

IMPACT OF BULLYING AND PARENTING  
STYLES ON SELF-ESTEEM AMONG  
UNIVERSITY STUDENTS



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July, 2023

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JULY, 2023

# **IMPACT OF BULLYING AND PARENTING STYLES ON SELF-ESTEEM AMONG UNIVERSITY STUDENTS**



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A Research Thesis submitted to the  
DEPARTMENT OF PSYCHOLOGY  
in partial fulfillment of the requirements for the degree of  
BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty of Management and Social Sciences  
Capital University of Science & Technology,  
Islamabad  
July, 2023

### CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled "Impact of Bullying and Parenting Styles on Self-Esteem among University Students" carried out by Aniq Khalid, Reg. No. BSP193057, under the supervision of Mr. Muhammad Naeem, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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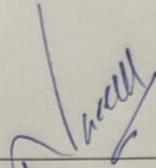
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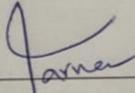
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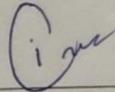
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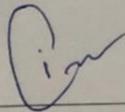
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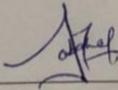
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*To my parents, whose unwavering love, guidance, and sacrifices have been the foundation of my academic journey. I dedicate this thesis to you with heartfelt gratitude.*

## **DECLARATION**

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

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June 2023

## ACKNOWLEDGMENT

I want to sincerely thank my supervisor, Mr. Muhammad Naeem, for all of his invaluable advice, help, and encouragement as I was working on my thesis. He has been quite accommodating throughout the entire thesis, at every stage of its completion. His knowledge in this area is priceless, he is a brilliant instructor, and I am really appreciative of his advice.

I also want to thank the rest of the CUST panel, including our HOD Dr. Sabahat Haqqani, for their encouragement and support. I also want to express my gratitude to my friends Arouba Ijaz and Sawaira Khan for their companionship, support, and inspiration during the four-year trip and when I was writing my thesis.

Finally, I would like to express my deep appreciation to my family especially my mother and my father for their love and support throughout my studies. Without their encouragement and understanding, this accomplishment would not have been possible. Thank you all.

## ABSTRACT

This study aimed to investigate the impact of bullying and parenting styles on self-esteem among university students. A total of 283 students from private universities enrolled in bachelor's and master's degree of Islamabad and Rawalpindi participated. Prior to visiting any organization, permission was requested from the authorities. After receiving authorization, participants were approached personally, and informed consent forms were provided. The students were asked to fill out three survey questionnaires: The Rosenberg Scale of Self-Esteem, Bullying Scale for Adults, and the Parental Authority Questionnaire (PAQ). The objectives of the study and its purely educational nature were explained to the students. Informed consent was also obtained from every participant before the survey. The convenient random sampling technique was used to choose the participants. The results indicated that experiences of bullying had a negative association with self-esteem. Moreover, the study revealed that positive parenting styles were positively associated with self-esteem and negatively with the bullying while the negative parenting is negatively associated with self-esteem and positively associated with bullying. The study focused specifically on the variables of bullying, parenting styles, and self-esteem. While these variables are essential, other factors that could potentially influence self-esteem, such as socio-economic status, cultural factors, or mental health conditions, were not included in the analysis. Also, the study did not account for potential confounding variables that could influence the relationship between bullying, parenting styles, and self-esteem.

**Keywords:** Bullying; parenting styles; self-esteem; study objectives; informed consent; convenient random sampling technique; negative association; confounding variables.

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## Chapter 1. Introduction

Young adulthood is a critical period for individuals as they navigate the complex task of forming a distinct sense of self and identity. During this time, young adults often experience various challenges, such as mood swings, risky behaviors, and conflicts with their parents. These factors can significantly impact their mental health and overall well-being. Additionally, these challenges can influence their emotional, social, and physical interactions with others, ultimately shaping their self-esteem.

Researchers have shown that positive parenting practices are closely linked to positive self-esteem outcomes in young adults. When parents provide support, encouragement, and nurturance, it fosters a sense of security and validation within their children. Such parenting practices can contribute to the development of a healthy self-concept and promote a positive sense of self-worth. Conversely, unfavorable parenting practices, such as neglect, criticism, or overly controlling behaviors, may lead to low self-esteem in young adults (Buri *et al.*, 1987).

Moreover, bullying has been recognized as a significant public health issue by the World Health Organization (WHO). Bullying affects not only the victims but also the bullies themselves and the bystanders who witness these acts. The detrimental effects of bullying on mental health, academic performance, and daily functioning have been well-documented. Additionally, bullying can severely impact a child's self-esteem, as it involves repeated instances of humiliation, intimidation, and social exclusion.

Parenting styles play a crucial role in the development of both bullies and victims. Authoritative parenting, characterized by a balance of warmth and discipline, has been associated with lower levels of bullying behaviors. When parents establish clear

expectations and rules while also providing emotional support and guidance, children are more likely to internalize positive values and exhibit prosocial behaviors. On the other hand, authoritarian or neglectful parenting styles may contribute to the development of aggressive behaviors and an increased likelihood of engaging in bullying (Rezvan & D'souza, 2017).

It is important to note that parenting styles are not the sole determinants of young adults' personalities and behaviors. Individuals are influenced by a multitude of factors, including their genetic predispositions, peer relationships, and broader socio-cultural contexts. However, the impact of supportive and nurturing parenting cannot be understated. When young adults receive consistent love, understanding, and guidance from their parents, it can positively shape their personalities, leading to increased empathy, resilience, and overall well-being (Rezvan & D'souza, 2017).

### **Bullying**

Bullying is described as a pattern of aggressive behavior that targets a victim with repeated physical, verbal, or psychological harm or intimidation (Flouri & Buchanan, 2003). It is becoming a global problem due to its unsettling effects, which impact a momentous minority of young adults (Rigby, 2013).

Bullying is a multifaceted problem that is influenced by a wide array of factors encompassing personal, family, cultural, and academic dimensions. Numerous studies have examined the intricate interplay between bullying and various traits and variables. For instance, research has revealed significant associations between bullying and factors such as self-esteem, locus of control, parenting style, school environment, academic adjustment, teaching methods, and social pressures (Atik & Guneri, 2013).

