-4.52	.000	[-.81, -.32]
PR		-.71	.22	-3.17	.002	[-1.15, -.27]
AC x PR		.03	01	2.65	.009	[.01, .06]
R^2	.45					
F	18.43				.000	
Constant		28.67	2.34	12.25	.000	[24.02, 33.31]
AC		-.85	.14	-5.86	.000	[-1.14, -.56]
FR		-1.02	.23	-4.47	.000	[-1.48, -.57]
AC x FR		.06	.01	4.18	.000	[.03, .09]
R^2	.48					
F	21.11				.000	
Constant		23.02	2.70	8.52	.000	[17.67, 28.37]
AC		-.43	.15	-2.81	.006	[-.74, -.13
HD		-.29	.24	-1.21	.228	[-.78, .19]
AC x FA		.01	.01	1.03	.305	[-.01, .05]
R^2	.39					
F	15.06				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: AC = Activation Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

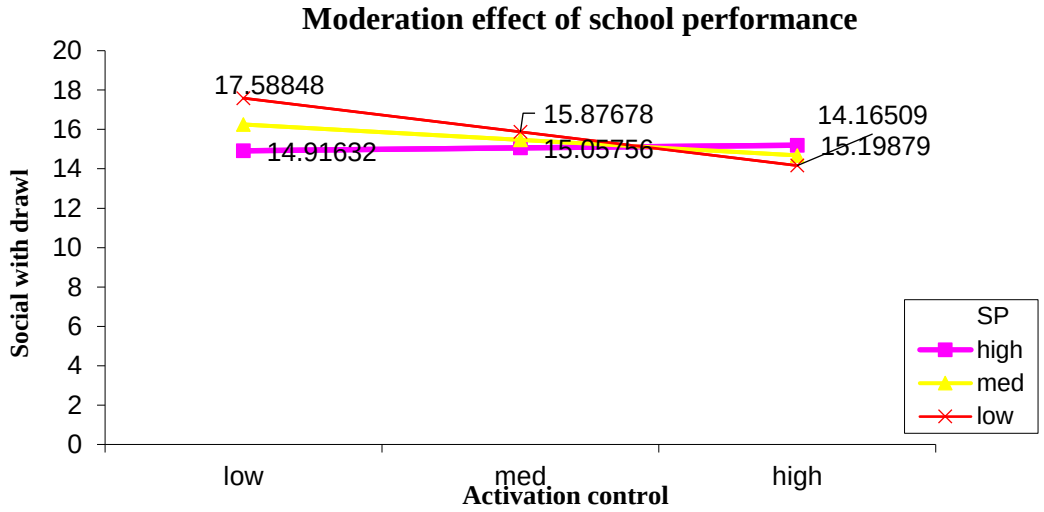

Figure 141. Moderation effect of school performance between social with drawl and activation control.

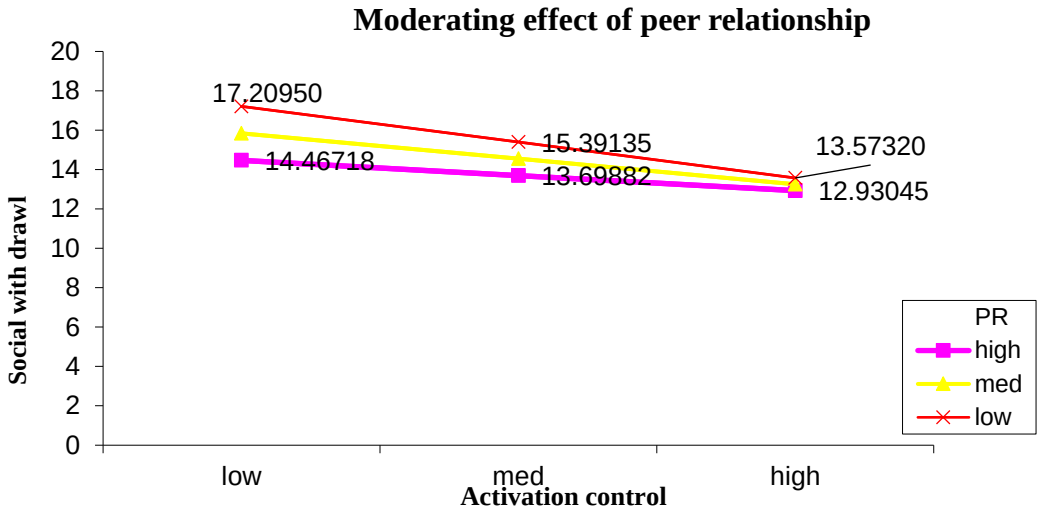

Figure 142. Moderating effect of peer relationship between social with drawl and activation control.

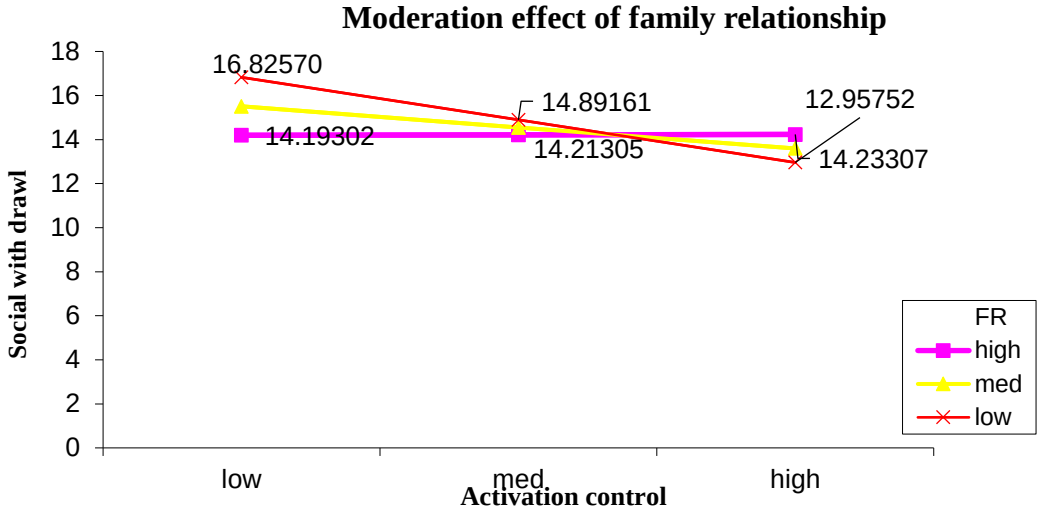

Figure 143. Moderation effect of family relationship between social with drawl and activation control.

Table 4.59 presents the results for moderating role of adaptive functioning between activation control and problem behaviors (social with drawl) among children. Model 1 of the table depict the moderation effect of school performance between activation control and social with drawl. A significant interaction indicates that school performance significantly moderates (B = .06, t = 3.86, p < .001) the effect of activation control on social with drawl and predict 48% of variance (R2 = .48, F (5, 114) = 20.88, p < .001) in social with drawl. Mod graph (Figure 141) explains this effect by showing that decrease of medium and low school performance boosted the effect of activation control on social with drawl. While for high school performance increase in performance had boosted the effect of activation control on social with drawl. Model 2 suggests that peer relationship also served as a significant moderator (B = .03, t = 2.65, p < .05) between activation control and social with drawl with 55% of accounting variance (R2 = .45, F (5, 114) = 18.43, p < .05) in social with drawl. Mod graph (Figure 142) further elaborates these results by reporting moderating role of peer relationship between activation control and social with drawl. Slopes indicate that decrease in peer relationship enhances impact of activation control on social with drawl. Model 3 illustrates the moderating effect of family relationship on social with drawl. Interaction term demonstrates the moderation effect (B = .06, t = 4.18, p < .001) of family relationship on social with drawl along with variance of 48% (R2 = .48, F (5, 114) = 21.11, p < .001). Mod graph (Figure 143) elaborates results that family relations had buffered the relationship between activation control and social with drawl. Slopes indicate that low and medium level of family relationships, significantly moderate the effect of activation control on social with drawl and for high family relationship relatively flatter effect was found. Model 4 of the table did not show significant moderation (p > .05) of home duties in the relationship between activation control and social with drawl.

Table 4.60

Moderating effect of Affiliation on Social with drawl among children (N=120)

					Social with drawl	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		27.89	2.19	12.74	.000	[23.56, 32.23]
AFF		-.76	.12	-6.43	.000	[-.99, -52]
SP		-1.17	.22	-5.27	.000	[-1.61, -.73]
AFF x SP		.06	.01	4.90	.000	[.04, .09]
R^2	.45					
F	19.03				.000	
Constant		27.34	2.11	12.94	.000	[23.15, 31.52]
AFF		-.76	.11	-6.59	.000	[-.99, -.53]
PR		-.95	.18	-5.19	.000	[-1.32, -.59]
AFF x PR		.05	.01	5.06	.000	[.03, .08]
R^2	.45					
F	18.91				.000	
Constant		28.89	2.29	12.60	.000	[24.34, 33.43]
AFF		-.91	.13	-6.75	.000	[-1.17, -.64]
FR		-1.06	.19	-5.37	.000	[-1.45, -.67]
AFF x FR		.06	.01	5.25	.000	[.04, .09]
R^2	.46					
F	19.44				.000	
Constant		23.83	2.57	9.25	.000	[18.73, 28.93]
AFF		-.53	.15	-3.61	.001	[-.83, -.24]
HD		-4.49	.21	-2.36	.020	[-.90, -.08]
AFF x HD		.03	.01	2.02	.045	[.00, .05]
R^2	.35					
F	12.59				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: AFF = Affiliation, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

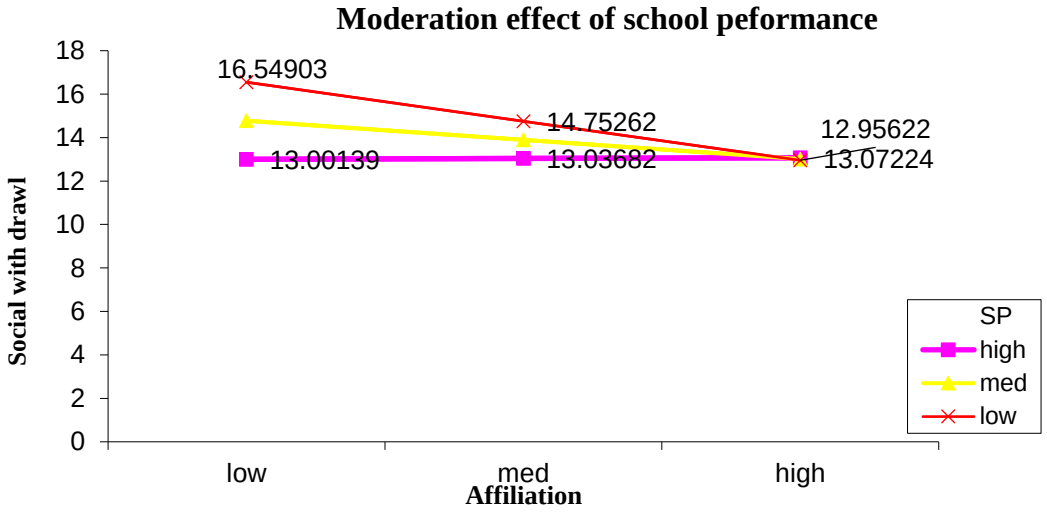

Figure 144. Moderation effect of school performance between social with drawl and affiliation.

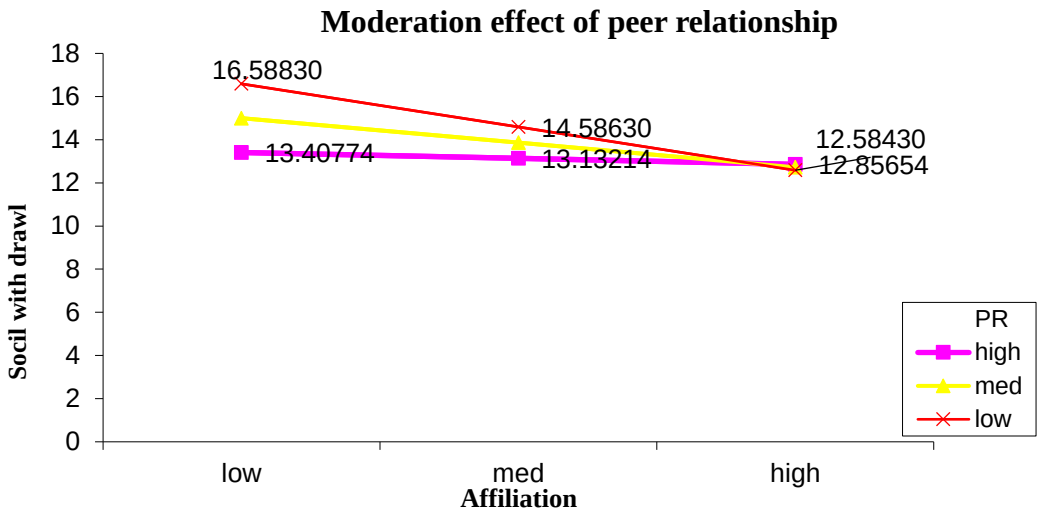

Figure 145. Moderation effect of peer relationship between social with drawl and affiliation.

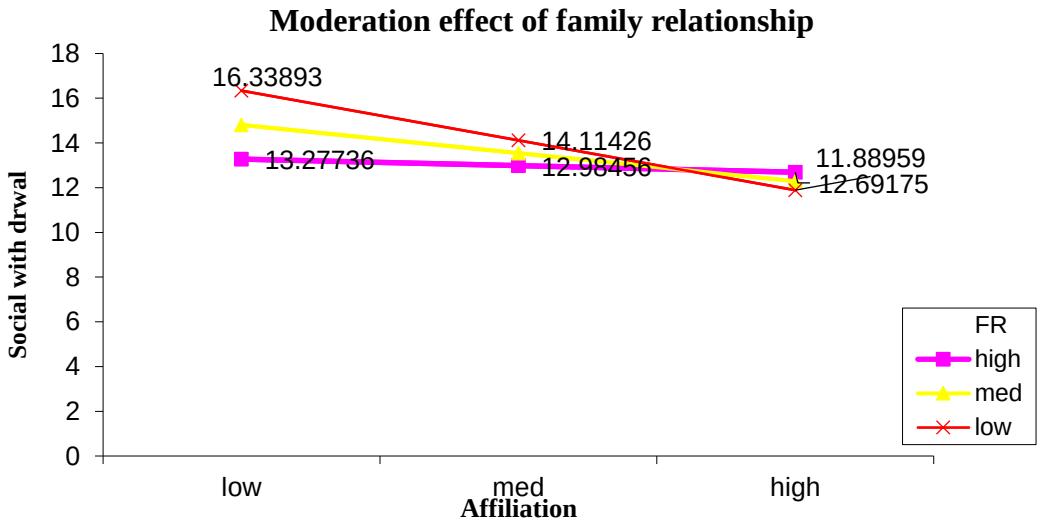

Figure 146. Moderation effect of family relationship between social with drawl and affiliation.

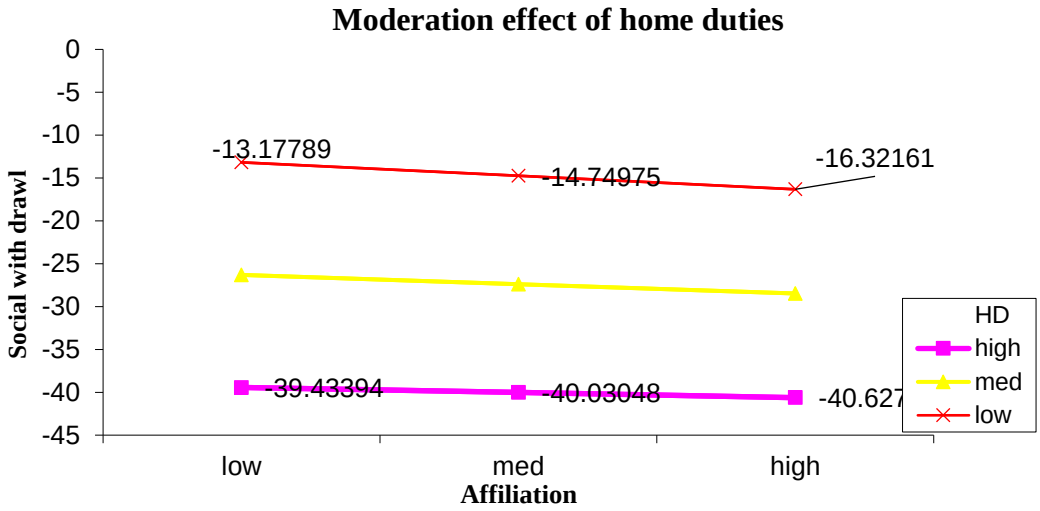

Figure 147. Moderation effect of home duties between social with drawl and affiliation.

Table 4.60 depicts the moderating relationship of adaptive functioning between affiliation and social with drawl among children. Model 1 of the table represents the moderation effect of school performance between affiliation and social with drawl. An interaction designates that school performance significantly moderates (B = .06, t = 4.90, p < .001) the effect of affiliation and predict 45% of variance (R2 = .45, F (5, 114) = 19.03, p < .001) in social with drawl. Mod graph (Figure 144) explains this moderation by slopes of graph showing that school performance boosted the effect of affiliation on social with drawl. The graph shows that with decrease in school performance impact of affiliation on social with drawl increases. Model 2 specifies that peer relationship served as a significant moderator (B = .05, t = 5.06, p < .001) with 45% of accounting variance (R2 = .45, F (5, 114) = 18.91, p < .001) in social with drawl. Mod graph (Figure 145) elaborates the results by demonstrating moderating role of peer relationship between affiliation and social with drawl. Slopes indicate that as the peer relationship decreases impact of affiliation on social with drawl goes high. Model 3 stipulates the moderating effect of family relationship on

social with drawl. Interaction term in model 3 demonstrates the significant moderation effect (B = .06, t = 5.25, p < .001) for family relationship on social with drawl along with variance of 46% (R2 = .46, F (5, 114) = 19.44, p < .001). Mod graph (Figure 146) elaborates results that family relations had boosted the relationship between affiliation and social with drawl. Slopes of graph indicate that as the level of family relationships decreases, the effect of affiliation on social with drawl is accelerated. Model 4 of the table account for significant moderation of home duties in the relationship between affiliation and social with drawl. Interaction term demonstrates the significant moderation effect (B = .03, t = 2.02, p < .05) for home duties on social with drawl along with variance of 35% (R2 = .35, F (5, 114) = 12.59, p < .05). Mod graph (Figure 147) elaborates relationship between affiliation and social with drawl. Slopes indicate that as the level of home duties decreases, the effect of affiliation got stronger for social with drawl.

