# ROLE OF PEER VICTIMIZATION AND CONFLICT MANAGEMENT IN PSYCHOLOGICAL ADJUSTMENT AMONG ADOLESCENTS

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **"**Role of Peer Victimization and Conflict Management in Psychological Adjustment of Adolescents**"** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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# ABSTRACT

**Title:** Role of Peer Victimization and Conflict Management in Psychological Adjustment of Adolescents

*Adolescence is the period of transition between childhood and adulthood. In this period children are going through many changes including physical and psychological. Victims of peer victimization are likely to develop psychological adjustment difficulties. The study's main objective was to explore the moderating role of conflict management strategies in peer victimization and psychological adjustment among adolescents. Sample was selected through non-probability convenient sampling technique The sample comprised of 500 adolescents from different institutes of Islamabad and Rawalpindi with age range from 10-19 years. A cross-sectional design was used to study the relationship between the variables. The data was collected with the help of self-reported measures i.e., Multidimensional Peer Victimization scale by Joseph and Stockton (2018), Resolving Conflicts in Relationship (RCR) by Thayer (2008), Youth Internalizing Behavior Screener (YIBS) by Aslam (2020) and Youth Externalizing Behavior Screener (YEBS) by Aslam (2018). The results of the study show a significant association between study variables. Peer victimization was positively associated with the symptoms of depression and anxiety. Male adolescents scores higher on physical and verbal victimization than female adolescents. Conflict resolution strategies emerge as a significant moderator between peer victimization and psychological adjustment. The findings of the study suggest that solution-oriented conflict management strategies tend to be protective factor for victimized adolescents and non-confrontation conflict management strategy may decrease psychological adjustment of adolescents.*

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# CHAPTER 1

# INTRODUCTION

Adolescence is a stage of life between the ages of 10 and 19. This period is regarded as one of the most crucial in human development since it is during this time that a teenager builds a solid foundation for both healthy physical and mental health. Adolescence is a time of rapid growth for an individual in terms of their physical, cognitive, and psychological maturation. Support is critical at this point for an adolescent's healthy growth. There are many different sources of support, such as peer support, teacher support, and parental support. Each type of assistance has advantages and disadvantages that are unique.

As in the current research study, the role of peer victimization was discussed and examined in terms of psychological adjustment and conflict resolution strategies in adolescents, it is to be mentioned that peer support holds a significant role in a healthy personality and psychological development just like that peer victimization aid in developing psychological adjustment difficulties.

In order to combat this issue of peer victimization, conflict management strategies operate favorably such that victimized peers with increased abilities of conflict management suffer less than those with inferior conflict management skills (Marceau et al., 2015).

## Peer Victimization

Throughout adolescence, peer victimization is a prevalent worry. Peers who deliberately and repeatedly bully one another are said to be victimized by their peers. Being victimized by peers occurs when one or more peers bully another peer. This might manifest itself in the form of

abusive language, physical altercations, body shaming, name-calling, the use of slang words, etc (Cooley & Fite, 2016; Desjardins & Leadbeater, 2011).

Throughout cultures, peer victimization is widespread. Most often, it happens in classrooms or playgroups. Janicke's 2009 study found that 10 to 30 percent of kids reported experiencing various types of bullying at school (Janicke et al., 2009).

In Pakistan, peer victimization is common among high school students. According to Research conducted by Masood and others in 2022, 85% of girls and 94% of boys reported victimization in one way or the other. In addition, 66% of girls and 85% of boys reported participating in peer victimization (Masood et al., 2022). After conducting various experiments it is highlighted that in Pakistan peer victimization occurs in form of psychological bullying, physical or verbal abuse, hostility, insulting remarks and actions, negative signals, and body language, seclusion from peers, and verbal or physical assault (Jan & Husain, 2015).

Peer victimization is of 2 types (1) Relational peer victimization and (2) Overt peer victimization. Relational peer victimization is when being damaged or controlled by peers through harm to relationships and social acceptance, frequently through friendship breakups, deliberate exclusion, and rumor-mongering. Relational victimization is said to be the more extreme form of victimization and is distinguished by its deceptiveness and cover-up. It entails behaviors that have a bad effect on other people's relationships, sense of acceptance, and social inclusion (Vitorouli & Vaillancourt, 2015). Overt peer victimization refers to being damaged or subdued by verbal or physical abuse (Cho et al., 2022).

Relational form of peer victimization tends to increase in frequency during late childhood and early adolescence while overt peer victimization tends to decrease (Ettekal & Ladd, 2017).

Teenagers may be victimized according to their social standing in a reconstructing social order, especially as close friendships take on more significance, which is one explanation for the rise in relational peer victimization (Casper & Card, 2010).

Adolescents who depend more on their peers for closeness and self-disclosure may be more susceptible to peer victimization. It's possible that gender influences both the incidence of relational and overt peer victimization. Boys are more likely to experience overt peer victimization, although relational peer victimization outcomes are inconsistent (Espelage & De La Rue, 2011). Boys were more likely to be explicitly victimized than girls, according to a meta-analysis of 135 studies with children and adolescents aged 4 to 17 years. Nevertheless, the difference was only marginally gendered and had a tiny effect size (Casper & Card, 2017).

**Harassment as Peer Victimization**

Harassment is another name for victimization by peers. It may serve as a catch-all phrase for a variety of damaging actions. It is defined as an uninvited assault that causes physiological, emotional, or interpersonal injury (Casey-Cannon et al., 2001). While peer victimization has a significant influence on adolescents, adolescence is generally characterized as the stage of life when people seek a balance between independence and peer approbation (Espelage & Swearer, 2003). The majority of teens in the United States experience various forms of peer pressure every day (Newman-Carlson & Horne, 2004). The effects of victimization are severe and persistent (Hodges & Perry, 1999).

**Sexual Harassment**

The far more destructive and traumatic kind of peer victimization also involves sexual harassment. Sexual harassment is more common among peers. Besides that, 80% of students experience sexual harassment. Sexual harassment can take physical, verbal, or nonverbal forms

(Martin-Storey & Crosnoe, 2012). According to the literature, a student may experience verbal abuse that is linked to their sexuality or gender. It also comprises being referred to as a "fag," ethnically offensive slurs, use of racial terms based on one's sexual orientation, being referred to by specific body parts, sexual name-calling, commenting on someone's sexual behavior, receiving harassing phone calls, being the target of sexual rumors, etc. (Conroy, 2013).

About 5.18% of students in Pakistan suffer from sexual harassment through electronic means, 5.16% in the form of verbal harassment, and 5.12% through physical harassment (Masood et al., 2022). A 2011 countrywide telephone survey in the United States found that between the ages of 14 and 17, sexual harassment was reported at rates of 2.8% and 9.3%, respectively. Although rates of officially reported occurrences of sexual harassment varied from 15% to 80% in the preceding year, it was evident that teenagers in fifth grade through high school had experienced sexual harassment at some point (Eom et al., 2015).

Adolescents' mental health is severely impacted by peer sexual harassment. According to research carried out by Martin-Storey & Crosnoe in 2012, teenagers who experienced sexual harassment from peers were 30% more likely to have despair and suicidal thoughts than those who experienced other types of harassment (Martin-Storey & Crosnoe, 2012).

**Verbal Bullying**

Another form of peer victimization that has an ongoing effect on adolescent life is verbal bullying. It also involves body shaming, gas lighting, and other culturally insensitive behavior in addition to name-calling and mocking (Farrow & Fox, 2011). The most frequent type of peer victimization is verbal bullying, and boys are more likely than girls to engage in it (Azeredo et al., 2015).

**Physical Bullying**

Physical bullying is wreaking physical damage by peers. It can range from physical abuse to object hurling, writing on the body, hair pulling, etc. (Graham, 2016). It can have an adverse influence on one's mental health, severely harming it. In a study published in 2010, Vanderbilt and Augustyn found that teenagers who experienced physical bullying had a high frequency of psychological problems such as depression, anxiety, and self-harm (Vanderbilt & Augustyn, 2012).

**Cyberbullying/ Electronic Victimization**

Another prevalent kind of peer victimization among teenagers nowadays is cyberbullying. The widespread use of social media and mobile devices makes cyberbullying the most common type. Spreading untrue stories, uploading information about someone, or sharing anything without their permission are all examples of cyber harassment, in addition to pestering someone via social media, phone calls, texts, and other means (Nixon, 2014). Studies discovered that boys are more likely than girls to be the targets of traditional forms of bullying. Slee and Rigby (1993) found that just 8% of females their age reported being bullied, compared to 10% of boys who were bullied between the ages of 7 and 13. (Griezel et al., 2012).

Yet, other research has indicated that girls may engage in covert forms of subtle bullying, such as spreading rumors, isolating others, and rejecting them (Griezel et al., 2012).

**Peer Victimization in Academic Institutes**

Peer victimization is common at academic institutions like schools, colleges, and universities where the majority of students, especially newcomers, are vulnerable to verbal and physical assault by groups of abusers. Peer victimization or bullying in schools received a lot of

attention, and academics sought to focus on the causes, consequences, and aftereffects of peer victimization, but the issue is still very much a problem today (Hong & Espelage, 2012).

Bullying at school or in any other academic setting has a damaging long-term effect on mental health, according to research done by Hong and Espelage in 2012. If they don't have the right assistance or intervention, they claimed, bullied adolescents frequently commit suicide. Peer victimization was once thought of as an inevitable part of adolescence or as a collection of experiences; however, as parents, educators, and medical professionals became aware of the connection between victimization and a range of psychosocial adjustment issues, attention to this occurrence increased (Hawker & Boulton, 2000).

**Peer victimization in Work Place**

Peer victimization does exist in the workplace as well. There are situations when workplace bullying carries over from peer victimization in educational institutions. According to Brenden and colleagues in 2021, peer victimization at employment is 25% more likely to occur again in an educational institution. Bullying is simply one kind of peer victimization at work; others include harassment, delayed or no advancement, and favoritism on the part of higher-ups (Salmivalli, 2018). According to several recent researches, 20% to 30% of young adults suffer peer victimization, which is defined as recurring experiences with unpleasant actions on the part of one or more people at work (Brendgen, 2018).

**Peer Victimization in Interpersonal Relationships**

Another setting where bullying is frequently observed is interpersonal relationships. Bullying may happen at home or in the family when parents, relatives, or spouses are either bullied or bullies themselves (Ahmed, 2018). Many studies on teenage peer victimization have

been conducted during the last three decades. Yet, bullying by siblings or even parents can result in peer victimization at home. Victimization at home can take many different forms, such as calling someone names, doing favors for another child, not understanding or listening to their concerns, or dismissing them as attention-seeking behavior (Tucker et al., 2014). The lack of available assistance, even at home, it has greater detrimental effects on mental health (Espelage et al., 2012).

**Relationship Victimization**

Receiving relational violence, or the exclusion or threat of exclusion of ties (such as social exclusion, disseminating nasty secrets or lies, or threats of friendship withdrawal), is known as relationship victimization. By removing the victim from peer activities, severing connections, or spreading rumors, covert relational type of victimization is a behavior of a person intended to harm the relationships of peers, their friendships, and social acceptance.

Victimization that is overtly physical has traditionally drawn more attention than victimization that is covertly relational. However, in the present years, most researchers started to understand that covert or relational types of abuse are much more strongly linked to an increase in internalizing difficulties than physical victimization. Students who experienced relational victimization, for instance, reported higher emotional difficulties and feelings of loneliness than non-victims, although those who suffered physical victimization did not vary from non-victims (Woods et al., in 2009). Considering the findings of this study, we expect that the relational kind of victimization will be more strongly linked to alterations with depressed cognitions than physical victimization (You & Bellmore, 2012).

**Effects of Peer Victimization**

Because to the negative effects such behaviours has on victims, peer victimization, which has been named as the most major kind of bullying, is an increasing societal concern. The effects of peer abuse may be much more severe than those of other forms of abuse, such parental maltreatment. Despite the fact that negative effects are usually associated with the victim's personal characteristics, given the partiality of the victimization experience, they may also be associated with the traits that define the social interaction that underlies the bullying phenomenon (Lereya et al., 2015).

According to reports, those who experience the condition are typically the targets of repeated, intentional abuse by peers who hold more authority than them, making them feel helpless to affect change (Card & Hodges, 2008). According to earlier research, bullying occurs often across all settings and affects at least one-third of all pupils, with men and early adolescents suffering the greatest effects (Modecki et al., 2014). Yet, one in ten boys and girls who experience severe and persistent harassment experience very negative consequences (Hymel & Swearer, 2015).

**Impact of Peer Victimization**

Peer victimization predicts a variety of negative consequences, including anxiety and depressive symptoms, aggression and delinquency, and school maladjustment, according to short-term longitudinal studies (Hymel & Swearer, 2015; Snyder et al., 2003; Schwartz et al., 2008). About its social repercussions, far less is known. Children who are victims of victimization may be forced out of traditional peer groups for a variety of reasons. Children who are victimized repeatedly may become outcasts and lose their social standing (Bukowski & Sippola, 2001); peers may avoid interacting with victimized children to maintain the cohesion of

their social networks or to preserve their own reputations (Bukowski & Sippola, 2001; Kochel et al., 2012).

Victimization has been demonstrated to have detrimental impacts on personality development, and its long time impact is comparatively high. Chronic stress brought on by repeated peer victimization jeopardizes adolescent's ability to develop normally. It has been demonstrated that peer victimization contributes to the internalization of symptoms including anxiety, depression, and low self-esteem, in addition to externalizing issues, like aggression, conduct issues, and other indicators of provocative behavior (Stadler et al., 2010).

Similarly, Thompson and Leadbeater conducted a study in 2013, in which they found the moderating role of friends' and family's support for internalizing symptoms of peer victimization (such as anxiety and depression), emotional support from parents, whether early and late teenagers throughout a 4-year period of research. They consistently reported that being an adolescent who is peer victimized, the situation in which a person is the target of another peer's, has a link between bullying and aggressive behavior along with an increase in internalizing symptoms in adolescents and children. Furthermore, The relationship of peer victimization with suicide ideation and attempts was the subject to a recent meta-analysis by van Geel and colleagues in 2014. Suicidal ideation, which is frequently considered to be the first step toward suicide, was defined in the article as having ideas or desires to end the life of someone, whereas the suicide attempts referred as nonfatal suicidal attempts (Thompson and Leadbeater, 2013).

Peer Victimization also has physical impacts. A study conducted by Herge et al., in 2016 explored the physical effects of peer victimization. They reported that somatic issues, sleep related issues, headaches and other body pain are more prevalent with adolescents with a history of peer victimization. In addition to physical problems prolong peer victimization also effect

adolescent's neurocognitive systems. Another study conducted reported that peer victimization not only has lasting psychological effects but it also has lasting impact on neurocognitive development of an adolescent (Goemans et al., in 2021).

Another study conducted by as a paradigm to conceptualize the mental health vulnerability which is following peer victimization. The result showed numerous neurocognitive systems, also include the threat, getting reward, and the autobiographical memory, have undergone alterations as a result of neuroimaging studies (McCrory et al., 2017).

**Peer Victimization and Age**

Peer victimization may happen to anybody at any age. In our study, we focus on the adolescent population, but bullying and peer victimization are equally common among younger children. According to multiple study findings, younger children are more likely than older children and adolescents to experience bullying and peer victimization. Based on a sample of 688 students aged 11 to 16, it is shown that bullying and peer victimization is more severe in elementary schools than in middle schools. High school students reported bullying less frequently than middle school students did, according to a 2009 study by Qiao et al. that polled 187,328 middle and high school students in an urban area (Hong & Espelage, 2012).

**Peer victimization and Gender**

Many studies evaluated the impact of interpersonal and explicit victimization on teenage gender differences. In research he did in 2012, Peguero hypothesized that there could be disparities between men and women peer victimization of adolescents. In 2017 research, Garca and Ochotorena made the claim that boys report experiencing greater physical victimization than

girls. Girls describe verbal abuse and relationship victimization in a similar way. Yet, there is questionable support for this premise (Manna et al., 2019).

In a similar vein, several studies on the psychological impacts of peer victimization on gender disparities found that girls who are bullied exhibit higher levels of social anxiety than boys who are also victims of bullying (Vega-Gea et al., 2016).

**Peer Victimization and Socio-economic Status**

Socioeconomic status (SES) is a general term that refers to a set of rank- and status-based (individual, household, and neighborhood) resource- and prestige-based indicators of socioeconomic position that can be measured at different points in time and at different societal levels (individual, household, and neighborhood). It can be evaluated using discrete indicators like education, income, or employment, as well as composite indicators that integrate or weigh many socioeconomic factors to provide an overall socioeconomic level score (Veenstra et al., 2005).

Presently, research points to a connection between low SES and school bullies and their victims. Particularly, it has been claimed that being a victim is connected to low parental educational attainment, low parental profession, economic hardship, and poverty. Several studies have also revealed that bully-victims are more likely to originate from low socioeconomic backgrounds, including those with low mother education and parental unemployment (Magklara et al., 2012).

In a research study conducted reported that considering children who were victimized at school, both victims and bully-victims were more likely to come from low socioeconomic backgrounds. Low SES alone makes people vulnerable. Being different from the peer group

seems to be a major driving force behind victimization, and even coming from a lower socioeconomic background or being unable to afford resources or lifestyle items that the rest of the peer group can afford may target children for victimization by their peers. Higher SES is also associated with better access to intellectual resources, such as norms and values, general and specialized knowledge, and problem-solving abilities. These resources can all help children develop their social skills and coping mechanisms and lessen the likelihood that they will have troubled peer relationships (Tippett & Wolke, 2014).

**Contributing Factors of Peer Victimization**

When support and assistance are required due to the catastrophic repercussions of peer victimization on adults, families are given priority (Lamb, 2012). Nonetheless, there are situations when a family member or an adult victim of peer abuse is to blame. According to a 2014 research by Bloome, family structure is a significant factor in peer victimization. They claimed that students from nuclear families or those whose parents are unmarried experience greater peer bullying than counterparts from joint families or families with tight relationships (Turner et al., 2013). Living with stepfamily, a single parent, or in a home where a parent (mother/father) and a partner live can be a cause of psychopathology and problems with adjustment in children and adolescents, according to previous studies (Turner et al., 2013).

Many families are now led by a single parent as a result of the recent increase in divorce rates. Children with divorced parents were shown to lack self-confidence, leaving them open to negative influences in the classroom. Children from two-parent homes were victims of bullying at considerably lower rates than kids from single-parent households (Qiao et al. 2009).

Teenagers living in unusual family systems may result to expose more with violence, committing crime, and facing victimization, to name just a few potential risk factors (Hetherington et al., 1998).

**Protecting Factors Against Peer Victimization**

Few studies have looked at the connection between multiple connections and peer victimization in a single model. The mother-child relationship and friendships, when considered separately, have been found to be positively associated and to both have a link to peer victimization (Beran & Violato, 2004). The contact between students and teachers is related to children's social results more generally. It was interesting to find out whether peer victimization occurrences occurred despite these three distinct types of interactions. They contribute in a unique way to peer victimization (Goemans et al., 2021).

There is strong evidence from recent studies that a variety of protective factors are clearly associated with healthy development. Good peer interactions and excellent parent-child ties are two of the most important protective resources. Even in circumstances of parental death, parental care has been demonstrated to be protective in terms of mental health issues. According to a study anxiety and sadness were adversely connected with parental support, as judged by the children of the parents (Gomez & McLaren, 2006).

According to D. Perry et al., (2010) maternal over control promotes a "victim schema" in children, leading them to perceive their parents as frightening and controlling and themselves as helpless and helpless. This schema leads to peer victimization. Over time, peer victimization appears to be facilitated by this cognitive style. The mother-child bond may therefore be linked to peer victimization, according to both theory and empirical evidence. Given that mother-child

relationships exist before children start school, they may be especially crucial in determining whether or not children will be bullied by their peers once they start.

Another element that has been demonstrated to be essential in preventing negative outcomes, more especially depression, is peer support. Study by Licitra-Kleckler and Waas (1993), teenagers with high levels of stress who felt more support from their peers had lower depression scores than those who felt less support. Similar findings have been made on the role of peer support in reducing symptoms of anxiety and depression in a sample of physically abused children (Ezzel et al., 2000).

In particular, Makri-Botsari (2005) noted that whereas peer support rose with age, the impact of family interactions on well-being declined during adolescence. Additionally, both genders benefited greatly from peer support (Papafratzeskakou et al., 2011). Similar to mother child relationship, children's friendships may shield them against bullying by their peers. Children who experience peer victimization are more likely to have less friends than those who have friends, to have increases in victimization throughout time (Boulton et al., 1999).

Compared to non-victimized children, peer victimized youngsters are less likely to have friends (Perren & Alsaker, 2006). However, some peer-victimized kids do develop wholesome dyadic friendships in spite of their issues with the larger peer group (Goldbaum et al., 2003). Additionally, once kids get a reputation for being bullied and traumatized, other kids could be less inclined to hang out with them, which could reduce the likelihood that they'll make new friends. There could be a perpetuation of victimization and friendlessness. As a result, the ability to anticipate changes in peer victimization over time may depend mainly on a child's kindergarten friend status i.e., whether they share a kindergarten friend (Hoglund & Hosan, 2013).

**Conflict Management**

Conflict Management is the process of lessening the negative impact of numerous problems. Conflict management strategies are excellent for improving both physical and mental health. These techniques assist us in overcoming the conflicting ideas brought on by peer victimization or any other problem in our lives.

Conflict is When one or more members of one party oppose or reject the ideas and actions of one or more members of another party, there is conflict. Conflict is described as annoyance, argument, or discontent amongst individuals or within a community. When different entities have opposing views and engage in opposing behaviors, conflict occurs, leading to an antagonistic scenario (Betts et al., 2013). These antagonist scenarios cause unfavorable consequences which results in disdain, anxiety or anger. Thus, in order to attenuate these consequences conflict management strategies are required to avoid conflict arousal.

Conflict is an inevitable part of adolescence, and by the time adolescents reach puberty, they have had enough experience with it personally, especially with their peers of the same gender and age and with family members. Adolescents' social environments expand to include more encounters, which raises the possibility of conflict in an increasing number of peer relationships (Madariaga et al., 2017). In such situation, effective conflict management skills ought to be inculcated in adolescents to refrain from negative impacts associated with it. Effective conflict management results in positive impacts on adolescent’s psychological well-being.

Ineffective conflict resolution in adolescents has a negative impact on both mental and overall emotional health (Wang et al., 2020a). As a result, a significant developmental issue for teens is learning how to handle conflict (Keener et al., 2019). Adolescents with effective conflict

management skills have higher psychological adjustment qualities then those with ineffective conflict resolution skills.

Conflict frequency and the intensity change during adolescence, according to empirical investigations. For instance, a meta-analysis revealed that disputes peak in early age of adolescence and steadily drop thereafter in sequence (Laursen et al., 1998; Van Doorn et al., 2011). Same kind of meta-analysis additionally discovered that confrontations appear higher in middle adolescence while lower in early adolescence time period. Other researchers have verified this latter result (De Goede et al. 2009; Jensen-Campbell & Graziano 2000; Shih & Susanto, 2010). Frequent disputes in early adolescence and more intense kind of conflicts in middle adolescence, also the eventual shift to the symmetrical interaction of parent-adolescent may result in changes in how adolescents including their parents resolve conflicts this time with one another (Collins & Laursen 2004; De Goede et al. 2009; Van Doorn et al., 2011).

When resolving conflicts constructively, one must try to understand and consider the other party's point and use persuasive arguments to come to accords. Conflict involves losing control, becoming enraged, angry, defensive, or physically violent. Aspects of withdrawal include avoiding the situation, refusing to interact, and growing distant (Bano et al., 2019).

The impact and use of constructive problem-solving strategies by teenagers and parents is thought to shift during adolescence for a variety of theoretical reasons. Many theorists contend that adolescence will bring about the enhancement of a mature approach to dispute managing that is greater compromising (Herge et al., 2016b; Sandy & Cochran 2000; Selman 1980; Youniss & Smollar 1985). Adolescents' ability to simultaneously examine their own and another person's perspective will grow and they may become able to apply more mature conflict resolution techniques (Hamilton et al., 2013; Sandy & Cochran 2000).