These findings underscore the complex nature of bullying and the need for a comprehensive approach in addressing and preventing this harmful behavior. For example, low self-esteem has been consistently linked to both being a victim and engaging in bullying behaviors. Additionally, parenting style plays a crucial role, with authoritative parenting fostering positive outcomes while authoritarian or neglectful parenting may increase the risk of involvement in bullying. The school environment, including factors like peer relationships and academic adjustment, also plays a significant role in the prevalence and persistence of bullying. By understanding the multifaceted nature of bullying and considering the various factors that contribute to its occurrence, interventions and strategies can be developed to effectively address and mitigate this pervasive issue (Atik&Guneri, 2013).

Among these factors, parenting habits and styles have consistently emerged as significant contributors to bullying and victimization experiences in school settings. Previous studies have identified parenting styles as risk or protective family variables in relation to bullying (Georgio&Stavrinides, 2013). The way parents interact with their children, establish boundaries, and provide guidance can shape how young individuals perceive and engage with power dynamics in social situations. Positive and nurturing parenting practices have been associated with lower levels of bullying involvement. Parents who demonstrate warmth, empathy, and open communication foster a sense of security and emotional well-being in their children, reducing the likelihood of engaging in bullying behaviors. On the other hand, negative or neglectful parenting styles can increase the risk of children displaying aggressive or victimizing behaviors. Additionally, other factors such as school environment, academic adjustment, teaching methods, and

social pressures also contribute to the occurrence and perpetuation of bullying behaviors. School environments that lack appropriate support systems, fail to address bullying incidents, or promote competition and hierarchies can inadvertently facilitate bullying. Academic stress, difficulties in adjusting to the school environment and social pressures from peers can also contribute to the emergence of bullying dynamics (Atik&Guner, 2013).

Olweus defined bullying as an attempt to cause harm or discomfort to another person and listed three characteristics that it must meet: (a) it must involve aggressive behavior or intentional harm; (b) it must be repeated ultimately; and (c) it must take place in the situation of an interpersonal relationship with an authority inequality (Olweus, 1994).

Bullying manifests in three primary forms: physical, verbal, and social. Physical bullying involves acts of repeated physical aggression, such as pushing, kicking, or striking the victim. Verbal bullying, on the other hand, encompasses persistent mocking, demeaning, or insulting remarks directed at the victim (Phillips & Cornell, 2012). This type of bullying aims to undermine the victim's self-esteem and inflict emotional harm. The third form, social bullying, involves deliberately excluding, isolating, or spreading rumors about the victim, thereby damaging their social standing and relationships. Understanding these distinct forms of bullying is crucial for effectively identifying, addressing, and preventing such harmful behaviors (Phillips & Cornell, 2012).

Bullying has a significant impact on individuals involved, encompassing both the victim and the perpetrator. Wang describe bully victimization as the deliberate act of social exclusion or engaging in physical or verbal aggression towards others. On the other

hand, bullying perpetration is defined as the intentional and persistent hostile behavior aimed at causing harm to another person through words or actions (Olweus *et al.*, 1993). These two roles highlight the active involvement of individuals in either inflicting harm or experiencing victimization. By understanding both perspectives, interventions and prevention strategies can be developed to address the underlying causes and dynamics of bullying, fostering a safe and inclusive environment for everyone involved (Wanget *al.*, 2010).

Numerous research have shown a connection between bullying and victimization experiences and unfavorable child outcomes, such as emotional and behavioral diseases, including Post Traumatic Stress Disorder (PTSD), conduct difficulties, and Attention Deficit Hyperactivity Disorder (ADHD), (Khamis *et al.*, 2015).

Bullying has detrimental consequences for the developmental trajectories of children and adolescents, as it is closely associated with various negative outcomes. Research has consistently linked bullying to symptoms of anxiety and depression, indicating the psychological toll it takes on victims (Cardoos& Hinshaw, 2011). The experience of being targeted and victimized can erode self-esteem, leading to feelings of worthlessness and inadequacy (Merrell *et al.*, 2008). Additionally, bullying interferes with the development of healthy social skills, as victims may struggle with trust, forming meaningful relationships, and assertive communication. These challenges can have long-lasting effects on their ability to navigate social interactions in both academic and personal settings. Academic pathways are also impacted by bullying, with victims often resorting to coping mechanisms such as skipping school, leading to high dropout rates and a decline in academic performance. The stress and emotional turmoil caused by

bullying can hinder concentration, motivation, and overall academic engagement. Understanding the wide-ranging effects of bullying underscores the urgent need for comprehensive prevention and intervention strategies that address the underlying causes and support the well-being of those involved (Cardoos& Hinshaw, 2011).

Bullying is a widespread problem that can be observed in any school; it is not unique to any one type of setting (public, private, primary or secondary, urban, or rural), and it has a number of detrimental effects, such as fear, subpar academic performance, absenteeism from class, and even suicide among victims. The assailants might commit antisocial activities that they repeatedly repeat in various contexts (Cardoos& Hinshaw, 2011).

Bullying has garnered heightened media attention as a societal issue with serious and potentially fatal outcomes. Recognizing the significant impact of parental communication in mitigating the adverse psychosocial effects of bullying, it becomes a potential focus for intervention. By fostering open and supportive parent-child communication, there is potential to nurture psychosocial resilience in adolescents who experience bullying. Both parents and educating systems stand to gain valuable insights by recognizing the protective role of parental communication in shielding adolescents from the negative consequences of bullying (Atik&Guner, 2013).

Bullying has been associated with numerous individual, family, societal, and academic factors, including self-efficacy, locus of control, parenting style, parental involvement, school atmosphere, academic adjustment, teaching approaches, and social pressures (Atik&Guner, 2013). These variables play significant roles in understanding the dynamics and correlates of bullying behavior. By examining these various factors,

researchers and practitioners can gain insights into the complex interplay of influences and develop effective interventions to prevent and address bullying (Atik&Guner, 2013).