Table 4.61

Moderating effect of Attention on Social with drawl among children (N=120)

					Social with drawl	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		31.90	2.62	12.62	.000	[26.72, 37.08]
ATT		-1.15	.17	-6.73	.000	[-1.48, -.81]
SP		-1.70	.28	-6.03	.000	[-2.26, -1.14]
ATT x SP		.10	.02	5.59	.000	[.06, .14]
R^2	.46					
F	19.15				.000	
Constant		31.68	2.52	12.58	.000	[26.69, 36.67]
ATT		-1.07	.16	-6.83	.000	[-1.37, -.76]
PR		-1.33	.21	-6.23	.000	[-1.76, -.91]
ATT x PR		.08	.01	5.54	.000	[.05, .11]
R^2	.47					
F	20.27				.000	
Constant		33.63	2.73	12.34	.000	[28.23, 39.03]
ATT		-1.35	.19	-7.18	.000	[-1.73, -.98]
FR		-1.54	.24	-6.48	.000	[-2.01, -1.07]
ATT x FR		.09	.02	5.96	.000	[.07, .13]
R^2	.48					
F	20.83				.000	
Constant		30.31	3.43	8.82	.000	[23.50, 37.11]
AFF		-1.02	.22	-4.68	.000	[-1.45, -.59]
HD		-1.09	.29	-3.82	.000	[-1.67, -.53]
ATT x HD		.07	.02	3.44	.001	[.03, .11]
R^2	.37					

F	13.31	.000

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: ATT = Attention, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

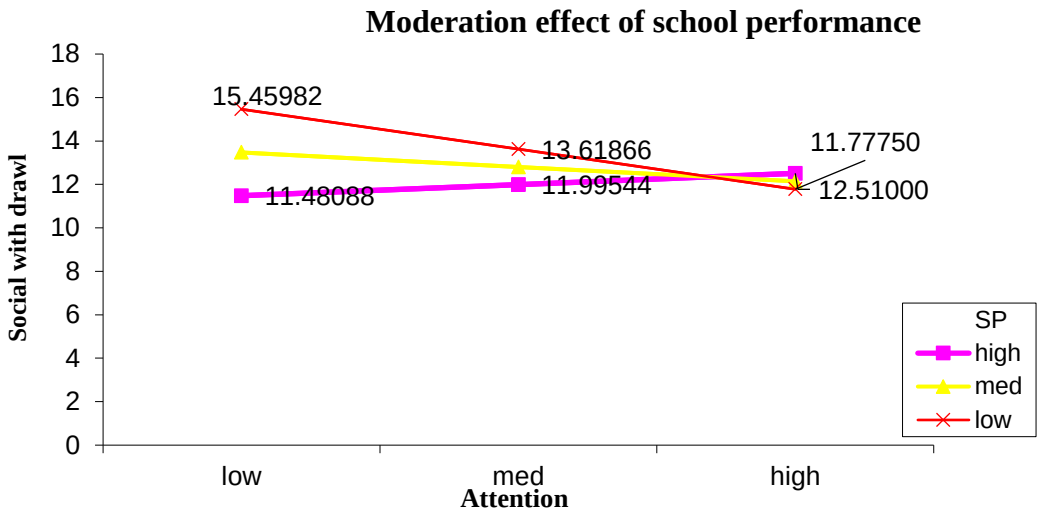

Figure 148. Moderation effect of school performance between social with drawl and attention.

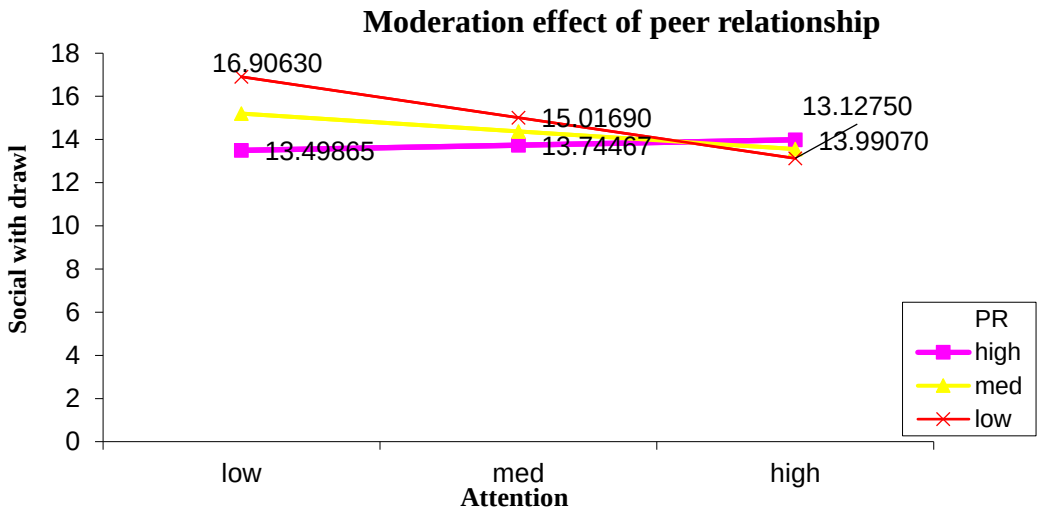

Figure 149. Moderation effect of peer relationship between social with drawl and attention.

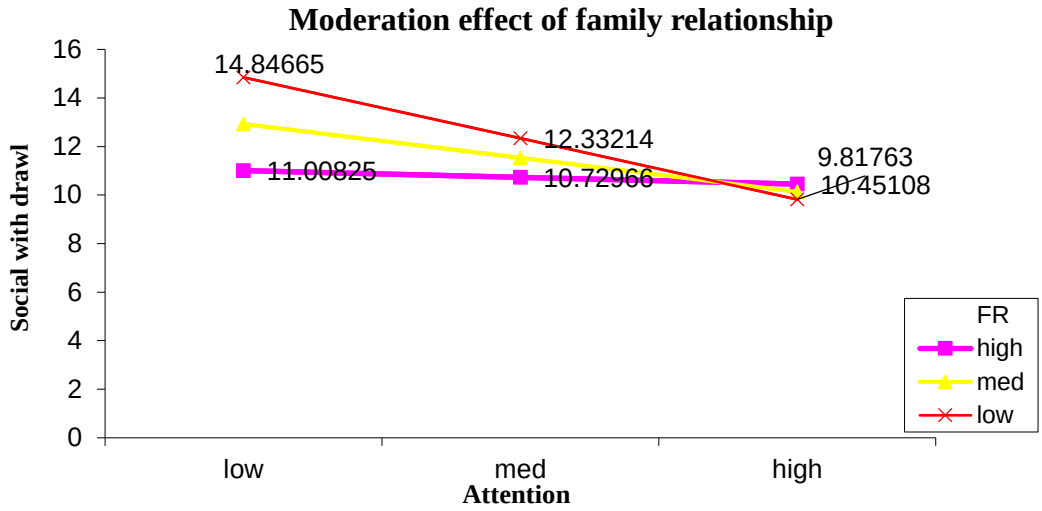

Figure 150. Moderation effect of family relationship between social with drawl and attention.

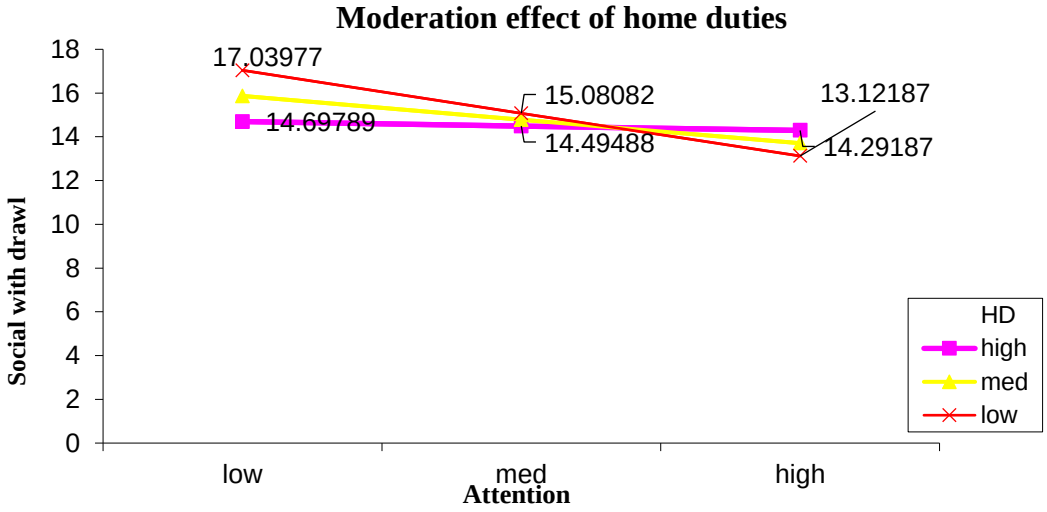

Figure 151. Moderation effect of home duties between social with drawl and attention.

Results 4.61 of the table depicts the moderating relationship of adaptive functioning between attention and social with drawl. Model 1 of the table represent the moderating effect of school performance between attention and social with drawl. Statistically significant interaction connotes that school performance moderates (B = .10, t = 5.59, p < .001) the effect of attention on social with drawl and accounts for 46% of variance (R2 = .46, F (5, 114) = 19.15, p < .001). Graph (Figure 148) explains this moderation by slopes of graph showing that decrease in medium and low school performance had enhanced the effect of attention on social with drawl while for high school performance increase in school performance showed the same result. Model 2 claims the significant moderating effect of peer relationship (B = .08, t =5.54, p < .01) with 47% of accounting variance (R2 = .47, F (5, 114) = 20.27, p < .001) in social with drawl. Mod graph (Figure 149) manifest the results by demonstrating moderating role of peer relationship between attention and social with drawl. Lines indicate that as the level of medium and low peer relationship decreases impact of attention on social with drawl is enhanced whereas for high level of peer relationship increase in peer relationship followed same trend. Model 3 of table provide the moderating effect of family relationship on social with drawl. Interaction term communicates the significant moderating impact of family relationship (B = .09, t = 5.96, p < .001) on social with drawl along with variance of 48% (R2 = .48, F (5, 114) = 20.83, p < .001). Mod graph (Figure 150) elaborates results that family relationship had boosted the effect of attention social with drawl and both had interactively reduced the problem behaviors. Model 4 provides results for the moderation effect of home duties. An interaction term suggests that home duties had significantly moderated (B = .07, t = 3.44, R2 = .37, F (5, 114) = 13.31, p < .001) the relationship between attention and social with drawl along with accounting variance of 52%. A line graph (Figure 151) illuminates that home duties aggravated the effect of the attention on social with drawl.

Table 4.62

Moderating effect of Depressive Mood on Social with drawl among children (N=120)

					Social with drawl	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-8.59	3.91	-2.20	.029	[-16.33, -.86]
DM		1.25	.18	7.03	.000	[.89, 1.59]
SP		1.48	.34	4.28	.000	[.79, 2.16]
DM x SP		-.08	.02	-4.76	.000	[-.12, -.05]
R^2	.54					
F	26.51				.000	
Constant		-9.86	3.93	-2.51	.013	[-17.64, -2.09]
DM		1.34	.18	7.23	.000	[.97, 1.71]
PR		1.58	.33	4.71	.000	[.91, 2.24]
DM x PR		-.09	.02	-5.02	.000	[-.12, -.05]
R^2	.54					
F	26.39				.000	
Constant		-8.99	4.28	-2.10	.037	[-17.47, -.52]
DM		1.28	.21	6.12	.000	[.86, 1.69]
FR		1.40	.37	3.75	.000	[.66, 2.14]
DM x FR		-.08	.02	-4.02	.000	[-.12, -.04]
R^2	.51					
F	23.29				.000	
Constant		-8.08	4.76	-1.69	.092	[-17.52, 1.35]
DM		1.26	.24	5.25	.000	[.78, 1.73]
HD		1.26	.42	3.02	.003	[.43, 2.08]
DM x HD		-.07	.02	-3.32	.002	[-.11, -.03]
R^2	.49					
F	22.18				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: DM = Depressive mood, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

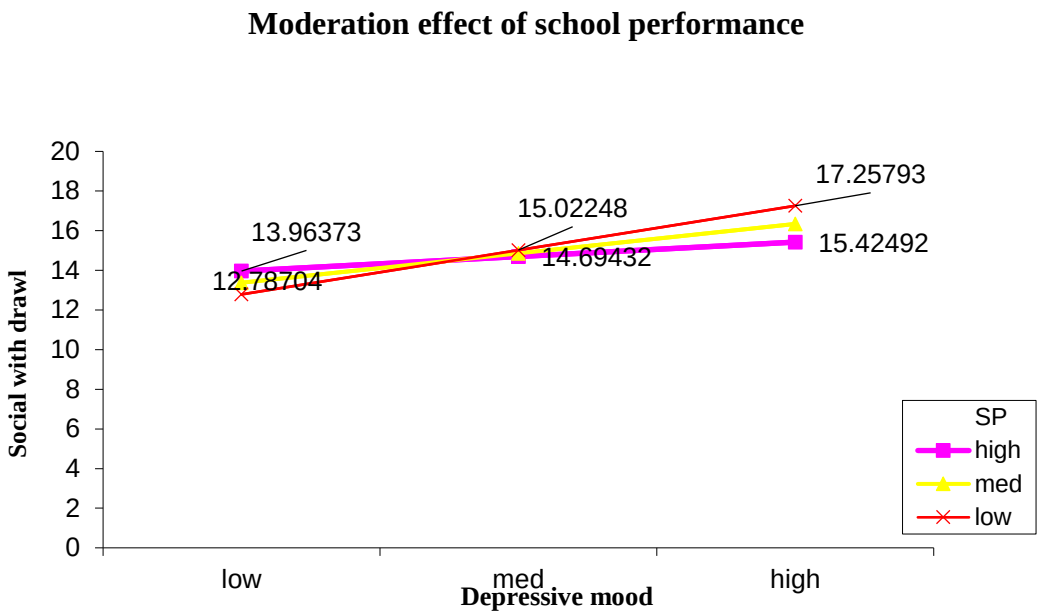

Figure 152. Moderation effect of school performance between social with drawl and depressive mood.

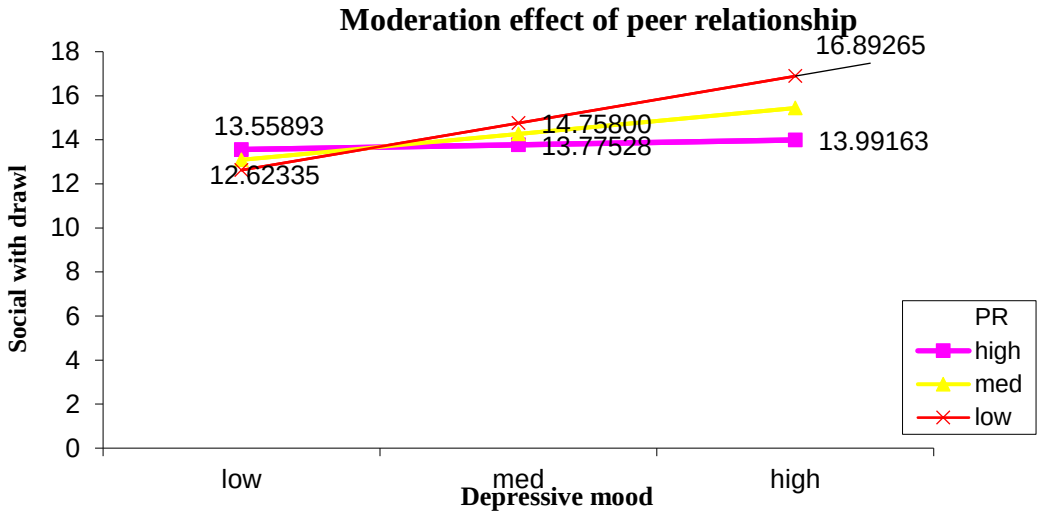

Figure 153. Moderation effect of peer relationship between social with drawl and depressive mood.

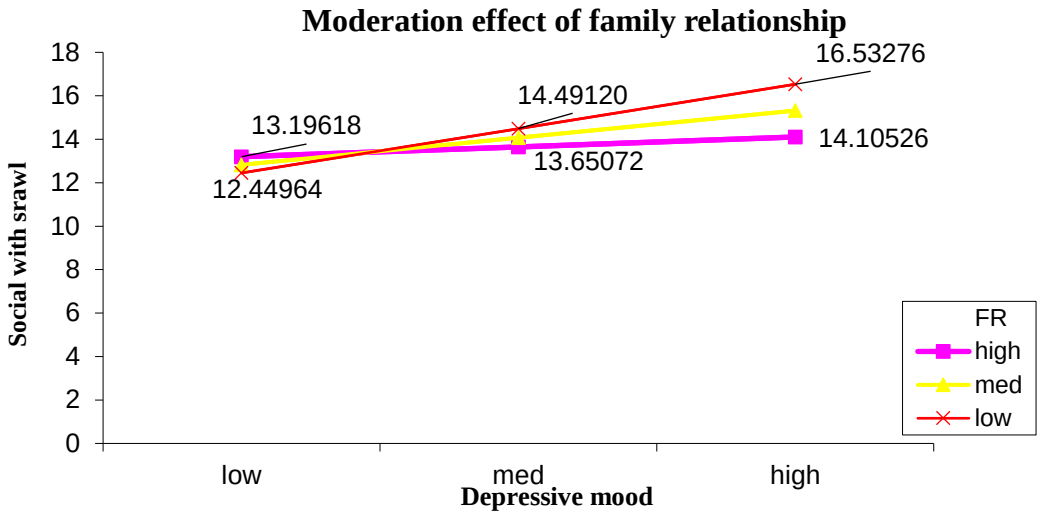

Figure 154. Moderation effect of family relationship between social with drawl and depressive mood.

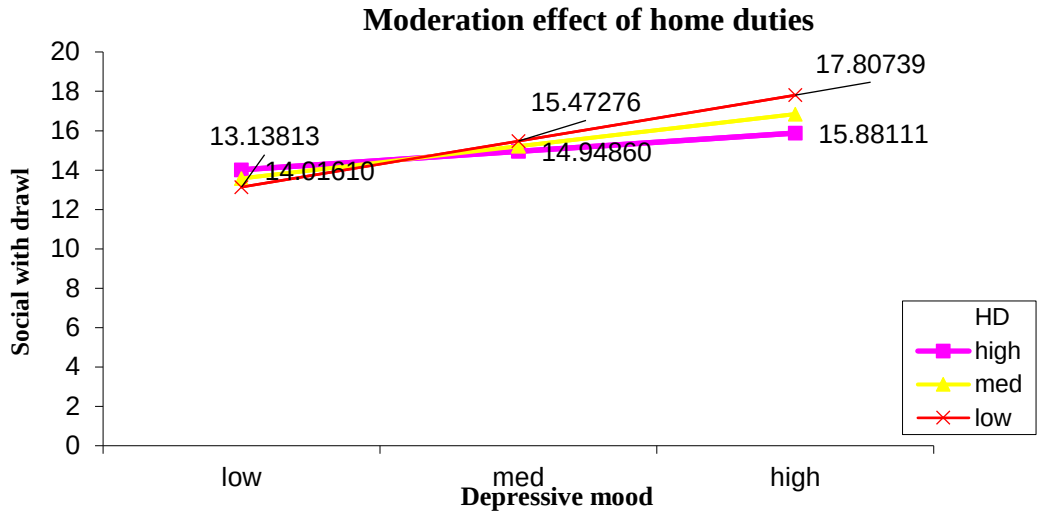

Figure 155. Moderation effect of home duties between social with drawl and depressive mood.