Additionally, in West side countries, the transition from the side of vertical parent-child connection to one that is more egalitarian begins in the starting stages of adolescence (Bano et al., 2019; Collins & Laursen 2004; Russell et al. 1998). As a result, we may anticipate that constructive problem-solving will become more common among teenagers and their parents. In order to handle the brand-new issues that arise in the parent and adolescent connection also to enable the connection to be more egalitarian, it was hypothesize that parents are also increasingly employ constructive problem-solving techniques (Stadler et al., 2010). There are little empirical evidences for the idea of adolescents to engage in more constructive problem-solving when they are at odds with their parents.

There are various researchers available that make it believable that teenagers' use of retreat during disagreements rises in adolescence. Withdrawal is frequently followed by unsolved disputes, which have been reported to occur more frequently in middle adolescence than in early adolescence (Adams & Laursen, 2007; Dill et al., 2004; Indias García & De Paúl Ochotorena, 2017; Smetana et al., 1991). Second, research on peer conflict resolution's developmental changes reveals that adolescents' increased compromise is also followed by an increase in their disengagement or withdrawal, demonstrating that adolescents may also learn to end a conflict amicably (Inglés et al., 2010; Laursen et al., 2001).

When dealing with problems with their parents, teenagers may use this tactic more frequently as they get older if a similar trend holds true for parent-adolescent relationships. As a result, from early to middle adolescence, we anticipate an increase in teenage withdrawal. Regarding the parents' disengagement, there are no special expectations from us. Therefore, despite the fact that theory and some empirical studies indicate that conflict resolution may vary over time, longitudinal investigations are unquestionably required to draw conclusions regarding

changes that occur inside specific individuals. We opted to study parent-adolescent relationships for 4 years because close connections are typically resistant to abrupt change (Bercovitch, 2009; Laursen & Collins 1994; Van Doorn et al., 2011).

Relationships evolve over time, and by taking a 4-year period into account, we should be able to detect change. Because conflicts typically involve dyadic interactions and because teenagers interpret their relationships with mothers and fathers differently, we decided to examine changes in conflict resolution approaches in adolescent-mother and adolescent-father relationships separately (Youniss & Smollar 1985 as cited in Van Doorn et al., 2011). For instance, theories of parental complementarity in socialization suggest that father-child interactions are less likely to involve nurturing and interpersonal exchanges than mother-child interactions. Additionally, some theoretical and empirical investigations imply that mother-child interactions are more perturbed than father-child interactions throughout the transition to adolescence (Collins & Russell 1991 as cited in McDougall & Vaillancourt, 2015b). This theory can be explained, among other things, by the fact that teenagers contact with mothers more frequently than they do with fathers and that mothers work harder to keep their kids dependent on them (Collins 1990; Collins & Russell 1991; Parke & Buriel 2006; Videon 2005; Wang et al., 2020).

The idea that men and women accept conflict-management tactics differently when the issue involves other-gender love partners than when the conflict involves friends is supported by research (Keener & Strough 2017) on college students' endorsement of community strategies (both same-and other-gender). When questioned about issues involving another-gender romantic partner as opposed to conflicts involving same- and other-gender friends, college student men

and women reduced their support for collective tactics (Keener et al., 2012; Keener & Strough 2017).

The current study examines whether this conclusion applies to adolescents in general. In contrast to males, college women's support for agentic techniques did not differ across the three relationship situations, according to Keener and Strough's (2017) research. When a romantic partner was involved in the conflict, men's support for agentic techniques was at its lowest. These results regarding men's agentic tactics are consistent with Maccoby's (1998) interpretation of the frequently observed gender-linked demand/withdraw pattern of heterosexual romantic relationship conflict (Christensen & Heavey 1990; Eldridge & Christensen 2002; Gottman et al. 1998; Keener et al., 2012). According to Maccoby, socialization during childhood is the cause of the pattern in which women make demands and males withhold their support. Men are believed to have discovered that when interacting with women, agentic tactics utilized when interacting inside same-gender peer groups are ineffective. As a result, people apply these tactics less often while dating someone of a different gender (Adams & Laursen, 2007; Madalina, 2016).

Conflict is defined in a wide variety of ways, and as a result, so are attitudes toward it and perceptions of its function. Conflict in schools can take many different forms. For instance, adolescents sometimes appear reluctant to follow instructions from instructors, do not readily accept additional work or follow rules (Adams & Laursen, 2007; Bercovitch, 2009; Weymouth et al., 2016). They may also adopt and they take an authoritarian stance, for instance, pressuring adolescents to ensure that study and grades run smoothly. It, consequently, is usual for disputes to arise between adolescents and the authority of the school at any moment. In institutions, disagreements arise between different people as a result of their regular interactions with one

another. The expression of enmity, antagonism, and understanding among staff members is conflict (Gebretensay Tesfay, 2002, as cited in Shahmohammadi, 2014).

Considering everything, there are four categories into which conflict can be divided a) An interpersonal dispute is a disagreement between two people. This frequently happens as a result of how distinctively individual people are. b) Personal experiences of intrapersonal conflict. The encounter happens in the individual's head. As a result, it is a particular kind of psychological conflict that involves the thoughts, values, ideals, and feelings of the individual. c) Intra-group conflict is a sort of conflict that arises between people working on the same team. These people's differences and misunderstandings create an intra-group conflict. d) Inter-group conflict occurs when there is miscommunication between several teams within an organization. Competition is another factor that might lead to intergroup conflict. Other variables also contribute to this kind of conflict. A competition for resources or limits that a group sets with others to build their own identity as a team may be some of these factors (Overall & McNulty, 2017).

In addition to this classification, Jehn and Mannix (2001, as cited in Shahmohammadi, 2014) suggested categorizing conflicts into three different groups: relational, task, and process conflicts. Relationship conflict results from interpersonal incompatibilities; task conflict is a result of divergent opinions and viewpoints regarding a certain task; and process conflict is a result of divergent approaches to the task, methodologies, and group dynamics. Although task conflict is determined to be advantageous since it stimulates diversity of viewpoints, they also emphasize that relationship conflict and process conflict are damaging. Care should be made to ensure that task conflict does not turn into relationship or process conflict (Kott & Denohue, 1992 as cited in Shahmohammadi, 2014). In addition to this categorization, Amason and Sapienza (1997) distinguish between affective and cognitive conflict, noting that affective

conflict is emotional and results from interpersonal conflicts whereas cognitive conflict is task-oriented and results from differences in perspective or judgement.

In addition to types of conflicts many researchers tried to determine the origins of conflicts. These include differences in responsibilities and expectations, specialization, shared resources, disparate goals, interdependence, authority structures, status inequalities, and jurisdictional issues (Champoux, 2003; De Janasz et al., 2006; Shahmohammadi, 2014; Rahim, 2001).

Researchers also explored the types of conflicts in regards of organization and personal experiences. In present study the personal experiences of an adolescent is focused. The most frequent individual elements are linked to organizational conflict. According to Auerbach & Dolan (1997 as cited in Pukkapan,1999) and Rahim (2001as cited in Shahmohammadi, 2014), conflict types also include skills and abilities, personality conflicts, perceptions, diversity, and personal issues.

Skills and Capabilities: When an experienced worker is paired with a rookie who possesses strong theoretical understanding but limited practical skills, conflict may ensue (Auerbach & Dolan,1997; Glüer & Lohaus, 2015; Khan, 2014). For instance, a long-tenured teacher in a school who is used to teaching in the traditional manner will clash with a young, new instructor who uses an advanced method of instruction (Inglés et al., 2010; Piqueras et al., 2019; Pukkapan,1999; Sippola, 1999).

Personality conflicts are a fact of life in every group situation, including the workplace, according to Rahim (2001). At least one coworker always appears to be a challenge to get along with. According to Kellermann (1996), conflict can be summarily defined as an argument between two parties who are unable or unwilling to satisfy one another's expectations

(Shahmohammadi, 2014). There are more and more diverse. Employee conflict can be sparked by differences in age, culture, ethics, and ideals (Rahim, 2001; Inglés et al., 2010). When a people bring personal issues to work, performance often suffers, and there is a chance of conflict with coworkers who are expected to "take up the slack''. (Auerbach & Dolan, 2017).

With the aim of enhancing learning in a school, conflict management reduces the negative effects of conflict and enhances its beneficial effects (Rahim, 2002, p 208). In reality, instructors and students are better able to manage conflicts constructively the more they comprehend the nature of conflict (Kinard, 1988, as cited in Bercovitch, 2009).

One effective strategy for dealing with behavioral issues frequently places an emphasis on a viewpoint that is systematic and holds that a person's conduct is the product of the combination and interplay of many different elements. Instead than focusing on the students' problems, these methods explore the issue in a broader context, assuming that the student's family, cultural background, and particularly the school and its internal characteristics are important triggers for the issues (Sippola, 1999; Storch et al., 2002; Weymouth et al., 2016).

These strategies interact with all of the elements that contribute to problem-creating behaviors in order to avoid and eliminate undesired behaviors, especially when it comes to modifying the social-mental climate of the school. In other nations, schools have implemented assertive training, mediation, circle time, participatory conflict resolution and management, entire school policies, and other effective strategies to address kids' behavioral issues in recent years. These techniques improve students' basic communication abilities, particularly their capacity for listening, sympathizing, and teamwork. They also give them a set of helpful and encouraging coping mechanisms for challenging situations, such as interpersonal disagreements or bullying situations. In an article published in 1989 mediation is described as an educational

attitude and piece of educational equipment for assisting children and teens in the classroom. Mediation is described as one of the effective approaches for conflict and problem resolution between people and groups (Griezel et al., 2012; Madalina, 2016; Shahmohammadi, 2014; Shantz, 1987).

Through a straightforward, constructive, and unambiguous procedure called mediation, conflicting parties can be helped to reach an amicable resolution. Mediators possess specialized talents. According to Bentley (1996, as cited in Posthuma, 2012), mediation is a type of dispute resolution method in which a non-biased third person helps disputants come to a mutually accepted agreement. Whether it is out of necessity or interest, mediation can be employed in many humanitarian environments, which are locations where people live or work together. One sort of mediation is family mediation, which is used when family members are involved in disputes and arguments (Cailler,1995; Saeed et al., 2014). In these situations, skilled and qualified people can provide useful assistance for these conflicts (Van Den Steen, 1995; Guillet & Leblanc, 1995; Overall & McNulty, 2017). Neighborhood mediation or neighbor-to-neighbor mediation are examples of various sorts of mediation.

In addition to the standard court process, mediation between the disputing parties is possible in certain situations as well. This kind of mediation has also received a lot of positive feedback (Caputo et al., 2019). To address internal problems in organizations, a different sort of mediation is employed (Drowly,1998; Hamilton et al., 2013; Overall & McNulty, 2017; Wang et al., 2020a)). In international conflicts, mediation of still another kind is practiced. On an individual, group, and global level, mediation is crucial to use in all circumstances. The Holy Quran also regards religious responsibility for conflict resolution as mediation: "Hear God patch

up a disagreement that may stand between you." (Al-Anfal:1). ‘’Keep working to make things better for others”. (Al-Baghareh:224) (Saeed et al., 2014).

According to the researcher’s mediation in school is like philosophy, conflict is a common occurrence and an inevitable aspect of daily life there. Different countries implement mediation in schools in different ways. Two ways are typically more popular:

**Adult Mediation**

In this approach, specialized people known as "Mediators" provide the mediation services. These individuals, who are frequently invited to schools from outside organizations (universities, research institutes, and social services organizations), are there to help instructors and students and to prevent behavioral and academic issues (Aceves et al., 2010).

**Mediated by Peers**

Schools may think about implementing peer mediation as part of a comprehensive approach to student welfare. Student mediators are frequently the best people to settle disputes between students (Weymouth et al., 2016). In order to serve as mediators for their peers, students can be taught in mediation techniques. Peer mediation may not be appropriate for every dispute. In cases of assault, theft, drunkenness or drug use, other procedures might be more appropriate. Programs for peer mediation must be overseen by personnel with mediation training who give trainee mediators continual supervision (Stern, 2001, as cited in Shahmohammadi, 2014). The key components of peaceful conflict resolution for students are covered in this approach. This approach, which has gained popularity in many nations including the United States, Australia, New Zealand, and the United Kingdom, is frequently used as part of school-based adult

mediation programs. Students learn the abilities needed to resolve conflicts and issues as well as take care of peers' problems using this approach.

Conflict managerial skills are the actions that people engage in when they are in a conflict. Conflict management styles may be classified into two categories, as per the dual concern paradigm (Nawaz et al., 2017; Pruitt & Carnevale, 1993; Shahmohammadi, 2014). Conflict management techniques have been shown to have a significant impact on the quality of the adolescent connection as well as personal growth (Caughlin & Malis, 2004a, 2004b; Weymouth et al., 2016). However, it is still unknown why some teenagers handle disagreements constructively while others have greater difficulty doing so (Bercovitch, 2009; Caputo et al., 2019; Eisenberg et al., 2010).

Researchers centered on four conflict management patterns that adolescents and family members might be using when they have disagreements with each other, related to the theoretical structure and the empirical review on conjugal and peer conflict management (Kurdek, 1994; Piqueras et al., 2019; Pruitt & Carnevale, 1993; Rubenstein & Feldman, 1993; van Doorn et al., 2008).

Conflict involvement also entails damaging actions such as physically abusing the other, becoming combative, compromising self-control, and displaying strong care for oneself but a lack of compassion for the other. The retreat is defined as ignoring the facts, not talking about it, and being aloof, and it displays a lack of care for oneself and others. Finally, conformity is yielding to the other member without voicing one's viewpoint, demonstrating a lack of regard for one's well-being while demonstrating a preoccupation with the other. More adverse conflict management strategies, such as withdrawal and conflict engagement, have been linked to more dysfunctional teenage consequences, including depression concerns, externalizing behaviors,

reduced self-esteem, and relationship satisfaction (Branje et al., 2009; Caughlin & Malis, 2004a, 2004b; Eisenberg et al., 2010; Toomey et al., 2013).

**Conflict Management Styles**

Conflict management has been studied extensively and available research data shows that many researchers have given different categories, types or typologies according to their research. Blake and Mouton (1964, as cited in Saeed et al., 2014) gave a conceptual model commonly known as “managerial grid”. This model consisted on two dimensions i.e, “wanting to satisfy one’s own conflicts” and “wanting to satisfy other people’s need”.

Other researchers, like Thomas (1976) and Pruitt (1983), later explores the classification of Blake and Mouton (1964 as cited in Shahmohammadi, 2014). In a survey of conflict style classifications, Canary (2003, as cited in Bercovitch, 2009) believes that the common aspects underlying many of these conflict management methods are cooperation-competition and directness-indirectness. The degree to which one desires to pool resources to accomplish outcomes that are mutually advantageous is described as "cooperation-competition" (Canary, 2003, p. 528, as cited in Bercovitch, 2009). Conversely, directness-indirectness is understood to be “the amount to which one person actively (v. implicitly) engages with the other person”. Several comparable conflict management styles, including integrating, yielding, avoiding, forcing, and compromising, can be obtained from the combination of these elements, regardless of the conflict style model under consideration (Bercovitch, 2009; Caputo et al., 2019; Shahmohammadi, 2014; Thomas, 1992).

Another typology is given by Rahim and Bonoma (1979 as cited in Saeed et al., 2014). They explained the 5 typologies of conflict management, namely integrating, obliging, compromising, dominating and avoiding.

### Integrating or Collaborating Style

Integrating or collaborating style includes being open, exchanging information, and examining differences in order to find a workable solution that is acceptable to all parties. People that employ the integrating approach have considerations for both themselves and others, are adept at identifying and resolving issues (Rahim, 2000 as cited in Saeed et al., 2014). Studies have revealed that more behavioral compliance was attained by supervisors who adopted an integrating approach, and likely to have less conflicts and ongoing disagreement at work.

### Accommodating or Obliging Style

The accommodating or obliging style is known for aiming to minimize differences and highlighting similarities in order to allay the worries of the other party. When two people cannot agree in that situation a choice must be made, accommodating is the best course of action. Like the collaborating style, the accommodating style is cooperative, however unlike the collaborating style, the accommodating style is indirect and is passive (Blake & Mouton, 1964; Caputo et al., 2019; Chung-Yan & Moeller, 2010; Shih & Susanto, 2010).

### Dominant or Competing Style

In the dominant or competing style, people are more concerned with their own interests than their partner's interests. This approach is forceful and uncooperative. Managers who employ the competitive style frequently fail to achieve their objectives, treat employees improperly, escalate conflicts, and are less likely to follow management instructions (Rahim & Buntzman, 1990 as cited in Kurdek, 1994; Overall & McNulty, 2017).

**Withdrawal or Avoidant Style**

Withdrawal or avoiding situations as a result of having little to no regard for oneself or others have been linked to the avoidance style. It is therefore unhelpful and deceptive. This approach has also been referred to as non-aggression, inaction, and disengagement. This style demonstrates that it is unwise and ineffective (Dill et al., 2004; Gross & Guerrero, 2000; Saeed et al., 2014).

**Compromising Style**

The compromise style entails give and take, whereby both sides give up something to create a mutually agreeable conclusion, characterized by moderate degrees of both aggressiveness and cooperation. Research currently available indicates that the Most people consider compromising to be moderately suitable and effective (Gross & Guerrero, 2000 as cited in Gunkel et al., 2016).

People appear to choose conflict resolution methods that are appropriate for the specific conflict situation to some extent (Rahim, 1986 as cited in Gunkel et al., 2016). However, numerous studies contend and empirically demonstrate that preferences for conflict handling styles are largely determined by an individual's personal traits, such as personality traits (Antonioni, 1998; Park & Antonioni, 2007; Piqueras et al., 2019; Wood & Bell, 2008) and demographic characteristics. These preferences for conflict handling styles are argued to be relatively stable across a variety of situations (Gbadamosi et al., 2014).

Given that conflicts are frequently extremely emotional experiences, one line of research has concentrated on how emotional intelligence affects people's choices for conflict resolution approaches (Jordan & Troth, 2004; Shih & Susanto, 2010; Yu, Sardessai, Lu, & Zhao, 2006).

Emotional intelligence is the capacity for recognizing, using, and regulating emotions in people (Wong & Law, 2002 as cited in Wang et al., 2020a). Although earlier research indicates that people's emotional intelligence influences their preferences for particular conflict handling techniques, the conclusions are unclear (Schlaerth, Ensari, & Christian, 2013).

The fact that prior studies frequently overlooked the culturally unique pattern of emotional intelligence may be one explanation for the contradictory results (Gunkel, Schlagel, & Engle, 2014; Miller, 1997; Shao et al., 2014). Only a small number of studies (Bano et al., 2019; Kaushal & Kwantes, 2006; Komarraju et al., 2008; Morris et al., 1998) has examined the preferences for conflict handling styles that differ significantly across nations (Gabrielidis et al., 1997; Kim et al., 2007; Posthuma et al., 2006; Ting-Toomey et al., 1991) One promising explanation for cross-country differences in individual preferences for conflict handling styles, according to previous research, may be differences in people's orientation toward various cultural value dimensions (the collection of characteristics that define a society according to its apparent position within the continuum of patterns described by the respective dimension (Holt & DeVore, 2005; Komarraju et al., 2008; Kim-Jo et al., 2010).

The individualism/collectivism dimension, in particular, was the focus of earlier studies that looked at the relationship between cultural value dimensions and conflict handling approaches. These studies neglected the relevance of the interaction between other cultural value dimensions (Littrell, 2012). The relative significance of various cultural value factors in influencing preferences for various conflict handling techniques is thus little understood. Furthermore, the majority of earlier studies did not quantitatively assess cultural value aspects. Instead, they frequently employ the globe research (House et al., 2004) or the cultural dimension scores by Hofstede (2001) to categorize people based on their cultural values. This approach is

problematic for research done at the individual level because it compares the national culture of a nation and the personal cultural orientation of a citizen without really measuring personal cultural inclinations (Brewer & Venaik, 2014). Second, little is known about how cultural value dimensions truly affect people's preferences and, consequently, how they affect the general tendency for people to behave in various conflict scenarios.

**Conflict Management and Peer Victimization**

Peer victimization causes psychological problems in adolescents, but these problems can be mitigated if they use a solvent dispute resolution method. Adolescents who use solution-oriented tactics are more likely to cope well with disagreements, which may enhance their peer connections (Q. Gao et al., 2017; Thayer et al., 2008). Adolescents who seem to be solution-oriented in crises, for example, tend to exhibit high care for others, which can progress to enhanced closeness in peer interactions (Betts et al., 2013; Branje et al., 2009; Q. Gao et al., 2017; Thayer et al., 2008), which benefits their psychological adjustment. Thus, problem-solving methods may assist victimized adolescents in creating and maintaining a reasonably pleasant atmosphere for their emotional well-being (Marroquín & Nolen-Hoeksema, 2015).

Nonetheless, peer victimization is a form of social dispute characterized by a power dynamic between the victim and the offender (Dill et al., 2004; Q. Gao et al., 2017; Olweus, 1997). It is frequently difficult for sufferers to resolve issues with their oppressors. As a result, some sufferers may employ techniques of control/direct conflict or non-confrontation/withdrawal. However, evidence has indicated that using these tactics may exacerbate confrontations and promote bully behaviors, perhaps leading to more intimidation and higher psychological troubles (Garaigordobil, 2017).

Peer victimization occurs in educational institutes the most and adolescents tend to turn towards a higher authority to have a peaceful solution of conflict. Conflicts arising in classrooms are often taken to class teachers. Teachers have the chance to step in and help resolve student disagreements when they take place on school property. For adolescents who are being bullied and are unable to protect themselves from violent peers, these treatments from teachers may be very helpful (Aceves et al., 2010; Dill et al., 2004; Graham & Juvonen, 1998). Furthermore, it was found that students who are engaged in such violent encounters as well as those who observe such events, they start to observe how teachers behave and react in such situations (Rigby & Bagshaw, 2003; de Bruyn et al., 2010). Although little research has been done on student perceptions of instructors' conflict-resolution skills, some evidence suggests that these beliefs are crucial determinants of students' attitudes toward teachers and may also be linked to how students act when provoked or victimized (Catterson & Hunter, 2010; Khan, 2014; Liu et al., 2018). However, understanding how teenage coping strategies to conflicts that occur on school grounds are influenced by attitudes of instructors requires further study in this area (Champion et al., 2003; Garaigordobil, 2017).

Different ways for students to react to victimization are ignoring the problem, turning to friends and violently retaliating. It is not clear what circumstances lead adolescent students to decide to ask teachers for assistance when conflicts arise, but teachers can be one option for resolving issues at school (Aceves et al., 2010; Herge et al., 2016b; Povedano et al., 2015).

Researches have shown most students tend to go for solution-oriented reconciliation techniques when a conflict arises. Put collectively, it is acceptable to claim that a solution-oriented reconciliation technique may be a defensive feature that helps to lessen the negative consequences of peer victimization. Controlling and non-confrontation, on the other hand, may

function as aggravating elements that exacerbate traumatized youth's psychological adjustment challenges. Furthermore, there are conflicting data about gender differences in peer victimization and psychological adjustment. One report revealed that victimization was more deeply linked with solitude in guys than in girls (Aceves et al., 2010; Herge et al., 2016b; Povedano et al., 2015). Most investigations found no gender differences in the relationships (Catterson & Hunter, 2010; Khan, 2014; Liu et al., 2018). In terms of conflict resolution tactics, when a disagreement is challenged, males tend to employ polite and respectful approaches, whilst females tend to utilize solution-oriented techniques (Wheeler et al., 2010).

**Conflict Management and Psychological Adjustment**

People can respond to disagreement in either a constructive or harmful way (Branje et al., 2009; Wang et al., 2020a). Constructive reconciliation often entails problem-solving actions such as relearning about the other person's interests and planning ahead of time on how to resolve the issue (Thomas, 1992; Wheeler et al., 2010). Destructive reactions, on the other hand, typically involve deception or aversive habits of conduct (Olson & Braithwaite, 2004), which can intensify disagreements and harm relational integrity (Overall & McNulty, 2017; Thayer et al., 2008).

In Pakistan, the component of conflict resolution is understudied, particularly in comparison to peers. The relevance of conflict resolution is demonstrated by the fact that throughout adolescence, the resolution of disagreements between friends and colleagues plays a critical role in the development of anxiety. Previous findings further support that if the dispute is severe and long-lasting, it can lead to a variety of mental health issues (Bano et al., 2019).