In the context of bullying and victimization experiences at school, previous studies consistently highlight the importance of parenting behaviors and styles as influential family variables (Georgiou &Stavrinides, 2013). These studies recognize that parenting plays a crucial role in shaping children's behaviors, attitudes, and social interactions. Positive and supportive parenting behaviors, such as warmth, communication, and guidance, have been associated with lower levels of bullying involvement and victimization. In contrast, negative or neglectful parenting behaviors, such as harsh discipline or lack of supervision, have been linked to increased risk of engaging in or experiencing bullying. Understanding the impact of parenting behaviors on bullying can inform interventions and prevention strategies that target family dynamics and support parents in promoting positive social behaviors and healthy relationships among their children (Georgiou &Stavrinides, 2013).

School bullying has long been a persistent issue, despite efforts by researchers to develop prevention and intervention programs aimed at curbing violent behavior in childhood and adolescence. In 2004, Olweus and colleagues demonstrated the effectiveness of their intervention program, which resulted in a significant reduction of aggressive behavior among school children by 50%, with sustained positive changes observed even 20 months after the intervention (Olweus, 2004). This success inspired other countries to adopt the Olweus Bullying Prevention Program. Understanding the factors contributing to bullying behavior is crucial for effective prevention and intervention. These factors can encompass both internal aspects, such as individual

personality traits, as well as external influences like family dynamics, school environment, and peer relationships.

Personality, characterized as enduring characteristics and attitudes that influence an individual's thoughts, emotions, and actions (Pridmore, 2009), plays a significant role in shaping how individuals respond to their environment. The prevalence of bullying extends beyond national boundaries, as evidenced by the attention it has garnered in countries such as Japan, the Netherlands, Australia, the USA, and Canada (Brown, 2003). The detrimental impact of bullying is evident, with estimates suggesting that approximately 160,000 students in the United States alone avoid school daily due to fear of being tormented and harassed by bullies. By recognizing the complex interplay of factors contributing to bullying, researchers and policymakers can develop comprehensive strategies to address this pervasive issue and create safe and supportive learning environments for all students (Brown, 2003).

Gender and age are strongly associated with reported incidents of bullying. The rates are generally higher among children aged around 8 to 9 years, increasing in the first year of secondary school for boys and then decreasing in the later secondary years. For girls, bullying occurs most frequently at around 8 years old, then decreasing after that. At the secondary level, bullying among girls is primarily verbal and indirect rather than physical, whereas among boys, bullying tends to involve more physical aggression (Owens *et al.*, 2005).

Early parent-child attachments play a significant role in shaping a child's ability to navigate social situations, and the experiences of bullying victimization and perpetration can both be indicative of unsatisfactory interpersonal connections in early developmental

stages. Secure and positive parent-child relationships provide a foundation for healthy social development, including the development of empathy, emotional regulation, and pro-social behaviors. In contrast, insecure or disrupted attachments may contribute to difficulties in forming and maintaining positive relationships, potentially leading to involvement in bullying behaviors. Understanding the link between early parent-child attachments and bullying can inform interventions that focus on promoting secure attachments, strengthening parent-child relationships, and fostering healthy social skills in children, ultimately contributing to the prevention and reduction of bullying incidents (Lereya *et al.*, 2013).

### **Parenting styles**

A set of attitude towards children that are communicated to them that together create an emotional environment where the parents' behaviors are displayed are known as parenting styles (Darling & Steinberg, 1993).

The impact of parenting style on teenagers' mental health has been identified as a significant factor (Rezvan&D'souza, 2017). Parenting style refers to the psychological approach and techniques employed by parents to raise and nurture their children (Adimoraet *al.*, 2015). Different parenting styles, such as authoritative, authoritarian, permissive, and neglectful, have been recognized and linked to various outcomes in adolescents. For instance, authoritative parenting, characterized by a balance between warmth and control, has been associated with positive mental health outcomes in teenagers, including higher self-esteem, better emotional regulation, and lower levels of anxiety and depression. In contrast, authoritarian and neglectful parenting styles, which involve excessive control or lack of parental involvement, respectively, have been linked

to negative mental health consequences, such as increased risk of anxiety, depression, and behavior problems. These findings highlight the critical role that parenting styles play in shaping teenagers' mental well-being and emphasize the importance of promoting healthy parenting practices for positive adolescent development. (Rezvan *et al.*, 2015)

In a study conducted by (Fuentes *et al.*, 2019) involving Spanish adolescents aged 13 to 19 years old, it was found that those who received parental support for their autonomy, had positive and humorous relationships, and maintained good communication with their parents exhibited higher levels of self-esteem. Conversely, adolescents with controlling parents showed lower self-esteem. These findings align with previous research indicating that behavioral and psychological control, including guilt induction and manipulation within family relationships; do not contribute positively to adolescent self-esteem (Oliva *et al.*, 2007).

Parents hold a significant influence over their teenage children as they play a central role in their lives, and their parenting practices can shape various aspects of their development, including personality traits, mental well-being, and self-esteem (Noordin *et al.*, 2020). The interactions and experiences teenagers have with their parents can have a lasting impact on their adult personalities and mental health. Positive and supportive parenting practices contribute to the development of healthy self-esteem and positive personality traits in adulthood. Conversely, negative or detrimental parenting practices may hinder the development of self-esteem and contribute to mental health challenges. Recognizing the importance of parental influence on the long-term outcomes of individuals underscores the need for effective parenting strategies that foster positive

emotional connections, provide support, and promote the well-being of teenagers as they transition into adulthood (Noordinet *al.*, 2020).

The dynamic between parents and their children holds significant importance in comprehending the behavioral and psychosocial development of the child. Traditionally, parental rearing has been conceptualized using two dimensions: care and control (Cumminget *al.*, 2000). Exploring the effects of parental control is a complex endeavor that requires consideration of multiple factors. This dimension encompasses a range of behaviors, including rule enforcement, monitoring, supervision, and overprotection, highlighting its heterogeneous nature (Deckard & Dodge, 1997). It is essential to recognize the diverse ways in which parents exercise control and how these practices can shape the child's development. Understanding the nuances and complexities of parental control is crucial for gaining insights into its impact on various aspects of the child's well-being. By exploring these dimensions of parental rearing, researchers can deepen their understanding of how parenting practices influence child outcomes and inform interventions aimed at promoting positive development(Deckard & Dodge, 1997).