Results for moderating impact of adaptive functioning were displayed in table 4.62. Model 1 of the table indicates that school performance moderates the relationship between

depressive mood and social with drawl. Significant interaction reveals that school performance moderates (B = -.08, t = -4.76, p < .001) the effect of depressive mood on social with drawl and explains 54% of variance (R2 = .54, F (5, 114) = 26.51, p < .001). Graph (Figure 152) was drawn to elaborates this moderation. The graph shows that with increase in school performance impact of depressive mood on social with drawl decreases. Which means better school performance weakens the impact of depressive mood on social with drawl. Model 2 expresses that peer relationship significantly moderates (B = -.09, t = -5.02, p < .001) relationship between depressive mood and social with drawl with 54% of accounting variance (R2 = .54, F (5, 114) = 26.39, p < .001) in social with drawl. Mod graph (Figure 153) endorse relationship by demonstrating moderating role of peer relationship between depressive mood and social with drawl. With increase in peer relationship effect depressive mood on social with drawl become weak. Model 3 of table provide the moderating effect of family relationship between depressive mood and social with drawl. Interaction term communicates the significant moderating impact of family relationship (B = -.08, t = -4.02, p < .001) between depressive mood and social with drawl along with variance of 51% (R2 = .71, F (5, 114) = 23.29, p < .001). Mod graph (Figure 154) elaborates results that family relationship had buffered the impact of depressive mood on social with drawl. Slopes indicate that as the level of family relationships become better, the effect of depressive mood on social with drawl become debilitated. Model 4 exhibits results for significant interaction of home duties and depressive mood. Home duties had significantly moderated (B (B= -.07, t = -3.32, R2 = .49, F (5, 114) = 22.18, p < .01) the relationship between depressive mood and social with drawl among adolescents along with 52% of variance. Lines of the graph (Figure 155) shows that home duties incapacitated the influence of depressive mood on social with drawl.

Table 4.63

Moderating effect of Fear on Social with drawl among children (N=120)

					Social with drawl	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		-7.17	3.61	-1.98	.049	[-14.32, -.02]
FR		.91	.14	6.69	.000	[.64, 1.18]
SP		.85	.36	2.36	.019	[.14, 1.57]
FR x SP		-.04	.01	-3.01	.003	[-.08, -.02]
R^2	.67					
F	45.77				.000	
Constant		-12.13	3.96	-3.06	.003	[-19.97, -4.29]
FR		1.09	.15	7,33	.000	[.79, 1.38]
PR		1.19	.34	3.55	.001	[.53, 1.85]
FR x PR		-.06	.01	-4.01	.000	[-.08, -.03]
R^2	.66					
F	44.21				.000	
Constant		-12.79	4.34	-2.94	.004	[-21.40, -4.18]
FR		1.11	.17	6.49	.000	[.77, 1.44]
FR		1.22	.39	3.13	.002	[.44, 1.99]
FR x FR		-.06	.02	-3.49	.001	[-.08, -.02]
R^2	.64					
F	41.15				.000	
Constant		-7.91	4.43	-1.78	.077	[-16.68, .87]
FR		.88	.17	5.07	.000	[.53, 1.23]
HD		.67	.37	1.78	.077	[-.07, 1.41]
FR x HD		-.03	.01	-1.98	.050	[-.06, .00]
R^2	.60					
F	34.68				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: FR = Fear, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

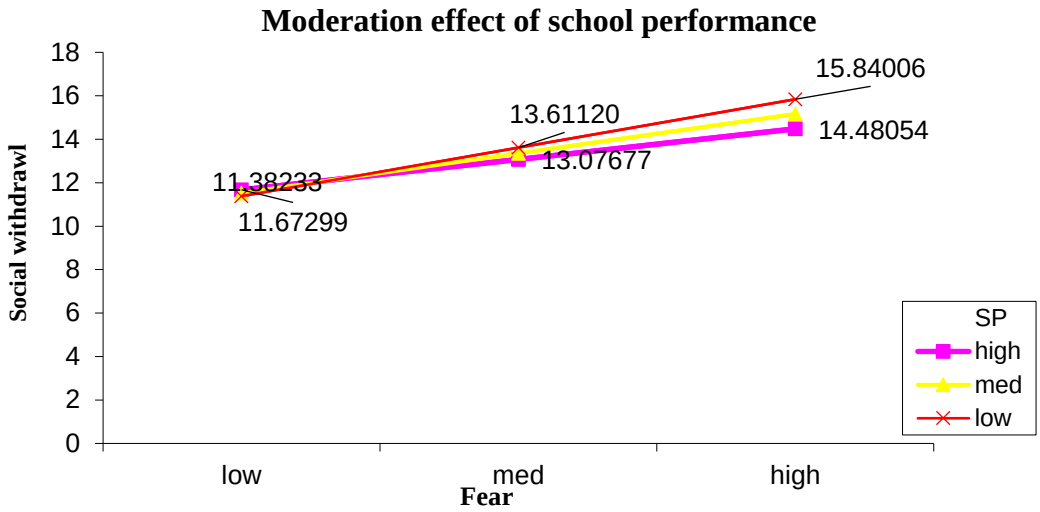

Figure 156. Moderation effect of school performance between social with drawl and fear.

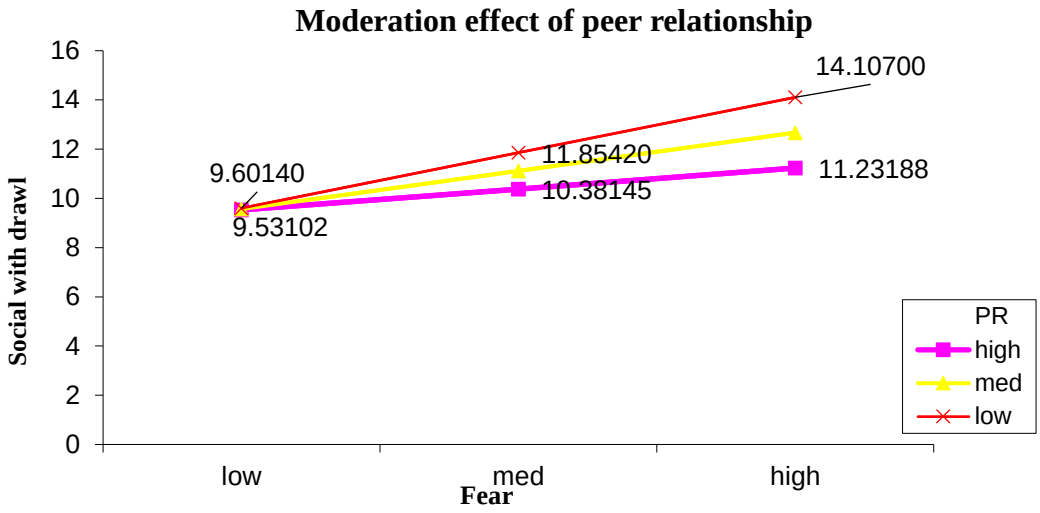

Figure 157. Moderation effect of peer relationship between social with drawl and fear.

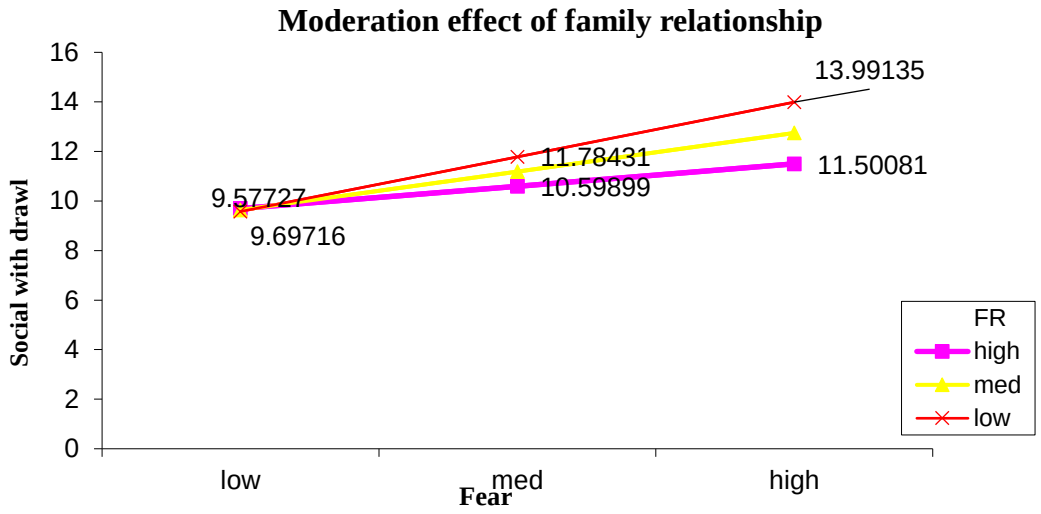

Figure 158. Moderation effect of family relationship between social with drawl and fear.

Table 4.63 displays the results of moderating role of adaptive functioning between fear and social with drawl. Moderating power of school performance in moderating the relationship between fear and social with drawl was depicted by model 1. Significant interaction reveals that school performance moderates (B = -.04, t = -3.01, p < .01) the effect of fear on social with drawl with 67% of variance (R2 = .67, F (5, 114) = 45.77, p < .01). Graph (Figure 156) further explains the results of table by showing that with improvement in school performance at high, medium and low levels the impact of fear decreases on social with drawl. Model 2 highlights that peer relationship also significantly moderate (B = -.06, t = -4.01, p < .001) relationship between fear and social with drawl with 66% of accounting variance (R2 = .66, F (5, 114) = 44.21, p < .001). Mod graph (Figure 157) demonstrating that as level of peer relationship rose the impact of fear on social with drawl become fragile. Model 3 of table accounts for the moderating role of family relationship between fear and social with drawl. Interaction term predict the significant moderating impact of family relationship (B = -.06, t = -3.49, p < .01) on social with drawl along with variance

of 64% (R2 = .64, F (5, 114) = 41.15, p < .01). Graph (Figure 158) elaborates results that better family relationship make fear weaker predictor of social with drawl. Results for moderating effect of home duties did not present significant moderating effect in relationship between fear and social with drawl.

Table 4.64

Moderating effect of Frustration on Social with drawl among children (N=120)

					Social with drawl	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-14.22	5.07	-2.81	.006	[-24.26, -4.18]
FRU		1.20	.18	6.69	.000	[.84, 1.56]
SP		2.12	.43	4.87	.000	[1.26, 2.97]
FRU x SP		-.09	.02	-5.48	.000	[-.13, -.06]
R^2	.47					
F	20.16				.000	
Constant		-5.86	5.12	-1.14	.255	[-16.01, 4.29]
FRU		.91	.18	4.94	.000	[.54, 1.27]
PR		1.31	.41	3.20	.002	[.50, 2.12]
FRU x PR		-.06	.02	-3.73	.000	[-.09, -.03]
R^2	.39					
F	14.91				.000	
Constant		-16.46	5.07	-3.07	.003	[-27.08, -5.83]
FRU		1.31	.20	6.51	.000	[.91, 1.71]
FR		2.15	.44	4.87	.000	[1.28, 3.03]
FRU x FR		-.09	.02	-5.32	.000	[-.13, -.06]
R^2	.45					
F	18.28				.000	
Constant		-2.81	5.88	-.05	.962	[-11.94, 11.37]
FRU		.65	.22	2.97	.004	[.22, 1.08]
HD		.69	.48	1.42	.157	[-.27, 1.65]
FRU x HD		-.03	.02	-1.65	.101	[-.07, .01]
R^2	.30					
F	9.86				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: FRU = Frustration, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

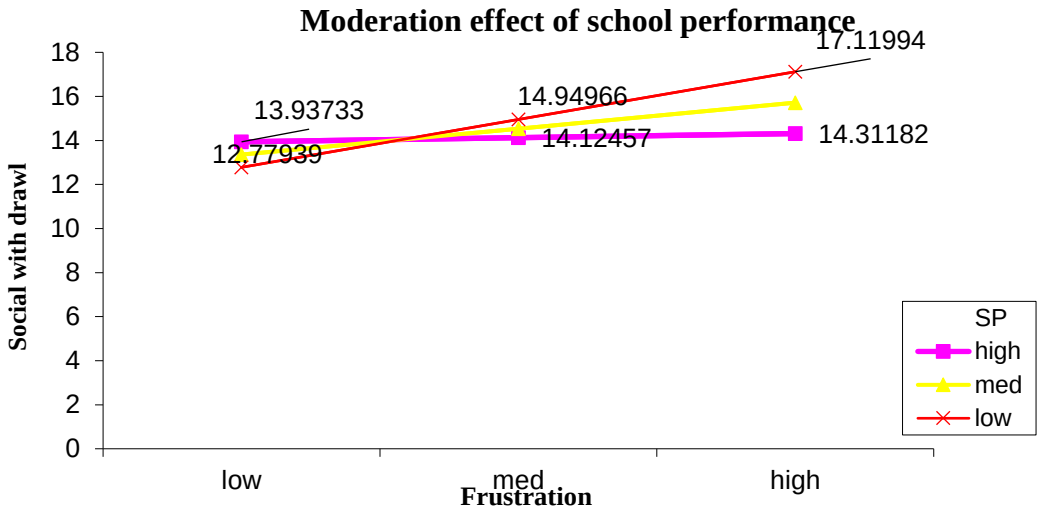

Figure 159. Moderation effect of school performance between social with drawl and frustration.

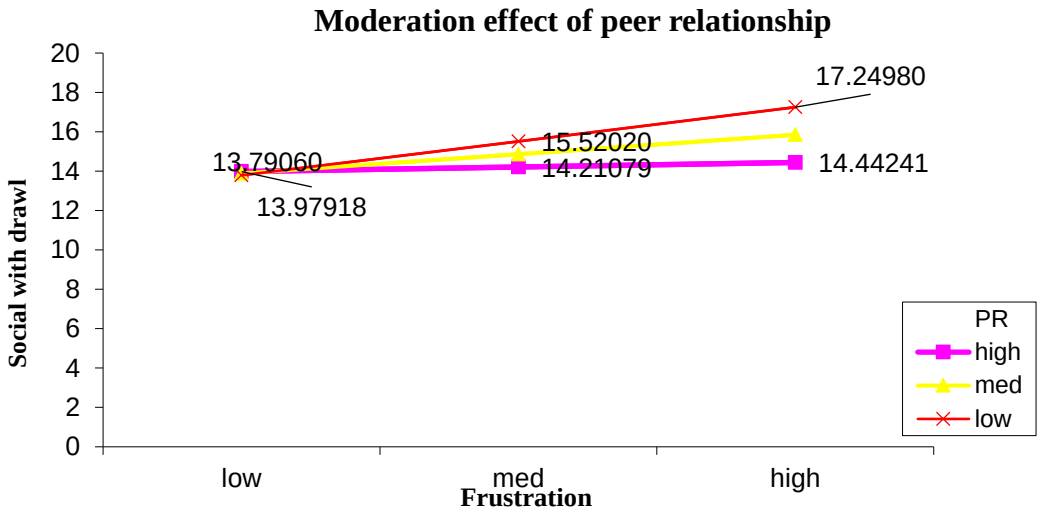

Figure 160. Moderation effect of peer relationship between social with drawl and frustration.

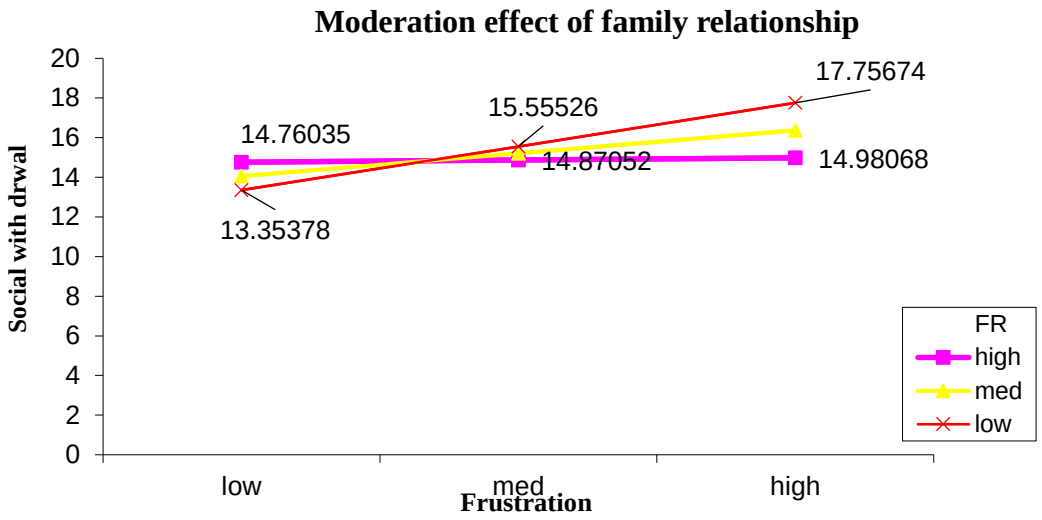

Figure 161. Moderation effect of family relationship between social with drawl and frustration.

Table 4.64 gives the results for moderating role of adaptive functioning between frustration and social with drawl. Moderating power of school performance in moderating the relationship between frustration and social with drawl was depicted by model 1. Significant interaction reveals that school performance moderates (B = -.09, t = -5.48, p < .001) the effect of frustration on social with drawl with 47% of variance (R2 = .47, F (5, 114) = 20.16, p < .001). Graph (Figure 159) further explains the results of table by showing that with increase in school performance impact of frustration on social with drawl is incapacitated. Model 2 prominated the role peer relationship as significant moderator (B = -.06, t = -3.73, p < .001) between frustration and social with drawl with 39% of accounting variance (R2 = .39, F (5, 114) = 14.91, p < .001). Mod graph (Figure 160) indicates that as level of peer relationship become better the impact of frustration on social with drawl become fragile. Model 3 of table accounts for the moderating role of family relations between frustration and social with drawl. Interaction term explain the significant moderating impact of family relations (B = -.09, t = -5.32, p < .001) on social with drawl along with variance

of 45% (R2 = .45, F (5, 114) = 18.28, p < .001). Graph (Figure 161) elaborates results of moderation that better family relationship make frustration weaker predictor of social with drawl. Results for moderating effect of home duties did not present significant moderating effect in relationship between frustration and social with drawl.