To comprehend the creative and negative mechanisms of resolving conflict, it is vital to investigate the techniques employed by people in conflict circumstances. The conflict

management technique is broadly characterized as an individual's approach to social conflict (Kim-Jo, Benet-Martnez, & Ozer, 2010). Three major conflict management techniques: solution orientation, controlling, and non-confrontation, were employed in the majority of conflict research (Kim-Jo et al., 2010; Thayer et al., 2008; Wheeler et al., 2010).

Amongst the tactics, solution-orientation is seen to be the most beneficial (Thayer et al., 2008; Wheeler et al., 2010). It involves actions such as direct discussion regarding disputes that try to find a settlement to the problem. Researchers discovered that a solution-oriented methodology is likely to make a large and favorable impact on people's quality of life (Marceau et al., 2015; Wang et al., 2020a). Control technique, like solution-orientation, entails direct interaction regarding the issue. Individuals that use the control technique tend to fight vehemently for their points of view and strive to exert control over the conversation. There is an indication that controlling is linked to low degrees of relationship quality, particularly among women (Wheeler et al., 2010). Finally, non-confrontation refers to oblique conflict management tactics such as retreating from a dispute and masking angry sentiments (Kim-Jo et al., 2010; Marceau et al., 2015; Pruitt & Carnevale, 1993).

Non-confrontation is seen as a bad conflict management method, associated with low authority position, social ineptitude, work discontent, and poor relationship integrity (Aceves et al., 2010; Q. Gao et al., 2017; Jodoin & Ayers, 2017; Wheeler et al., 2010). Although some methods, such as solution-oriented techniques, may represent correspondingly productive features across situations, other like, including non-confrontation, may be viewed separately in Asian and Western communities, and thus associated with different psychosocial symptoms in Asian and western adolescents (Boroş et al., 2010; Q. Gao et al., 2017).

Non-confrontation, for example, is regarded as bad and dysfunctional in West capitalist society since it is inconsistent with widely prized boldness, independence, and competition (Boroş et al., 2010; Gao et al., 2017; Overall & McNulty, 2017; Thayer et al., 2008; Thayer et al., 2008). Nevertheless, because it is generally viewed as an effective and adaptable type of conflict management for maintaining social relationships and group peace in a socialistic society, this method may be positively recognized and supported (Q. Gao et al., 2017)

People may respond to conflict in a positive or negative way, according to Deutsch (1973, as cited in Boroş et al., 2010). Learning about one another's requirements and proactively formulating strategies for handling the dispute are only two examples of the problem-solving techniques that are typically used in constructive resolution (Thomas, 1976; Wheeler et al., 2010). Destructive responses, on the other hand, sometimes involve manipulative or avoidant behaviour patterns (Olson & Braithwaite, 2004, as cited in Bano et al., 2019), which can intensify disagreements and harm the quality of relationships (Overall & McNulty, 2017; Thayer et al., 2008). It's important to look at people's negotiating tactics in order to comprehend the positive and negative aspects of conflict resolution. The way a person handles interpersonal disagreement is generally referred to as their conflict resolution technique (Jodoin & Ayers, 2017; Kim-Jo et al., 2010).

Solution-orientation, control, and non-confrontation are the three primary conflict resolution techniques defined by Putnam and Wilson (1982, as cited in Wang et al., 2020), and they have been applied in the majority of conflict research (Boroş et al., 2010; Taylor, 2010; Thayer et al., 2008; Wheeler et al., 2010). The approach that is viewed as most beneficial among the techniques is solution-orientation (Thayer et al., 2008; Wheeler et al., 2010). It involves actions intended to find a way to end the issue, such being up forward about disagreements

(Putnam & Wilson, 1982, as cited in Wang et al., 2020). According to research, employing a solution-focused strategy is likely to have a significant and advantageous impact on people's mental health (Ghorbanshiroudi et al., 2011; Marceau et al., 2015).

The control technique is distinct from the solution-oriented strategy in that it also entails direct communication about the disagreement. People who employ the control method typically make strenuous arguments for their own points of view and make an effort to control the conversation (Putnam & Wilson, 1982, as cited in Wang et al., 2020). There is evidence that control, particularly for women, is linked to low levels of relationship satisfaction (Wheeler et al., 2010). Finally, non-confrontation refers to defusing a problem through indirect means, such as avoiding conflict and burying one's anger (Putnam & Wilson, 1982, as cited in Wang et al., 2020). Non-confrontation is viewed as a bad approach to resolving conflicts and is linked to low leadership, social incompetence, job dissatisfaction, and a bad marriage (Jodoin & Ayers, 2017; Madlock, 2013; Wheeler et al., 2010).

Research on conflict resolution techniques in the Asian context is lacking. Others, like non-confrontation, may be viewed differently in Asian and Western societies and consequently be associated with different psychological outcomes in Asian and Western adolescents. This is in contrast to some strategies, like solution-oriented strategies, which may serve similarly constructive functions across contexts. It has been proposed that cultural context may have an impact on the functional meaning of non-confrontation (Boroş et al., 2010; Gao et al., 2017). Because it conflicts with the highly valued traits of assertiveness, autonomy, and competition, non-confrontation is seen as bad and maladaptive in Western individualistic society, for instance (Thayer et al., 2008). However, because it is frequently regarded as an effective and adaptive

type of conflict management for maintaining interpersonal relationships and community peace in collectivistic society, this method may be positively viewed and supported (Lun & Miu, 2012).

**Psychological Adjustment**

Psychological adjustment refers to behaviour of adapting to changes in surrounding environment. Psychological adjustment is an individual's capacity to adapt to their surroundings, which indicates that they possess the necessary coping mechanisms to feel good, fit in, respond appropriately to environmental demands, and accomplish their goals (Piqueras et al., 2014).

The ability to accommodate to changes in one's physiological, vocational, and interpersonal environment is known as adjustment in psychology. For instance, when their physiological state prompts them to seek food, they eat to state their hunger and so adapt to the hunger signal. Similarly, When a person respond normally to a need or stress in their surrounding environment such as school or playground is said to be a psychologically adjusted individual. A great quality of life depends on successful adjustment. Those who have trouble adjusting are more prone to anxiety or depression, as well as emotions of helplessness, anhedonia, attention deficit disorder, sleep issues, and irresponsible conduct.

Psychological adjustment in adolescents and adulthood starts from the very start of a person's life. Children's psychological adjustment pertains to a youthful individual's mental wellbeing, which encompasses behavior and academic issues, peer connections, and overall intellectual and interpersonal competence. Psychosocial adjustment in childhood frequently refers to adaptability and performance in several of the key domains that mainly categorized as home and schooling. Furthermore, it shows a person's ability to cope with environmental challenges. Peer interactions are a decisive factor in a child's psychological functioning and overall well-being, both now and in the hereafter (Domitrovich et al., 2017). Becoming socially

acknowledged and making companions is linked to better adaption, personal well-being, improved academic achievement, high self-esteem, and a nice and friendly group experience (Wentzel, 2003).

Nevertheless, not all adolescents have peaceful social interaction among students; peer exclusion scenarios are still common in most schools and are thought to be a risk factor for acquiring psychosocial adjustment problems later on in life. Students who have been rejected frequently have a less adaptable psychosocial character in terms of happiness, and also depressed manifestations, and other maladaptive characteristics. Furthermore, children who do not develop enough emotional well-being will have a harder time adapting and will remain more sensitive to social criticism ((Buck, 2014; Denham et al., 2003).

Lack of psychological adjustment can have many factors; however, the most important social factors are family structures, ethnicity and socio-economic status of adolescents. The socioeconomic risk factors that are predominant in rural African American Adolescents have a substantial impact on how rural African American children, adolescents, and young adults develop. A research conducted in 2005 by Dressler and colleagues reported that these risk factors include institutional and interpersonal racism, difficulty accessing interventions for the prevention medical care, limitations on occupational and educational employment options, frequent housing adjustments due to the financial pressures, modifications in employment status and overall social adjustment (Brody et al., 2013).

Similarly to the ethnicity, family structure also plays important role. Meta-research conducted reported the psychological health of adolescents in single-mother families resulting by divorce has been thoroughly researched. These studies have consistently demonstrated that adolescents whose parents' divorce are more likely than adolescents from intact households to

experience behavioral and emotional issues and are more likely to find social-adjustment more difficult than adolescents with joint family (Golombok et al., 2016).

Individual stresses, which tend to compound under socioeconomic situations, also play a role in adjustment problems. In addition, stressors compound and intensify preexisting stress in a context of lower socioeconomic status-related stress (Wadsworth & Compas, 2002). Economic strain is a type of stress that relates to the challenges that come with having less money than one needs on a daily basis (Santiago et al., 2011). Children, teens, and adolescents from lower socioeconomic classes are particularly negatively affected by extra stressors such as family conflict and exposure to violence in daily life (Evans & English, 2002). Numerous stressors connected to poverty or lower socio-economic class are "stress due to poverty" (Wadsworth et al., 2008). Poor children and adolescents who experience this stress are more likely to exhibit signs of despair, anxiety, hostility, and violence (Golombok et al., 2016).

**Internalizing Behaviors**

The majority of research on bullying and peer hostility at school has focused on understanding what it's like to be the victim of such conduct. Every act of violence seems to have a negative effect on the victim's life, as shown by behaviors like skipping class or an institution, high levels of social anxiety, depressive symptoms, loneliness, tension, low self-esteem, and overall dissatisfaction with life. Victims of school violence often struggle more with adjusting emotionally to their daily experiences. This may eventually result in a greater inability to understand other people's perspectives, which can sometimes negatively affect their capacity for empath (Erath et al., 2013).

In this regard, it appears that victims primarily employ emotion-focused coping mechanisms, which indicates a greater focus on their own feelings and, given the complexity of

their individual circumstances, also greater challenges to effectively control those emotions. It has been noted that the pain and sense of insecurity experienced by cyberbullying victims might be made worse by their inability to anticipate the attacks, which can cause them to experience generalized anxiety, tension, and depressive symptoms. As they are frequently targets of conventional bullying at the same time, they also exhibit a loss of self-confidence and trust in others, present greater issues with academic accomplishment, and exhibit increased isolation and feelings of loneliness (Gini & Espelage, 2014).

Long-term peer abuse affects a lot of kids and teenagers, which can cause all kinds of maladjustments (Hamilton et al., 2013). The three main signs of emotional maladjustment are commonly seen as loneliness, anxiety, and depression. These theories could provide an explanation for this connection. According to the social information-processing model, kids learn to attribute causes and purposes to peers through socially encoded cues (Wu et al., 2015). These cue readings might point to hostile intent. Adolescents' propensity is to form negative idea of self-evaluations as a result of social interactions may, over time, have an impact on their self-schemas and assessments of their own ability. Internalizing symptoms like depression, loneliness, and anxiety may be explained by these processes (Estévez et al., 2019). Early peer connection serves as the foundation for future social communication since kids and teenagers evaluate others and themselves based on their own peer experiences (Hamilton et al., 2013).

Victimization by peers, and relational victimization in particular, directly damages healthy peer relationships and may cause trust to erode. Children gradually develop unfavorable self-evaluations as a result of internalizing their victimization experiences, which results in emotional and other forms of maladjustment (Gini & Espelage, 2014). Empirical research shows

that traumatized children and adolescents are more isolated, worried, and unhappy than their peers.

**Externalizing Behaviors**

Peer victimization experiences, particularly in late adolescence, have been shown to negatively affect psychological adjustment (Cillessen & Lansu, 2015). Adolescent victims of peer victimization have been shown to have low levels of social competence, low levels of social acceptability, and overall inferior interactions with their classmates. They are also typically not well adjusted to the socioeconomic class they belong to (Bruyn et al., 2010).

Furthermore, peer victimization has been linked to indicators of psychological adjustment (McDougall & Vaillancourt, 2015a). Similar conclusions have been reached on the influence of peer victimization on self-perception. According to Glauer and Lohaus (2015), victimization is especially associated with low self-esteem and low self-efficacy in teenagers. Teenagers who have subservient peer interactions and low self-esteem are less likely to have satisfying, long-lasting relationships with others and to undergo psychological changes as a result, according to recent study (McDougall & Vaillancourt, 2015).

**Psychological Adjustment and Peer Victimization**

Belonging to a peer group is important for a person's psychological development throughout adolescence, although in certain circumstances this cannot be achieved owing to the unfriendly conduct of peers. The term "hostile attitude" encompasses a variety of behaviors, such as excluding someone from participation in group activities or spreading untrue stories, in addition to physical, verbal, emotional, and psychological bullying (Espelage et al., 2013). The psychological adjustment a person may have made with the help of a peer group is obscured by

this peer victimization. Also, being victimized by peers reduces the likelihood of subsequent psychosocial adjustment for the teenager (Espelage et al., 2012). Peer victimization and bullying have been associated to a worse degree of psychosocial adjustment, according to several studies, despite the fact that many reasons can cause poor psychosocial adjustment (Nansel et al., 2001a).

Numerous studies have demonstrated that bullying and victimization results poor psychosocial adjustment, particularly emotional issues and behavioral issues (Arseneault et al., 2006; Craig, 1998; Nansel et al., 2001; You & Bellmore, 2012). Studies that demonstrate the reverse direction of effect are also available. In addition to this, Glew et al., (2005) discovered that kids with emotional issues have more chances to face various forms of bullying. Veenstra et al., (2005) shown that adjustment issues including aggression and social isolation were closely associated to bullying in the same field. Furthermore, Wolke et al. (2000) discovered that children who experienced direct bullying (such as punching, kicking, or shoving) had much higher rates of behavioral issues, hyperactivity and sensitivity, conduct issues, and less prosocial behavior.

According to Schwartz's (2000) research, kids who experienced bullying exhibited less prosocial behavior than kids who weren't bullied. According to Goldbaum and colleagues 2003 study, children who have been assaulted frequently experience internalizing issues including somatization and anxiety and also face difficulty interpersonal interactions. Bullying and peer victimization both are associated with the wide range of psychosocial adjustment issues, including depression and psychosomatic issues, according to a number of studies (Kaltiala-Heino et al., 2000; Kumpulainen & Raasa nen, 2000; Nansel et al., 2004). Victimization is significantly connected with later internalizing disorders like anxiety and

depression while bullying is strongly linked with later externalizing issues like aggression and antisocial behavior (Sourander et al., 2000).

However, the same authors contend that the reverse impact is equally plausible. In other words, at the age of 16, children who experienced and had depressed symptoms near the age of eight also experienced experiences of bullying and victimization. Juvonen and colleagues (2003) presented a viewpoint that was entirely at odds with the consensus of most authors. Bullies, according to their argument, tend to have fewer adjustment issues than other kids and are mentally more resilient than kids who aren't bullied. The same writers also asserted that bullies frequently enjoy popularity, particularly in cliques of other aggressive young people. Adolescents who struggle making peer connections have chances to display early signs of being bullied or victimized in the future (Jablonska & Lindberg, 2007).

In other words, early issues with interpersonal relationships and bullying may portend a higher risk of later-life peer victimization and chronic bullying (Craig & Pepler, 2003). Additionally, kids who have internalizing issues like sadness and anxiety, vulnerable in becoming victims of peer victimization (Goldbaum et al., 2003). According to Thompson et al., (1994, as cited in Martin-Storey & Crosnoe, 2012), 67 percent of students with disabilities experience bullying. They made the case that pupils with disabilities and behavioral issues are more likely to be victims of abuse than other kids. Youngsters who engage in bullying of any kind have greater behavioral issues. Children who face direct bullying exhibit significant levels of communication issues, hyperactivity, and poor levels of prosocial behavior, according to research by Wolke et al. (2000). According to studies on the long-term repercussions of victimization, children who experienced victimization may face depression in the future (Bond et al., 2001; Olweus, 1993).

As demonstrated by Hawker and Boulton (2000) and Bond et al. (2001), childhood peer victimization significantly predicts the anxiety and depression in later life. Arseneault et al. (cited in Papafratzeskakou et al., 2011) discovered a connection between internalizing issues and directly or indirectly experiencing victimization (such as target of isolation and gossip). It also has a connection to bad social interactions, low achievement, and low school satisfaction. However, it was discovered that direct victimization was more closely associated with emotional and adjustment issues. It is contend that the bullying and peer victimization are generally linked with poor psychosocial adjustment, including stress from school (Karatzias et al., 2002; Kochenderfer & Ladd, 1997; Sentenac et al., 2013), loneliness (Crick & Grotpeter, 1995; Wang et al., 2020a; Wheeler et al., 2010), and in extreme cases, may even increase the risk of depression in and also self-destructive behavior (Bond et al., 2001). Children that encounter both bullying and victimization as a group appear to struggle with adjustment the most since they have both internalizing and externalizing issues (Schwartz, 2000; Fontaine et al., 2018; Haynie et al., 2001; Stavrinides et al., 2011).

In addition to this, victims of bullying and harassment have lower interpersonal and behavioral adaptation, they also have a harder time finding acquaintances, have weaker interactions with their peers, and are more prone to loneliness (McDougall & Vaillancourt, 2015a; Nansel et al., 2001b; Papafratzeskakou et al., 2011). Researchers also found that bullied adolescents experience higher transitional difficulties, such as internalizing and externalizing problems, social challenges, medical complications, and suicidality (Aceves et al., 2010; Arseneault et al., 2006; McDougall & Vaillancourt, 2015a).

Researchers also reported that victims of abuse are generally found to be socially inept and have fewer or even no good school acquaintances. Researchers conducted a study to explore

the precipitating factors of peer victimization, they found adolescents who are peer victimized are more likely to be absent and evade a social situation to avoid getting bully which in turns increases the likelihood of occurrence of bullying (McDougall & Vaillancourt, 2015a; Vreeman & Carroll, 2007). According to previous researches and available literature, psychological issues arisen by peer victimization and bullying may remain throughout later adolescent and adulthood years (Arseneault et al., 2008; Delfabbro et al., 2006; Gini & Espelage, 2014; Wong, 2004).

Furthermore, a study conducted by Schwartz and colleagues conducted a research (2005 as cited in Espelage et al., 2013; Stavrinides et al., 2011) to explore the lasting impacts of peer victimization on adolescents, concluded that children and adolescents who were victims of peer out casting and rejection and are bullied, reported to have low psychosocial stability. They also explore the social characters in adolescents reported that adolescents who were bullied in their school years, reported to be less altruistic than children who have not been bullied. In addition to these psychological issues like anxiousness and somatic symptoms, and also poor inter and intra personal relationships are common among adolescents who were victims of bullying and peer victimization. Furthermore, Goldbaum et al., conducted a study in 2003 to expand the research on conduct issues and behavioral issues in children and adolescents. They reported that adolescents who have been bullied or victimized had the largest number of inappropriate and negative behavioral incidents (Espelage et al., 2013; Stavrinides et al., 2011).

Previous researches and available literature has shown that there is a strong association between bullying victimization and psychosocial adjustment issues mainly psychological distress, psychosomatic issues, eating issues, body image related issues and behavioral issues (Kaltiala-Heino et al., 2000; Kumpulainen & Räsänen, 2000; Nansel et al., 2004). Incidents of

peer victimization have been demonstrated a deleterious effect in social adjustment, especially in late adolescence (Cillessen & Lansu, 2015).

In addition to this, previous researches also concluded that Peer victimization is a social issue that has strong association with the formation of internalizing difficulties in adolescence, it can also raise the risk of depression and social anxiety (Hamilton et al., 2013). The meta-analytic studies done by researchers shows that bullied children and adolescents have poor personal adjustment, particularly internalizing issues, or issues in adaptive coping mechanisms also controlling destructive emotions, which can lead to shy or withdraw behavior, depression, self-deprecating remarks, and having low self-confidence in adolescents (Gini & Espelage, 2014). Available literature also explains that peer victimization increases the risk of problems related to psychosocial adjustment and can also lead to poor consequences such as stress, anxiety and depression, they also stated that peer victimization have been linked notably to alarmingly increasing psychological and social problems among adolescents (Hamilton et al., 2013; Kaiser & Malik, n.d.; Khan, 2014; Siegel et al., 2009).

In the same context as above, it was revealed by a study conducted by Sourander et al., in 2000 that bullying is most likely to be linked with externalizing issues like aggression and abusive behavior patterns, whereas victimization is most likely to be linked to many internalizing issues such as anxiety and depression (Stavrinides et al., 2011). In addition to this children who are venerable to psychological problems in childhood can also be linked to harassment and peer victimization situations in adolescence (Khan, 2014). In contrary to adolescents who are victimized, research conducted by Juvonen et al., in 2003 found that bullies have fewer adaptation issues than ordinary youngsters and peer victimized adolescents, furthermore, they are mentally tougher than adolescents that are not bullied. They also stated that bullies are also

prominent, particularly among groupings of similarly confrontational young people, they are generally more likely to be accepted faster than ordinary youngsters (Shahmohammadi, 2014).

Available literature on peer victimization indicates that peer victimization in early life i.e., childhood and early school period can have lasting effects on later life and rises many issues in psychosocial adaptation. Study conducted by Craig and Pepler in 2003 reported that problems in interpersonal and social interaction problems during early life stages may increase the risk of persistent lifelong bullying and peer victimization (Weymouth et al., 2016).

Furthermore, the narrative is confirmed by Craig and Pepler's (2000) research. They explained that the children who suffer from internalizing issues like depression or nervousness are more venerable to be the victims of peer bullying in later life i.e., adolescents and early adulthood. Many researchers conducted to explore the area of bullying and peer victimization found that the bullying and victimization framework is directly associated to poor psychosocial adaptation which includes emotional turmoil during college years, loneliness and, in some severe cases, to an alarmingly high risk of potentially damaging depressive episodes and self-destructive behavior (Bond et al., 2001; Crick & Grotpeter, 1995; Karatzias et al., 2002; McCrory et al., 2017; Stavrinides et al., 2011).

Moreover, children experiencing both aspects of this phenomena (harassment and peer victimization) appears to become the more significant to have adjustment related issues, as they demonstrate both internalizing (depression and anxiety) and externalizing issues (aggression) (Bano et al., 2019; Haynie et al., 2001; Schwartz et al., 2005).

Previous studies focused on consequences of peer victimization on psychosocial adaptation, indicating that psychosocial difficulties affect victims of all sexes and all ages (Hamilton et al., 2013; Hawker & Boulton, 2000). According to statistical survey conducted by

Hawker and Boulton in 2000 indicated that the psychosocial difficulties affect sufferers of all genders and all generations. However, the issue of gender disparities in psychosocial adaptation is still not researched enough to have a concrete answer (Kaiser & Malik, 2018.).

Although, some researches show that victimization has distinct effects on women and men, a large majority of researches show that adjustment processes are consistent across genders (McDougall & Vaillancourt, 2015a). In early to mid-adolescence, the incidence of victimization is associated with variations in psychosocial issues (Pace et al., 2021; Smith et al., 2008). The measure to which a person participates in proficient social conduct and adjusts to their current social situation is referred to as social adjustment (Crick & Dodge, 1994; McDougall & Vaillancourt, 2015). Peer victimization has also resulted in the identification of psychological adjustment factors (Arseneault et al., 2008; McDougall & Vaillancourt, 2015a; Toomey et al., 2013). Peer victimization and having social anxiety are the most psychiatric issues in adolescents and this have linked in series of researches (Herge et al., 2016b; Siegel et al., 2009).

It's not unexpected that the emotion of victimization has indeed been linked to isolation, considering the broad spectrum of social issues identified in victimized adolescents (Buhs & Ladd, 2001; Khan, 2014; Storch et al., 2003; Storch & Masia-Warner, 2004). However, victimized children's dread and aversion to social settings are especially harmful because strong connections appear to act as a shield against the negative impacts of victimization (Buhs & Ladd, 2001; Prinstein et al., 2001; Stavrinides et al., 2011).

The results on how abused adolescents socialize are mixed. Although some research suggests that victims engage in a timid, subservient manner, some imply that they are more confrontational than their non-victimized peers (Besag, 1989; Champion et al., 2003; Herge et al., 2016b; Olweus, 1993; Schwartz et al., 1993). These discrepancies likely arise as a result of

different approaches being used (e.g., teacher report, child report, parent report). However, research appears to be a consensus that victimized children have difficulty handling peer encounters (Betts et al., 2013; Buhs & Ladd, 2001; Champion et al., 2003; Herge et al., 2016b).