Baumrind (1966) developed a framework that categorizes parenting into three distinct styles based on their levels of responsiveness and demands: permissive parenting, authoritative parenting, and authoritarian parenting. Permissive parenting is characterized by high responsiveness but low demands, where parents are lenient and indulgent towards their children. Authoritative parenting, on the other hand, involves both high responsiveness and reasonable demands, with parents providing warmth, support, and clear expectations. In contrast, authoritarian parenting exhibits low responsiveness and high demands, with parents enforcing strict rules and discipline without much emotional

support. (Maccoby & Martin, 1983) later introduced the concept of neglectful or uninvolved parenting, which is characterized by low levels of both responsiveness and demands. Neglectful parents are disengaged, uninvolved, and provide minimal guidance or attention to their children. These different parenting styles have distinct implications for children's development, including their social skills, self-esteem, and susceptibility to bullying behavior. Understanding these parenting styles can assist in identifying potential risk factors and informing interventions that promote positive parenting practices and healthy child outcomes (Baumrind, 1966).

Family-based parenting practices have a significant impact on the development of various aspects of teenagers' lives, including coping mechanisms, cognitive abilities, temperaments, and social skills (Lynn & Ting, 2019). Positive parenting styles, characterized by warmth, support, clear communication, and appropriate discipline, have been linked to positive predictors of self-esteem. (Aremuet *al.*, 2019) highlight the association between positive parenting practices and higher levels of self-esteem in adolescents. In contrast, negative parenting styles, such as neglectful or authoritarian approaches, may contribute to low self-esteem in teenagers. Positive parenting fosters a supportive and nurturing environment that allows teenagers to develop a sense of competence, autonomy, and self-worth. This, in turn, enables them to cope with challenges, engage in positive social interactions, and develop cognitive abilities effectively. Recognizing the influence of parenting practices on teenagers' development underscores the importance of promoting positive parenting strategies that enhance self-esteem, resilience, and overall well-being in adolescents (Aremuet *al.*, 2019).

High parental warmth and high control define an authoritative parenting style; low parental warmth and high control define an authoritarian parenting style; high parental warmth and low control define a permissive parenting style; and low parental warmth and low control define a neglectful or uninvolved parenting style (Aremuet *al.*, 2019).

Existing research has provided evidence that an increase in strict parental control is associated with a significant decrease in self-esteem and negative changes in perceived self-identity. These findings align with expectations and suggest that the level of mother acceptance and involvement has a positive impact on adolescents' self-esteem. Furthermore, the study revealed a positive correlation between self-esteem and self-confidence, indicating that higher levels of self-esteem are linked to greater perceived security. These results are consistent with a previous study conducted by Koc (2006). Thus, it can be concluded that the quality of the parent-adolescent relationship, particularly the relationship with the mother, plays a crucial role in shaping adolescents' self-image and overall development. However, it is worth noting that this study did not find a correlation between bullying tendencies and self-esteem, which contradicts the findings of Koc's study (2006). Further research involving different adolescent groups is needed to validate and expand upon these results. (Pine & Bergman, 1975).

Parenting styles can have a significant impact on various aspects of a child's development, including their self-esteem. One of the indirect pathways through which parenting styles influence self-esteem is by influencing the child's experience of loneliness. Authoritative parenting styles that involve warmth, support, and responsive communication tend to foster a sense of security and connectedness in children. These

parenting styles create an environment where children feel loved, valued, and accepted for who they are. As a result, children with positive parenting experiences are more likely to develop healthy self-esteem because they internalize positive messages about their worth and competence. On the other hand, negative parenting styles, such as authoritarian or neglectful parenting, can contribute to feelings of loneliness in children. Authoritarian parents may be overly controlling and strict, leading to a lack of emotional support and autonomy for the child. Neglectful parents may be emotionally distant or uninvolved, leaving the child feeling unsupported and disconnected. In both cases, children may experience heightened levels of loneliness and a sense of social isolation. Loneliness, in turn, can have a negative impact on self-esteem. When children feel socially isolated or lack meaningful relationships, they may internalize negative beliefs about themselves and their social competence. This can lead to feelings of inadequacy, low self-worth, and diminished self-esteem (Pine & Bergman, 1975).

Parents that are permissive try to act in a way that is non-penalizing, tolerant, and encouraging of their kids' inclination, wants, and deeds. With minimal parental supervision, the kids manage their own activities as much as they can and are not pushed to adhere to rules set by others. Additionally, parenting styles can also influence the child's exposure to peer victimization, such as bullying. Positive parenting styles characterized by open communication, empathy, and assertive discipline strategies can help children develop effective social skills and coping mechanisms to deal with bullying situations. By contrast, negative parenting styles may leave children more vulnerable to peer victimization, which can further erode their self-esteem. Therefore, it is crucial to promote positive parenting practices and reduce peer victimization to foster healthy self-

esteem in children. By providing a supportive and nurturing environment, parents can help their children develop strong social connections, reduce feelings of loneliness, and ultimately enhance their self-esteem (Zenet *al.*, 2020).

The behavior and attitudes of their children are molded, controlled, and evaluated by authoritarian parents in accordance with a predetermined code of conduct that is typically unyielding, theologically based, and imposed by a higher power. Parents who emphasize compliance may use harsh punishment and coercive tactics to stop their kids from acting out or believing things that are in opposition to their values. Children are not encouraged to express themselves, and order and structure are maintained (Zenet *al.*, 2020).

Conversely, authoritative parents make an effort to control their kids' behavior in a reasoned, problem-focused way. They foster their kids' expression, self-determination, logic, and obedient discipline. The parents enforce their adult viewpoint while respecting for children unique wellbeing and personalities. They praise their children's current virtues while simultaneously establishing expectations for their future behavior (Zenet *al.*, 2020).