Table 4.65

Moderating effect of Inhibitory Control on Social with drawl among children (N=120)

					Social with drawl	
Variables		*B*	*SE B*	*T*	*P*	95% CI
Constant		25.94	2.42	10.69	.000	[21.13,30.74]
IC		-.75	.17	-4.40	.000	[-1.09, -4.41]
SP		-.67	.24	-2.79	.006	[-1.14, -.19]
IC x SP		.05	.02	2.51	.014	[.01, .08]
R^2	.42					
F	16.37				.000	
Constant		24.37	2.35	10.37	.000	[19.71, 29.02]
IC		-.57	.17	-3.34	.001	[-.91, -.23]
PR		-.44	.21	-2.09	.038	[-.85, -.02]
IC x PR		.02	.02	1.43	.155	[-.01,.06]
R^2	.42					
F	16.32				.000	
Constant		27.23	2.39	11.39	.000	[22.49, 31.96]
IC		-.91	.18	-5.13	.000	[-1.25, -.56]
FR		-.77	.22	-3.52	.001	[1.21, -.34]
IC x FR		.05	.02	3.24	.002	[.02, .09]
R^2	.44					
F	17.80				.000	
Constant		24.88	2.66	9.37	.000	[19.62, 30.15]
IC		-.69	.18	-3.80	.000	[-1.05, -.33]
HD		-.44	.23	-1.90	.059	[.89, .02]
IC x HD		.03	.02	1.78	.078	[-.00, 06]
R^2	.39					
F	14.96				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: IC = Inhibitory Control, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

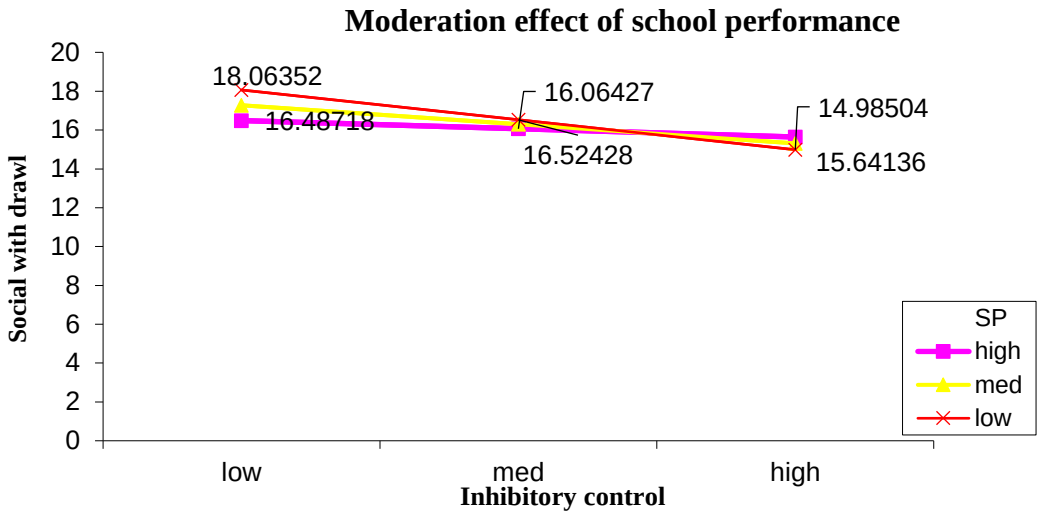

Figure 162. Moderation effect of school performance between social with drawl and inhibitory control.

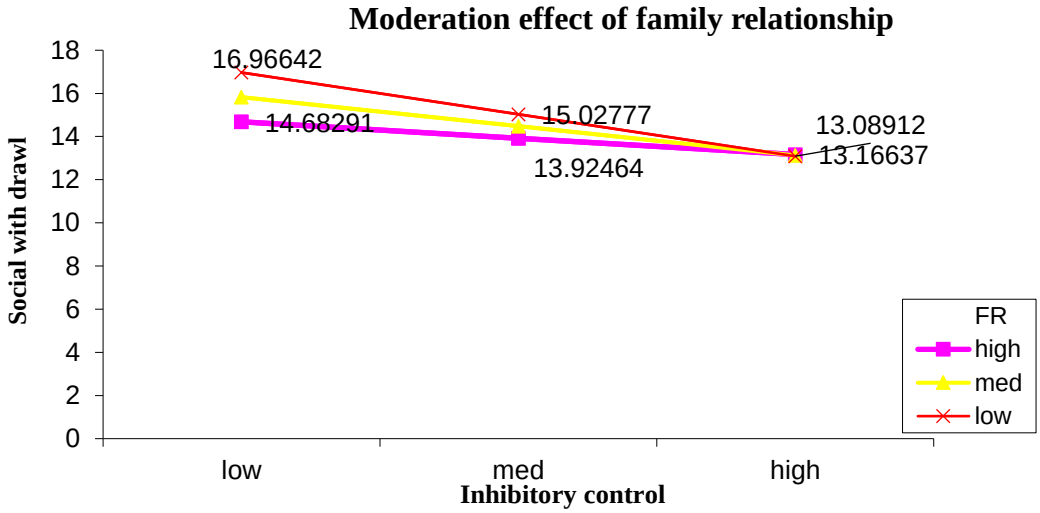

Figure 163. Moderation effect of family relationship between social with drawl and inhibitory control.

Table 4.65 documented the results of moderating role of adaptive functioning between inhibitory control and social with drawl. Moderating power of school performance in moderating

the relationship between inhibitory control and social with drawl was depicted by model 1. Significant interaction reveals that school performance moderates (B = .05, t = 2.51, p < .05) the effect of inhibitory control on social with drawl with 42% of variance (R2 = .42, F (5, 114) = 16.37, p < .05). Graph (Figure 162) further extend the results of table by demonstrating that with decrease in school performance impact of inhibitory control on social with drawl is exacerbated. Model 2 shows that peer relationship did not serve as significant moderator in relationship between inhibitory control and social with drawl. Model 3 of table accounts for the moderating role of family relationship between inhibitory control and social with drawl. Interaction term explain the significant moderating impact of family relationship (B = -.12, t = 3.24, p < .01) on social with drawl along with variance of 44% (R2 = .44, F (5, 114) = 17.80, p < .01). Graph (Figure 163) elaborates that with fall in level of family relationship impact of inhibitory control get stronger on social with drawl and both interactively reduce the social with drawl. Results for moderating effect of home duties did not present significant moderating effect in relationship between inhibitory control and social with drawl.

Table 4.66

Moderating effect of Shyness on Social with drawl among children (N=120)

					Social with drawl	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-3.78	3.71	-1.02	.310	[-11.14, 3.57]
SHY		1.02	.17	5.91	.000	[.68, 1.36]
SP		1.09	.38	2.89	.005	[.34, 1.83]
SHY x SP		-.07	.02	-3.47	.001	[-.11, -.03]
R^2	.53					
F	25.44				.000	
Constant		-4.94	4.14	-1.19	.235	[-13.13, 3.26]
SHY		1.05	.18	5.63	.000	[.68, 1.42]
PR		1.04	.36	2.85	.005	[.32, 1.76]
SHY x PR		-.06	.02	-3.35	.001	[-.09, -.03]
R^2	.52					
F	24.89				.000	
Constant		-7.56	4.32	-1.75	.083	[-16.11, .99]
SHY		1.14	.19	5.76	.000	[.75, 1.54]
FR		1.17	.38	3.10	.002	[.42, 1.92]

SHY x FR		-.07	.02	-3.54	.001	[-.10, -.03]
R^2	.52					
F	24.21				.000	
Constant		1.53	4.31	.35	.723	[-7.00, 10.06]
SHY		.69	.21	3.31	.001	[.28, 1.10]
HD		.28	.39	.73	.466	[-.48, 1.05]
SHY x HD		-.02	.02	-.99	.342	[-.06, .02]
R^2	.45					
F	18.72				.000	

*p>.05= non-significant, *p < .05, **p <.01*

Note: SHY = Shyness, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

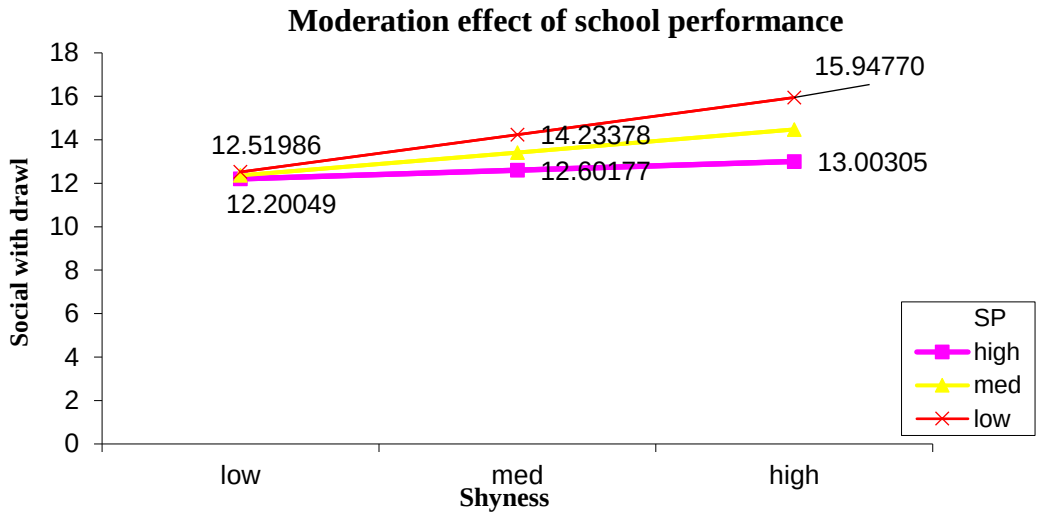

Figure 164. Moderation effect of school performance between social with drawl and shyness.

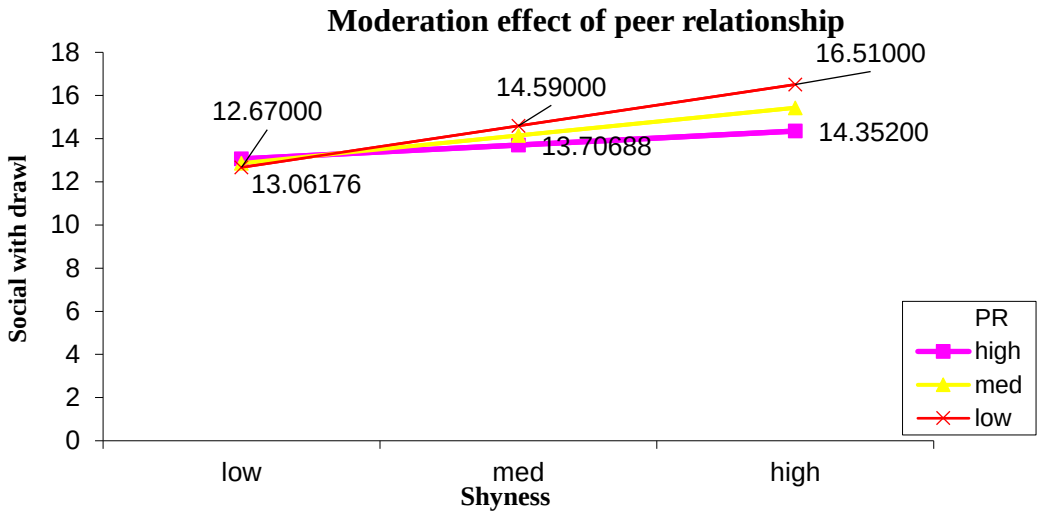

Figure 165. Moderation effect of peer relationship between social with drawl and shyness.

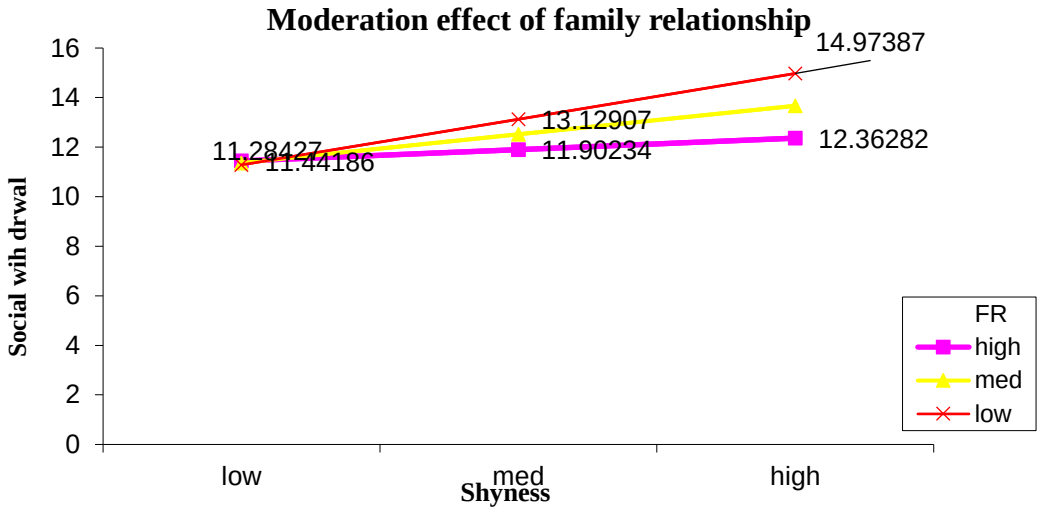

Figure 166. Moderation effect of family relationship between social with drawl and shyness.

Table 4.66 reported the results for moderating relationship of adaptive functioning between shyness and social with drawl. Model 1 of table depicted moderating power of school performance

in moderating the relationship between shyness and social with drawl. Significant interaction reveals that school performance moderates (B = -.07, t = -3.47, p < .01) the effect of shyness on social with drawl with 53% of variance (R2 = .53, F (5, 114) = 25.44, p < .01). Graph (Figure 164) expend the results of table by demonstrating that with rise in school performance impact of shyness on social with drawl is debilitated. Model 2 shows that peer relationship serves as significant moderator (B = -.06, t = -3.35, p < .01) in relationship between shyness and social with drawl with 52% of variance (R2 = .52, F (5, 114) = 24.89, p < .01). Graph (Figure 165) expend the results of table by demonstrating that with rise in peer relationship impact of shyness on social with drawl is debilitated. Model 3 of table accounts for the moderating role of family relationship between shyness and social with drawl. Interaction term explain the significant moderating impact of family relationship (B = -.07, t = -3.54, p < .01) on social with drawl along with variance of 52% (R2 = .52, F (5, 114) = 24.21, p < .01). Graph (Figure 166) elaborates that family relationship had significantly reduced the impact of shyness on social with drawl. Results for moderating effect of home duties did not present significant moderating effect in relationship shyness and social with drawl.

Table 4.67

Moderating effect of Surgency on Social with drawl among children (N=120)

					Social with drawl	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		27.63	2.36	11.69	.000	[22.95, 32.31]
SUR		-.67	.12	-5.47	.000	[-.91, -.43]
SP		-1.04	.23	-4.54	.000	[-1.50, -.59]
SUR x SP		.05	.01	3.95	.000	[.02, .07]
R^2	.44					
F	17.89				.000	
Constant		28.06	2.18	12.85	.000	[23.73, 32.38]
SUR		-.71	.11	-6.52	.000	[-.93, -.49]
PR		-.99	.19	-5.26	.000	[-1.36, -.62]
SUR x PR		.05	.01	4.92	.000	[.03, .07]
R^2	.46					
F	19.57				.000	
Constant		29.42	2.49	11.83	.000	[24.49, 34.35]

SUR		-.84	.14	-6.17	.000	[-1.12, -.57]
FR		-1.07	.21	-5.06	.000	[-1.49, -.65]
SUR x FR		.06	.01	4.71	.000	[.03, .08]
R^2	.45					
F	18.99				.000	
Constant		25.44	2.54	10.02	.000	[20.41, 30.47]
SUR		-.61	.13	-4.69	.000	[-.87, -.35]
HD		-.62	.21	-3.02	.003	[-1.02, -.21]
SUR x HD		.03	.01	2.96	.004	[.01, .06]
R^2	.38					
F	14.06				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: SUR = Surgency, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

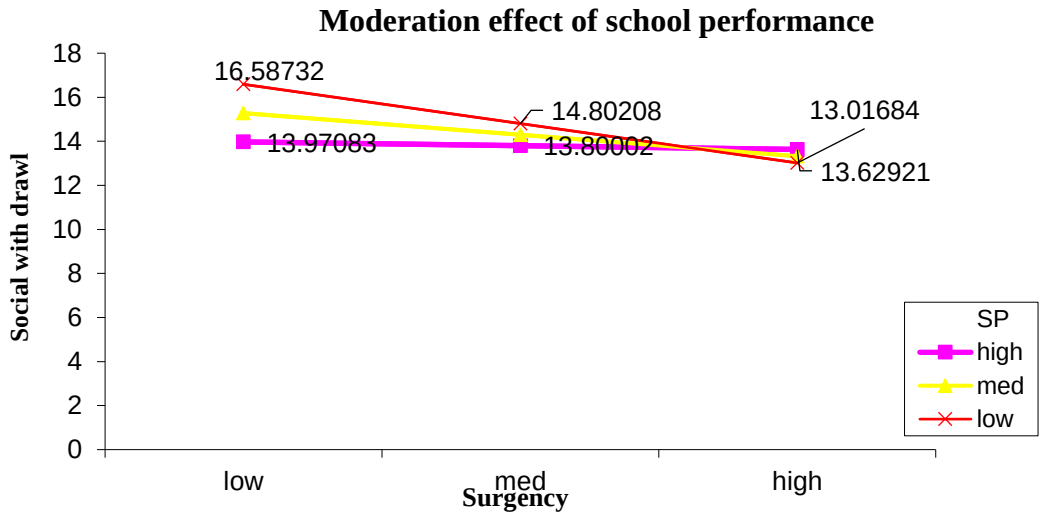

Figure 167. Moderation effect of school performance between social with drawl and surgency.

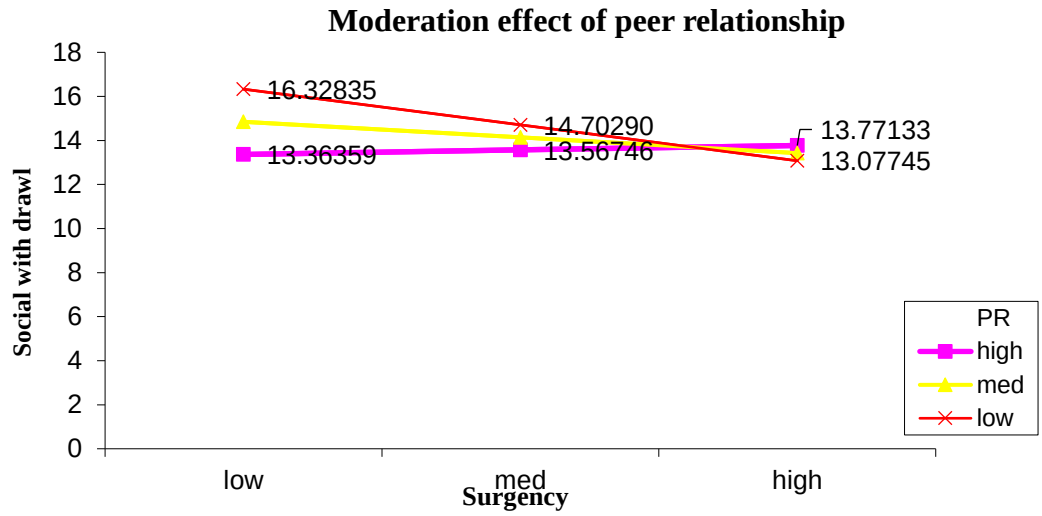

Figure 168. Moderation effect of peer relationship between social with drawl and surgency.