Victimized adolescents, instead of obtaining additional evidence to cope with the difficulties, allow circumstances to swiftly develop (Champion et al., 2003). Adolescents are victimized by their classmates in other nations, notably in South Korea (Schwartz et al., 2001, 2002) and China (Schwartz et al., 2001), Victimization is linked to unfavorable psychosocial repercussions, as much as it is in Western societies. African adolescents were less likely to be victimized, while they were, this was connected with worse consequences than adolescents of other ethnicities. Victimized African children expressed poorer self-esteem and much more solitude than victimized children from other ethnic communities, showing that not blending in with one's cultural group's normal viewpoint may be connected with especially negative results (Graham & Juvonen, 1998; Herge et al., 2016b; Toomey et al., 2013).

Explicit victimization had greater detrimental implications for African-American and Hispanic primary school pupils than interpersonal victimization (Betts et al., 2013; Storch et al., 2002). Lastly, research revealed that Hispanic and Caucasian primary school adolescents had an equal incidence of peer victimization and psychological consequences (Betts et al., 2013; Storch et al., 2003). Observational research frequently found victimization to be prognostic of a range of internalizing disorders, such as anxiousness, sadness, and isolation, confirming conclusions from contemporaneous investigations (Betts et al., 2013; Boivin et al., 1995; Hodges & Perry, 1999; Olweus, 1997; Storch et al., 2003). Association in peer victimization of adolescents and subsequent psychosocial difficulties has been demonstrated to be mediated by several factors. Elevated negative emotion was transmitted not just by an elevation in real victimization, but also

from the notion that aggressiveness is a normal and justifiable kind of social activity (Dill et al., 2004; Stavrinides et al., 2011). Peer disapproval and a dysphoric attitudinal approach were utilized to evaluate subsequent melancholy in a group of teenagers and only when the teenagers put a high value on their peer position (Nansel et al., 2004; Prinstein et al., 2001; Stavrinides et al., 2011).

In light of the foregoing discussion, it is important to note that the purpose of this study was to determine how conflict management techniques affect peer victimization and psychological adjustment in teenage subjects. It was intended to investigate how teenagers may mentally adjust themselves in that context and what conflict resolution techniques do they employ to alleviate the stress generated by peer victimization because every second child in a classroom experiences peer victimization. The present research study also sought to determine the methods used by teenagers to resolve disputes, including whether they employ successful or ineffective techniques, as well as the outcomes—positive or negative—that result.

Victimized adolescents more likely to come from lower social socioeconomic households (Tippet and Wolke, 2014). Few studies have explored the link between socio economic status and bullying others. Mixed findings have reported the link between peer victimization and socio-economic status. A survey was conducted in United Kingdom over 6000 respondents from middle school, result showed that there is negative relationship between victimization and socio-economic status (Whitney, 1993). Another longitudinal research was conducted in Finland suggests that socio economic status and parental education has no effect of peer victimization (Sourander et al., 2000). Another study results showed that children and youth from rural areas are likely to be a victim by peers in urban area (Wilson, 2007). Previous researches show that children with low socio economic status are less likely to be respected and accepted by peers

(Jiang et al., 2018), have fewer friendships (Alivernini et al., 2009), and are more likely to engage in direct verbal and psychical violence (Marini et al., 2006; Stalmach et al.m 2014; Heshmat et al., 2016).

**Theoretical Framework**

Adolescents who experience peer victimization become emotionally, mentally, and socially unstable. One begins to doubt his or her own talents as a result of the stress caused by peer victimization. As the main theoretical framework for this study, Lazarus and Folkman's transactional paradigm of stress management served as the main inspiration. The presented model proposes that the process of evaluation, reaction, and change is at the core of the stressful encounter.

**Transactional model of stress**

Theories of emotion based on transaction model of stress claims that appraisal, which is defined as "a judgement of the personal importance of a specific interaction between the individual and the environment," mediates all emotional experiences (Lazarus 1991, p. 820). People utilize two types of assessment to determine whether an experience is stressful (Mitchell et al., 2015).

In the initial assessment, individuals understand if the incident is deleterious to their wellbeing or beneficial. People evaluate their competence to address the situation during secondary appraisal. Assessments are influenced by both person and environment elements, i.e., within a specific encounter, person and environment traits interact to increase or decrease the likelihood of particular appraisals. After that, appraisals result in coping behaviors, which are actions taken to control both the environmental demands (problem-focused coping) and the

feelings brought on by those demands (emotion-focused coping). As people learn new knowledge, coping actions in turn lead to reappraisals, which in turn inspire further coping behaviors. As a result, evaluation and coping have an ongoing mutually beneficial relationship (Lazarus & Folkman 1984 as cited in M. E. Mitchell et al., 2015).

Coping was defined as a phenomenon that encompasses both cognitive-behavioral reactions that people utilize in an effort to stabilize direct or indirect pressures that are believed to be greater than their particular capabilities (Folkman, 2013). The theory is in accordance with the Van Ryzin and Roseth research which stated that peer victimization is a highly stressful event that impacts up to one-third of all teenagers in North America and Europe (Van Ryzin & Roseth, 2018). The stress caused by peer victimization contributes considerably to a variety of negative consequences in the teenage population. These negative impacts include higher rates of melancholy, stress, criminality, and drug addiction, as well as lower rates of school enrollment, academic success, and self-esteem. Furthermore, Danielson and Emmers-Sommer employed the transactional theories of stress coping to look at the effects of Bullying, particular coping techniques, and teenage support systems (Danielson & Emmers-Sommer, 2017). The study's findings revealed that individuals' appraisals of stressful experiences are related to the psychological and sociological repercussions of such occurrences.

Furthermore, Danielson and Emmers-Sommer suggested that coping attempts aimed at stress regulation might result in either good results that reduce stress or negative consequences that worsen stress. Because of the association between adolescents' effect of peer victimization events and their psychosocial reactions, the transactional model of stress and coping was appropriate for this study. Moreover, this conceptual model also aided in determining which sort of peer victimization, or the paradigm of the combo of physical violence, verbal violence, and

interpersonal hostile behaviors, is the strongest predictor of these persons' psychosocial adaptation.

According to Lazarus and Folkman's (1984) theory, a person who experiences a cognitive appraisal process after such an event (like peer victimization) in which they assess the situation's importance and relevance to their wellbeing (primary appraisals) and the resources they have at their disposal to deal with it (secondary appraisals) (Folkman et al., 1986; Lazarus & Folkman, 1984). Evidence demonstrates that the connection between peer-victimization and negative outcomes is influenced by cognitive assessments of danger, challenge, control, guilt, and perceived social support (Noret et al., 2018).

Threat assessments reflect an expectation of potential loss or harm, whereas challenge assessments concentrate on the possibility for personal growth in response to the circumstance (Lazarus & Folkman, 1984). Primary appraisals, such as threat and challenge appraisals, differ in the adaptive role they play in the connection between peer-victimization and psychological symptomatology. In adolescence, peer relationships become more significant (Espelage et al., 2003). Since peer victimization directly threatens these relationships, it may be more likely to be viewed as a serious threat than as a minor obstacle to be solved (Taylor et al., 2013). According to evidence to date, peer-victimization is linked to depressive symptoms because of an increase in threat evaluations, which shows that threat appraisals mediate the association between peer-victimization and depressed symptoms (Giannotta et al., 2012; Hunter et al., 2010; Taylor et al., 2013).

Following a stressful situation, secondary evaluations may involve assessing personal responsibility and control. Control assessments concentrate on a person's belief that a situation is controllable given their skills, that it is significant to them, and that they can take action to

change the circumstance (Grob et al., 1995; Terranova et al., 2011). Assessments of blame reflect how much people believe they are to blame for the issue (Gerard et al., 2005). The association between peer-victimization and unfavorable outcomes may be mediated by control and blame evaluations, according to research to date.

**The Dual concern Model**

Another model that is used in this study is The Dual concern Model. The "dual-concern" concept, which was initially created by Blake and Mouton and later reinterpreted and revised by others, including Thomas and Rahim, serves as the foundation for the majority of conflict management research. Although it has many modifications, the dual-concern model essentially contends that there are two factors that influence people's behavioral intentions with regard to conflict-handling tactics (Azeredo et al., 2015; De Dreu et al., 2000; Pruitt & Carnevale, 1993; van Breukelen et al., 2004).

Five conflict management styles are then defined by these dimensions of "concern about self" and "concern about other (party)", namely: a) integrating (high concern for self and for other), b) avoiding (low concern for self and for other), c) dominating (high concern for self and low concern for other), d) obliging (low concern for self and high concern for other), and finally e) compromising (moderate concern for self and for other).

According to the model, people choose between several conflict management philosophies when they are faced with conflict situations based on these two concerns, and their level of worry for these two worries combined determines their conflict management philosophies. To put it another way, two axes create a two-dimensional coordinate system that is theoretically divided into five different areas (although some scholars, like van de Vliert and Kabanoff, contend that the styles should be viewed as specific points defined by the two

dimensions and not as areas). One can position herself in this hypothetical coordinate system, or just in one of these five areas, depending on her level of concern for herself and the other party. The theory contends that none of these five conflict resolution techniques should be regarded as the only effective tactic. Instead, it is emphasized that the best approach will probably change depending on the circumstances and the nature of the issue (Karabulut, 2020).

These methods of conflict management are motivated by two main problems. The importance of reaching one's own goal should be one's foremost concern. Concerns concerning the welfare of the other party are addressed in the second. Fighting is the impulse to win at the expense of the other party and results from a strong concern for one's own goals and a lack of concern for those of the other side. "Avoiding" refers to avoiding or ceasing to genuinely address the issue while mixing a disregard for one's own interests and the goals of the opposing party.

"Problem resolution" is the result of sincere consideration for both one's own goals and the objectives of the other party. This dispute resolution strategy includes an open negotiation process to balance the interests of the parties involved. When one succumbs to the team's opinion or desire, one is said to be "yielding," which denotes a high concern for the other party's goals and a poor regard for their own interests. According to their qualities, conflict management techniques can be divided into two groups (De Dreu et al., 2001; Vliert, 1997). Aiming to optimize outcomes for one partner at the expense of the other, proportionate behavior is the first component. The optimization vs. minimization of results for all parties is covered by the second factor, which is integrative behavior. The notion is consistent with our study, which shows that the frequency of conflicts and conflict resolution strategies resemble victimization.

**Conceptual framework**

The conceptual framework of this study shows how conflict resolution predict and moderates the relationship between adolescent psychological adjustment and peer victimization. Adolescent peer victimization leads to inefficient psychological adjustment, which may be resolved by employing efficient conflict management techniques. Conversely, inefficient conflict management techniques exacerbate the negative effects of peer victimization and issues with psychological adjustment.

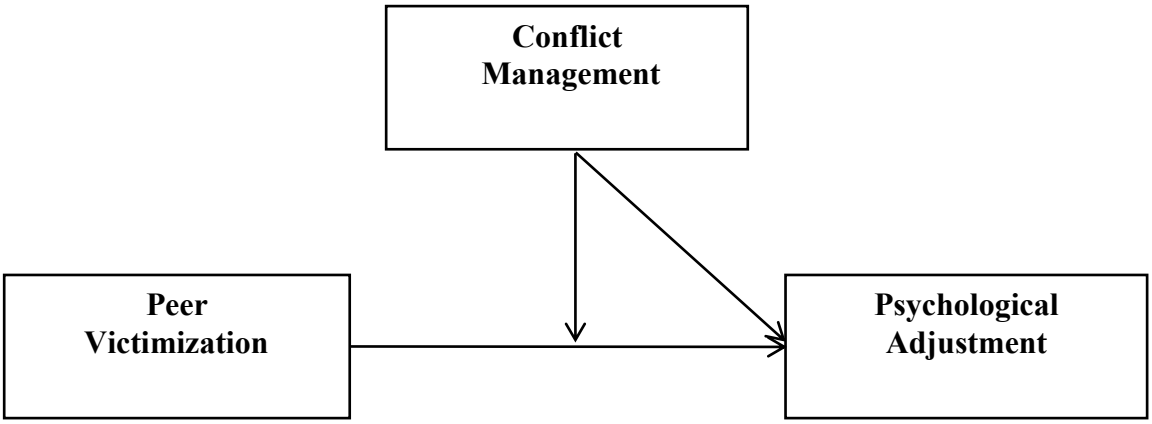


**Fig 1:** Conceptual Model of the study

**Rationale of the Study**

A significant stressor that can affect students' mental and physical health is peer victimization. Peer victimization is more common in middle school or the early adolescent years since this is the period when kids are developing the self-definition and self-esteem that will affect their adult lives. Therefore, the rationale of the study is to better understand teenage peer victimization, its impact on psychological adjustment, and the contribution of conflict management techniques to the management of these effects. Peer victimization has been extensively studied, but in the west. In order to coincide with western research, there is a vacuum in the literature which could be filled by this study. Discussing about Pakistan, peer victimization or bullying is not treated as it should be since it has a far greater impact on adolescents' psychological well-being than it did in the past. Adolescents are seeking therapies due to peer victimization and lack conflict resolution skills. Ineffective psychological adjustment is the outcome of a lack of conflict management abilities. So, this research is carried out to examine such teenagers' experiences using certain measures. Teenagers from academic institutions in Islamabad and Rawalpindi are subjected for data collection, which is a novel component of this study because, in previous studies, populations from other parts of Pakistan were included, but not Islamabad and Rawalpindi. This study further explores the different strategies used by adolescents to overcome conflict raised by peer victimization and effect of these strategies on their psychological adjustment. The fact that this study examines gender and socioeconomic inequalities in connection to peer victimization and conflict management sets it apart from previous studies, which solely looked at gender differences among teenagers. In terms of peer victimization and dispute resolution techniques, eastern and western cultures differ significantly from one another. The ways in which victims are exploited differ between eastern and western

cultures. Studies undertaken in western cultures that demonstrate peer victimization is more common among boys also support this. Yet, girls and women are more susceptible to peer victimization and manipulation in eastern culture. This study's methodology assisted in identifying cultural variations in peer victimization and dispute resolution techniques.

# CHAPTER II

# METHOD

## Objectives

The objectives of this research include:

1. To find the association and predictive role of peer victimization, conflict Management and psychological adjustment among adolescents.
2. To explore the moderating effect of conflict management strategies on the association between peer victimization and psychological adjustment among adolescents.
3. To explore the group differences (gender and socio-economic status) on peer victimization, conflict Management and psychological adjustment.

## Hypotheses

Hypotheses of the current study are:

1. There will be positive relationship between peer victimization, anxiety and depression among adolescents.
2. There will be a negative relationship between peer victimizations and solution-oriented conflict management styles.
3. There will be negative relationship between conflict management style (solution-oriented) and depression, anxiety, conduct problems and attention problems while conflict management style (control and non-confrontation) will have positive relationship with anxiety and depression among adolescents.
4. Psychological adjustment will likely to be predicted by peer victimization and conflict management styles.

5. Conflict management strategy (non-confrontation) will boost the effect of peer victimization on Internalizing and Externalizing Behaviors among adolescents.
6. Conflict management strategy (solution oriented) will buffer the effect of peer victimization on Internalizing and Externalizing Behaviors among adolescents.
7. Peer victimization will likely to be higher among male adolescents than female adolescents.
8. Female adolescents will score more on non-confrontation management style than male adolescents.
9. Depression and anxiety will likely to higher in female adolescents than male adolescents.
10. Adolescents from lower economic status will likely to experience more peer victimization than adolescents from middle and upper class.

**Participants**

Data was gathered through non-probability convenient sampling. 500 adolescents (249 men and 251 women) age ranging from 10-19 from various Islamabad and Rawalpindi schools, colleges, and universities participated in the data collection.

**Inclusion Criteria**

1. Adolescents ages ranging from 10-19 were included.
2. Adolescents who were going to any institute in Islamabad and Rawalpindi were included.

**Operational definitions**

1. **Peer Victimization**

Peer victimization is the brutal behavior of peers towards other peers in group or classroom. This behavior can be less or more intense. It involves ragging, bullying, racial comments, unprovoked physical fights etc. Peer victimization is the intentional use of authority by one or more peers on a regular basis in an effort to cause harm or discomfort on another person (Olweus, 1993). High mean scores indicate a high level of peer victimization while low mean scores indicate a low level of peer victimization. To measure peer victimization among adolescents the “Multidimensional peer victimization scale (Joseph, S., & Stockton, H. 2018)” was used.

2. **Conflict Management**

The ability or practice of normalizing any form of issue is known as conflict management. Conflict management lessens the adverse effects of arguments in a circumstance that creates discord. The term "conflict management" refers to a procedure used to resolve a disagreement, argument, or other type of conflict between individuals or groups (Putnam, 1983; Thayer, 2008). In ongoing research conflict management is measured by “Resolving Conflict in Relationship Scale (Thayer, 2008)” developed by “Thayer” in 2008.

3. **Psychological Adjustment**

A person's psychological adaptation to a shift or event that alters their way of life is known as psychosocial adjustment (Anderson, Keith, & Novak, 2002). Psychological adjustment describes one's level of functioning in daily life and their subjective sensation of discomfort (Arslan, 2017). Higher score is interpreted as high level of internalizing and

externalizing problems and low level of psychological adjustment in individual. In this research psychological adjustment is measured by the "Youth Internalizing Behavior Screener (Gökmen Arslan, 2020)" which is developed by "Gökmen Arslan" in 2020.

## Instruments

### Demographic information

Demographic information of the scales includes "Gender, Age, family system and socio-economic status".

### The Multidimensional Peer Victimization Scale (Joseph, S., & Stockton, H. 2018)

A 24-item self-report survey called the Multidimensional Peer Victimization Scale (MPVS) was developed. This scale's subscales include: (1) Physical victimization: examining how often the child has experienced physical harm, such as being struck or kicked, (2) Verbal victimization: examining verbal abuse, such as calling names or making fun of, (3) Social Manipulation: Using information about certain children's bad social actions to incite others against the child; (4) and property attacks, which include issues related to the loss or theft of goods (5) Electronic Victimization (6) Social Rebuff. Participants were asked to rate how frequently they had each of the victimization experiences throughout the school year on a three-point Likert scale (0 = not at all, 1 = once, and 2 = more than once). Scores on the victimization subscale vary from 0 to 8, while total victimization scores can range from 0 to 48. Higher ratings show that a youngster has experienced more peer victimization occurrences. Cronbach's alpha coefficient for physical victimization $a$=0.78, for verbal victimization $a$=0.78, for social manipulation $a$=0.81, for attacks on property $a$=0.79, for electronic $a$=0.81 for social rebuff $a$=0.84.

**Resolving Conflict in Relationships (RCR) (Thayer, 2008)**

The scale used to assess conflict management is self-reported. Non-confrontation, solution-orientation, and control are its three subscales. It has 29-items in total. A five-point rating scale with the options (1 = Not at all, 2 = A little, 3 = Occasionally, 4 = Quite a little, and 5 = Very often) were required from respondents to choose a response. For non-confrontation, Cronbach's alpha reliability is a =.79, for solution-orientation, a =.83, and for control, a =.76.

**Youth Internalizing Behavior Screener (Gökmen Arslan, 2020)**

Youth Internalizing Behavior Screener (YIBS) is a 10-items scale designed to measure internal problems of psychological adjustment. It has two subscales; anxiety and depression. The respondent is asked to rate on a four-point rating scale, possible answers included (1 = almost never, 2 = Sometimes, 3 = Often and 4 = Almost Always). Internal consistency reliability coefficient of YIBS is .75 to .90. For subscale Anxiety is *a* = .75 to .84 and for Depression is *a* = .79 to.84.

**Youth Externalizing Behavior Screener (Gökmen Arslan, 2018)**

Youth Externalizing Behavior Screener (YEBS) is A 12-item scale designed to measure external problems of psychological adjustment. It has three subscales; conduct problems, hyperactivity and attention problems. The respondent is asked to rate on a four-point rating scale, possible answers included (1 = almost never, 2 = Sometimes, 3 = Often and 4 = Almost Always). Internal consistency reliability coefficient of YEBS is .72 to .83. For subscale Conduct Problems is *a* = .72, Hyperactivity is *a* = .77 and for Attention Problems is *a* = .83.

**Research design**

The current study implements quantitative research design. A cross-sectional design was used to study the relationship between peer victimization, psychological adjustment and conflict

Management among adolescents. Research was carried out in two phases. The description of phases is given below:

**Phase I**

Pilot study was carried out in phase I to check the reliability of the scales used in the study and explore the relationship between study variables.

**Phase II**

Phase II includes main study to examine the relationship between peer victimization and psychological adjustment, and moderating role of conflict management strategies. Effect of demographics on current study variables was also examined. Sample of the study comprised of 500 adolescents from different academic institutes of Islamabad and Rawalpindi.

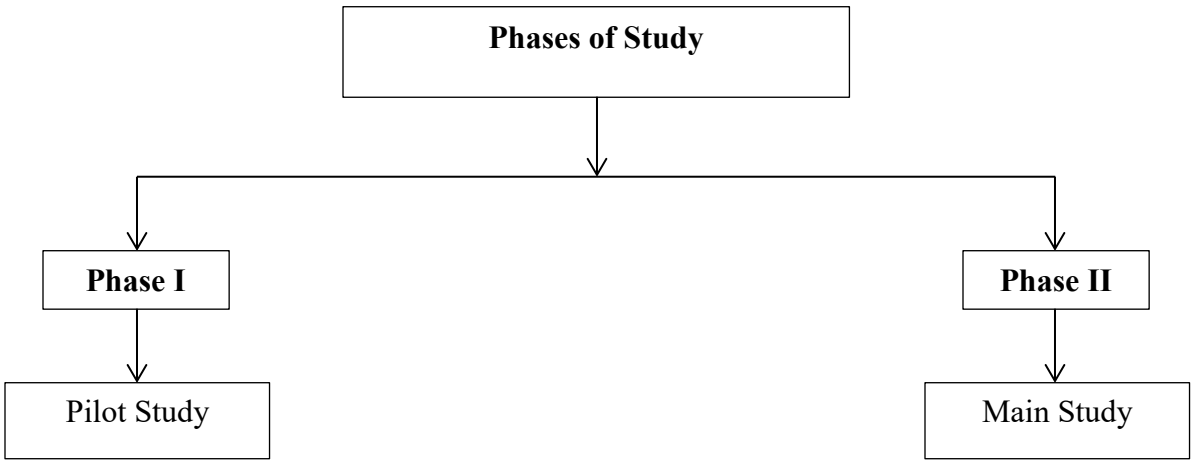


**Fig 2**: Phases of study

**Procedure**

For carrying out a Quantitative Research topic “Role of Peer Victimization and Conflict Management in Psychological Adjustment among Adolescents” was selected. For data collection participants were selected from different schools, colleges, universities and offices of Islamabad and Rawalpindi. Participants age ranging from 10 to 19 years old (Adolescents) were selected through non-probability convenient sampling. Informed consent was taken from participants over the age of 16 while consent form was taken from parents below age 16. They were given right to withdraw at any point. They were ensured that their confidentiality will be maintained. Pilot study was conducted on smaller scale to improve research effectiveness. After pilot study main study was conducted to elaborate in detail the results of the data gathered. Data was analyzed through SPSS. The results were discussed in detail in last chapter of this research.

**Ethical Consideration**

Research received "Institutional Review Board" approval (IRB). The participants received informed consent that including information about the study, their ability to withdraw consent at any time, and the confidentiality of the information they submitted. The participants were given the assurance that their information would only be utilized for academic reasons.

# CHAPTER III

# PHASE I: PILOT STUDY

## Objectives

Following are the objectives of the study:

1. To check reliability of the scale used in current study.
2. To identify the direction of relationship between peer victimization, conflict management and psychological adjustment in adolescents.
3. To check the understanding and comprehension of the English Language of Adolescents.

## Participants

For Phase I (Pilot Study) 100 participants were taken to be included for data collection. Out of these 100 participants 46 were boys and 54 were girls. Age of participants ranged between 10-19. All participants belonged to different academic institutes of Islamabad and Rawalpindi.