### **Self-esteem**

Self-esteem encompasses the belief in one's cognitive abilities, competence to navigate the challenges of daily life, entitlement to happiness and achievement, and feelings of worthiness and deservingness to express one's desires and needs, uphold personal values, and enjoy the fruits of one's efforts (Hooks, 2003). It reflects an individual's overall evaluation of their own capacity to succeed and experience fulfillment. Self-esteem plays a crucial role in shaping one's self-perception and

influencing various aspects of life, including relationships, career choices, and personal well-being. Individuals with higher self-esteem tend to have a stronger sense of self-worth, assertiveness, and resilience when faced with adversity. On the other hand, individuals with lower self-esteem may struggle with self-doubt, fear of failure, and difficulties in asserting their needs and desires. Cultivating and maintaining a healthy level of self-esteem is essential for fostering a positive self-image and promoting psychological well-being (Hooks, 2003).

Self-evaluation, also known as self-esteem, refers to an individual's perception of their own worth, value, relevance, or talents (Myers & Rosenberg, 1978). It encompasses the positive or negative attitude one holds toward oneself. According to Rosenberg, an individual's self-esteem is determined by their overall attitude towards themselves. The way individuals evaluate and perceive themselves influences their level of self-esteem, which in turn can impact various aspects of their lives, including their emotional well-being, relationships, and personal achievements (Rosenberg, 1978).

Self-esteem refers to an individual's perception and evaluation of their own value, worth, and overall self-liking or approval (Huit, 2004). It encompasses how individuals regard themselves, the level of satisfaction they experience in their own being, and the degree to which they appreciate their own qualities and achievements. Self-esteem plays a vital role in shaping one's overall psychological well-being and can impact various aspects of life, including relationships, performance, and overall life satisfaction (Blascovich & Tomaka, 1993). Understanding and nurturing healthy self-esteem is crucial for promoting positive mental health and resilience, as it provides individuals with a foundation of self-assurance, confidence, and a positive sense of self-identity.

Self-esteem refers to an individual's perception of oneself (Rosenberg, 1965). According to the Self-Determination Theory, supporting parental autonomy aligns with a fundamental human need, which is expected to positively impact self-esteem. This is because self-esteem is predominantly based on a strong internal sense of self rather than the attainment of external standards (Chirkov *et al.*, 1995). By fulfilling the need for autonomy and promoting a sense of self-worth, individuals are likely to experience enhanced self-esteem. This understanding highlights the importance of fostering autonomy-supportive environments in promoting positive self-esteem (Chirkov *et al.*, 1995).

According to Coopersmith, self-esteem can be broadly defined as an individual's personal assessment of deservingness, which is reflected in the sentiments and attitudes they hold towards themselves. It encompasses how individuals perceive their own worth, value, and overall sense of deserving positive regard. Self-esteem influences the way individuals think, feel, and behave, shaping their self-perception, interactions with others, and overall well-being. It serves as a foundational aspect of one's self-concept, contributing to their confidence, resilience, and overall psychological functioning. Understanding self-esteem is crucial for promoting positive self-image, fostering healthy relationships, and facilitating personal growth and development (Coopersmith, 1967).

Self-esteem plays a crucial role in shaping individuals' perceptions of themselves and their future prospects. Individuals with low self-esteem tend to view themselves as failures with limited potential, while those with high self-esteem perceive themselves as capable individuals who are in control of their own destiny (Beatrice, 2007). To cultivate and maintain high self-esteem, it is important for individuals to foster positive self-regard

and focus on their strengths and achievements. By nurturing a positive self-image and emphasizing positive aspects of their lives, individuals can enhance their self-esteem and cultivate a more optimistic outlook (Beatrice, 2007).

Higher levels of self-esteem have been consistently associated with greater life satisfaction and happiness, while also acting as a protective factor against negative emotional states such as sadness and anxiety (Martinez *et al.*, 2020). Individuals with healthy self-esteem tend to have a more positive outlook on life, exhibit resilience in the face of challenges, and possess a greater sense of self-worth. This positive self-regard enables them to navigate stressors more effectively, maintain healthier relationships, and experience higher levels of overall well-being. By understanding the importance of self-esteem in psychological well-being, interventions and support systems can be developed to promote and enhance self-esteem, ultimately contributing to individuals leading happier and more fulfilling lives (Martinez *et al.*, 2020).

A person's level of self-esteem and their perception of themselves significantly influence their overall wellness (Santrock, 2004). Individuals with high self-esteem possess a strong awareness of their unique qualities, strengths, and abilities (Taylore *et al.*, 2006). They maintain a positive self-image and are more likely to set realistic goals for themselves, utilizing feedback to improve and grow. These individuals tend to cherish happy memories and approach challenging situations with resilience and optimism. Interestingly, people with high self-esteem also demonstrate a memory bias that favors positive memories, which further contributes to their positive self-perception and overall well-being. This bias may involve selectively recalling and emphasizing positive experiences while downplaying negative ones, reinforcing their self-esteem and shaping

their ongoing self-perception. Understanding the interplay between self-esteem, self-perception, and memory biases can provide valuable insights into the complex mechanisms underlying individuals' well-being and psychological functioning (Santrock *et al.*, 2006).

However, those who lack self-esteem have a muddled self-concept, have low self-esteem, frequently choose unattainable objectives or avoid setting any at all, tend to be gloomy about the future, remember their history more adversely, and wallow in their bad moods. People with poor self-esteem also frequently exhibit more negative emotional and behavioral responses to criticism or other forms of negative feedback about themselves. These people worry more about their social impact on others, are less likely to receive favorable feedback from others, and are more prone to sadness or rumination when faced with difficulties or stress (Taylor *et al.*, 2006).

Numerous studies have examined the impact of parenting style on adolescent self-esteem, revealing both direct and indirect effects. The direct impact refers to how different types of parenting can either enhance or diminish self-esteem in adolescents. On the other hand, the indirect impact involves self-esteem acting as a mediator, influencing other variables, or other variables acting as moderators, influencing the relationship between parenting styles and adolescent self-esteem (Taylor *et al.*, 2006).

According to Lavrič, authoritative parents employ a confrontational approach that encourages children to express their opinions, seek feedback, and provide justifications through open and two-way communication (Lavrič & Naterer, 2020). In contrast, authoritarian parents exert control through coercion, where their decisions are final, children are expected to comply without questioning, and no explanations are provided

(Pinquart&Gerke, 2019). These distinct parenting behaviors have a significant impact on the development of adolescent self-esteem, as they involve positive parental approval, parental expectations that foster self-competence, and the granting of autonomy (Yeung *et al.*, 2016).