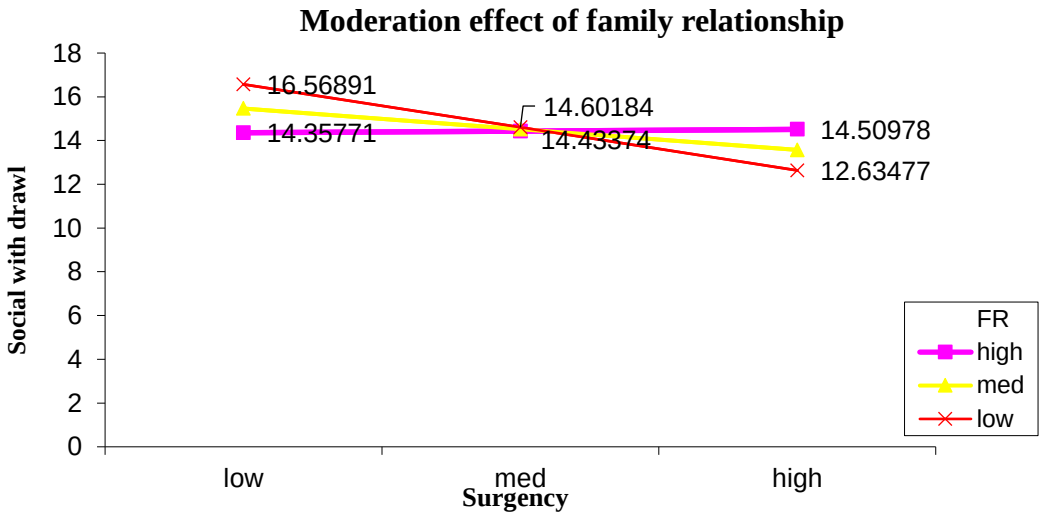

Figure 169. Moderation effect of family relationship between social with drawl and surgency.

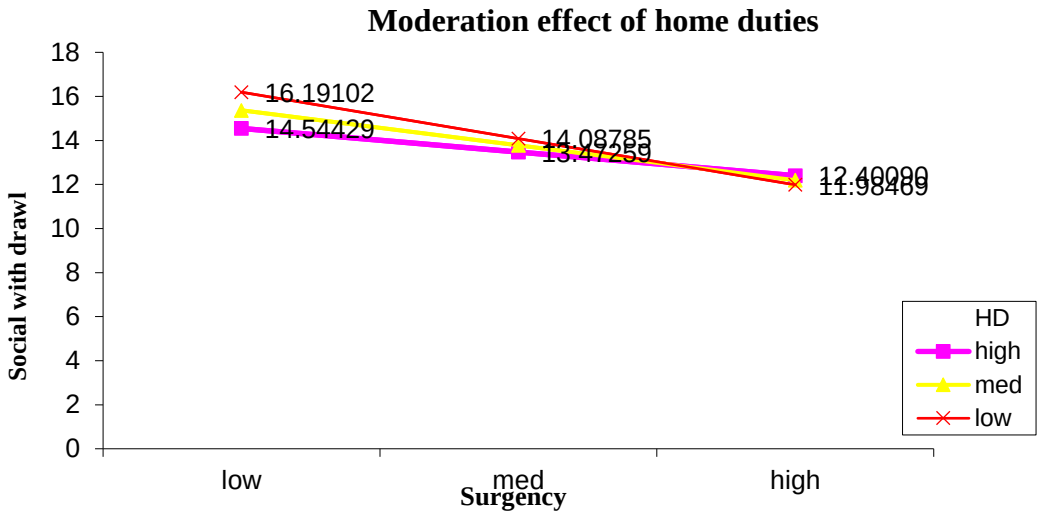

Figure 170. Moderation effect of home duties between social with drawl and surgency.

Results of the table 4.67 depicts the moderating relationship of adaptive functioning between surgency and social with drawl. Model 1 of the table explains the moderating effect of school performance between surgency and social with drawl. Statistically significant interaction connotes that school performance moderates (B = .05, t = 3.95, p < .001) the effect of surgency on social with drawl and accounts or 44% of variance (R2 = .44, F (5, 114) = 17.89, p < .001). Graph (Figure 167) explains this moderation by slopes showing that decrease in medium and low school performance had enhanced the effect of surgency on social with drawl while for high school performance slight increase in school performance showed the same result. Model 2 presents the significant moderating effect of peer relationship (B = .05, t = 4.92, p < .001) with 46% of accounting variance (R2 = .46, F (5, 114) = 19.57, p < .001) in social with drawl. Mod graph (Figure 168) manifest the results by demonstrating moderating role of peer relationship between surgency and social with drawl. Lines indicate that as the level of medium and low peer relationship decreases impact of surgency on social with drawl is enhanced whereas high peer relationship slight increase in peer relationship followed same trend. Model 3 of table provide the

moderating effect of family relationship on social with drawl. Interaction term communicates the significant moderating impact of family relationship (B = .06, t = 4.21, p < .001) on social with drawl along with variance of 45% (R2 = .45, F (5, 114) = 18.99, p < .001). Mod graph (Figure 169) elaborates the result by help of slopes indicating that as the level of family relationship decreases at medium and low level, the effect of surgency on social with drawl increases and opposite is true for high level of family relationship. With increase in high level of family relationship effect of surgency get stronger on social with drawl. Model 4 shows results for the moderating effect of home duties. An interaction term suggests that home duties had significantly moderated (B = .03, t = 2.96, R2 = .38, F (5, 114) = 14.06, p < .01) the relationship between surgency and social with drawl among adolescents and account for 38% of variance. A line graph (Figure 170) illuminates that home duties aggravated the effect of the surgency on social with drawl.

Table 4.68

Moderating effect of Aggression on Social with drawl among children(N=120)

					Social with drawl	
Variables		*B*	*SE B*	*t*	*P*	95% CI
Constant		-1.42	3.77	-.38	.707	[-8.89, 6.05]
AGG		.64	.12	5.15	.000	[.39, .89]
SP		.99	.35	2.84	.005	[.30, 1.69]
AGG x SP		-.04	.01	-3.09	.003	[-.07, -.02]
R^2	.48					
F	20.97				.000	
Constant		-1.50	3.40	-.44	.659	[-8.24, 5.23]
AGG		.67	.11	5.95	.000	[.45, .89]
PR		.99	.29	3.40	.001	[.41, 1.57]
AGG x PR		-.04	.01	-3.78	.000	[-.07, -.02]
R^2	.50					
F	22.99				.000	
Constant		-3.28	3.72	-.88	.379	[-10.65, 4.08]
AGG		.70	.12	5.61	.000	[.45, .94]
FR		1.03	.31	3.28	.001	[.41, 1.66]
AGG x FR		-.04	.01	-3.49	.001	[-.07, -.02]
R^2	.49					
F	21.79				.000	
Constant		2.34	3.61	.66	.508	[-4.75, 9.55]
AGG		.49	.12	3.89	.000	[.24, .74]

HD		.48	.31	1.56	.122	[-.13, 1.08]
AGG x HD		-.02	.01	-1.63	.105	[-.04, .00]
R^2	.45					
F	18.30				.000	

*p>.05= non-significant, *p < .05, **p <.01, **p <.001*

Note: AGG = Aggression, SP = School Performance, PR = Peer Relationship, FR = Family Relationship, HD = Home duties

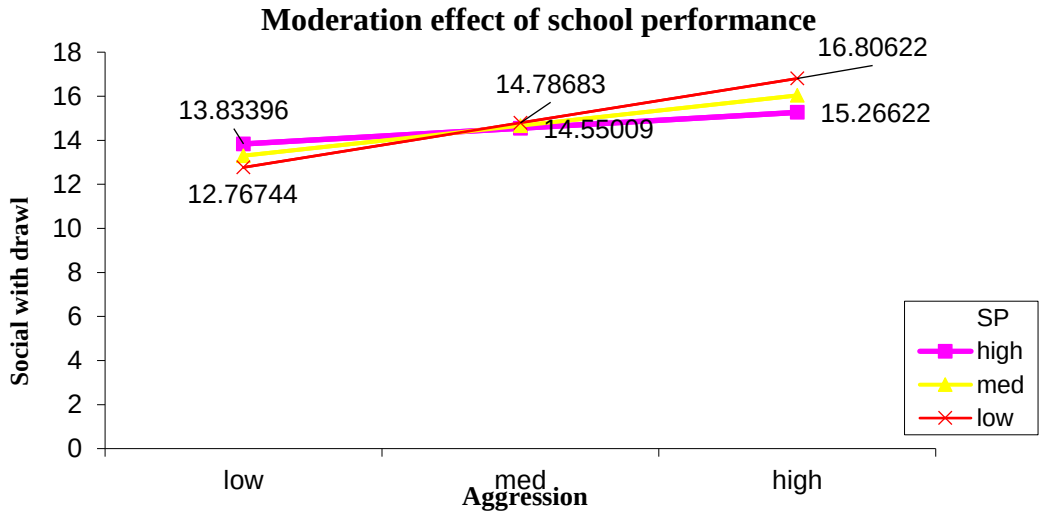

Figure 171. Moderation effect of school performance between social with drawl and surgency.

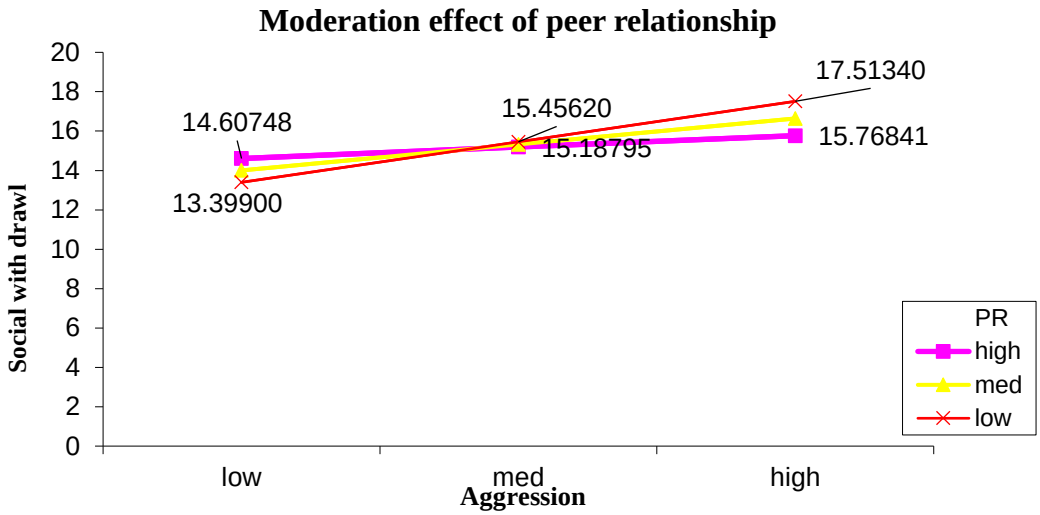

Figure 172. Moderation effect of peer relationship between social with drawl and surgency.

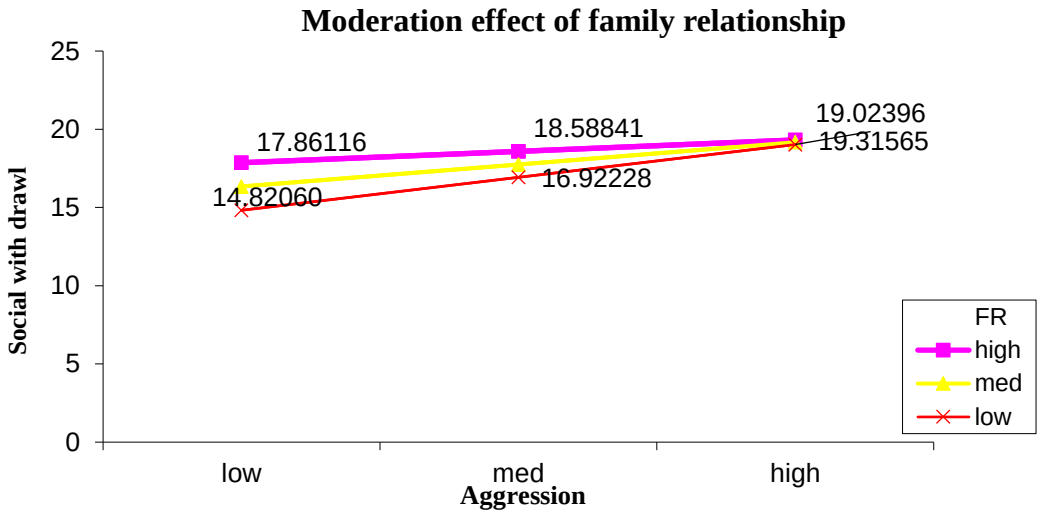

Figure 173. Moderation effect of family relationship between social with drawl and surgency.

Table 4.68 reported the results for moderating relationship of adaptive functioning between aggression and social with drawl. Model 1 of table depicted moderating power of school

performance in moderating the relationship between aggression and social with drawl. Significant interaction reveals that school performance moderates (B = -.04, t = -3.09, p < .01) the effect of aggression on social with drawl with 48% of variance (R2 = .48, F (5, 114) = 20.97, p < .01). Graph (Figure 171) expend the results of table by demonstrating that with rise in school performance impact of aggression on social with drawl is debilitated. Model 2 shows that peer relationship serves as significant moderator (B = -.04, t = -3.78, p < .001) in relationship between aggression and social with drawl with 50% of variance (R2 = .50, F (5, 114) = 22.99, p < .001). Graph (Figure 172) expend the results of table by demonstrating that with rise in peer relationship impact of aggression on social with drawl is debilitated. Model 3 of table accounts for the moderating role of family relationship between aggression and social with drawl. Interaction term explain the significant moderating impact of family relationship (B = -.04, t = -3.49, p < .01) between aggression and social with drawl along with variance of 49% (R2 = .49, F (5, 114) = 21.79, p < .01). Graph (Figure 173) elaborates that increase in level of family relationship had debilitated the effect of aggression on social with drawl. Results for moderating effect of home duties did not present significant moderating effect in relationship between aggression and social with drawl.

Table 4.69

T-test of study variables based on Age (N=120)

Variables	Middle childhood (n = 71)		Late childhood (n = 49)					95%CI LL	95%CI UL	
	M	SD	M	SD	*t*	*df*	*P*			*Cohen's d*
ANX	27.04	5.38	26.37	4.62	.73	118	.47	-1.15	2.48	-
AGG	21.04	4.28	19.70	4.15	1.72	118	.08	-.20	2.88	-
SW	12.86	2.37	12.17	2.79	1.41	118	.16	-.29	1.65	-
SC	7.88	2.81	7.41	2.42	.97	118	.33	-.84	1.36	-
AP	20.48	3.01	20.17	2.97	.56	118	.57	-.78	1.48	-
FR	10.26	3.41	10.00	2.79	.48	118	.63	-.51	1.44	-
AC	14.72	5.28	15.49	5.28	-.78	118	.43	-2.70	1.72	-
AFF	14.60	5.51	14.63	5.02	-.03	118	.97	-1.95	1.88	-
ATT	14.04	4.23	14.37	3.89	-.44	118	.66	-1.81	1.15	-
DM	19.26	3.25	19.16	3.19	.17	118	.86	-1.08	1.28	-
FR	24.28	3.21	22.99	3.65	2.01	118	.05	.02	2.57	0.37
FRU	25.24	4.06	25.03	3.56	.30	118	.76	-1.17	1.59	-
IC	11.34	3.95	12.17	3.65	-1.18	118	.24	-2.22	.56	-
SHY	20.30	2.89	19.01	3.32	2.20	118	.03	.12	2.24	-
SUR	16.84	5.77	17.77	5.32	-.91	118	.36	-2.95	1.09	-
AGG	26.34	6.03	25.34	5.19	.96	118	.33	-1.04	3.03	-
SP	9.86	3.01	9.84	2.89	.03	118	.97	-1.06	1.09	-
PR	11.20	3.36	10.54	3.28	1.07	118	.29	-.56	1.87	-
FR	10.86	3.00	11.54	3.16	-.84	118	.40	-1.61	.64	-
HD	10.64	2.84	10.79	3.32	-.25	118	.80	-1.20	1.00	-

*p<.05, p>.05=non-significant

Note. ANX=Anxiousness, AP=Academic problems, AGG=Aggression, SW=Social withdrawal, FR=Feeling of rejection, SC=Somatic complaints, SP=School problems, PR= Peer relations, FR=Family relations, HD=Home duties, AC=Activation control, ATT= Attention, AFF= Affiliation, AGG=Aggression, DM=Depressive mood, FR=Fear, FRU=Frustration, IC=Inhibitory control, SHY=Shyness, SUR= Surgency.

Table 4.69 shows group differences of all the study variables based on age. Values of table indicate that no significantly group differences were found in middle childhood and late childhood with learning disabilities (p > .05). Only fear (subscale of temperament) significant difference was found among both group (p<.05). Adaptive functioning and problem behaviors did not account for significant differences between middle and late childhood (p > .05).

Table 4.70

T-test of study variables based on Gender (N=120)

Variables	Boys (n = 79)		Girls (n = 41)		*t*	*df*	*p*	95%CI		*Cohen's d*
	M	SD	M	SD				*LL*	*UL*	
ANX	27.01	5.04	25.95	4.72	1.12	118	.27	-.82	2.94	-
AGG	20.57	4.18	19.66	4.35	1.12	118	.27	-.79	2.91	-
SW	12.86	2.71	11.68	2.34	2.36	118	.02	.19	2.16	0.47
SC	7.68	2.63	7.46	2.52	.44	118	.66	-.77	1.21	-
AP	20.41	2.86	20.10	3.22	.53	118	.59	-.83	1.45	-
FR	10.10	3.19	10.12	2.41	-.04	118	.97	-1.14	1.10	-
AC	15.19	5.24	15.12	5.40	.07	118	.94	-1.95	2.08	-
AFF	14.30	5.43	15.22	4.75	-.91	118	.36	-2.90	1.07	-
ATT	13.87	4.01	14.93	4.00	-1.36	118	.17	-2.58	.47	-
DM	19.54	3.41	18.54	2.67	1.65	118	.10	-.21	2.21	-
FR	24.06	3.60	22.49	3.13	2.37	118	.02	.26	2.89	0.46
FRU	25.38	3.91	24.61	3.44	1.06	118	.29	-.66	2.20	-
IC	11.72	4.00	12.02	3.46	-.41	118	.68	-1.76	1.15	-
SHY	19.77	3.26	19.12	3.08	1.05	118	.29	-.57	1.87	-
SUR	17.15	5.67	17.83	5.20	-.64	118	.52	-2.78	1.42	-
AGG	26.25	5.39	24.80	5.80	1.36	118	.17	-.66	3.56	-
SP	9.85	2.97	9.85	2.88	-.01	118	.99	-1.12	1.11	-
PR	10.66	3.27	11.12	3.42	-.72	118	.47	-1.73	.80	-
FR	11.00	3.03	11.41	3.22	-.69	118	.48	-1.59	.76	-
HD	10.57	3.05	11.02	3.26	-.75	118	.45	-1.64	.74	-

*$p<.05$, $p>.05$

Note. ANX=Anxiousness, AP=Academic problems, AGG=Aggression, SW=Social withdrawal, FR=Feeling of rejection, SC=Somatic complaints, SP=School problems, PR= Peer relations, FR=Family relations, HD=Home duties, AC=Activation control, ATT= Attention, AFF= Affiliation, AGG=Aggression, DM=Depressive mood, FR=Fear, FRU=Frustration, IC=Inhibitory control, SHY=Shyness, SUR= Surgency.

Table 4.70 presented group differences of study variables based on gender. Values indicate that no significantly group differences were found based on gender among children with learning disabilities ($p > .05$). Only for fear (temperament) and social with drawl (problem behavior) significant difference among both males and females was shown ($p<.05$). Adaptive functioning did not account for significant differences among both groups (males and females) ($p > .05$).