## Instruments

1. The Multidimensional Peer Victimization scale (Joseph, S., & Stockton, H. 2018).
2. Resolving Conflicts in relationships (Thayer, 2008).
3. Psychological Adjustment Scales
    a) Youth Internalizing Behavior Screener (Gökmen Arslan, 2020).
    b) Youth Externalizing Behavior Screener (Gökmen Arslan, 2018).

**Procedure**

Permission from the authors was taken to use the scale. Data was collected from different schools and colleges of Islamabad and Rawalpindi. Consent was taken from all participants. A demographic sheet and all the scales that were to be used in main study of this research were also included. Their participation was voluntary. Their responses were kept confidential.

**Results**

**Table 1**

*Demographic statistics of participants (N=100)*

| Demographics | Categories | *F* | % | M | SD |
|---|---|---|---|---|---|
| Age | | | | 12.08 | .52 |
| Gender | Male | 46 | 46 | | |
| | Female | 54 | 54 | | |
| Family | Nuclear | 53 | 53 | | |
| | Joint | 47 | 47 | | |
| Socioeconomic status | Lower | 23 | 23 | | |
| | Middle | 52 | 52 | | |
| | Upper | 25 | 25 | | |

Table 1 shows the descriptive statistics of the adolescents (n=100) on the basis of their age, gender, family system and socio-economic status. In present study, mean age of adolescents comprised M= 12.08 and SD= .52. There were 46 male and 54 female adolescents. Furthermore, 53 adolescents live in nuclear family while 47 adolescents live in joint family system. 23 adolescents belong to lower class, 52 belongs to middle class and 25 belongs to higher class.

**Table 2**

*Psychometric properties of the variables among adolescent's (N=100)*

| Variables | M | SD | Range | | Cronbach's *a* | Skewness | Kurtosis |
|---|---|---|---|---|---|---|---|
| | | | Actual | Potential | | | |
| 1. Physical | 5.03 | 1.02 | 3-8 | 0-8 | .72 | -.74 | 1.14 |
| 2. Verbal | 5.16 | 1.13 | 2-8 | 0-8 | .75 | -1.0 | 2.02 |
| 3. Social | 4.32 | 1.14 | 1-8 | 0-8 | .70 | -.97 | 1.30 |
| 4. Property | 5.12 | 1.25 | 1-8 | 0-8 | .72 | -.93 | 1.16 |
| 5. Electronic | 5.18 | 1.01 | 4-8 | 0-8 | .72 | -1.02 | 1.43 |
| 6. Social rebuff | 5.59 | 1.13 | 2-8 | 0-8 | .74 | .08 | -.46 |
| 7. Non confrontation | 36.93 | 4.21 | 9-20 | 10-50 | .71 | -.64 | -.73 |
| 8. Solution oriented | 31.56 | 4.32 | 5-12 | 9-45 | .72 | .68 | -.84 |
| 9. Control | 32.69 | 3.81 | 9-16 | 10-50 | .75 | -.53 | .19 |
| 10. Depression | 17.12 | 2.10 | 8-19 | 5-20 | .72 | -1.06 | 2.12 |
| 11. Anxiety | 13.81 | 1.50 | 9-18 | 5-20 | .71 | .09 | -.23 |
| 12. Conduct problem | 14.78 | 2.02 | 6-19 | 5-20 | .73 | .18 | -.45 |
| 13. Hyperactivity | 11.34 | 1.41 | 3-10 | 3-12 | .62 | .14 | -.58 |
| 14 Attention problem | 11.24 | 1.90 | 4-14 | 4-16 | .64 | -1.21 | -.64 |

Table 2 shows the statistics and alpha reliability coefficient for study variables. The reliability of the physical victimization, verbal victimization, social victimization, attacks on property, electronic victimization and social rebuff is .72, .75, .70, .72, .72 and .74. Reliability for conflict resolution subscales non-confrontation, solution oriented and control is .71, .72 and .75. Reliability of internalizing behavior screener subscales is .72 and .71. Reliability of externalizing behavior screener subscales is .73, .62 and .64.

**Table 3**

*Descriptive statistics and correlation among multidimensional peer victimization scale, resolving conflicts in relationship scale, youth internalizing behavior screener and youth externalizing behavior screener among adolescents (N=100)*

| | M | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.Physical | 5.12 | 1.02 | - | | | | | | | | | | | | | |
| 2. Verbal | 5.21 | 1.18 | -.31 | - | | | | | | | | | | | | |
| 3. Social | 5.26 | 1.27 | -.61 | .13** | - | | | | | | | | | | | |
| 4.Property | 5.21 | 1.22 | -.11* | .07 | -.00 | - | | | | | | | | | | |
| 5. Electronic | 6.08 | 1.11 | -.09 | -.11** | -.03 | -.12* | - | | | | | | | | | |
| 6. Social rebuff | 5.35 | 1.01 | .26** | .03 | .01 | -.03 | .12** | _ | | | | | | | | |
| 7. Non confrontation | 39.63 | 4.14 | .06 | .07 | .02 | .02 | -.06 | .02 | _ | | | | | | | |
| 8. Solution oriented | 34.16 | 4.23 | .01 | -.08 | -.01* | -.06* | -.08* | -.01 | -.03 | _ | | | | | | |
| 9. Control | 36.92 | 3.41 | -.05 | -.13** | -.08 | -.04 | -.24 | .05 | -.05 | .26** | _ | | | | | |
| 10. Depression | 14.45 | 1.65 | .12** | .22** | .06 | .08 | -.14** | .04 | .06 | -.12** | .22** | _ | | | | |
| 11. Anxiety | 14.29 | 1.47 | .04 | .16** | .20** | .07 | -.01 | .05 | .12** | -.24** | -.04 | -.07 | _ | | | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12. Conduct problem | 14.24 | 2.10 | -.07 | .11** | .21** | .07* | -.02 | -.30** | .08 | -.07 | -.07** | -.11* | -.05 | - | |
| 13. Hyper-activity | 8.32 | 1.21 | .12** | .15** | .06 | .01 | -.07 | -.03 | .12** | .07 | -.01 | -.16** | .02 | .14** | _ |
| 14. Attention problem | 13.18 | 1.36 | .01 | .17** | .03 | -.01 | -.11* | -.05 | .13** | .05 | .03 | .01 | .11* | .10* | .24** | - |

*p<.05 **p<.01 ***p<.0

Table 3 shows the descriptive statistics and correlation among variables under study. It indicates that physical victimization and verbal victimization has positive relationship with depression. Anxiety has positive relationship with verbal victimization and social victimization. It also reflects that solution-oriented conflict management has weak negative correlation with social victimization, attacks on property and electronic victimization. While control conflict management has negative correlation with verbal victimization.

**Discussion**

Pilot study was conducted to check the psychometric properties of scales which were selected for present study. Also, to check the association between study variables. Three valid and reliable instruments were used in present study. Multidimensional peer victimization scale was used to assess the types of victimization experienced among adolescents. Second scale was resolving conflict in relationships to assess the conflict management style that adolescents used to manage the conflict in respond to victimizations. Youth internalizing behavior screener and youth externalizing behavior screener was used to assess the psychological adjustment of the adolescents.

Psychometric properties of the instruments were computed by Cronbach's alpha reliability method on a sample of 100 adolescents from different schools and colleges. The reliability of the subscales of multidimensional peer victimization scale ranges from .72 to .75 respectively consistent the reliability reported by Joseph and Stockton (2018).

Reliability of subscales of resolving conflicts in relationship: non confrontation, solution oriented and control were .71, .72 and .75 consistent with reported reliability by Thayer (2008). Whereas the reliability of youth internalizing behavior subscales; Depression and Anxiety were

.61 and .62 respectively justifying the reliability reported by Arslan (2020). And reliability of youth externalizing behavior screener subscales was .73, .62 and .64. Overall result shows that scales have sound psychometric properties.

To check the association between study variables Pearson bivariate correlation method was used. And result shows that that physical victimization and verbal victimization has positive relationship with depression among adolescents. Peer victimization throughout their school life experienced either anxiety or depression in later ages (Forbes et al., 2019). Children and teenagers who are bullied say they are less pleased at school, dislike it less, feel unsafe, and do worse academically. Additionally, they complain of more stomachaches, headaches, and other somatic issues, which may be symptoms of a stress-related illness. Peer victimization such as social victimization, attacks of property and electronic victimization is negatively correlated to solution-oriented conflict management styles. Similarly, control conflict management has negative correlation with verbal victimization. adolescents who use more solution-oriented conflict management style when they have problems with their peers have at low risk of getting bullied by their peers as compared to the adolescents who used more aggressive approach (Spivak, 2016). Thus, hypotheses were to test a significant links between study variables was evidenced.

Hence the finding of the study reported significant relationship among multidimensional peer victimization, resolving conflicts in relationships and psychological adjustment (youth internalizing behavior screener and youth externalizing behavior screener) among adolescents. The overall results of the pilot study provide useful basis for main study. Understanding of English language of adolescents was check through questionnaires. Adolescents were able to understand the questions in English Language.

# CHAPTER IV

# PHASE II: MAIN STUDY

After successful completion of Phase 1, phase II of the study initiated that comprised of the main study in which the relationship among the research variables were explored within the indigenous context.

**Objectives**

The objectives of this research include:

1. To find the association and predictive role of peer victimization, conflict Management and psychological adjustment among adolescents.
2. To explore the moderating effect of conflict management strategies on the association between peer victimization and psychological adjustment among adolescents.
3. To explore the group differences (gender and socio-economic status) on peer victimization, conflict Management and psychological adjustment.

**Hypotheses**

Hypotheses of the current study are:

1. There will be positive relationship between peer victimization, anxiety and depression among adolescents.
2. There will be a negative relationship between peer victimizations and solution-oriented conflict management styles.
3. There will be negative relationship between conflict management style (solution-oriented) and depression, anxiety, conduct problems and attention problems while

conflict management style (control and non-confrontation) will have positive relationship with anxiety and depression among adolescents.

4. Psychological adjustment will likely to be predicted by peer victimization and conflict management styles.
5. Conflict management strategy (non-confrontation) will boost the effect of peer victimization on Internalizing and Externalizing Behaviors among adolescents.
6. Conflict management strategy (solution oriented) will buffer the effect of peer victimization on Internalizing and Externalizing Behaviors among adolescents.
7. Peer victimization will likely to be higher among male adolescents than female adolescents.
8. Female adolescents will score more on non-confrontation management style than male adolescents.
9. Depression and anxiety will likely to higher in female adolescents than male adolescents.
10. Adolescents from lower economic status will likely to experience more peer victimization than adolescents from middle and upper class.

**Sample**

The sample in phase II comprised of 500 adolescents from different institutes (schools, colleges and universities) of Islamabad and Rawalpindi by using convenient sampling technique. The inclusion criterion comprised of age range 10-19 (WHO, 2020).

**Instruments**

1. The Multidimensional Peer Victimization scale (Joseph, S., & Stockton, H. 2018).
2. Resolving Conflicts in relationships (Thayer, 2008).
3. Psychological Adjustment Scales

a) Youth Internalizing Behavior Screener (Arslan, 2020).

b) Youth Externalizing Behavior Screener (Arslan, 2018).

**Procedure**

The sample was approached at convenience and an informed consent was taken from each participant. After this, the participants were provided a demographic sheet along with all the questionnaires for which prior permissions were sought from the authors (see Annexures). The participants were instructed on how to fill the questionnaires. It was communicated to them that there are no right or wrong answers, the confidentiality of their answers will be made sure of, and the data produced from this research will be used for research purposes only.

## Results

**Table 4**

*Sociodemographic characteristics of participants (N=500)*

| Demographics | Categories | *f* | % | M | SD |
|---|---|---|---|---|---|
| Age | | | | 14.38 | .66 |
| Gender | Male | 249 | 49.8 | | |
| | Female | 251 | 50.2 | | |
| Family | Nuclear | 275 | 55 | | |
| | Joint | 225 | 45 | | |
| Socioeconomic status | Lower | 140 | 28 | | |
| | Middle | 225 | 45 | | |
| | Upper | 135 | 27 | | |

Table 4 represented sociodemographic characteristics of participants on the basis of age, gender, family system, and socioeconomic status. Out of 500 participants, 249 were male adolescents (49.8%) and 251 were female adolescents (50.2%). On socioeconomic status, 140 belongs to lower class (28%), 225 belongs to middle class (45%) and 135 belongs to upper class (27%).

**Table 5**

*Psychometric properties of multidimensional peer victimization scale, resolving conflicts in relationship scale, youth internalizing behavior screener and youth externalizing behavior screener among adolescents (N=500)*

| Variables | M | SD | Range | | Cronbach's *a* | Skewness | Kurtosis |
|---|---|---|---|---|---|---|---|
| | | | Actual | Potential | | | |
| 1.Physical | 5.63 | 1.12 | 3-8 | 0-8 | .74 | -.74 | 1.14 |
| 2. Verbal | 5.61 | 1.38 | 2-8 | 0-8 | .78 | -1.0 | 2.02 |
| 3. Social | 5.66 | 1.44 | 1-8 | 0-8 | .71 | -.97 | 1.30 |
| 4.Property | 5.61 | 1.52 | 1-8 | 0-8 | .75 | -.93 | 1.16 |
| 5. Electronic | 6.18 | 1.11 | 4-8 | 0-8 | .73 | -1.02 | 1.43 |
| 6. Social rebuff | 5.95 | 1.25 | 2-8 | 0-8 | .73 | .08 | -.46 |
| 7. Non confrontation | 39.63 | 4.34 | 9-20 | 10-50 | .74 | -.64 | -.73 |
| 8. Solution oriented | 35.16 | 4.33 | 5-12 | 9-45 | .75 | .68 | -.84 |
| 9. Control | 39.62 | 3.81 | 9-16 | 10-50 | .73 | -.53 | .19 |
| 10. Depression | 17.21 | 2.09 | 8-19 | 5-20 | .79 | -1.06 | 2.12 |
| 11. Anxiety | 11.93 | 1.55 | 9-18 | 5-20 | .73 | .09 | -.23 |
| 12. Conduct problem | 14.78 | 2.07 | 6-19 | 5-20 | .77 | .18 | -.45 |
| 13. Hyperactivity | 8.74 | 1.44 | 3-10 | 3-12 | .65 | .14 | -.58 |
| 14. Attention problem | 12.14 | 1.93 | 4-14 | 4-16 | .69 | .14 | 2.01 |

Table 5 represented descriptive statistics and alpha reliability of the scales used in current study. It indicates that scales have sound reliability values.

**Table 6**

*Descriptive statistics and correlation among multidimensional peer victimization scale, resolving conflicts in relationship scale, youth internalizing behavior screener and youth externalizing behavior screener among adolescents (N=500)*

| | M | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.Physical | 5.62 | 1.12 | - | | | | | | | | | | | | | |
| 2. Verbal | 5.61 | 1.38 | -.31 | - | | | | | | | | | | | | |
| 3. Social | 5.66 | 1.47 | -.61 | .18** | - | | | | | | | | | | | |
| 4.Property | 5.61 | 1.52 | -.11* | .07 | -.00 | - | | | | | | | | | | |
| 5. Electronic | 6.18 | 1.11 | -.09 | -.12** | -.03 | -.10* | - | | | | | | | | | |
| 6. Social rebuff | 5.95 | 1.21 | .29** | .03 | .01 | -.03 | .14** | _ | | | | | | | | |
| 7. Non confrontation | 39.63 | 4.34 | .06 | .07 | .02 | .02 | -.06 | .02 | _ | | | | | | | |
| 8. Solution oriented | 35.16 | 4.33 | .01 | -.08 | -.01* | -.09* | -.08* | -.01 | -.03 | _ | | | | | | |
| 9. Control | 39.62 | 3.81 | -.05 | -.18** | -.08 | -.04 | -.24 | .05 | -.05 | .29** | _ | | | | | |
| 10.Depression | 14.85 | 1.95 | .14** | .23** | .06 | .08 | -.16** | .04 | .06 | -.17** | .26** | _ | | | | |
| 11. Anxiety | 14.29 | 1.87 | .04 | .19** | .21** | .07 | -.01 | .05 | .12** | -.25** | -.04 | -.07 | _ | | | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12. Conduct problem | 14.24 | 2.10 | -.07 | .12** | .20** | .09* | -.02 | -.31** | .08 | -.07 | -.09** | -.10* | -.05 | - | |
| 13. Hyper-activity | 8.34 | 1.41 | .13** | .16** | .06 | .01 | -.07 | -.03 | .13** | .07 | -.01 | -.17** | .02 | .14** | _ |
| 14. Attention problem | 13.08 | 1.56 | .01 | .17** | .03 | -.01 | -.11* | -.05 | .15** | .05 | .03 | .01 | .11* | .11* | .25** | - |

*p<.05 **p<.01 ***p<.001

Table 6 shows the descriptive statistics and correlation among variables under study. It indicates that physical victimization and verbal victimization has positive relationship with depression. Anxiety has positive relationship with verbal victimization and social victimization. It also reflects that solution-oriented conflict management has weak negative correlation with social victimization, attacks on property and electronic victimization. While control conflict management has negative correlation with verbal victimization. Solution oriented conflict management has negative relationship with anxiety and depression. It also indicates that control conflict management style has positive relationship with depression.

**Table 7**

*Multiple linear regression to predict depression by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control among adolescents (N=500)*

| | | | | *95%CI* | |
|---|---|---|---|---|---|
| | *B* | *SE* | β | *LL* | *UL* |
| Constant | 12.25 | .95 | | 10.37 | 14.13 |
| Physical | .24 | .08 | 1.4*** | .09 | .40 |
| Verbal | .28 | .06 | .20*** | .16 | .40 |
| Social | .05 | .05 | .04 | -.06 | .17 |
| Property | .09 | .05 | .07 | -.20 | .20 |
| Electronic | -.21 | .07 | -.12** | -.36 | -.06 |
| Social rebuff | .02 | .07 | .01 | -.12 | .16 |
| Non confrontation | .01 | .02 | .01 | -.03 | .04 |
| Solution oriented | .04 | .02 | .11** | .01 | .08 |
| Control | .14 | .02 | .28*** | .10 | .38 |
| | R=.44 $R^2$=.19 (F=13.50***) | | | | |

*p<.05 **p<.01 ***p<.001

Table 7 showed multiple regression analysis to check the predictive role of depression by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control) among adolescents. The results of the regression analysis indicated that the predictor explained 19% variance. The model was fit for the data (F=13.50, p=.00). it was found that depression was positively predicted by physical victimization, verbal victimization, solution oriented and control conflict management. Depression was negatively predicted by electronic victimization.

**Table 8**

*Multiple linear regression to predict anxiety by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control) among adolescents (N=500)*

| | | | | *95%CI* | |
|---|---|---|---|---|---|
| | *B* | *SE* | β | *LL* | *UL* |
| Constant | 13.49 | .91 | | 11.69 | 15.29 |
| Physical | -.01 | .07 | -.00 | -.16 | .13 |
| Verbal | .30 | .05 | .22*** | .18 | .42 |
| Social | -.31 | .05 | -.24*** | -.42 | -.20 |
| Property | .07 | .05 | .09** | -.02 | .18 |
| Electronic | .00 | .07 | .00 | -.14 | .14 |
| Social rebuff | .08 | .07 | .05 | -.05 | .22 |
| Non confrontation | 8.62 | 1.51 | .12*** | .01 | .28 |
| Solution oriented | .05 | .01 | .29*** | .09 | .32 |
| Control | .12 | .02 | -.12** | -.14 | -.01 |
| | | | R=.43 $R^2$=.19 (F=12.90***) | | |

*p<.05 **p<.01 ***p<.001

Table 8 showed multiple regression analysis to check the predictive role of anxiety by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control) among adolescents. The results of the regression analysis indicated that the predictor explained 19% variance. The model was fit for the data (F=12.90, p=.00). it was found that anxiety was positively predicted by attack on property victimization, verbal victimization, non-confrontation and solution oriented and anxiety was negatively predicted by control conflict management and social peer victimization.

**Table 9**

*Multiple linear regression to predict hyperactivity by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control) among adolescents (N=500)*

| | | | | *95%CI* | |
|---|---|---|---|---|---|
| | *B* | *SE* | β | *LL* | *UL* |
| Constant | 9.25 | .70 | | 7.86 | 10.64 |
| Physical | .17 | .05 | .13*** | .05 | .29 |
| Verbal | -.17 | .04 | -.17*** | -.28 | -.08 |
| Social | -.01 | .04 | -.01 | -.09 | .07 |
| Property | .02 | .04 | .02 | -.06 | .10 |
| Electronic | -.09 | .05 | -.07 | -.20 | .01 |
| Social rebuff | -.06 | .05 | -.05 | -.17 | .04 |
| Non confrontation | .04 | .01 | .14*** | .01 | .17 |
| Solution oriented | .02 | .01 | .07 | -.00 | .08 |
| Control | -.02 | .02 | -.06 | -.07 | .01 |
| | R=.28 $R^2$=.07 (F=4.65***) | | | | |

*p<.05 **p<.01 ***p<.001

Table 9 showed multiple regression analysis to check the predictive role of hyperactivity by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control) among adolescents. The results of the regression analysis indicated that the predictor explained 7% variance. The model was fit for the data (F=4.65, p=.00). it was found that hyperactivity was positively predicted by physical victimization and non-confrontation conflict management. Verbal victimization negatively predicted hyperactivity.

**Table 10**

*Multiple linear regression to predict attention problem by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control) among adolescents (N=500)*

| | | | | *95%CI* | |
|---|---|---|---|---|---|
| | *B* | *SE* | β | *LL* | *UL* |
| Constant | 13.15 | .78 | | 11.61 | 14.70 |
| Physical | .02 | .06 | .02 | -.10 | .15 |
| Verbal | .18 | .05 | .16*** | .08 | .28 |
| Social | .00 | .04 | .00 | -.09 | .10 |
| Property | -.03 | .04 | -.03 | -.12 | .05 |
| Electronic | -.11 | .06 | -.08 | -.23 | .01 |
| Social rebuff | -.06 | .06 | -.05 | -.18 | .05 |
| Non confrontation | .04 | .01 | .13*** | .01 | .17 |
| Solution oriented | .01 | .01 | .04 | -.01 | .04 |
| Control | .02 | .01 | .04 | -.01 | .05 |
| | | R=.20 $R^2$=.04 (F=3.48***) | | | |

*p<.05 **p<.01 ***p<.001

Table 10 showed multiple regression analysis to check the predictive role of attention problem by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control) among adolescents. The results of the regression analysis indicated that the predictor explained 4% variance. The model was fit for the data (F=3.48, p=.00). it was found that attention problem was positively predicted by verbal victimization and non-confrontation conflict management.

**Table 11**

*Multiple linear regression to predict conduct problem by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control) among adolescents (N=500)*

| | | | | *95%CI* | |
|---|---|---|---|---|---|
| | *B* | *SE* | β | *LL* | *UL* |
| Constant | 20.74 | .99 | | 18.79 | 22.69 |
| Physical | -.03 | .08 | -.01 | -.19 | .12 |
| Verbal | -.10 | .06 | -.06 | -.22 | .02 |
| Social | -.27 | .06 | -.19*** | -.39 | -.15 |
| Property | -.15 | .05 | -.11** | -.26 | -.03 |
| Electronic | .00 | .08 | .00 | -.15 | .15 |
| Social rebuff | -.56 | .07 | -.32*** | -.71 | -.40 |
| Non confrontation | .06 | .02 | .12*** | .02 | .09 |
| Solution oriented | .09 | .02 | .19*** | .05 | .13 |
| Control | -.09 | .02 | -.17*** | -.14 | -.05 |
| | | R=.40 $R^2$=.16 (F=15.74***) | | | |

*p<.05 **p<.01 ***p<.001

Table 11 showed multiple regression analysis to check the predictive role of conduct problem by physical victimization, verbal victimization, social victimization, attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control) among adolescents. The results of the regression analysis indicated that the predictor explained 16% variance. The model was fit for the data (F=15.74, p=.00). it was found that conduct problem was negatively predicted by social victimization, attack on property victimization, social rebuff and control conflict management. Non confrontation and solution oriented conflict management positively predict conduct problem.