### **Literature Review**

Numerous studies have highlighted the detrimental effects of bullying and victimization experiences on the emotional and behavioral well-being of children. Research conducted by Khamis (2015) and Swearer et al. (2010) has consistently demonstrated that exposure to bullying is associated with a range of negative outcomes, such as post-traumatic stress disorder (PTSD), conduct problems, and attention-deficit/hyperactivity disorder (ADHD). Children who are bullied or victimized often experience heightened levels of distress, anxiety, and fear, which can have long-lasting effects on their psychological and behavioral functioning. These findings underscore the significance of addressing and mitigating bullying behaviors to safeguard the overall well-being of children (Khamis *et al.*, 2015).

Bullying has a detrimental effect on children's and adolescents' developmental trajectories because it is linked to symptoms of anxiety and depression, low self-esteem, poor social skills, and challenges that affect their academic pathways, such as avoidance of school, high dropout rates, and poor academic performance. Many studies (Buri *et al.*, 1987) support the idea that interactions between parents and kids have an impact on kids' self-esteem.

Past research consistently emphasizes the significance of parental behaviors and attitudes as critical factors in the context of bullying and victimization experiences at

school (Georgiou &Stavrinides, 2013). The manner in which parents interact with their children and the parenting styles they adopt can serve as either risk or protective factors. Positive and supportive parenting practices, such as warmth, open communication, and active involvement in their children's lives, have been associated with lower risks of bullying and victimization. On the other hand, negative or detrimental parenting behaviors, such as harsh discipline, neglect, or inconsistency, can contribute to an increased likelihood of bullying perpetration or victimization. Understanding the role of parental factors in the dynamics of bullying provides insights into the importance of promoting positive parenting practices and creating a supportive family environment to prevent and address bullying behaviors effectively (Georgiou &Stavrinides, 2013).

Several studies have established a relationship between parental practices and a child's self-esteem (Buri *et al.*, 1987). Previous research has indicated that permissive parenting approaches are positively correlated with children's self-esteem (Buri *et al.*, 1988). Permissive parenting, characterized by low demands and high responsiveness, allows children greater autonomy and freedom to express them, fostering a sense of competence and positive self-image. The supportive and nurturing environment provided by permissive parents contributes to children's confidence, self-worth, and overall self-esteem. Understanding the influence of different parenting approaches on children's self-esteem underscores the importance of considering parental practices when promoting healthy development and positive self-perception in children (Buri *et al.*, 1987).

However, researchers have obtained varied findings regarding the consistent impact of authoritarian parenting on self-esteem. Recent narrative reviews conducted by Jadon and Tripathi (2017) found positive associations between authoritative parenting

and self-esteem. These reviews suggest that authoritative parenting, characterized by a balance between high expectations and warm support, may foster higher levels of self-esteem in children. In contrast, authoritarian and neglectful parenting styles were found to have the opposite effect on self-esteem (Jadon *et al.*, 2017).

To provide further insights into the relationship between parenting styles and self-esteem, a new meta-analysis was conducted. This meta-analysis aimed to synthesize and analyze the results of multiple studies examining the link between parenting styles and self-esteem. The findings of this meta-analysis revealed that authoritative parenting, with its emphasis on clear boundaries, open communication, and warmth, was consistently associated with higher levels of self-esteem in children. The supportive and nurturing nature of authoritative parenting may contribute to children's positive self-perceptions and confidence (Smith *et al.*, 2019).

In contrast, the meta-analysis indicated that authoritarian and neglectful parenting styles were related to lower levels of self-esteem in children. Authoritarian parenting, characterized by strict rules, harsh discipline, and limited emotional support, may undermine children's sense of self-worth and autonomy. Neglectful parenting, which involves a lack of involvement and emotional unavailability, can also contribute to feelings of low self-esteem and inadequacy in children. In conclusion, while authoritarian and neglectful parenting styles have been associated with lower levels of self-esteem, authoritative parenting has consistently shown positive associations with higher self-esteem in children. These findings emphasize the importance of nurturing and supportive parenting practices in promoting healthy self-perceptions and emotional well-being in children (Smith *et al.*, 2019).

The findings of this meta-analysis provide further support for the importance of authoritative parenting in promoting positive self-esteem in children. By fostering a secure and nurturing environment, authoritative parents can help their children develop a strong sense of self-worth and confidence. However, it is important to note that the relationship between parenting styles and self-esteem is complex and influenced by various contextual factors. Furthermore, according to the study's findings, children and adolescents who are both victims and bullies have poorer self-esteem than their peers who are neither bullies nor victims and are of a similar age (Smith *et al.*, 2019).

Research suggests that an authoritarian parenting approach, characterized by strict and punitive child-rearing methods, is associated with the prediction of bullying behavior (Kaufmann *et al.*, 2004). Authoritarian parents often enforce rigid rules and exert control over their children without offering explanations or allowing for individual autonomy. Such parenting practices can contribute to the development of aggressive tendencies and a lack of empathy in children, which in turn increase the likelihood of engaging in bullying behaviors. The harsh and demanding nature of authoritarian parenting creates an environment where power imbalances and the use of force are normalized, reinforcing aggressive behavior patterns. Understanding the link between authoritarian parenting and bullying provides valuable insights into the importance of promoting positive and nurturing parenting approaches to prevent and address bullying among children and adolescents (Kaufmann *et al.*, 2004).

Research by Soenens and Goossens (2005) suggests that children of authoritarian parents are more susceptible to various negative outcomes, including depression, depersonalization, criminal behavior, and maladaptive, perfectionist self-representation.

The strict and controlling nature of authoritarian parenting can lead to feelings of inadequacy, restricted autonomy, and a lack of emotional support, which may contribute to psychological distress (Soenens *et al.*, 2005). Furthermore, studies highlight the association between authoritarian parenting and detrimental outcomes such as perfectionism and maladaptive self-representation. These findings underline the importance of recognizing the potential negative consequences of authoritarian parenting and the need for promoting more supportive, autonomy-enhancing parenting styles to foster healthier development and well-being in children (Soenens *et al.*, 2005).