Table 4.71

T-test of study variables based on Family System (N=120)

Variables	Nuclear (n = 80)		Joint (n = 40)		*t*	*df*	*p*	95%CI		*Cohen's d*
	M	SD	M	SD				*LL*	*UL*	
ANX	26.26	4.75	27.43	5.30	-1.21	118	.21	-3.05	.73	-
AGG	20.21	4.32	20.35	4.13	-.16	118	.87	-1.77	1.49	-
SW	12.35	2.61	12.68	2.72	-.63	118	.53	-1.34	.69	-
SC	7.63	2.61	7.58	2.69	.09	118	.92	-.94	1.04	-
AP	20.45	2.62	20.00	3.62	.77	118	.54	-.69	1.59	-
FR	10.03	2.94	10.28	2.96	-.43	118	.66	-1.38	.88	-
AC	15.16	5.14	15.18	5.59	-.01	118	.99	-2.04	2.02	-
AFF	14.80	5.22	14.25	5.22	-.54	118	.58	-1.45	2.55	-
ATT	14.45	3.72	13.80	4.59	-.83	118	.41	-.89	2.19	-
DM	18.79	3.09	20.03	3.30	-2.02	118	.04	-2.45	-.02	0.38
FR	23.24	3.48	24.10	3.56	-1.27	118	.21	-2.21	.48	-
FRU	24.91	3.77	25.53	3.76	-.84	118	.40	-.2.05	.83	-
IC	12.13	3.82	11.23	3.77	1.22	118	.22	-.56	2.35	-
SHY	19.65	3.09	19.35	3.43	.48	118	.63	-.93	1.53	-
SUR	17.55	5.59	17.05	5.39	.46	118	.64	-1.62	2.62	-
AGG	25.54	5.71	26.20	5.29	-.61	118	.54	-2.79	1.47	-
SP	9.86	2.92	9.83	2.99	.06	118	.95	-1.09	1.16	-
PR	11.01	3.46	10.43	3.01	.91	118	.36	-.68	1.86	-
FR	11.24	3.10	10.95	3.10	.47	118	.63	-.90	1.47	-
HD	10.69	3.38	10.80	2.56	-.18	118	.85	-1.32	1.09	-

p>.05

Note. ANX=Anxiousness, AP=Academic problems, AGG=Aggression, SW=Social withdrawal, FR=Feeling of rejection, SC=Somatic complaints, SP=School problems, PR= Peer relations, FR=Family relations, HD=Home duties, AC=Activation control, ATT= Attention, AFF= Affiliation, AGG=Aggression, DM=Depressive mood, FR=Fear, FRU=Frustration, IC=Inhibitory control, SHY=Shyness, SUR= Surgency.

Table 4.71 indicate group differences of all the study variables based on nuclear and joint family system. Values showed that any of study variables (adaptive functioning, behavior problems and temperament) did not account for significant differences among children based on family system ($p > .05$).

5. SUMMARY, FINDINGS DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The present study was conducted to examine the impact of temperament on problem behaviors among children with learning disabilities. It further aimed to explore the moderating role of social and adaptive functioning between temperament and problem behaviors. A purposive convenient sample of 120 children (aged 9 to 16 years) was administered with Colorado Learning Disability Questionnaire (CLDQ; Willcutt, Boada, Riddle, DeFries & Pennington, 2011), School Children problem Scale (SCPS; Saleem & Mehmood, 2011), Early Adolescent Temperament Questionnaire- Revised (EATQ; Rothbart & Ellis in 1992) and Children and Adolescents Social and Adaptive Functioning Scale (CASAFS; Price, Spence, Sheffield & Donovan, 2002). Three study scales (CLDQ, EATQ and CASAFS) were translated for current study. Statistical analysis of correlation, regression and moderation to analyze the results for current study.

5.2 Findings

The present study found that temperamental issues of children with learning disabilities add to problem behaviors. In concordance with literature difficult temperament traits were found to be strong positive predictors of problem and increased them. On the other had easy temperamental traits were found to be negative predictors of problem behaviors and significantly decreased the problem behaviors. Results revealed that social and adaptive functioning was positively correlated with easy temperament and negatively correlated with problem behaviors and difficult temperament. Social and adaptive functioning was also found as significant moderator of

relationship between temperament and problem behaviors. Positive adaptive functioning had boosted the impact of positive temperamental traits on problem behaviors and buffered the effect of negative temperamental traits were stronger on problem behaviors.

5.3 Discussion

Study was purported to examine relationship between temperament, problem behaviors and social and adaptive functioning. The study also aimed to find impact of temperamental traits on problem behaviors of children. To find the moderating effect of social and adaptive functioning between temperament and problem behaviors was another objective of study. All the scales used in study were translated into Urdu. Reliability analysis shows that all the measures were appropriate to use with Pakistani children.

First hypothesis of study states, there is positive relationship between difficult temperament and problem behaviors among children with learning disability. The study of Lohr, Teglasi, & French (2004) provide the evidence for this hypothesis. They reported that difficult temperament and negative emotionality in children with learning disability have been associated with behavior and adjustment problems. Children with difficult temperamental disposition often feel more loneliness and peer rejection (Al-Yagon, 2007; Feldman, Davidson, Ben-Naim, Maza, & Margalit, 2016; Firth, Greaves, & Frydenberg, 2010; Lackaye & Margalit, 2006). Other researches have indicated that problem behaviors in children with LD along with difficult temperament include hyperactivity and low self-control (Kavale & Forness, 1996; Lindsay & Dockrell, 2000; Pastor, Reuben, & Duran, 2012; Sorour, Mohamed, & El-Maksoud, 2014). Furthermore, children with difficult temperament and problem behaviors when compared with normal peers, reported higher level of social anxiety, social inhibition, and emotional stress (Margalit, 2003; Schmidt, Prah, &

Cagran, 2014; Singer, 2005; Sorensen et al., 2003; Wong, 2003). These children develop negative feelings about themselves and acquire, maladaptive coping style, such as aggression and antisocial behaviors to restore a sense of self-worth. (Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005; Vermeiren, 2003). These findings were recently confirmed by Fite, Schwartz and Hendrickson (2012). They found that rejected children with low academic achievement tended to display more aggressive behavior. The results of present study also endorsed the findings of above-mentioned researches (table 1) and positive relationship between difficult temperament and problem behaviors was found among children with learning disability.

The research on the role and relationship of temperament with positive social functioning conducted by Eisenberg and colleagues (2002) highlighted that high negative emotionality was found to be a risk factor for low social functioning. Individual differences in temperament facets were seem to be more profound in stressful setting, while well-regulated children were better able to adjust to socially competent environment (Hemphill & Smart, 2004). Table (1) in current research also reported the negative relationship between difficult temperament and social and adaptive functioning. Thus, second hypothesis of study that there is negative relationship between difficult temperament and social and adaptive function was proved by these supporting findings. Further association had also been demonstrated between temperament and social competence deficit (Eisenber, Fabes, Guthrie, & Raiser, M., 2002; Sanson, Hemphill, & Smart, 2004) and between temperament and academic achievement (Bramlett, Scott, & Rowell, 2000; Cardell & Parmar, 1988).

Third hypothesis of study states that there is positive relationship between easy temperament and social and adaptive functioning. Children with LD represent a diverse population with considerable learning and behavioral needs (Rourke, 2000). Nevertheless, these children are

more at risk of developing psychosocial problems as compared to their peers without LD. Notable for their heterogeneity, both in terms of characteristics and outcomes, some children with LD experience significant social, emotional, and/or behavioral concerns, whereas others seen to possess adequate psychosocial functioning depending on their temperamental trait (Rourke, 2000). Morrison and Cosden, (1997); Palombo (2001) reported that many children with LD function well in their practical lives. Eisenberg, Guthrie, Fabes and Reiser, (2000) reported temperament by-temperament interactions, as important for behavioral and adjustment outcomes, with easy temperament associated with lesser problem behaviors and more adjusted behavior. Hence hypothesis was proved with this reported literature. In current study easy temperament was also found to be positively correlated with social and adaptive functioning.

The study further hypnotized that there is negative relationship between easy temperament and problem behavior among children with learning disabilities. Temperamental dimensions high social orientation, high positive emotionality and low negative emotionality (Janson & Mathiesen, 2008; Smith & Prior, 1995) served as protective factors against problem behaviors (Gracioli & Linhares, 2014; Oldehinkel, Hartman, de Winter, Veenstra, & Ormel, 2004; Sanson, Hemphill, & Smart, 2004). Studies also suggested that temperamental traits are shaped by a combination of both genetic and environmental factors in early developmental years. (Eisenberg, Fabes, Guthrie, & Reiser, 2000; Martel & Nigg, 2006; Rothbart & Bates, 1998; Zentner & Bates, 2008). Temperament does not directly lead to specific behavioral expressions, but more influenced by the environment which is contributing factor in development of children (Al-Hendawi, 2013). If child is born with temperament traits such as high positive emotionality, low negative emotionality and high inhibitory control, it may buffer or reduce the problematic behaviors. Coincide with above

findings current study also found the negative relationship between easy temperament (inhibitory control, surgency, activation control, attention, affiliation) and problem behaviors.

Behavior problems and social and adaptive functioning were found to be negatively correlated with each other in present study and this was also fifth hypothesis of study. Theoretical support for hypothesis come from the researches focusing on social development, social cognition and social behavior of children (Gresham & MacMillan, 1997). Wiener and Schneider (2002) considered the social competence and social adjustment as important aspects within the domain of social development. A key to healthy social development during children is to develop and maintain close friendships, which has been shown to be related with feelings of self-worth at maturity (Bagwell, Newcomb, & Bukowski, 1998). Research has reported that children with problem behaviors are less likely to be socially accepted and more socially rejected as compared to their peers (Roberts & Zubrick, 1993; Wiener & Schneider, 2002). Friendships for students with problem behaviors involve less contact and closeness with friends, less co-operation, and more conflict (Wiener & Schneider, 2002). In addition, they are reported to be more aggressive, disruptive and inconsiderate by their peers (Pearl, Donahue, & Bryan, 1986). It is also broadly recognized that children with learning disabilities are more prone to develop problematic behavior. For example, difficulty in positive social interactions and verbal and non-verbal aggressive behaviors (Cullinan, 2002; Gresham, 1988) destructive and disruptive behavior, self-injurious behavior, frustration, lack of motivation and withdrawal from school (Fuchs & Fuchs, 2006).

Predictive Role of the Temperament for Problems behaviors

In order to test the hypotheses of the study, multiple regression analyses were computed to examine the impact of positive (activation control, attention, affiliation, inhibitory control,

surgency) and negative (aggression, fear, frustration, shyness, depressive mood) temperamental traits on problem behaviors of children.

The study hypothised (6th hypothesis) that difficult temperament leads to the development of problem behaviors among children with learning disabilities. Results of the study supported this hypothesis. Strong positive association was found between negative temperamental traits (aggression, fear, frustration, shyness and depressive mood) and problem behavior of children. Early difficult temperament may increase involvement in challenging behavior in children. (Shiner et al., 2012). Research has communicated that difficult temperament is a biological risk factor that leads towards the development of maladaptive behaviors. Individuals with extreme attitude or deficits in attention are more at risk for the development of externalizing problem behaviors such as hyperactivity (Rothbart, Posner & Hershey 1995; Rothbart and Bates 2006). Negative emotionality (depressive mood) and the social with drawl have been found to be associated with deficit in social competence and problem behaviors (Rothbart & Bates 2006; Rothbart, Posner & Hershey 1995).

In intended study temperamental characteristic of social withdrawal was indicated as significant predictor of internalizing behavior problems (anxiety and depression) (Sanson, Hemphill & Smart, 2004) and negative social interactions (Kristal, 2005). Mun et al. (2001) investigated some temperamental characteristics as predictors of problem behaviors in their longitudinal study with boys. Results of their potential research indicated that negative temperamental aspects reactivity and withdrawal, were significant predictors of problem behaviors. Reactivity was clearly linked to externalizing behavior problems (aggression), whereas withdrawal kindred internalizing problem behaviors.

Another hypothesis (7th) states that easy temperament is associated with decreased problem behaviors among children with learning disabilities. Researches had reported some temperamental aspect positive emotionality tends to reduce behavior problems (Janson & Mathiesen, 2008; Smith & Prior, 1995). Olson, Sameroff, Kerr, Lopez, and Wellman (2005) in their research support explained the relationship between inhibitory control and externalizing behavior problems in children. They predicted that individual differences in inhibitory control were negatively associated with children's externalizing behavior problems. Recently, Oldehinkel et al. (2004) carried study with large sample of nonclinical youths to explore patterns of temperament factors. Compared to control group, children with internalizing and externalizing behavior problems scored high on emotionality, fear and frustration and scored low on inhibitory control. On the basis of these findings, they (Oldehinkel et al., 2004) purposed that both reactive (i.e., emotionality) and regulative (i.e., inhibitory control) temperamental factors are involved in prediction of internalizing and externalizing behavior problems in children. These researches endorse the results of present study such that regression analysis showed that surgency and inhibitory control were found to be significant negative predictors of problem behaviors of children.

Moderation effect of social and adaptive functioning

Adaptive behavior is defined by most researches as "the ability to respond to environmental demands", or "the behavioral skills that people typically exhibit when dealing with the environmental demands they confront" (Arias, Verdugo, Navas, & Gomez, 2013, p. 156). This definition of adaptive functioning communicates that a person's level of adaptive functioning had extensive impact on his or her daily experiences (friendship, and participation in volunteer activities), opportunities, and acquirements (employment) (Arias,Verdugo, Navas, & Gomez,

2013; Burbidge, Minnes, Buell, & Ouellette-Kuntz, 2008; Maenner et al., 2013; Matheson, Olsen, & Weisner, 2007).

Current perspective on child development stressed the role of ongoing, bidirectional relation between an individual and his or her environment (Bronfenbrenner & Morris, 2006; Lerner, Theokas & Jelicic, 2005). This interaction is comprised of both personal and contextual variables and constitutes a primary force of development (Bronfenbrenner & Morris, 2006). The level of individuals' adaptive functioning in the environment predicts subsequent developmental progress. Importantly, adaptive functioning is context specific because it reflects characteristics of the particular environment in which it operates. Domain of adaptive functioning is essential as it contributes to individuals' abilities to meaningfully participate in educational and social activities including levels of demands and support (Harrison & Boney, 2002).

Moderating role of school performance. Children's individual differences (temperament), culture, values at home and school effectiveness are factors that promote goodness of fit between children's needs and classroom environments and can influence the children's adjustment or maladjustment in society. When the child's temperament characteristics are contradictory with the social demands and values of academic or the educational settings (e.g., not functioning on-task, failure to cooperate with peers, difficulty complying with rules), the child is most probably to develop maladjusted behaviors. A child who has low academic performance and school adjustment problems may become anxious, withdraw, or exhibit disruptive, aggressive, or non-compliant behaviors (Keogh, 2003). The current study also reported same results in which school performance act as moderator between temperament and problem behaviors. Children who exhibited low school performance had more temperamental issues. Along with this low school performance was linked with exaggerated effect of temperament traits (activation control,

inhibitory control, surgency, attention, affiliation) on problem behaviors (social with drawl, feeling of rejection, anxiousness, aggression, somatic complaints, academic problems) as shown in figures (2, 5, 8, 23, 31, 52, 54,57). While high school performance has decreased the impact of negative temperamental traits (depressive mood, shyness, aggression, fear, frustration) on problem behaviors (figure 12, 20, 27, 35, 40, 42, 61, 65) .These results were endorsed by study in which researcher found that child who shows anxious and noncompliant behavior in the classroom is likely to have difficulties in talking in front of the class, participating in group activities, completing the given task and following the instructions of teacher. As a result, for these children school is unpleasant place and learning is unpleasant experience because they feel frustrated and disengaged from school and learning. Data from research, however, recommended that children with learning disabilities are more likely to begin school unequipped with the social skills needed to adjust to the school environment, demands, features, and values in order to succeed academically (Nelson et al., 2004). However, research has shown that interventions at early ages can increase chances for success (Lerner, Lowenthal, & Egan, 2003; Missall, 2002) and minimize effect of negative educational outcomes for children with learning disabilities.

Moderating role of peer relationship. The role of the peer relationship has been determined as important predictor of whether a child is able to successfully redirect disruptive behavior or characteristics to more positive behavior (Keogh, 2003). Although empirical findings for supportive peer environment are present but the protective role of peer's relationship against problem behaviors is not been well established as it relates to temperament. It is however known, that positive peer relationships produce positive outcomes, including better adaptive skills, problem solving skills (Newcomb & Bagwell, 1996), better academic performance, less disruptive behavior (Coie, Dodge, & Coppotelli, 1982), and an overall positive self-concept (Vandell &

Hembree, 1994). Furthermore, other side of coin predict deleterious outcomes of peer rejection, for example poor adjustment to school, poor school performance (Ladd, Kochenderfer, & Coleman, 1997) and aggression in children (Dodge et al., 2003). In current study level of peer relationship was found as significant moderator in relationship between temperament and problem behaviors. Positive peer relations had decreased the impact of temperament (aggression, depressive mood, fear and frustration) on problem behaviors (figure 66, 69, 77, 99, 101s). While low level of peer relationship had enhanced the effect positive temperamental characteristics (activation control, surgency, inhibitory control) on problem behaviors (figure 73, 80, 85, 89, 93, 104, 118,129) and decrease the problematic behaviors. Thus, hypothesis of the study was proved that positive social and adaptive functioning buffers the impact of difficult temperament on problem behaviors among children with learning disabilities.

Moderating role of family relationship and home duties. The relationship between and children's temperaments and problem behaviors couldn't be supposed without considering broader family context. This person-environment transactions are thought to operate within, and moderated by the family and household context (Bronfenbrenner & Morris, 2006). The immediate environment includes family, objects and symbols and other things person interact. The process and effect of person's experience on development are impacted by personal characteristics (temperament) and environment features. Disorganization in the social and physical environment of the house, lack of household and family routines, high levels conflict disturbs the healthy parent and child relationship which is responsible for maladjustment of child (Bronfenbrenner & Evan, 2000). Studies have shown that a higher level of distorted interaction in family are predictive of child behavioral, emotional problems or deficits (Deater-Deckard et al, 2009; Evan, Gonnella, Marcynyszyu, Gentile & Salpekar, 2005; Pike, Iervolino, Eley, Price & Plomin, 2006).

In addition to its direct influences on child problem behaviors, home interaction may moderate the link between child developmental outcomes in conjunction with child temperament. Similar results were found in current study where moderating role of family relationship was observed relation between temperament and problem behaviors. Decreased family relationship was found to associated with boosted impact of positive temperamental dimensions on problem behaviors and both interactively decreased problem behaviors e.g., social with drawl (figure 150) Further better family relations buffered the impact of difficult temperament on problem behaviors (e.g impact of shyness and aggression on social with drawl) (figure 166, 173). Thus, it was anticipated that a negative family environment would strengthen the relationship of difficult temperament with child maladjustment (Evan & Wachs, 2009). On a flip side, positive family environment was more strongly associated with fewer problem behaviors. Thus, results and findings supported the hypothesis that positive social and adaptive functioning buffers the impact of difficult temperament on problem behaviors among children with learning disabilities. Hypothesis that social and adaptive functioning boosted the effect of easy temperamental traits on problem behaviors is also supported by findings.