**Table 12**

*Results of curve fitting analysis examining gender differences among adolescents (N=500).*

| Variables | Male (n=249) | | Female (n=251) | | t | p | CI 95% | | Cohen's d |
|---|---|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | | | LL | UL | |
| 1.Physical | 5.81 | 1.10 | 5.43 | 1.12 | -3.84 | .00 | -.57 | -.18 | .34 |
| 2. Verbal | 5.83 | 1.12 | 5.39 | 1.53 | 3.59 | .00 | .19 | .68 | .32 |
| 3. Social | 5.61 | 1.46 | 5.70 | 1.48 | -.74 | .45 | -.35 | .16 | .06 |
| 4.Property | 5.77 | 1.48 | 5.44 | 1.62 | 2.42 | .01 | .06 | .59 | .21 |
| 5. Electronic | 5.44 | 1.39 | 6.10 | 1.12 | 1.45 | .14 | -.05 | .34 | .52 |
| 6. Social rebuff | 5.83 | 1.10 | 6.05 | 1.13 | -2.03 | .04 | -.43 | -.01 | .19 |
| 7. Non confrontation | 39.89 | 3.79 | 39.36 | 4.58 | 1.36 | .17 | -.22 | 1.29 | .12 |
| 8. Solution oriented | 35.00 | 4.07 | 35.31 | 4.58 | -.82 | .49 | -1.08 | .44 | .07 |
| 9. Control | 39.17 | 4.40 | 40.06 | 3.07 | -2.62 | .01 | -1.55 | -.22 | .22 |
| 10. Depression | 14.35 | 2.14 | 15.33 | 1.62 | -5.78 | .00 | -1.31 | -.64 | .51 |
| 11. Anxiety | 13.99 | 1.62 | 14.59 | 1.97 | 3.60 | .00 | .27 | .92 | .33 |
| 12. Conduct problem | 14.51 | 2.04 | 13.96 | 2.14 | -2.89 | .00 | -.91 | -.17 | .33 |
| 13. Hyperactivity | 8.44 | 1.30 | 8.23 | 1.51 | 1.66 | .09 | -.03 | .45 | .33 |
| 14. Attention problem | 12.97 | 1.54 | 13.18 | 1.57 | -1.55 | .12 | -.48 | .05 | .14 |

Table 12 showed gender differences in physical victimization, verbal victimization, social victimization, and attack to property, electronic victimization, social rebuff and conflict management (non-confrontation, solution oriented and control), anxiety, depression, attention problem, conduct problem and hyperactivity among adolescents. Results revealed physical victimization found more in male adolescents (M= 5.81, SD= 1.10) than female adolescents (M= 5.43, SD=1.12). Verbal Victimization was found more in male adolescents (M=5.83, SD=1.12) as compared to female adolescents (M=5.39, SD=1.53). Attack on property was found more in male adolescents (M=5.77, SD= 1.48) as compared to female adolescents (M=5.44, SD=1.62). Control conflict management was experienced more by female adolescents (M=40.06, SD= 3.07) than male adolescents (M= 39.17, SD= 4.40). Depression was experienced more by female adolescents (M=15.33, SD= 1.62) than male adolescents (M=14.35, SD= 2.14). Anxiety was experienced more by female adolescents (M=14.59, SD= 1.97) than male adolescents (M=13.99, SD= 1.62)

**Table 13**

*One way ANOVA across peer victimization among adolescents on the basis of their socio-economic status (N=500).*

| Scales | Lower class (n=140) | | Middle class (n=225) | | Upper class (n=135) | | F | p |
|---|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | M | SD | | |
| Physical victimization | 7.73 | 1.39 | 7.67 | 1.03 | 7.73 | .96 | .50 | .95 |
| Verbal victimization | 7.75 | 1.60 | 7.89 | 1.32 | 7.40 | 1.50 | .60 | .54 |
| Social victimization | 7.92 | 1.45 | 8.18 | 1.07 | 7.93 | .96 | .77 | .46 |
| Attack on property | 7.78 | 1.37 | 7.67 | 1.23 | 7.53 | 1.64 | .34 | .79 |
| Electronic victimization | 6.90 | 1.57 | 7.53 | 1.12 | 7.32 | 1.21 | .65 | .65 |
| Social rebuff | 7.13 | 1.42 | 7.62 | 1.03 | 7.65 | 1.24 | .53 | .50 |

Table 13 showed comparison of socio-economic status across peer victimization among adolescents. Results revealed that there is no significant difference found among any of the group.

**Table 14**

*Moderating effects of conflict resolution strategies (Non Confrontation) on the relationship between peer victimization and psychological adjustment (internalizing behavior) among adolescents (N=500)*

| | Internalizing Behavior | | | |
|---|---|---|---|---|
| | | | 95% CI | |
| Predictors | *B* | t | LL | UL |
| Constant | 29.12 | 254.2*** | 28.90 | 29.35 |
| PV | .14 | 3.88*** | .06 | .21 |
| NC | .79 | 2.99*** | .02 | .13 |
| PV*NC | .02 | 1.96* | .00 | .03 |
| $R^2$ | .05 | | | |
| ΔR | .01 | | | |
| F | 8.42 | | | |
| ΔF | 3.87 | | | |

***p<.000, **p<.01, *p<.05

Note PV=Peer Victimization, NC= Non Confrontation

Tables 14 displays that conflict management strategy (Non confrontation) is significant moderator for peer victimization and psychological adjustment (Internalizing behavior). Further, table 14 reports that interaction between peer victimization and non-confrontation conflict management strategy serves as a positively significant predictor for psychological adjustment (internalizing behavior).

**Figure 3**

Graphical representation of moderating effect of conflict resolution strategies (non confrontation) between peer victimization and internalizing behaviors.

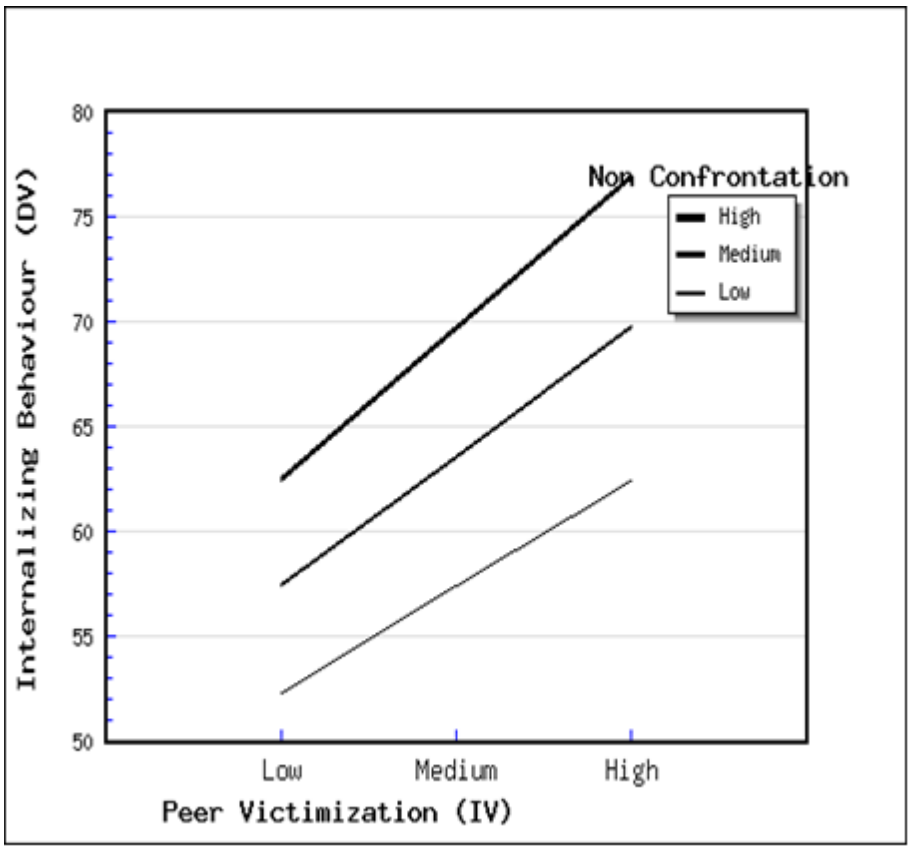


Figure 2 indicates that if the adolescent is high on peer victimization and non-confrontation strategy then he/she also has high internalizing behaviors.

**Table 15**

*Moderating effects of conflict resolution strategies (Solution Oriented) on the relationship between peer victimization and psychological adjustment (internalizing behavior) among adolescents (N=500)*

| | Internalizing Behavior | | | |
|---|---|---|---|---|
| | | | 95% CI | |
| Predictors | *B* | t | LL | UL |
| Constant | 29.03 | 274.3*** | 28.83 | 29.24 |
| PV | .18 | 5.65*** | .11 | .24 |
| SO | .21 | 8.74*** | .16 | .26 |
| PV*SO | -.04 | -6.40*** | -.05 | -.03 |
| $R^2$ | .20 | | | |
| ΔR | .06 | | | |
| F | 42.17 | | | |
| ΔF | 41.00 | | | |

***p<.000, **p<.01, *p<.05

Note PV=Peer Victimization, SO=Solution Oriented

Tables 15 displays that conflict management strategy (solution oriented) is significant moderator for peer victimization and psychological adjustment (Internalizing behavior). Further, table 15 reports that interaction between peer victimization and solution oriented conflict management strategy serves as a negatively significant predictor for psychological adjustment (internalizing behavior).

**Figure 4**

Graphical representation of moderating effect of conflict resolution strategies (solution-oriented) between peer victimization and internalizing behaviors

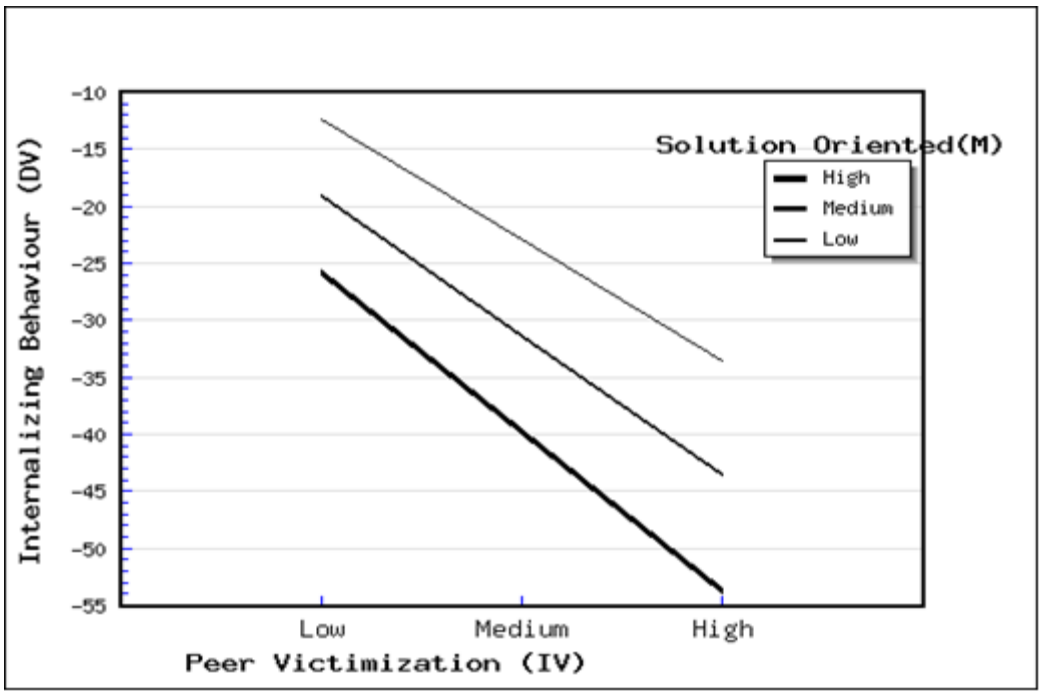


Figure 3 indicates that if the adolescent is high on peer victimization and solution oriented strategy then he/she has low internalizing behaviors**.**

**Table 16**

*Moderating effects of conflict resolution strategies (Non Confrontation) on the relationship between peer victimization and psychological adjustment (externalizing behavior) among adolescents (N=500)*

| | Externalizing Behavior | | | |
|---|---|---|---|---|
| | | | 95% CI | |
| Predictors | *B* | t | LL | UL |
| Constant | 35.71 | 256.7*** | 35.44 | 35.98 |
| PV | -.32 | -.7.48*** | -.41 | -.02 |
| NC | .12 | 3.81*** | .05 | .18 |
| PV*NC | -.07 | -6.84*** | -.09 | -.05 |
| $R^2$ | .17 | | | |
| ΔR | .78 | | | |
| F | 34.2 | | | |
| ΔF | 46.71 | | | |

***p<.000, **p<.01, *p<.05

Note PV=Peer victimization, NC= Non Confrontation

Tables 16 displays that conflict management strategy (Non confrontation) is significant moderator for peer victimization and psychological adjustment (externalizing behavior). Further, table 16 reports that interaction between peer victimization and non confrontation management strategy serves as a negatively significant predictor for psychological adjustment (externalizing behavior).

**Figure 5**

Graphical representation of moderating effect of conflict resolution strategies (non-confrontation) between peer victimization and externalizing behaviors.

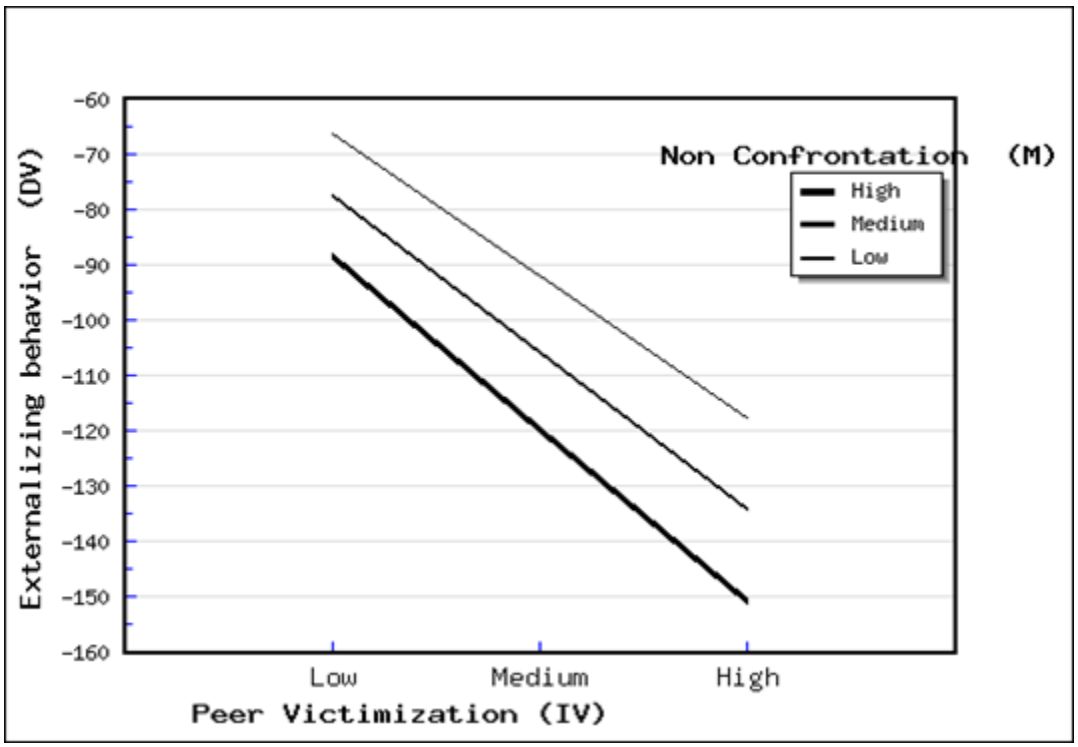


Figure 4 indicates that if the adolescent is high on peer victimization and non-confrontation strategy then he/she has low externalizing behaviors.

**Table 17**

*Moderating effects of conflict resolution strategies (solution oriented) on the relationship between peer victimization and psychological adjustment (externalizing behavior) among adolescents (N=500)*

| | Externalizing Behavior | | | |
|---|---|---|---|---|
| | | | 95% CI | |
| Predictors | *B* | t | LL | UL |
| Constant | 35.74 | 244.0*** | 35.45 | 36.02 |
| PV | -.23 | -5.30*** | -.32 | -.15 |
| SO | .09 | 2.70** | .02 | .15 |
| PV*SO | -.03 | -3.74*** | .01 | .05 |
| $R^2$ | .09 | | | |
| ΔR | .25 | | | |
| F | 18.1 | | | |
| ΔF | 13.9 | | | |

***p<.000, **p<.01, *p<.05

Note PV=Peer Vicimization, SO=Solution Oriented

Tables 17 displays that conflict management strategy (solution oriented) is significant moderator for peer victimization and psychological adjustment (externalizing behavior). Further, table 17 reports that interaction between peer victimization and solution oriented management strategy serves as a negatively significant predictor for psychological adjustment (externalizing behavior).

**Figure 6**

Graphical representation of moderating effect of conflict resolution strategies (solution oriented) between peer victimization and externalizing behaviors.

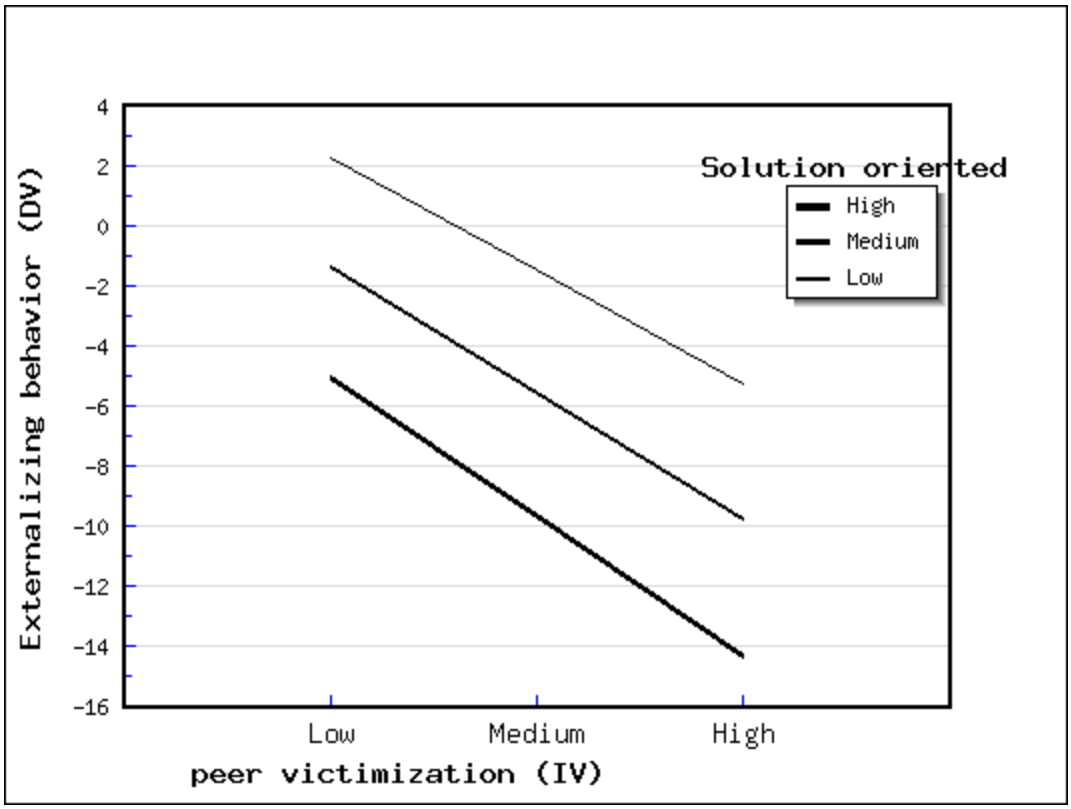


Figure 5 indicates that if the adolescent is high on peer victimization and solution oriented strategy then he/she has low externalizing behaviors.

# CHAPTER V

# DISCUSSION

In the current study we investigated the role of peer victimization and conflict management in psychological adjustment of adolescents. The data was collected from Participants selected from different colleges, universities and offices age ranging from 10 to 19 year old (Adolescents) through non-probability convenient sampling. Objectives of the study were explained. Informed consent was also taken from participants and confidentiality was maintained. For this purpose reliable and valid instruments were used. Multidimensional peer victimization scale (Joseph, S., & Stockton, H. 2018) was used to assess the peer victimization experienced by adolescents. In current study alpha reliability of the scale ranges from .71 to. 77. Resolving Conflict in Relationships (RCR) developed by Thayer in 2008. It was used to assess the conflict management styles of adolescents. Alpha reliability of the scale's ranges from .74 to .79 in this study. Youth Internalizing Behavior Screener developed by Arslan in 2020 was used to measure internal problems of psychological adjustment. In this study alpha reliability of the scale rages from .73 to .79. Externalizing Behavior Screener developed by Arslan (2018) was used. It is designed to measure external problems of psychological adjustment. Alpha reliability of the scale ranges from .69 to .77.

It was hypothesized that "there will be positive relationship between peer victimization and anxiety and depression among adolescents". A research conducted by Forbes et al., in 2019 confirmed the hypothesis. They reported that individuals who reported peer victimization throughout their school life experienced either anxiety or depression in later ages. Furthermore, experiences of peer victimization and internalizing psychopathology, such as signs of depression

and/or anxiety, have been linked in a large body of studies (Reijntjes et al., 2010). Peer victimization predicted increases in internalizing difficulties over time, and internalizing problems also predicted higher risk of peer victimization over time, according to a meta-analysis of 18 longitudinal studies (Reijntjes et al. 2010). These results point to a vicious cycle in which bullied adolescents not only experience internalizing anguish but may also become targets due to how they handle these symptoms (Hunt 2015). In addition to this, Cohen and Kendall researched the effects of cyber peer victimization on social anxiety they also reported that recurrent social anxiety was high in participants with history of peer victimization than participants with no history of peer victimization. Furthermore, researchers are starting to look into cyberbullying and hostility that occurs online and through the usage of electronic media. Cyber victimization may be a similar but distinct construct from other types of victimization (Cohen & Kendall, 2015). Youth with social anxiety may be more badly impacted by cyber victimization as they may rely more on computer-mediated communication (such as social networking sites and text messages).

Also another research conducted by mcdougall and Vaillancourt in 2015 reported that the damage linked to peer victimization and the high frequency of bullying among children and adolescents, this issue has important health implications. Compared to non-victimized youngsters, children and teens who experience peer bullying report worse self-esteem, more social isolation and withdrawal, as well as higher levels of anxiety and depression. Children and teenagers who are bullied say they are less pleased at school, dislike it less, feel unsafe, and do worse academically. Additionally, they complain of more stomachaches, headaches, and other somatic issues, which may be symptoms of a stress-related illness. The findings of longitudinal research revealing bad outcomes across a range of symptoms and disorders are not surprising

given the difficulties that these children and teens face at school (Vaillancourt et al., 2010). Another study conducted by (Sweeting et al., 2006) also confirms the hypothesis. They reported that peer victimization is most strongly related with depression, less so with loneliness and low self-esteem, and least associated with anxiety. According to studies by Williams et al., (in 1996, as cited by Wolke et al., 2001) victims have increased rates of physical and psychosomatic symptoms.

Hypothesis 2 of the current study was "there will be negative relationship between peer victimization and conflict management style (solution-oriented)". The table 6 shows that subscales of peer victimization such as social victimization, attacks of property and electronic victimization is negatively correlated to solution oriented conflict management styles. Similarly, control conflict management has negative correlation with verbal victimization. A research conducted by Spivak in 2016 in which they investigated the different conflict management styles with their relationship to the bullying and cyber victimization of high school adolescents. They reported that adolescents who use more solution oriented conflict management style when they have problems with their peers have at low risk of getting bullied by their peers as compared to the adolescents who used more aggressive approach. Another study conducted by Özgüç and Tanrıverdi in 2018 confirmed the results of study conducted by Spivak. They also stated that ignoring the conflict generated among peer is also an important factor of increasing peer victimization cases.