According to Georgiou (2009), bullies typically report higher levels of parental supervision, discipline, and family strife, which may be related to authoritarian parenting practices. They may, however, also mention less supervision and inconsistent disciplining methods (Schwartz *et al.*, 1997), which raises the possibility of connections to lax parenting practices. More study demonstrates that children of permissive parents frequently battle impulse control in their bullying behavior (Miller *et al.*, 2002).

Researchers have examined a variety of precursors of victimization and bullying (Bowes *et al.*, 2012). However, because perpetrators and victims follow different developmental paths, the causes, procedures, and results are different for perpetrators.

Aspects of the family, like parenting, appear to have an impact on children's engagement in bullying. Parenting style can have a big impact on how kids act because how parents communicate and discipline their kids, as well as how much they let their kids negotiate within the confines of parent-child relationships, all have a big impact on how kids develop and behave (Kokkinos *et al.*, 2016)

According to some researchers, children who experience excessive parental control are less socially assertive, more vulnerable, and anxious, which makes them more likely to become victims. These traits contribute to the perpetuation of the vicious cycle of the children's helplessness and hopelessness as well as the corresponding parental overprotection and over control(Wood *et al.*, 2003).

A comprehensive meta-analysis revealed that both bullies and their targets were more likely to experience abusive, neglectful, and dysfunctional parenting practices. The study provided compelling evidence of the detrimental effects of such parenting behaviors on the likelihood of children engaging in bullying and victimization. On the other hand, the analysis also highlighted the significant role of protective parenting factors in mitigating the risk of involvement in bullying dynamics. Specifically, parental involvement, monitoring, and effective communication were identified as indicators of protective effects against participation in bullying and victimization. These findings underscore the critical role parents play in shaping children's behavior and experiences within the social context of bullying. By fostering a supportive and involved parenting approach, parents can create a nurturing environment that promotes positive social interactions, reduces the likelihood of engaging in bullying, and provides support to children who may become targets of victimization (Lereya *et al.*, 2013).

Because it is a crucial component of bullying analysis and several studies have emphasised its significance in the relationship between parenting and peer victimization, the teenagers' tendency for violence was taken into account (Duong *et al.*, 2009). Additionally, studies have shown that aggressive tendencies are detrimental to academic, social, and personal development as well as bullying behavior (Fuentes *et al.*, 2014).

A comprehensive review of research conducted by Hokado, Lou, and Angeles (2006) examined the relationship between adolescent bullying experiences and parenting styles. The findings indicated that adolescents who were consistently or indirectly bullied by their peers had a negative association with authoritarian parents and specifically with the subscale of parental "hotness." The term "hotness" refers to the intensity or emotional volatility displayed by parents. The review suggested that authoritarian parenting, characterized by strict rules and high control, may contribute to an environment where adolescents feel less supported and more susceptible to peer victimization. The emotional intensity displayed by parents, as reflected in the "hotness" subscale, further exacerbates the negative relationship between authoritarian parenting and bullying experiences. These findings highlight the importance of considering the influence of parenting styles on adolescent well-being and their interactions within the peer group. Promoting positive and supportive parenting approaches that emphasize warmth, open communication, and healthy boundaries may help reduce the risk of adolescent bullying and enhance their overall social and emotional well-being (Hokadoet *al.*, 2006).

## **Theoretical framework**

### ***Parenting Styles***

Diana Baumrind's theory on parenting styles (Baumrind, 1966) has had a significant impact on our understanding of how different parenting approaches can shape children's development and behavior. According to Baumrind, there are four main parenting styles: authoritarian, permissive, authoritative, and neglectful. Each style is characterized by specific parental behaviors and attitudes that influence children's outcomes in various ways.

The authoritative parenting style is considered to be optimal for children's overall development. Authoritative parents are responsive to their children's needs, set reasonable expectations, and establish clear boundaries. They encourage independence and autonomy while also providing support and guidance. These parents are warm and nurturing, fostering a positive parent-child relationship based on mutual respect and open communication. Research has consistently shown that children raised in authoritative households tend to have higher self-esteem, better social skills, and higher academic achievement (Baumrind, 1966).

Permissive parenting, on the other hand, is characterized by a lack of structure and discipline. Permissive parents are more lenient and indulgent, often allowing their children to have their way and avoiding confrontations. They may be more focused on being their child's friend rather than an authority figure. While permissive parenting can create a supportive and accepting environment, it may also lead to children having difficulties with self-control, lower academic performance, and challenges with following rules and boundaries (Baumrind, 1966).

Neglectful parenting, also known as the uninvolved parenting style, is characterized by a lack of emotional involvement and attention. Neglectful parents are often disengaged, showing little interest or investment in their children's lives. They may prioritize their own needs over their child's well-being and provide minimal supervision and guidance. Children raised in neglectful households may experience feelings of neglect, insecurity, and low self-esteem. They may struggle with emotional regulation and have difficulty forming healthy relationships (Baumrind, 1966).

The authoritarian parenting style is characterized by strict rules, high demands, and little flexibility. Authoritarian parents value obedience and discipline above all else. They often employ harsh discipline strategies and do not encourage open dialogue or negotiation. While authoritarian parenting can create structure and order, it may also lead to children feeling controlled and having lower self-esteem. These children may exhibit more anxiety, have difficulties expressing their opinions, and struggle with decision-making (Baumrind, 1966).

The parents may exhibit different elements of each parenting style, and cultural factors play a significant role in shaping parenting practices. Different cultures may have different expectations for parenting behaviors, and what may be considered authoritative in one culture may be perceived differently in another. Additionally, individual differences in children and their temperaments can influence how they respond to different parenting styles (Baumrind, 1966).

Baumrind's theory has served as a foundation for further research and has guided interventions aimed at promoting healthy parent-child relationships. It has highlighted the importance of finding a balance between warmth and control in parenting, with authoritative parenting consistently associated with positive outcomes for children. However, it is also essential to recognize that no single parenting style is universally superior, and flexibility in adapting parenting strategies to meet the unique needs of each child is crucial (Baumrind, 1966).