Research with children had stipulated relationships between home responsibilities and developmental outcomes. The literature on home chores or responsibilities of developing children highlighted relationships between the home responsibilities academic and non-academic domains including social and emotional competence (Linver, Brooks-Gunn, & Kohen, 2002). Taken together, another research noticed similar association among home responsibilities and both academic and social outcomes. In present study home duties had also shown the moderating relationship between temperamental trait and problem behaviors. High level of home duties had significantly decreased the impact of difficult temperamental traits on problem behaviors (figure

136, 155). Low level of home duties had significantly enhanced the impact of easy temperamental traits on problem behaviors (figure 151, 170). Research on children with developmental disabilities considered stability within families and home responsibility as crucial aspects healthy development of children (Cox & Paley, 2003). For example, one study identified connection between the family climate at early childhood, including levels of cohesion within the family, and externalizing and internalizing problem behaviors at late childhood (Mitchell & Hauser-Cram, 2009). These authors draw from a family systems perspective (Cox & Paley, 2003) and suggest that a positive emotional climate within a family contributes to regulate emotions of all family members. Particularly for children, enhanced emotional regulation might lead to lower levels of problem behaviors (Bronfenbrenner and Morris, 2006; Lerner et al., 2005). Contemporary perspectives had therefore indicated that home environment and family interaction patten are an important developmental context for both typically developing children and children with disabilities. As described by a prominent scholar, "A supportive environment is one that provides guidance or direction for adequate functioning in other environments" (Bradley, 2002, p. 288).

Group differences on study variables

To explore mean differences across demographic variables was last objective of study. T-test analyses were computed to measure group differences across gender, age and family system on all the study variables. Results revealed that only on subscale of shyness younger children scored higher as compared to those of older children (table 67). For remaining variables no significant differences were found due to small sample size and characteristics of sample. Non-significant results were found when comparison was made on family system (table 68). These children are considered as social, emotional and financial burden by their families. They do not know how to treat these children according to their specific needs as a result children had to face

criticism and rejection by families either they belong to nuclear family or joint family system. Table 69 reveals that no significant results were found among boys and girls except for subscales of social with drawl and fear. Boys scored higher on social with drawl and fear as compared to girls. Ashraf and Najam in 2017 explored the gender perspective of learning disability population in Pakistan. They also reported that no significant gender differences were found among boys and girls with learning disabilities.

5.4 Conclusion

The present study found that temperamental issues of children with learning disabilities add to problem behaviors (i.e., anxiousness, aggression, social withdrawal, somatic complaints, academic problems, and feelings of rejection). In concordance with literature difficult temperament traits (fear, frustration, shyness, depressive mood, aggression) were found to be strong positive predictors of problem behaviors (anxiousness, academic problems, aggression, feeling of rejection, social with drawl and somatic complaints) and increased them. On the other had easy temperamental traits (activation control, surgency, inhibitory control, attention, affiliation) were found to be negative predictors of problem behaviors and significantly decreased the problem behaviors. Results revealed that social and adaptive functioning was positively correlated with easy temperament and negatively correlated with problem behaviors and difficult temperament. Social and adaptive functioning (school performance, peer relationships, family relationships and home duties) was also found as significant moderator of relationship between temperament and problem behaviors. Positive adaptive functioning had boosted the impact of positive temperamental traits (activation control, inhibitory control, surgency, attention, affiliation) on problem behaviors and buffered the effect of negative temperamental traits (fear, frustration, shyness, depressive mood, aggression) was stronger on problem behaviors.

5.5 Recommendations

Future researches can explore socioeconomic factors that are strongly correlation and had impact on the lives of children with learning disabilities. Current research was only conducted in Rawalpindi and Islamabad but future researchers can replicate the study by collecting the data from different cities of Pakistan.

5.6 Limitations and Suggestions

The current study had practical limitation. First and foremost were health concerns in institutes due to pandemic condition of coronavirus disease-19. Due to this situation permission from institutions and availability of sample was major issue. Current study deals with temperamental and problem behaviors of children having learning disabilities which is only one aspect of problems. As mentioned above learning disability is not sole condition it is comorbid with other disabilities, psychological and clinical conditions. Socio economic and cultural factors were not explored in current study. For this reason, longitudinal as well as qualitative research will provide more in-dept knowledge about their problems ad associated factors. Moreover, experimental or repeated measure design could provide more accurate causal relationship between study variables. Another limitation is small sample size because was sample collected only form institutes of Islamabad and Rawalpindi and conditions of COVID -19 made availability of sample much difficult. For future research large sample size from different cities of Pakistan will provide more representative results.

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Appendix A

رضامندی فارم

میں نمل یونیورسٹی میں ایم فل کی طالبہ ہوں۔ میں خصوصی تعلیم حاصل کرنے والے بچوں کے رویوں (Behaviours) سے متعلق تحقیق کر رہی ہوں۔ آپ سے درخواست ہے کہ سوالنامے کو غور سے پڑھیں اور اپنی رائے کا اظہار کریں۔ برائے مہربانی کسی بیان کو خالی نہ چھوڑیں۔ آپ کو یقین دلایا جاتا ہے کہ آپ سے لی گئی معلومات کو خفیہ رکھا جائے گا اور صرف تحقیقی مقصد کے لئے استعمال کیا جائے گا۔ اگر آپ اس تحقیق کا حصہ بننے کے لئے تیار ہیں تو برائے مہربانی نیچے دستخط کر کے اپنی رضامندی کا اظہار کریں۔

دستخط _____

تاریخ _____

بچے کی عمر _____

جنس _____

تعلیم _____

خاندانی نظام (انفرادی مشترکہ) _____

ماہانہ آمدنی _____

بہن بھائیوں کی تعداد _____

بہن بھائیوں میں بچے بچی کا نمبر _____

موجودہ تشخیص

Current Diagnosis _____

موروثی بیماری

Family Disease _____

بچے میں کوئی اور جسمانی بیماری _____

Appendix B

Colorado Learning Difficulties Questionnaire: Parent-Report

Serial no.	Statements	Never/ not at all	Rarely/ a little	Sometimes	Frequently	Always
1.	Difficulty with spelling.					
2.	Difficulty learning letters.					
3.	Difficulty learning phonics.					
4.	Reads slowly.					
5.	Reads below grade level.					
6.	Required extra reading help.					
7.	Poor understanding of interpersonal space.					
8.	Difficulty knowing how others are reacting.					
9.	Difficulty understanding the feelings of others.					
10.	Comments lack social understanding.					
11.	Difficulty making or keeping friends.					
12.	Isolates self in social situations.					
13.	Feels anxious in new social situations.					
14.	Handwriting is spatially disorganized.					
15.	Papers look disorganized or messy.					
16.	Trouble keeping numbers in columns.					
17.	Drawings look immature for her/his age.					
18.	Worse at math than at reading and spelling.					
19.	Makes careless errors in math.					
20.	Trouble learning new math concepts.					

Appendix C

Colorado Learning Disability Questionnaire-Parent Report

نمبر شمار	سوال	بالکل نہیں	بہت کم	کبھی کبھار	اکثر	ہمیشہ
۱۔	ہجے Spellings کرنے میں مشکل ہوتی ہے۔					
۲۔	حروف Letters سیکھنے میں مشکل ہوتی ہے۔					
۳۔	آوازیں Phonics سیکھنے میں مشکل ہوتی ہے۔					
۴۔	تحریر آہستہ پڑھتا ہے۔					
۵۔	تحریر پڑھنے میں ہم جماعت بچوں سے کمزور ہے۔					
۶۔	تحریر پڑھنے میں اضافی مدد کی ضرورت ہے۔					
۷۔	اپنے اور دوسروں کے مابین باہمی فاصلہ رکھنے کی ٹھیک سمجھ نہیں ہے۔					
۸۔	دوسروں کا ردعمل سمجھنے میں مشکل پیش آتی ہے۔					
۹۔	دوسروں کے جذبات سمجھنے میں مشکل پیش آتی ہے۔					
۱۰۔	تبصرہ Comments کرتے ہوئے معاشرتی سوجھ بوجھ Social Understandings کی کمی محسوس ہوتی ہے۔					
۱۱۔	دوست بنانے اور رکھنے میں مشکل ہوتی ہے۔					
۱۲۔	معاشرتی صورتحال Social Situation میں اپنے آپ کو الگ تھلگ کر لیتا لیتی ہے۔					
۱۳۔	نئی معاشرتی صورتحال Social Situation میں پریشانی محسوس ہوتی ہے۔					
۱۴۔	لکھتے ہوئے پیپر کی جگہ کے حساب سے بے ترتیب ہو جاتا ہے۔					
۱۵۔	پیپر Paper گندے اور بے ترتیب نظر آتے ہیں۔					
۱۶۔	ہندسوں Numbers کا کالم کے اندر لکھنے میں مشکل ہوتی ہے۔					
۱۷۔	اسکی بنائی ہوئی تصاویر اس کی عمر سے نادان Immature دکھتی ہیں۔					
۱۸۔	ریاضی میں تحریر پڑھنے Reading اور ہجے Spellings کرنے سے زیادہ برا ہے بری ہے۔					
۱۹۔	ریاضی میں لاپرواہ قسم کی غلطیاں کرتا کرتی ہے۔					
۲۰۔	ریاضی کے نئے تصورات Concepts کو سیکھنے میں مشکل پیش آتی ہے۔					

Appendix D

Colorado Learning Difficulties Questionnaire: Parent-Report

Serial no.	Statements	Never/ not at all	Rarely/ a little	Sometimes	Frequently	Always
1.	Difficulty with spelling.					
2.	Difficulty while learning letters.					
3.	Difficulty in learning phonetics.					
4.	Reads slowly.					
5.	Reads slowly expected of grade level.					
6.	Required other's help in reading.					
7.	Poor understanding of interpersonal distance.					
8.	Difficulty in understanding reactions of others.					
9.	Difficulty in understanding the feelings of others.					
10.	Lack social understanding in comments.					
11.	Difficulty making or keeping friends.					
12.	Isolates himself/herself in social situations.					
13.	Feels anxious/ worried in new social situations.					
14.	Disorganization in handwriting according to space of page.					
15.	Papers seems to disorganized or dirty.					
16.	Difficulty in keeping numbers in columns.					
17.	Drawings look immature for her/his age.					
18.	As compare to reading and spelling worse at math.					
19.	Makes careless mistakes in math.					
20.	Trouble learning new concepts of math.					

Appendix E

Children and adolescents social and adaptive functioning scale

Serial No.	Statements	Never (1)	Sometime (2)	Often (3)	Always (4)
1.	I get good marks in math/arithmetic.				
2.	I go out to places with my friends.				
3.	I have a good relationship with my mother.				
4.	I help around the house.				
5.	I get good marks in science.				
6.	I have friends of the opposite sex.				
7.	I have a good relationship with my father.				
8.	I keep my room and belongings tidy.				
9.	I get good marks in social science and/or history.				
10.	I go to parties.				
11.	I get on well with my brother(s)/sister(s) (if you have any)				
12.	I keep my clothes clean and tidy				
13.	I get a good marks in reading/ writing/English				
14.	I have at least one or two special friends.				
15.	I get on well with my relatives.				
16.	I shower and keep myself clean.				
17.	I have trouble with my school work.				
18.	I spend most of my spare time alone.				
19.	I have fights with my parent(s).				
20.	I help with the cooking at home.				
21.	I am successful at my school work.				
22.	I have a difficulty making friends.				
23.	I have an adult who I can talk to if I have a problem.				
24.	I help with the cleaning up after meals.				

Appendix F

CHILDREN AND ADOLESCENTS SOCIAL AND ADOPTIVE FUNCTIONING SCALE (CASAFS)

نمبر شمار	سوال	بلکل نہیں	کبھی کبھار	اکثر	ہمیشہ
۱۔	میں نے ریاضی میں اچھے نمبر حاصل کیے۔				
۲۔	میں اپنے دوستوں کے ساتھ مختلف جگہوں کی سیر کرنے کے لئے جاتا/ جاتی ہوں				
۳۔	میرا اپنی والدہ کے ساتھ اچھا تعلق ہے۔				
۴۔	میں گھر کے کام کاج میں ہاتھ بٹاتا ہوں/ بٹاتی ہوں				
۵۔	میں نے سائنس کے مضمون میں اچھے نمبر حاصل کیے۔				
۶۔	میری مخالف جنس کے لوگوں سے بھی دوستی ہے۔				
۷۔	میرا اپنے والد کے ساتھ اچھا تعلق ہے۔				
۸۔	میں اپنے کمرے اور باقی چیزوں کو صاف رکھتا/ رکھتی ہوں				
۹۔	میں نے معاشرتی علوم اور تاریخ میں اچھے نمبر ہیں				
۱۰۔	میں تقریبوں میں جاتا/ جاتی ہوں				
۱۱۔	میرے اپنے بہن بھائیوں کے ساتھ اچھے تعلقات ہیں (اگر کوئی ہے تو)				
۱۲۔	میں اپنے کپڑوں کو صاف ستھرا رکھتا/ رکھتی ہوں				
۱۳۔	میں نے انگلش کے مضمون کو لکھنے اور پڑھنے میں اچھے نمبر حاصل کیے				
۱۴۔	میرے کم از کم ایک یا دو خاص دوست ہیں۔				
۱۵۔	میرے رشتہ داروں کے ساتھ اچھے روابط ہیں۔				
۱۶۔	میں نہاتا/ نہاتی ہوں اور اپنے آپ کو صاف رکھتا/ رکھتی ہوں				
۱۷۔	مجھے اپنے سکول کے کام میں مشکل ہوتی ہے۔				
۱۸۔	میں اپنا فارغ وقت اکیلے گزارتا/ گزارتی ہوں۔				
۱۹۔	میری اپنے والد کے ساتھ لڑائی ہوتی رہتی ہے۔				
۲۰۔	میں گھر میں کھانا پکانے میں مدد کرتا/ کرتی ہوں۔				
۲۱۔	میں اپنا سکول کا کام کرنے میں کامیاب ہوں۔				
۲۲۔	مجھے دوست بنانے میں مشکل ہوتی ہے۔				
۲۳۔	میرے پاس ایک ایسے بڑے کا ساتھ ہے جس سے میں اپنے مشکل وقت میں بات کر سکتا/ سکتی ہوں۔				
۲۴۔	میں کھانے کے بعد صفائی میں مدد کرتا/ کرتی ہوں۔				

Appendix G

Children and adolescents social and adaptive functioning scale

Serial No.	Statements	Never (1)	Sometime (2)	Often (3)	Always (4)
1.	I get good marks in math.				
2.	I go to visit different places with my friends.				
3.	I have a good relationship with my mother.				
4.	I help in home duties.				
5.	I get good marks in science.				
6.	I have friends of the opposite sex.				
7.	I have a good relationship with my father.				
8.	I keep my room and other things clean.				
9.	I get good marks in social studies and history.				
10.	I like to attend parties.				
11.	I keep good relationship with my brother(s)/sister(s).				
12.	I keep my clothes my clothes neat and clean.				
13.	I get good marks in reading and writing of English subject.				
14.	I have at least one or two special friends.				
15.	I have good relationship with my relatives.				
16.	I shower daily and keep myself clean.				
17.	I have to face difficulty while doing school work.				
18.	I spend my free time alone.				
19.	I have fights with my parent(s).				
20.	I help with the cooking at home.				
21.	I am successful at my school work.				
22.	I have a difficulty in making friends.				
23.	I have an elder to whom I can talk and discuss problems				
24.	After having meal I help in cleaning.				

Appendix H

Early Adolescent Temperament Questionnaire - Revised
Parent Report

Directions

On the following pages you will find a series of statements that people might use to describe their child. The statements refer to a wide number of activities and attitudes.

For each statement, please circle the answer which best describes how true each statement is for your child. There are no best answers. People are very different in how they feel about these statements. Please circle the first answer that comes to you.

You will use the following scale to describe how true or false a statement is about your child:

Circle number:	If the statement is:
1	Almost always untrue of your child
2	Usually untrue of your child
3	Sometimes true, sometimes untrue of your child
4	Usually true of your child
5	Almost always true of your child

NOTE: Please make certain to answer all questions on BOTH SIDES of the pages.

Please tell us:

Your child's date of birth: _____

Your child's gender: M / F

Family ID code _____(please leave blank)

Your son or daughter:	Almost always untrue	Usually untrue	Sometimes true, sometimes untrue	Usually true	Almost always true
1) Worries about getting into trouble.	1	2	3	4	5
2) When angry at someone, says thing s/he knows will hurt that person's feelings.	1	2	3	4	5
3) Has a hard time finishing things on time.	1	2	3	4	5
4) Thinks traveling to Africa or India would be exciting and fun.	1	2	3	4	5
5) If having a problem with someone, usually tries to deal with it right away.	1	2	3	4	5
6) Has a hard time waiting his/her turn to speak when excited.	1	2	3	4	5
7) Often does not seem to enjoy things as much as his/her friends.	1	2	3	4	5
8) Opens presents before s/he is supposed to.	1	2	3	4	5
9) Would be frightened by the thought of skiing fast down a steep slope.	1	2	3	4	5
10) Feels like crying over very little on some days.	1	2	3	4	5
11) If very angry, might hit someone.	1	2	3	4	5
12) Likes taking care of other people.	1	2	3	4	5
13) Likes to be able to share his/her private thoughts with someone else.	1	2	3	4	5
14) Usually does something fun for awhile before starting her/his homework, even though s/he is not supposed to.	1	2	3	4	5
15) Finds it easy to really concentrate on a problem.	1	2	3	4	5
16) Thinks it would be exciting to move to a new city.	1	2	3	4	5
17) When asked to do something, does it right away, even if s/he doesn't want to.	1	2	3	4	5
18) Would like to be able to spend time with a good friend every day.	1	2	3	4	5
19) Tends to be rude to people s/he doesn't like.	1	2	3	4	5
20) Is annoyed by little things other kids do.	1	2	3	4	5
21) Gets very irritated when someone criticizes her/him.	1	2	3	4	5
22) When interrupted or distracted, forgets what s/he was about to say.	1	2	3	4	5
23) Is more likely to do something s/he shouldn't do the more s/he tries to stop her/himself.	1	2	3	4	5
24) Enjoys exchanging hugs with people s/he likes.	1	2	3	4	5

25) Tends to try to blame mistakes on someone else.	1	2	3	4	5
26) Is sad more often than other people realize.	1	2	3	4	5
27) Can generally think of something to say, even with strangers.	1	2	3	4	5
28) Wouldn't be afraid to try a risky sport like deep sea diving.	1	2	3	4	5
29) Expresses a desire to travel to exotic places when s/he hears about them.	1	2	3	4	5
30) Worries about our family when s/he is not with us.	1	2	3	4	5
31) Gets irritated when I will not take her/him someplace s/he wants to go.	1	2	3	4	5
32) Slams doors when angry.	1	2	3	4	5
33) Is hardly ever sad, even when lots of things are going wrong.	1	2	3	4	5
34) Would like driving a racing car.	1	2	3	4	5
35) Has a difficult time tuning out background noise and concentrating when trying to study.	1	2	3	4	5
36) Usually finishes her/his homework before it's due.	1	2	3	4	5
37) Likes it when something exciting and different happens at school.	1	2	3	4	5
38) Usually gets started right away on difficult assignments.	1	2	3	4	5
39) Is good at keeping track of several different things that are happening around her/him.	1	2	3	4	5
40) Is energized by being in large crowds of people.	1	2	3	4	5
41) Makes fun of how other people look.	1	2	3	4	5
42) Doesn't criticize others.	1	2	3	4	5
43) Wants to have close relationships with other people.	1	2	3	4	5
44) Is shy.	1	2	3	4	5
45) Gets irritated when s/he has to stop doing something s/he is enjoying.	1	2	3	4	5
46) Usually puts off working on a project until it is due.	1	2	3	4	5
47) Is able to stop him/herself from laughing at inappropriate times.	1	2	3	4	5
48) Is afraid of the idea of me dying or leaving her/him.	1	2	3	4	5
49) Is often in the middle of doing one thing and then goes off to do something else without finishing it.	1	2	3	4	5
50) Is not shy.	1	2	3	4	5
51) Is quite a warm and friendly person.	1	2	3	4	5