Researchers also wanted to know if conflict resolution techniques affected how peer victimization and internalizing issues related to one another. While teenagers who are victimized by their peers frequently endure psychological problems, these problems may be lessened if they use a solution-focused dispute resolution technique. It is feasible that teenagers who employ

solution-focused techniques are more likely to resolve disputes amicably, which may enhance their connections with their peers (Gao et al., 2017; Thayer et al., 2008). Teenagers that are solution-focused in conflict situations, for instance, often show a high level of concern for others, which can result in more intimate peer connections (Thayer et al., 2008), which is beneficial to the teenagers' psychological adjustment. The creation and maintenance of a reasonably benign environment for victimized adolescents' psychological well-being may therefore be facilitated by solution resolution techniques (Ghorbanshiroudi et al., 2011; Marroqun & Nolen-Hoeksema, 2015). But it is true that peer victimization is a type of interpersonal conflict characterized by a disparity in power between the bully and the victim (Olweus, 1994 as cited in Wang et al., 2020). For victims of bullying, resolving issues with their perpetrators is frequently challenging. As a result, some victims may employ control/direct confrontation or avoidance/withdrawal techniques. However, studies have shown that employing these tactics may exacerbate confrontations and encourage bullying behavior, which may result in more bullying and psychological troubles (Garaigordobil, 2017). All things considered, it makes sense to claim that a solution-oriented resolution technique may work as a protective factor to lessen the negative effects of peer victimization. Control and avoidance of conflict, on the other hand, could exacerbate the psychological adjustment problems of abused adolescents.

Hypothesis 3 of the current study “there will be negative relationship between conflict management style (solution-oriented) and depression, anxiety, conduct problems and attention problems among adolescents while control and non-confrontation style will have positive relationship with anxiety and depression.” Table 6 however, reports that only depression has negative relationship with conflict management styles. The result of table 6 are in accordance with a study conducted by Özgüç and Tanrıverdi in 2018. They conducted a study to explore the

effects of conflict management on mood disorders. They found that conflict management has a negative effect of rate of depression. Which means that depression decreases when the conflict management strategies are applied. Similarly a study conducted by Thapar and colleagues in 2012 reported that the relationship between depression and environmental factors, such as experiences of stressful events (such as personal injury or bereavement) and enduring adversity (such as maltreatment, family conflict, peer bullying, poverty, or physical illness), has been the subject of extensive research. Stressful life events appear to be more strongly connected with the first beginning of depression than with its relapse, and the risk is significantly higher in girls and in adolescents who experience numerous negative life events than in those who are only exposed to one. The most significant stressors in relationships are those that are persistent and intense. Negative familial relationships, bullying among peers, and mistreatment are common factors for depression. Furthermore, they reported that management of such life conflicts decreases the chances of depression in adolescents.

Hypothesis 4 of the present study was "psychological adjustment will likely to be predicted by peer victimization and conflict management styles." The result of analysis are in accordance of literature. Numerous studies have demonstrated the connection between peer victimization and a variety of adjustment issues, such as loneliness (Boivin & Hymel, 1997 as cited in Bergin and Pakenham, 2016), school-related dread, anxiety, or avoidance (Kumpulainen et al., 1998, as cited in mcdougall and Vaillancourt, 2015), depression, and low self-esteem. Hawker and Boulton's meta-analytic assessment of cross-sectional research that looked at relationships between peer victimization and measures of psychosocial maladjustment was published about a decade ago, in Hawker and Boulton (2000). Over 5,000 youngsters from 23 studies were included in their meta-analysis. The findings revealed that peer victimized children

exhibit significantly greater levels of psychological issues, such as despair, loneliness, and anxiety, when compared to their classmates. Higher degrees of peer victimization were also associated with lower levels of social self-concept and overall self-esteem. After adjusting for shared technique variation, the range of mean effect sizes as measured by Pearson's r, from.19 (for anxiety) to.29, was found (depression). Similarly, Across the past ten years, a number of longitudinal studies have looked at relationships between psychological maladjustment indices and peer victimization over time, with time frames spanning from six months to two years (Bond et al., 2001; Dhami et al., 2005; Hanish & Guerra, 2002; Snyder et al., 2003). Recurring peer victimization has been linked in some studies to large long-term increases in maladjustment, but not in others, which have failed to document these relationships. For instance, peer victimization was not found to be a significant predictor of increases in internalizing difficulties over a two-year period by Schwartz and colleagues (1998, as cited in Reijntjes et al., 2010). In a similar vein, some research found no link between psychological maladjustment and significant increases in peer victimization (Hodges & Perry, 1999, as cited in Reijntjes et al., 2010), while others found a correlation. For instance, a connection between psychological issues and ensuing increases in victimization was not supported by Bond and colleagues' (2001) research. Recent studies exploring the cross-sectional and longitudinal relationships between peer victimization and psychological adjustment in children are discussed by Storch and Ledley (2005) in their narrative review. The authors draw the conclusion that childhood abuse predicts increases in a range of internalizing issues throughout time. They also cite data that shows these psychological issues eventually invite more abuse. However, it should be emphasized that a number of research with null findings were excluded from the study (Khatri et al., 2000; Snyder et al., 2003).

In addition to this, according to various research, peer victimization affects an adolescenet's sense of security and can result in psychological harm even after the bullying has stopped (Farrington, 1993; Gladstone et al., 2006; Smokowski & Kopasz, 2005). For instance, somatization, suicidal thoughts, anxiety and depressive symptoms, and low self-esteem are all associated with victimization (Nishina et al., 2005). (Graham et al., 2006; Peskin et al., 2006). Being a victim can negatively affect an adolescent's social position, interactions with peers, and psychological development. Teenagers who are repeatedly victimized may also face peer rejection, according to studies (Lopez & Dubois, 2005). Similarly, Children who report experiencing more peer victimization are more likely than children who report less victimization to endorse characterological self-blame attributions, and these attributions are linked to maladjustment (Graham, 2005; Graham et al., 2006; Graham & Juvonen, 1998, 2002). Additionally, Prinstein and colleagues (2005) found that victims made significantly more critical self-referent attributions (internal, stable, and negative attributions about their own character) than non-victimized children, and that these attributions were significantly related with maladaptive psychological adjustment, including loneliness, low self-esteem, social anxiety, and higher levels of depressive symptoms. The relationship between peer victimization and psychosocial adjustment has also been found to be somewhat mediated by characterological self-blame (Graham & Juvonen, 1998 as cited in Harper, 2012) and adjustments for school (Graham et al., 2006). Thus the literature supported the hypothesis.

Hypothesis 5 and 6 of the study was conflict resolution strategies buffer or boost the effect of peer victimization on psychological adjustment among adolescents." Significant results of moderation analysis are reported in the study. Results of moderation analysis are in accordance of the literature. A study conducted by wang et al., (2020) support hypothesis of this

study. They reported that peer victimization is negatively correlated with depression and depression for adolescents who are high on solution orientation strategy. And peer victimization is positively associated with internalizing behavior i.e., anxiety and depression for adolescents who are high on non confrontation. Results indicated that adolescents who used solution-oriented strategy in response to bully and less likely to experience psychological difficulties. On the other side, non-confrontation act as exacerbating factor. When suffering from bully, adolescents who used non confrontation strategy usually withdraws from the situation rather than solving problem and seeking help. On the same side it is interesting that non confrontation strategy does not increase externalizing behaviors (hyperactivity, conduct problems and attention problem).

Hypothesis 7 stated that peer victimization will likely be higher in males then in females. Table 12 reports that physical, verbal and property peer victimization is higher in males than in females. A study conducted by Carbone-Lopez and colleagues in 2010 states that one of the most significant predictors of bullying is gender, with males being more likely to be both offenders and victims. When deciding between direct and indirect, there are significant gender disparities. Boys are frequently proven to be at higher risk of direct types of bullying victimization. Girls are more likely to face indirect types of bullying than direct forms, on the other hand. Another study conducted by Hand and Sanchez in 2000 is also in accordance with our results. They reported that while girls reported to perceive peer victimization more, boys are actually bullied more than girls. Common forms of bullying for boys are physical, verbal and attack on property.

Hypothesis 8 of the study was “Female adolescents will likely to score more on non-confrontation management style than male adolescents.” However, the result of analysis shows no significant difference between male and female on non-confrontational conflict management style. A study conducted by Trudel and Reio in 2011 reported that the likelihood of becoming

the subject of civility violations may increase while using non-confrontational conflict management techniques like avoiding or accommodating conflict preferences. People who love conflict will be more likely to be the target of discourteous behavior because the dominant style is aggressive and aimed toward achieving own goals without consideration for others' interests. Similarly, given the reciprocal nature of negative behaviors, persons who have stronger direct conflict self-efficacy (i.e., beliefs in one's abilities to manage direct conflict) are more likely to be incivility initiators and may also be victim to it themselves. However, they reported that occurrence of such uncivil behaviors is regardless of gender. Similarly, another study conducted by Bonache and colleagues in 2017 according to studies (Burk and Seiffge-Krenke 2015; Fernet et al. 2016), conflict resolution strategies have given more attention in relation to teen dating violence prosecution than victimization. Different results for engagement in conflict and departure from it were observed in the few research that examined them individually. Conflict engagement, both self-reported and partner-reported conflict engagement, was found to predict physical victimization of female adolescents (Messinger et al. 2012). College students who self-reported their withdrawal from disputes were shown to be not related to victimization (Bonache et al. 2016a), in contrast to other research that revealed a strong link between both characteristics in college females (Katz and Myhr 2008) and in adolescents (Bonache et al. 2016b). No correlation between partner-attributed withdrawal approaches and victimization was found (Messinger et al. 2012), indicating that disagreements in adolescent couples do not result in physical or psychological victimization if the partner demonstrates, or is thought to demonstrate, withdrawal behaviors.

Hypothesis 9 of the study was “depression and anxiety will be higher in females than males”. Result in table 12 confirms the hypothesis. The results are also in accordance with the

literature. According to Kessler et al. (2005), women are more likely than men to experience depression and anxiety disorders, and some studies indicate that peer victimization may have more of an impact on women (Gershon et al., 2008, as cited in Charteris-Black, 2012). Individual empirical research, however, have produced contradictory findings; some have discovered a stronger link between female depression and anxiety and peer victimization. These variations could be attributed to methodological variations among studies, including their designs, sample variations (clinical samples versus population-based samples, for instance), and types of exposure and outcome measurements. Four research were identified in a 2008 narrative literature review on gender differences that demonstrated stronger negative impacts of peer victimization on women's mental health (Gershon et al., 2008). This study includes research with many sorts of mental health outcomes, including social phobia, post-traumatic stress disorder, anxiety, behavioral disorders, and depression. It did not employ meta-analysis (Gallo et al., 2018). Similarly a study conducted by Gao et al., in 2020 reported that depression and anxiety were substantially worse for female students. Furthermore, regarding the depression, some investigations discovered that female students had a greater prevalence rate of depression (Liu et al., 2019; Sun, et al., 2017; Tung et al., 2018). Similarly, Charteris-Black, conducted a study in 2012 to find the prevalence of depression among male and female victims of peer victimization. He reported an almost double prevalence of gender difference with females being suffering more with depression than males.

Hypothesis 10 of the present study “Adolescents from lower economic status will likely to experience more peer victimization than adolescents from middle and upper class.”. The table 13 reported no such difference. These results contradicted our hypothesis. However, Faris and Felmlee (2014) reported that peer victimization does not necessarily occur on accounts of socio-

economic status. According to the empirical studies on victimization (Graham and Juvonen 1998; Hay et al., 2004; Hodges and Perry 1999; Nansel et al. 2001), vulnerable, weak, or stigmatized teenagers constitute the victims of peer harassment. There is little doubt that these students are frequently mistreated and tormented, but it is unlikely that this is happening for malicious purposes. Harassing such individuals carries little danger for the harasser, but also offers minimal rewards given the susceptibility of the target. Similarly, a study conducted by Pouwelse and colleagues in 2011 investigated middle and high schoolers in different counties of UK. They explore the peer victimization and its effects on psychological health. They reported that social status has no impact on how a child is victimized by his/her peer. Furthermore, they stated that children are made target of peer victimization on basis of their own characters such as personality, ability to fight back and social and familial support.

**Conclusion**

Adolescence is a period of high risk for the onset of many psychological problems such as anxiety, depression and thus a key period for understanding the developmental roots of disorders. Taken together with the previous studies, the current findings indicates that peer victimization is changeable risk factor for low psychological adjustment. Frequent victimization can increase the risk of many psychological problems. Depression and anxiety disorders can cause considerable functional impairment and effect quality of life. The findings of the current study indicates that peer victimization has negative relationship with psychological adjustment, adolescence who experiences frequent victimization are more likely to have anxiety and depression. Results also indicates that solution-oriented coping has negative relationship with anxiety and depression. On t-test analysis it was found that male adolescents are more likely to experience physical and verbal victimization than female adolescents. Results of t-test also

indicates that female adolescents experienced more anxiety and depression than male adolescents. Findings of one-way ANOVA determined that there is no difference across peer victimization among adolescents on the basis of their socio-economic status. Results of moderation analysis indicated that conflict management strategies (non-confrontation, solution-oriented and control) are moderator between association of peer victimization and psychological adjustment.

**Limitations of the study**

Notwithstanding, there are several noticeable weaknesses and limitation in our study. Data collection from this age range was challenging because this research was relied on it.

Drawback was the paucity of Pakistan-related literature on this subject. Therefore, further research is required to determine the factors that influence generativity, other types of life happiness, and social support. Additionally, the data came from the Rawalpindi and Islamabad twin cities. By replicating the current research in additional Pakistani cities, the generalizability of the study's findings will be improved. Another limitation is variables were measured by self-reported measures which might be a cause of subjective biases and misperceive the results of the study. Personality factors in utilizing coping strategies were also ignored.

The current research favored a quantitative examination due to time constraints. However, it is necessary to get information from adults via subjective interviews because doing so will highlight many aspects of adolescents who have experienced peer victimization and will also uncover additional signs of psychological adjustment in adolescents.

**Implications of the Study**

The results of the current study have evident practical implications. Protective function of solution-oriented conflict resolution strategies suggests that there should be intervention programs to help victimized youth and solution-oriented strategies to improve psychological adjustment of adolescents. Because control and non-confrontation strategies may aggravate psychological problems of victimized adolescents. This research lays the foundation for future studies that should also investigate whether assess to supportive people can help to amend the negative effects of victimization. Researches over the years has reported that social support can protect people from the harmful effects of negative events in life such as victimization (Davidson & Demaray, 2007). This research can help students to do more researches by interacting personally with victimized peers which can result in more worthful data. There should be psychological training programs in institutes. Adolescents who experienced victimization can seek help not only for emotional support but also to seek help how to change behaviors that fuel a negative cycle of behavior.

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# APPENDIX A

## Informed Consent Form

Assalam-u-Alaikum!

I am a student of MPhil Psychology at National University of Modern Languages, Islamabad Campus and I am doing a research thesis.

I request you to participate in this research project. For this purpose, you are requested to fill the provided questionnaires. It will take approximately 15 to 20 minutes. You are requested to read the questions carefully and answer them all with honesty. I assure you that the information taken from you will be kept confidential and will be used only for research purpose. You have full right to withdraw your participation during any stage of the research.

Your support and participation will be highly appreciated. If you want to know the results of this research, feel free to contact me on email address.

**Email:** ismailmasood321@gmail.com

I hereby agree to take part in this research.

Date: _____ Participant's Signature: _____

# APPENDIX B

**Demographic Sheet**

**Age**: _____

**Gender:** **o** Male **o** Female

**Socio-Economic Status:** o Lower o Middle o High

**Family System:** o Nuclear o Joint

# APPENDIX C

### The Multidimensional Peer Victimization Scale

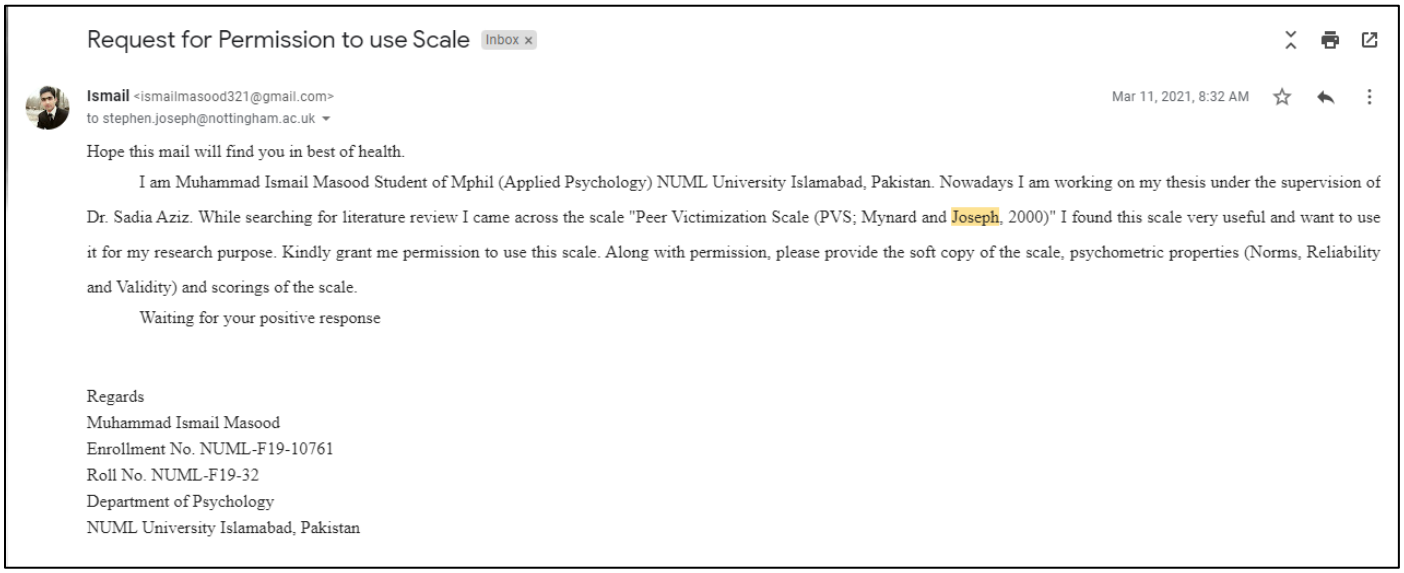
Below is a list of things that some children do to other children. How often during the last school year has another pupil done these things to you? Please answer by putting a tick in one of the three columns for each of the 16 questions.

| Sr. No | Item | Not at all | Once | More than once |
|---|---|---|---|---|
| 1. | Punched me | 0 | 1 | 2 |
| 2. | Tried to get me into trouble with my friends | 0 | 1 | 2 |
| 3. | Called me names | 0 | 1 | 2 |
| 4. | Took something of mine without permission | 0 | 1 | 2 |
| 5. | Kicked me | 0 | 1 | 2 |
| 6. | Tried to make my friends turn against me | 0 | 1 | 2 |
| 7. | Made fun of me because of my appearance | 0 | 1 | 2 |
| 8. | Tried to break something of mine | 0 | 1 | 2 |
| 9. | Hurt me physically in some way | 0 | 1 | 2 |
| 10. | When I tried to play with one person, another person would not let me | 0 | 1 | 2 |
| 11. | Made fun of me for some reason | 0 | 1 | 2 |
| 12. | Stole something from me | 0 | 1 | 2 |
| 13. | Beat me up | 0 | 1 | 2 |
| 14. | Made other people not talk to me | 0 | 1 | 2 |
| 15. | Swore at me | 0 | 1 | 2 |

| Sr. No | Item | Not at all | Once | More than once |
|---|---|---|---|---|
| 16. | Deliberately damaged some property of mine | 0 | 1 | 2 |
| 17. | Sent me a nasty text | 0 | 1 | 2 |
| 18. | Ignored me | 0 | 1 | 2 |
| 19. | Said something mean about me on a social networking site | 0 | 1 | 2 |
| 20. | Refused to talk to me | 0 | 1 | 2 |
| 21. | Wrote spiteful things about me in a chat room | 0 | 1 | 2 |
| 22. | Would not let me join in their game | 0 | 1 | 2 |
| 23. | Wrote nasty things to me using instant messenger | 0 | 1 | 2 |
| 24. | Had a secret and would not tell me | 0 | 1 | 2 |

# APPENDIX D

## Permission mail to use The Multidimensional Peer Victimization Scale



Request for Permission to use Scale Inbox ×

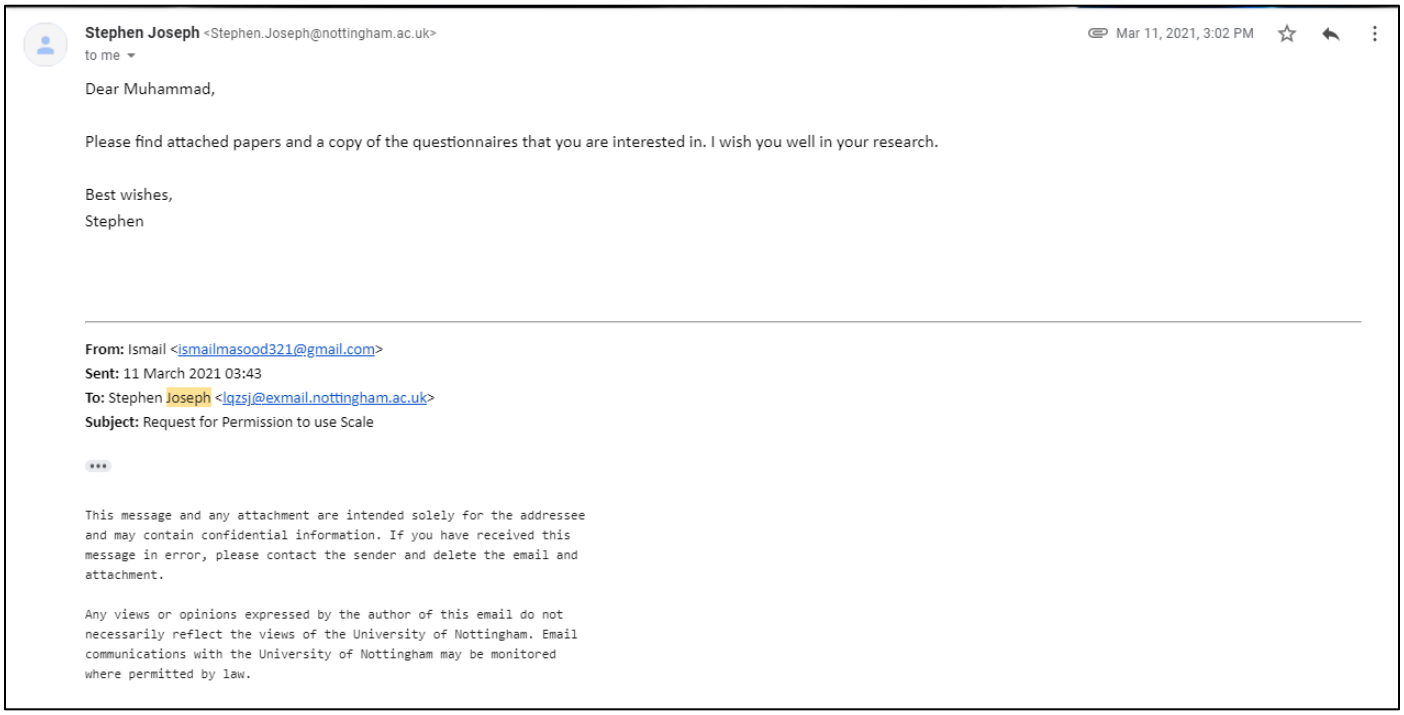
**Ismail** <ismailmasood321@gmail.com> Mar 11, 2021, 8:32 AM
to stephen.joseph@nottingham.ac.uk

Hope this mail will find you in best of health.

I am Muhammad Ismail Masood Student of Mphil (Applied Psychology) NUML University Islamabad, Pakistan. Nowadays I am working on my thesis under the supervision of Dr. Sadia Aziz. While searching for literature review I came across the scale "Peer Victimization Scale (PVS; Mynard and Joseph, 2000)" I found this scale very useful and want to use it for my research purpose. Kindly grant me permission to use this scale. Along with permission, please provide the soft copy of the scale, psychometric properties (Norms, Reliability and Validity) and scorings of the scale.

Waiting for your positive response

Regards
Muhammad Ismail Masood
Enrollment No. NUML-F19-10761
Roll No. NUML-F19-32
Department of Psychology
NUML University Islamabad, Pakistan



**Stephen Joseph** <Stephen.Joseph@nottingham.ac.uk> Mar 11, 2021, 3:02 PM
to me

Dear Muhammad,

Please find attached papers and a copy of the questionnaires that you are interested in. I wish you well in your research.

Best wishes,
Stephen

---

**From:** Ismail <ismailmasood321@gmail.com>
**Sent:** 11 March 2021 03:43
**To:** Stephen Joseph <lqzsj@exmail.nottingham.ac.uk>
**Subject:** Request for Permission to use Scale

•••

This message and any attachment are intended solely for the addressee and may contain confidential information. If you have received this message in error, please contact the sender and delete the email and attachment.

Any views or opinions expressed by the author of this email do not necessarily reflect the views of the University of Nottingham. Email communications with the University of Nottingham may be monitored where permitted by law.

# APPENDIX E

### Resolving Conflicts in Relationships Scale

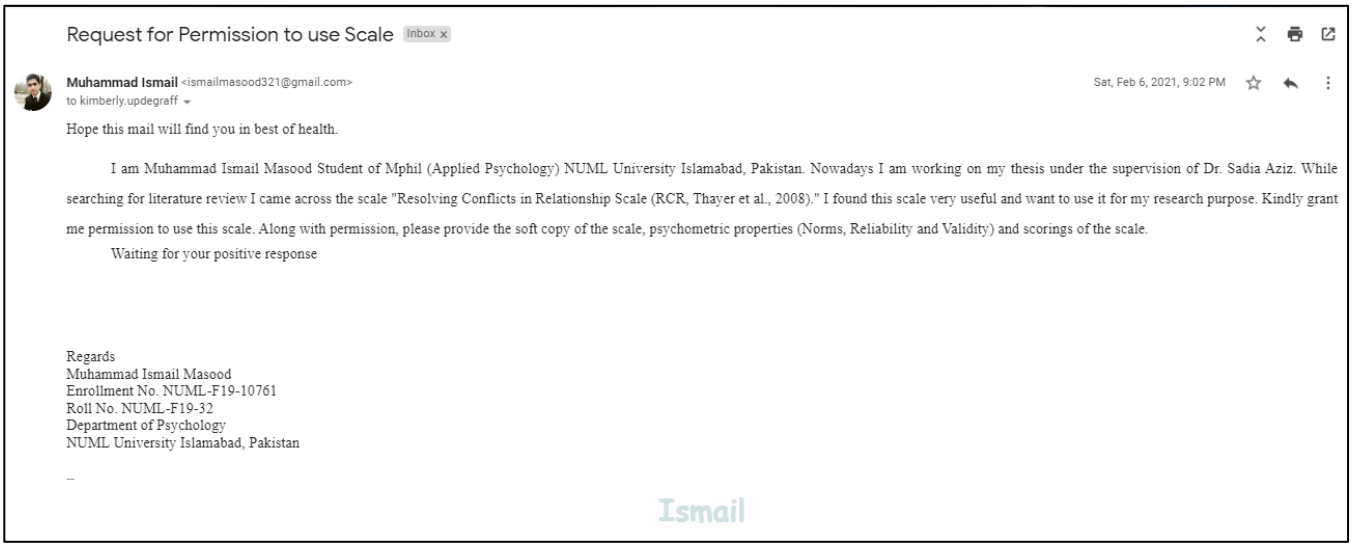
All friendships involve some disagreement or difference of opinion. Disagreements can range from very small to very big. For example, sometimes friends disagree about what to do during the weekend. Please think about real life disagreements that you've had with your friends during the past year. As I read each sentence, decide how often you think the statement applies to you when you have disagreements with your friends. Please remember that we want to know how you react to any kind of difference of opinion – even something as small as deciding what to watch on TV.

| Sr. No | Item | Not at all | A little | Some times | Quite a bit | Very often |
|---|---|---|---|---|---|---|
| 1. | I avoid bringing up topics that my friend and I argue about. | 1 | 2 | 3 | 4 | 5 |
| 2. | I frequently give in a little if my friend is willing to do the same. | 1 | 2 | 3 | 4 | 5 |
| 3. | I argue with my friend without giving up my position. | 1 | 2 | 3 | 4 | 5 |
| 4. | I keep quiet about my views to avoid disagreements with my friend. | 1 | 2 | 3 | 4 | 5 |
| 5. | I suggest we work together to create solutions to disagreements. | 1 | 2 | 3 | 4 | 5 |
| 6. | I raise my voice when trying to get my friend to accept my position. | 1 | 2 | 3 | 4 | 5 |
| 7. | I avoid my friend when I think he/she wants to discuss a disagreement. | 1 | 2 | 3 | 4 | 5 |
| 8. | I offer many different solutions to disagreements. | 1 | 2 | 3 | 4 | 5 |
| 9. | I insist my position be accepted during a conflict with my friend. | 1 | 2 | 3 | 4 | 5 |
| 10. | I act as though the disagreement doesn't mean much to me. | 1 | 2 | 3 | 4 | 5 |
| 11. | I give in when my friend also gives in. | 1 | 2 | 3 | 4 | 5 |
| 12. | I do not change my views during a conflict. | 1 | 2 | 3 | 4 | 5 |

| Sr. No | Item | Not at all | A little | Some times | Quite a bit | Very often |
|---|---|---|---|---|---|---|
| 13. | I hold back rather than argue with my friend. | 1 | 2 | 3 | 4 | 5 |
| 14. | My friend and I calmly discuss our differences when we disagree. | 1 | 2 | 3 | 4 | 5 |
| 15. | I refuse to give in to my friend when he/she disagrees with me. | 1 | 2 | 3 | 4 | 5 |
| 16. | I keep my feelings to myself when I disagree with my friend. | 1 | 2 | 3 | 4 | 5 |
| 17. | My friend and I talk openly about our disagreements. | 1 | 2 | 3 | 4 | 5 |
| 18. | I keep arguing until I get my way when my friend and I disagree. | 1 | 2 | 3 | 4 | 5 |
| 19. | I leave the room when my friend and I disagree. | 1 | 2 | 3 | 4 | 5 |
| 20. | I listen to my friend's point of view when we disagree. | 1 | 2 | 3 | 4 | 5 |
| 21. | I have the last word when my friend and I disagree. | 1 | 2 | 3 | 4 | 5 |
| 22. | I avoid my friend when we disagree. | 1 | 2 | 3 | 4 | 5 |
| 23. | My friend and I work together to resolve disagreements. | 1 | 2 | 3 | 4 | 5 |
| 24. | When my friend and I disagree, I want my view to win. | 1 | 2 | 3 | 4 | 5 |
| 25. | I pretend things don't bother me so I don't have to argue with my friend. | 1 | 2 | 3 | 4 | 5 |
| 26. | I defend my opinion strongly with my friend. | 1 | 2 | 3 | 4 | 5 |
| 27. | I avoid discussing the problem with my friend. | 1 | 2 | 3 | 4 | 5 |
| 28. | I like to reach a solution that my friend and I both agree to. | 1 | 2 | 3 | 4 | 5 |
| 29. | When I feel I am right, I refuse to give in to my friend. | 1 | 2 | 3 | 4 | 5 |

# APPENDIX F

## Permission Mail to Use Resolving Conflicts in Relationships Scale



Request for Permission to use Scale Inbox x

**Muhammad Ismail** <ismailmasood321@gmail.com> Sat, Feb 6, 2021, 9:02 PM
to kimberly.updegraff

Hope this mail will find you in best of health.

I am Muhammad Ismail Masood Student of Mphil (Applied Psychology) NUML University Islamabad, Pakistan. Nowadays I am working on my thesis under the supervision of Dr. Sadia Aziz. While searching for literature review I came across the scale "Resolving Conflicts in Relationship Scale (RCR, Thayer et al., 2008)." I found this scale very useful and want to use it for my research purpose. Kindly grant me permission to use this scale. Along with permission, please provide the soft copy of the scale, psychometric properties (Norms, Reliability and Validity) and scorings of the scale.

Waiting for your positive response

Regards
Muhammad Ismail Masood
Enrollment No. NUML-F19-10761
Roll No. NUML-F19-32
Department of Psychology
NUML University Islamabad, Pakistan

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Ismail

**Kimberly Updegraff** <Kimberly.Updegraff@asu.edu> Feb 6, 2021, 9:21 PM
to me

Dear Muhammad,
Please see attached. Best luck in your work, Kim Updegraff

Kimberly Updegraff, Ph.D.
Cowden Distinguished Professor
PI, ASU SIBS Project
Barrett Honors Faculty
T. Denny Sanford School of Social and Family Dynamics
Arizona State University
Tempe, AZ 85287-3701
E-mail: kimberly.updegraff@asu.edu
Phone: 480-965-6669
Fax: 480-965-6779

cdbk_ph1_adolesc...

# APPENDIX G

## Psychological Adjustment Scales

### Youth Internalizing Behavior Screener

Here are some questions about what you think, feel, and do. Read each sentence and choose the one best answer. Please give your answers on the basis of how things have been for you over the last two weeks

| Sr. No | Item | Almost Never | Some-times | Often | Almost Always |
|---|---|---|---|---|---|
| 1. | I have difficulty in relaxing and calming down myself. | 1 | 2 | 3 | 4 |
| 2. | I feel alone even when there are people around me. | 1 | 2 | 3 | 4 |
| 3. | I generally feel tense and anxious | 1 | 2 | 3 | 4 |
| 4. | I don't want to deal with anything | 1 | 2 | 3 | 4 |
| 5. | I have difficulty in making a decision. | 1 | 2 | 3 | 4 |
| 6. | I think I am a useless person | 1 | 2 | 3 | 4 |
| 7. | I feel myself as disturbed and strain. | 1 | 2 | 3 | 4 |
| 8. | I feel depressed and pessimistic | 1 | 2 | 3 | 4 |
| 9. | I have difficulty in focusing | 1 | 2 | 3 | 4 |
| 10. | I feel hopeless or have no expectations about future. | 1 | 2 | 3 | 4 |

### Youth Externalizing Behavior Screener

Here are some questions about what you think, feel, and do. Read each sentence and choose the one best answer. Please give your answers on the basis of how things have been for you over the last six months

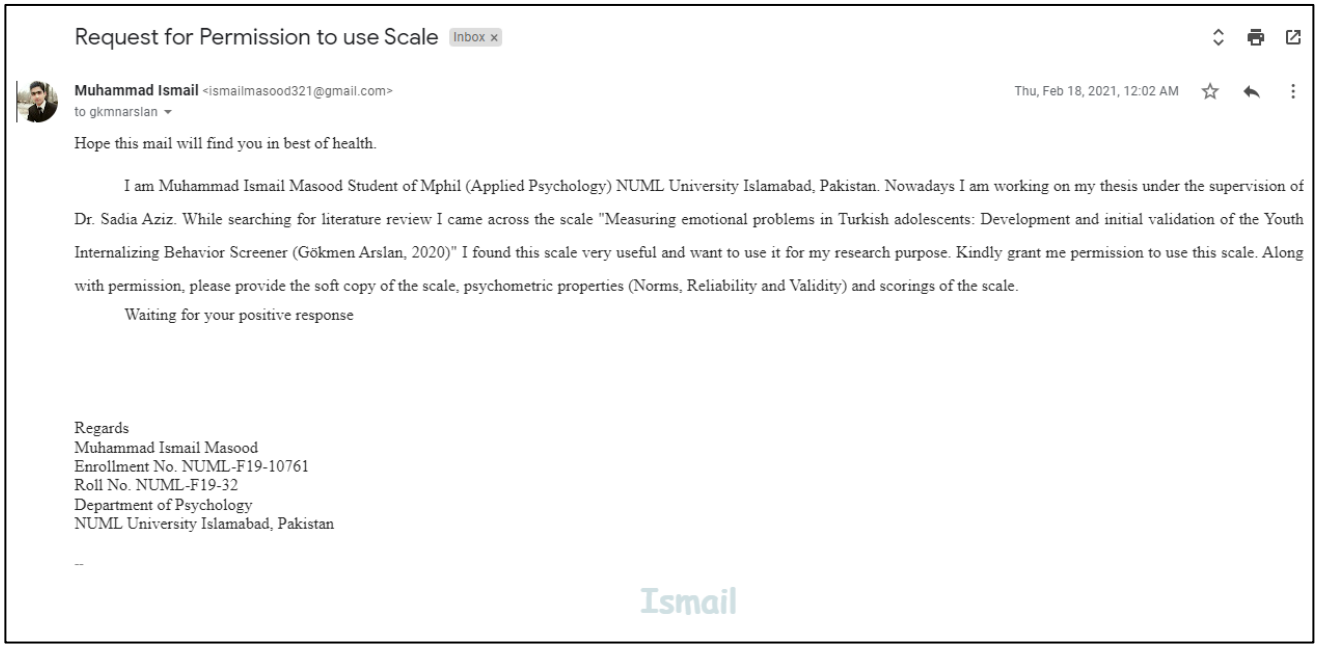
| Sr. No | Item | Almost Never | Some-times | Often | Almost Always |
|---|---|---|---|---|---|
| 1. | I often make others angry or annoyed | 1 | 2 | 3 | 4 |
| 2. | I damage to the property of others | 1 | 2 | 3 | 4 |
| 3. | I am an overactive person, I can't help moving | 1 | 2 | 3 | 4 |

| Sr. No | Item | Almost Never | Some-times | Often | Almost Always |
|---|---|---|---|---|---|
| 4. | I don’t obey rules or prohibitions, I often violate them | 1 | 2 | 3 | 4 |
| 5. | Even small events / things around me distract my attention | 1 | 2 | 3 | 4 |
| 6. | I often blame others for my mistakes | 1 | 2 | 3 | 4 |
| 7. | I often fidget with my hand and feet. I keep squirming in my seat | 1 | 2 | 3 | 4 |
| 8. | I have difficulty in focusing on important issues | 1 | 2 | 3 | 4 |
| 9. | I get distracted easily, I have difficulty in concentrating | 1 | 2 | 3 | 4 |
| 10. | I often fight with my friends | 1 | 2 | 3 | 4 |
| 11. | I have difficulty to stay focused on the work I'm doing. | 1 | 2 | 3 | 4 |
| 12. | I can’t stand sitting still for a long time, I feel disturbed | 1 | 2 | 3 | 4 |

# APPENDIX H

## Psychological Adjustment Scales

## Youth Internalizing Behavior Screener / Youth Externalizing Behavior Screener



Request for Permission to use Scale Inbox ×

**Muhammad Ismail** <ismailmasood321@gmail.com> Thu, Feb 18, 2021, 12:02 AM
to gkmnarslan

Hope this mail will find you in best of health.

I am Muhammad Ismail Masood Student of Mphil (Applied Psychology) NUML University Islamabad, Pakistan. Nowadays I am working on my thesis under the supervision of Dr. Sadia Aziz. While searching for literature review I came across the scale "Measuring emotional problems in Turkish adolescents: Development and initial validation of the Youth Internalizing Behavior Screener (Gökmen Arslan, 2020)" I found this scale very useful and want to use it for my research purpose. Kindly grant me permission to use this scale. Along with permission, please provide the soft copy of the scale, psychometric properties (Norms, Reliability and Validity) and scorings of the scale.

Waiting for your positive response

Regards
Muhammad Ismail Masood
Enrollment No. NUML-F19-10761
Roll No. NUML-F19-32
Department of Psychology
NUML University Islamabad, Pakistan

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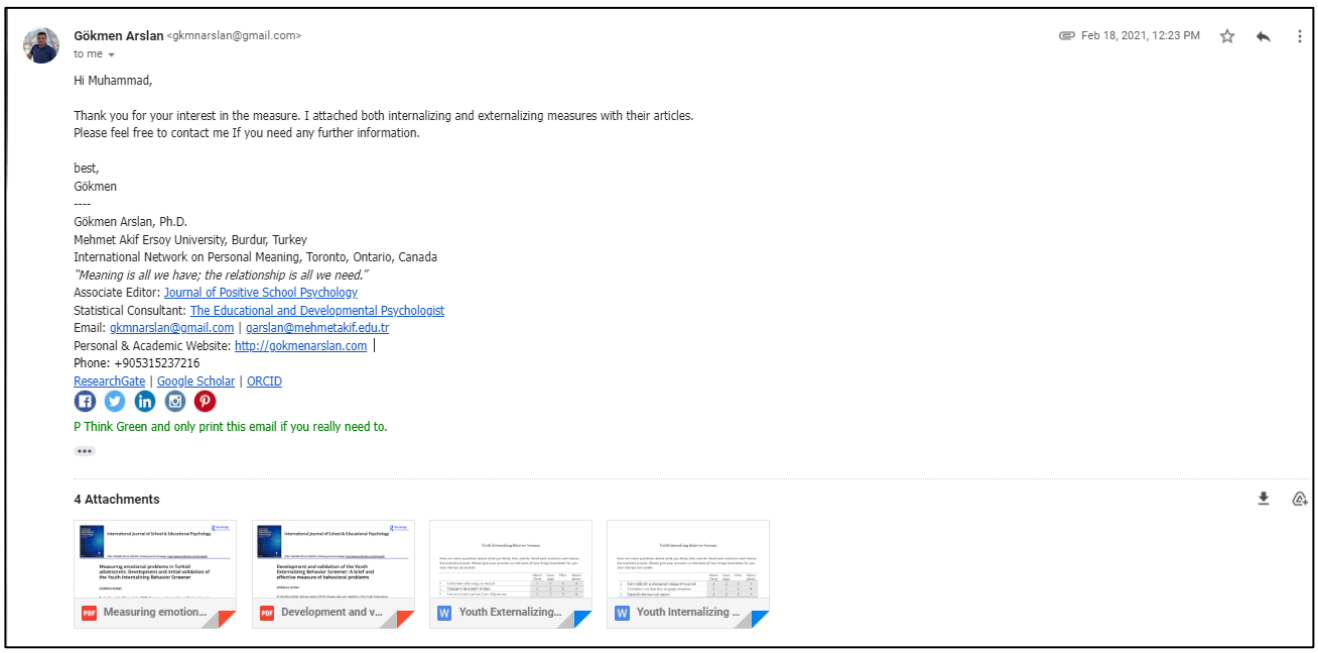
Ismail



**Gökmen Arslan** <gkmnarslan@gmail.com> Feb 18, 2021, 12:23 PM
to me

Hi Muhammad,

Thank you for your interest in the measure. I attached both internalizing and externalizing measures with their articles.
Please feel free to contact me If you need any further information.

best,
Gökmen
---
Gökmen Arslan, Ph.D.
Mehmet Akif Ersoy University, Burdur, Turkey
International Network on Personal Meaning, Toronto, Ontario, Canada
*"Meaning is all we have; the relationship is all we need."*
Associate Editor: Journal of Positive School Psychology
Statistical Consultant: The Educational and Developmental Psychologist
Email: gkmnarslan@gmail.com | garslan@mehmetakif.edu.tr
Personal & Academic Website: http://gokmenarslan.com |
Phone: +905315237216
ResearchGate | Google Scholar | ORCID

P Think Green and only print this email if you really need to.

4 Attachments

Measuring emotion... Development and v... Youth Externalizing... Youth Internalizing ...

# APPENDIX I

National University of Modern Languages
Faculty of Social Sciences
Department of Applied Psychology
Tel: 092-051-9265100-110, (Ext,2092)

ML.1-7/2020/PSY

Dated: 01-09-2021

To: **Muhammad Ismail Masood,**
**1831 MPhil/Psy/F19**

Subject: **APPROVAL OF MPHIL THESIS TOPIC AND SUPERVISOR**

1. Reference to letter No. M.L.1-2/2021-Psy dated 03-05-2021, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 06th May 2021 and validation in 11th BASR Meeting dated 02-06-2021.

   a. **Supervisor's Name & Designation**
      Dr. Zafar Ahmad
      Lecturer, Department of Applied Psychology
      NUML, Islamabad.

   b. **Topic of Thesis**

**Role of Peer Victimization and Conflict Management in Psychological Adjustment of Adolescents**

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **30th June 2022** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

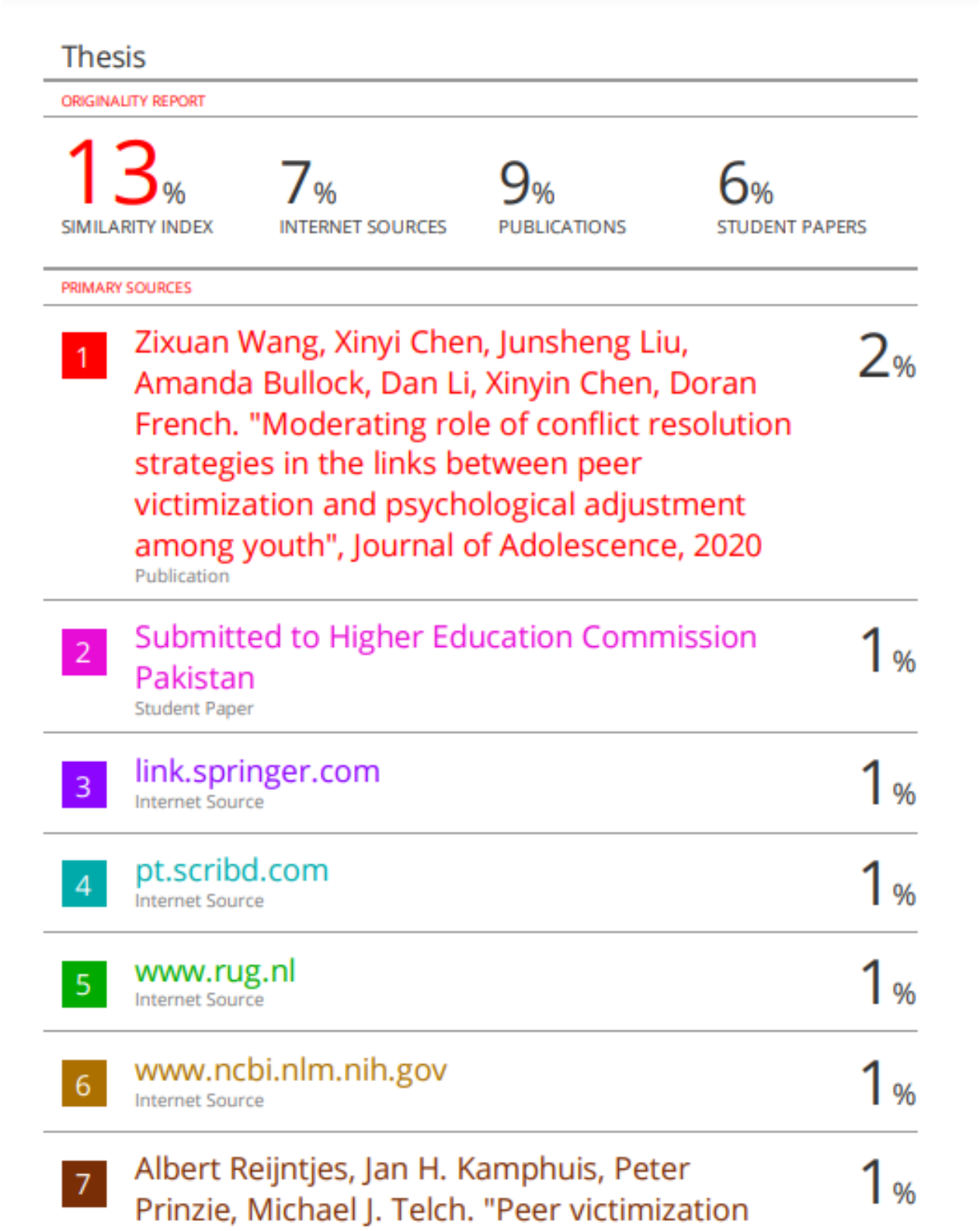
4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Applied Psychology.

Telephone No: 051-9265100-110 Ext: 2098
E-mail: trehna@numl.edu.pk

**Prof. Dr. M. Anisul Haque**
**Head,**
**Department of Applied Psychology**

Cc to:
Dr. Tasnim Rehna

# APPENDIX J



Thesis

ORIGINALITY REPORT

| 13% | 7% | 9% | 6% |
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PRIMARY SOURCES

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| 1 | Zixuan Wang, Xinyi Chen, Junsheng Liu, Amanda Bullock, Dan Li, Xinyin Chen, Doran French. "Moderating role of conflict resolution strategies in the links between peer victimization and psychological adjustment among youth", Journal of Adolescence, 2020<br>Publication | 2% |
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