52) Sometimes seems sad even when s/he should be enjoying her/himself like at Christmas, or on a trip.	1	2	3	4	5
53) Doesn't enjoy playing softball or baseball because s/he is afraid of the ball.	1	2	3	4	5
54) Likes meeting new people.	1	2	3	4	5
55) Feels scared when entering a darkened room at night.	1	2	3	4	5
56) Wouldn't want to go on the frightening rides at the fair.	1	2	3	4	5
57) Hates it when people don't agree with him/her.	1	2	3	4	5
58) Gets very frustrated when s/he makes a mistake in her/his school work.	1	2	3	4	5
59) Is usually able to stick with his/her plans and goals.	1	2	3	4	5
60) Pays close attention when someone tells her/him how to do something.	1	2	3	4	5
61) Is nervous being home alone.	1	2	3	4	5
62) Feels shy about meeting new people.	1	2	3	4	5

Appendix I

Early Adolescent Temperament Questionnaire-Revised

Parent Report

درج ذیل میں ایسے بیانات دیئے جارہے ہیں جولوگ اپنے بچوں کو بیان کرنے کے لیے استعمال کرتے ہیں۔ یہ بیانات بڑی تعداد میں رویوں اور سرگرمیوں کی نشاندہی کرتے ہیں۔ نیچے دیئے گئے بیانات کے جوابات کے لیے اس پر دائرہ لگائیں جو آپ کے بچے پر بہترین لاگو ہوتا ہے۔ ان میں کو جواب غلط یا صحیح نہیں ہے۔ لوگ ان بیانات کے حوالے سے اپنے احساسات میں ایک دوسرے سے بہت مختلف ہیں۔ برائے مہربانی اس جواب پر دائرہ لگائیں جو آپ کے بچے کے بارے میں بلکل ٹھیک لگتا ہے۔

ممکنہ جوابات: ۱۔تقریباً ہمیشہ غلط ۲۔اکثر غلط ۳۔کبھی درست کبھی غلط ۴۔اکثر صحیح ۵۔تقریباً ہمیشہ صحیح

نمبر شمار	بیانات	تقریباً ہمیشہ غلط	اکثر غلط	کبھی درست کبھی غلط	اکثر صحیح	تقریباً ہمیشہ صحیح
۱۔	کسی مشکل میں پھنسنے سے ڈرتا ڈرتی ہے۔					
۲۔	اگر کسی پر غصہ ہوتا ہوتی ہے تو ایسی بات کہہ جاتا جاتی ہے جو کہ وہ جانتا جانتی ہے کہ ان کے احساسات کو مجروح کریں گے۔					
۳۔	وقت پر کام کرنا اس کے لیے مشکل ہے۔					
۴۔	سوچتا سوچتی ہے کہ یورپ یا امریکہ کی طرف سفر کرنا پُر جوش اور دلچسپ ہوگا۔					
۵۔	اگر اسے کسی سے کوئی مسئلہ ہے تو اسے فوری طور پر حل کرنے کی کوشش کرتا کرتی ہے۔					
۶۔	جب وہ بہت پُر جوش ہوتا ہوتی ہے تو بولنے کے لئے اپنی باری کا انتظار کرنا اس کے لیے مشکل ہوتا ہے۔					
۷۔	اکثر اس کے دوست اس کی نسبت کہیں زیادہ لطف اندوز ہوتے ہیں۔					
۸۔	مقررہ وقت سے پہلے تحفہ کھول لیتا لیتی ہے۔					
۹۔	گھڑ سواری کرنے کے بارے میں سوچ کر خوف زدہ ہوجاتا جاتی ہے۔					
۱۰۔	کبھی کسی دن چھوٹی سی بات پر روہانسا ہوجاتا جاتی ہے۔					
۱۱۔	اگر واقعی بہت غصے میں ہو تو شائد کسی کو مار سکتا سکتی ہے۔					
۱۲۔	دوسرے لوگوں کا خیال رکھنا اسے پسند ہے۔					
۱۳۔	وہ چاہتا چاہتی ہے کہ وہ اپنی نجی سوچیں Private thoughts کسی اور کے ساتھ بانٹنے کے قابل ہوجائے۔					
۱۴۔	عام طور پر اپنا کام شروع کرنے سے پہلے کچھ دیر کے لیے پُر لطف کام کرتا کرتی ہے حالانکہ تب بھی جب اسے ایسا نہیں کرنا چاہیے۔					
۱۵۔	اس کے لیے مسائل پر توجہ دینا آسان ہے۔					
۱۶۔	اس کے خیال میں کسی نئے شہر میں منتقل ہونا بہت دلچسپ ہوگا۔					

۱۷۔	جب اسے کوئی کام دیا جائے تو وہ اسے فوراً کر دیتا ہے خواہ وہ نہ بھی کرنا چاہتا چاہتی ہو۔					
۱۸۔	وہ چاہتا چاہتی ہے کہ اچھے دوستوں کے ساتھ ہر روز وقت گزارنے کے قابل ہو جائے۔					
۱۹۔	ایسے لوگوں کے ساتھ بدتمیز ہو جاتا جاتی ہے جنہیں وہ پسند نہیں کرتا کرتی۔					
۲۰۔	ان معمولی سی چیزوں سے پریشان ہو جاتا جاتی ہے جو دوسرے بچے کرتے ہیں۔					
۲۱۔	جب کوئی اس پر تنقید کرے تو وہ چڑچڑا ہو جاتا جاتی ہے۔					
۲۲۔	جب کوئی اسے ٹوک دے تو وہ بھول جاتا جاتی ہے کہ وہ کیا کہنے والا تھا والی تھی۔					
۲۳۔	جتنا وہ اپنے آپ کو کسی ایسے کام سے روکنے کی کوشش کرتا کرتی ہے جو اسے نہیں کرنا چاہیے اتنا زیادہ امکان ہے کہ وہ اس کام کو کرے۔					
۲۴۔	وہ جن لوگوں کو پسند کرتا کرتی ہے ان کے ساتھ گلے ملنے سے لطف اندوز ہوتا ہوتی ہے۔					
۲۵۔	اپنی غلطیوں کا الزام کسی اور پر ڈالنے کی کوشش کرتا کرتی ہے۔					
۲۶۔	وہ اکثر اس سے زیادہ اُداس ہوتا ہوتی ہے کہ جتنا دوسرے لوگوں کو احساس ہوتا ہے۔					
۲۷۔	اجنبیوں کے ساتھ بھی اکثر بات کرنے کا سوچ لیتا لیتی ہے۔					
۲۸۔	وہ کسی خطرناک کھیل میں حصہ لینے سے نہیں ڈرے گا گی جیسے کہ تیراکی (Swimming)					
۲۹۔	جب وہ غیر ملکی مقامات کے بارے میں سُنتا سُنتی ہے تو وہاں جانے کی خواہش کا اظہار کرتا کرتی ہے۔					
۳۰۔	اپنی فیملی کے بارے میں فکرمند رہتا رہتی ہے جب وہ ہمارے ساتھ نہیں ہوتا ہوتی۔					
۳۱۔	چڑچڑا ہو جاتا ہو جاتی ہے جب میں اسے اس جگہ نہ لے جاؤں جہاں وہ جانا چاہتا چاہتی ہے۔					
۳۲۔	غصے میں دروازوں کو زور سے مارتا مارتی ہے۔					
۳۳۔	بہت کم وہ اُداس ہوتا ہوتی ہے جب بہت سی چیزیں غلط ہو رہی ہوں۔					
۳۴۔	وہ ریسنگ کار چلانا پسند کرے گا گی۔					
۳۵۔	جب وہ پڑھنے کی کوشش کر رہا رہی ہو تو پیچھے سے آتی ہوئی آوازوں کو نظر انداز کرنا اور پڑھائی پر توجہ دینا اس کے لے مشکل ہوتا ہے۔					
۳۶۔	مقررہ وقت سے پہلے اپنا ہوم ورک مکمل کر لیتا لیتی ہے۔					
۳۷۔	جب سکول میں کچھ مختلف اور پُر جوش چیزیں ہوتی ہیں تو اسے پسند آتی ہیں۔					
۳۸۔	عام طور پر مشکل کام کو فوراً ہی کرنا شروع کر دیتا دیتی ہے۔					
۳۹۔	وہ اپنے اردگرد ہونے والے مختلف معاملات پر بخوبی نظر رکھتا رکھتی ہے۔					

۴۰۔	لوگوں کے بڑے ہجوم میں موجود ہونے سے وہ اپنے اندر طاقت محسوس کرتا کرتی ہے۔					
۴۱۔	دوسرے لوگوں کو مذاق اُڑاتا اُڑاتی ہے کہ وہ کیسے دیکھتے ہیں۔					
۴۲۔	دوسروں کو تنقید کا نشانہ نہیں بناتا بناتی۔					
۴۳۔	دوسرے لوگوں کے ساتھ قریبی تعلقات رکھنا چاہتا چاہتی ہے۔					
۴۴۔	وہ شرمیلا شرمیلی ہے۔					
۴۵۔	وہ جھنجھلاہٹ کا شکار ہو جاتا جاتی ہے جب اسے ایسے کام سے روکا جائے جس سے وہ محظوظ ہو رہا رہی ہو۔					
۴۶۔	وہ اپنے منصوبوں پر کام کرنا اس وقت تک ملتوی کر دیتا دیتی ہے جب تک ان کا مقررہ وقت قریب ہو۔					
۴۷۔	وہ اس قابل ہے کہ غیر موزوں وقت پر اپنے آپ کو ہنسنے سے روک سکے۔					
۴۸۔	وہ میرے مرنے یا چھوڑ جانے کے خیال سے خوفزدہ ہو جاتا جاتی ہے۔					
۴۹۔	وہ ایک کام کو شروع کرتا کرتی ہے لیکن پھر اسے درمیان میں چھوڑ کر دوسرا کام کرنے لگ جاتا جاتی ہے۔					
۵۰۔	وہ شرمیلا شرمیلی نہیں ہے۔					
۵۱۔	وہ خاصا پُر جوش اور دوستانہ مزاج کا کی حامل انسان ہے۔					
۵۲۔	وہ اس وقت بھی اُداس دکھائی دیتا دیتی ہے جب کہ اسے لطف اندوز ہونا چاہیے جیسے عید کے موقع پر یا کسی ٹرپ Trip کے موقع پر۔					
۵۳۔	وہ فٹبال Football کھیلنے سے لطف اندوز نہیں ہوتا ہوتی کیونکہ وہ Ball سے خوفزدہ محسوس کرتا کرتی ہے۔					
۵۴۔	وہ نئے لوگوں سے ملنا جلنا پسند کرتا کرتی ہے۔					
۵۵۔	رات کے وقت اندھیرے کمرے میں داخل ہونے سے خوفزدہ ہو جاتا جاتی ہے۔					
۵۶۔	میلے میں خوفزدہ کرنے والے جھولوں کی طرف نہیں جانا چاہے گا گی۔					
۵۷۔	وہ ناپسند کرتا کرتی ہے جب لوگ اس سے اتفاق نہیں کرتے۔					
۵۸۔	وہ بہت مایوس ہو جاتا جاتی ہے جب سکول کے کام میں کوئی غلطی کرتا کرتی ہے۔					
۵۹۔	وہ اپنے منصوبوں اور مقاصد پر قائم رہ سکتا سکتی ہے۔					
۶۰۔	جب کوا سے بتائے کہ کوئی کام کس طرح سے کرنا ہے تو وہ پوری توجہ دیتا دیتی ہے۔					
۶۱۔	گھر میں اکیلے رہنے سے گھبراتا گھبراتی ہے۔					
۶۲۔	نئے لوگوں سے ملتے ہوئے شرماتا شرماتی ہے۔					

Appendix J

Early Adolescent Temperament Questionnaire-Revised Parent report

Following statements are given below that people use to describe their children. These statements are about behaviors and attitudes. For below given statements please encircle the answer which best describes your child. There is no right and wrong answer. People are very different in their feelings about these statements. Please encircle the answer which is very right about your child.

Possible answers: 1- Almost always untrue 2- Usually untrue 3- Sometimes true sometimes untrue 4- Usually true 5- Almost always true

Serial no.	Statements	Almost always untrue	Usually untrue	Sometimes true sometimes untrue	Usually true	Almost always true
1.	Afraid about getting into trouble.					
2.	May say harsh words when angry with others which he/she knows will hurt some one's feelings.					
3.	Face difficulty to complete work on time.					
4.	Feels excited thinking of traveling towards Europe or America.					
5.	If having a problem with someone, usually immediately try to resolves it.					
6.	When excited it is difficult for him/her to wait for his/her turn to speak.					
7.	seem to enjoy less often as compare to his/her friends.					
8.	Opens presents before right time.					
9.	Feels scared of even thinking of horse riding.					
10.	Sometimes feels like crying over small things.					
11.	If very angry, can hit someone.					
12.	Likes to take care of other people.					
13.	Wants to be able to share his/her private thoughts with others.					
14.	Often does some fun activities before doing homework.					
15.	It is easy for him/her to pay attention to problem.					

16.	It seems exciting for him/her thinking to move to a new city.					
17.	When asked to do something, does it right away, even if s/he doesn't want to do it.					
18.	Would like to be able to spend time with a good friend every day.					
19.	Misbehave with people s/he doesn't like.					
20.	Get disturbed by little things other children do.					
21.	Gets very irritated when someone criticizes her/him.					
22.	When someone interrupt, forgets what she/he was going to say.					
23.	As much he/she prevent himself/herself from doing work which shouldn't be done, the more likely will do that work					
24.	Enjoy embracing someone people she/he likes.					
25.	Put the blame of his/her mistakes on others.					
26.	Often more depressed than other people realize.					
27.	Can generally think of talking to strangers.					
28.	Wouldn't feel afraid to take part in risky sport like swimming.					
29.	Whenever he/she hear about foreign places whishes desire to go there.					
30.	Worries about our family when s/he is not with us.					
31.	Gets irritated when I will not take her/him to place where she/he wants to go.					
32.	Hit doors when angry.					
33.	Rarely get upset when lots of things are going wrong.					
34	Would like to drive racing car.					
35.	It is difficult for him/her to ignore surrounding noise and concentrate while study.					
36.	Usually finishes her/his homework before deadline.					
37.	Likes different exciting activities at school.					
38.	Usually start doing difficult tasks right away.					

16.	It seems exciting for him/her thinking to move to a new city.					
17.	When asked to do something, does it right away, even if s/he doesn't want to do it.					
18.	Would like to be able to spend time with a good friend every day.					
19.	Misbehave with people s/he doesn't like.					
20.	Get disturbed by little things other children do.					
21.	Gets very irritated when someone criticizes her/him.					
22.	When someone interrupt, forgets what she/he was going to say.					
23.	As much he/she prevent himself/herself from doing work which shouldn't be done, the more likely will do that work					
24.	Enjoy embracing someone people she/he likes.					
25.	Put the blame of his/her mistakes on others.					
26.	Often more depressed than other people realize.					
27.	Can generally think of talking to strangers.					
28.	Wouldn't feel afraid to take part in risky sport like swimming.					
29.	Whenever he/she hear about foreign places whishes desire to go there.					
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31.	Gets irritated when I will not take her/him to place where she/he wants to go.					
32.	Hit doors when angry.					
33.	Rarely get upset when lots of things are going wrong.					
34	Would like to drive racing car.					
35.	It is difficult for him/her to ignore surrounding noise and concentrate while study.					
36.	Usually finishes her/his homework before deadline.					
37.	Likes different exciting activities at school.					
38.	Usually start doing difficult tasks right away.					

Appendix K

School Children Problem Scale

ہدایات: ذیل میں چند مسائل کا ذکر ہے جو عام طور پر سکول کے بچوں کو درپیش ہوتے ہیں۔آپ ہر مسئلے کو غور سے پڑھیں اور بتائیں کہ یہ مسئلہ آپ کے لیئے کس حد تک پریشانی کا باعث ہے۔یہ بتانے کے لیئے کبھی نہیں، بہت کم، بعض اوقات، اکثر میں سے کسی ایک پر ( ) کا نشان لگائیں۔ہر سوال کا جواب دینا لازمی ہے۔

			کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱	چھوٹی چھوٹی باتوں پر غصہ آنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲	گالیاں دینا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳	پڑھائی میں دل نہ لگنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۴	چکر آنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۵	کلاس میں اونچا بولنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۶	ڈرپوک ہونا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۷	محسوس کرنا کہ کوئی مجھے پیار نہیں کرتا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۸	ہر وقت شرارتیں کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۹	سکول کا کام بوجھ لگنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۰	کلاس کے دوران باتیں کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۱	غصے سے چیزیں اٹھا کر پھینکنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۲	کلاس میں شور کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۳	والدین کا دوسرے بہن بھائیوں کو زیادہ پیار کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۴	محسوس کرنا کہ سب مجھ سے نفرت کرتے ہیں۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۵	پیٹ میں درد ہونا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۶	پڑھائی سے دل اچاٹ ہونا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۷	کسی کی بات نہ سننا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۸	اپنے آپ کو دوسروں سے کمتر سمجھنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۱۹	ہر وقت گھبرائے ہوئے رہنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲۰	کوئی کام شروع کرنے سے ڈرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲۱	سبق یاد نہ کر پانا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر

	۲۲	والدین کی طرف سے توجہ نہ ملنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲۳	دوستوں سے ملنے کو دل نہ چاہنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲۴	دل گھبرانا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲۵	کوئی کام شروع کر کے مکمل نہ کر پانا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲۶	پیچھے پیچھے رہنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲۷	بلا وجہ پریشان ہونا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲۸	ادھر ادھر کی سوچیں آنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۲۹	جسم میں کھچاؤ محسوس کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۰	یک جگہ بیٹھے رہنے کو دل کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۱	ہر وقت دھڑکا لگا رہنا کہ کہیں کچھ ہو نہ جائے۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۲	چھوٹے چھوٹے کاموں پر بھی توجہ نہ دے سکنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۳	غصے کا اظہار نہ کر پانا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۴	کسی سے بات کرنے کو دل نہ کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۵	اپنی بات کسی سے کہہ نہ سکنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۶	کوئی کام سنجیدگی سے نہ کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۷	چڑچڑا پن۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۸	کسی کے سامنے بات نہ کر سکنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۳۹	اپنی بات کسی کو سمجھا نہ سکنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۴۰	گھر میں پڑھائی کا ماحول نہ ہونا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۴۱	خاموش رہنے کو دل کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۴۲	فیل ہونے سے ڈرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۴۳	کلاس میں حصہ نہ لینا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر
	۴۴	بہت زیادہ باتیں کرنا۔	کبھی نہیں	بہت کم	بعض اوقات	اکثر