### ***Self-Esteem***

Abraham Maslow, a renowned psychologist, introduced the hierarchy of needs, a theory that outlines the fundamental human motivations and the importance of esteem in

the hierarchy (Maslow, 1943). Self-esteem is a critical concept within this framework. According to Maslow, individuals have an inherent need to receive both internal and external recognition in order to develop a sense of self-worth. It is through the fulfillment of these esteem needs that individuals can grow and strive towards self-actualization, the highest level of personal fulfillment(Maslow, 1943).

Maslow emphasized that people are driven to work hard and achieve in order to receive validation and recognition. Esteem needs encompass both the desire for self-respect and the need for esteem from others. Individuals seek not only personal accomplishments and fame but also the esteem and acknowledgment of others. This recognition serves as a powerful motivator in the pursuit of personal growth and self-fulfillment(Maslow, 1943).

People with a strong sense of self-assurance and high self-esteem tend to successfully meet their esteem needs by recognizing their own value and accomplishments, as well as receiving approval and recognition from others. They have a positive self-perception and believe in their own abilities and worth. This positive self-regard fuels their motivation and resilience, enabling them to pursue their goals with confidence and determination(Maslow, 1943).

On the other hand, individuals who lack regard for others or themselves may experience feelings of inferiority and develop inferiority complexes. They struggle to establish a positive self-image and may seek external validation excessively or consistently doubt their own abilities and worth(Maslow, 1943).

Abraham Maslow's hierarchy of needs theory highlights the significance of esteem in human motivation and well-being. Esteem needs encompass both self-respect

and the esteem of others, driving individuals to strive for personal accomplishments and recognition. The fulfillment of these needs is essential for individuals to develop a positive self-image, gain self-assurance, and work towards self-actualization (Maslow, 1943).

Parenting styles can significantly influence the development of self-esteem in children. Authoritative parenting, which aligns with Maslow's concept of positive self-regard and recognition, is associated with higher self-esteem. On the other hand, permissive, neglectful, and authoritarian parenting styles can contribute to lower self-esteem in children. It's important to note that self-esteem is a complex construct influenced by various factors, and individual differences in children and their temperaments can also interact with parenting styles to shape self-esteem outcomes (Maslow, 1943).

Bullying can affect the way parents respond and interact with their children. If a child is experiencing bullying, it may influence the parenting style employed by their parents. For example, parents who become aware of their child being bullied may adopt a more protective and authoritative parenting style, aiming to establish strict rules and protect their child from further harm. This response may be driven by a desire to provide structure and support in the face of adversity. The impact of bullying on self-esteem can extend beyond the immediate bullying experiences. If children do not receive adequate support from their parents or other significant adults in their lives, the negative effects of bullying on their self-esteem may be further magnified. This lack of support can perpetuate a cycle of low self-esteem, as the child may struggle to regain a positive self-image without the necessary emotional resources and guidance (Maslow, 1943).

**Rationale**

Both bullying and parenting styles have significant implications for a child's well-being, including the development of issues like depression, anxiety, low self-esteem, personality disorders, and aggression. It is crucial for parents to be aware of these problems and effectively support their children in navigating them. While studies on this topic were conducted in various countries, there was a notable knowledge gap in Pakistan. Conducting research within the Pakistani context was essential to gain insights into the unique dynamics and challenges faced by children in this cultural setting. This research contributed to a better understanding of the prevalence, causes, and consequences of bullying, as well as the impact of parenting styles. By addressing this gap, awareness has been raised, interventions guided, and a safer and nurturing environment created for children in Pakistan.

**Objectives**

The objectives of this study are as follows:

1. To examine the impact of bullying on an individual's self-esteem.
2. To assess the relationship between parenting styles and self-esteem.
3. To investigate the influence of parenting styles and experiences of bullying on an individual's self-esteem.
4. To examine potential gender differences in self-esteem levels resulting from experiences of bullying.

**Hypotheses**

1. Individuals who have experienced bullying will exhibit lower self-esteem compared to those who have not experienced bullying.

2. There will be a negative association between authoritarian and neglectful parenting style and self-esteem.
3. There will be a positive association between authoritative parenting style and self-esteem.
4. There will be a significant interaction between parenting styles and bullying with the self-esteem of an individual.
5. Females are more likely to experience lower self esteem than boys due to bullying.

## **Chapter 2.Method**

### **Research Design**

This study employed a cross-sectional research design, utilizing a quantitative approach to examine the impact of bullying and parenting styles on self-esteem. Data was collected at a single point in time from a diverse sample, with the aim of uncovering relationships between these factors and self-esteem. Through statistical analysis of measurable data, the research sought to provide insights into the complex dynamics between bullying, parenting styles, and self-esteem. The findings had the potential to enhance our understanding of the topic and inform interventions and strategies aimed at promoting positive self-esteem in individuals affected by bullying and influenced by different parenting styles.

### **Sample and population**

The sample size for this study consisted of 283 participants, including both males and females who were currently studying in private universities located in Islamabad and Rawalpindi. The participants were selected using a convenient sampling technique, which meant that they were chosen based on their availability and accessibility. The sample included undergraduate and postgraduate students pursuing various fields of study, such as engineering, social sciences, business, and humanities. Given the nature of the study, the sample included students who had experienced different levels of bullying, as well as individuals raised under various parenting styles. It was expected that the sample would consist of students with varying degrees of self-esteem.

**Inclusion criteria**

The study included individuals enrolled in private universities as participants, recognizing the unique characteristics and perspectives of this specific group within the higher education landscape. The study sought the participation of individuals who had attained at least an intermediate's degree, and are enrolled in bachelors, ensuring a certain level of academic background and knowledge among the participants. The study specifically focused on students between the ages of 18 and 25 years, capturing the experiences and challenges faced by young adults during their early years of university education.

**Exclusion criteria**

The study excluded individuals who were enrolled in government universities, focusing specifically on students from private universities. This decision was made to narrow the scope and target the unique characteristics and experiences of students studying in private institutions.

**Exclusion of Participants with Lower Education Levels:** The study specifically excluded individuals who did not possess at least an intermediate's level of education. This criterion ensured that the participants had a certain level of academic background and knowledge, aligning with the research objectives.

The study did not include participants below the age of 18. This decision was made to adhere to ethical guidelines and regulations, as individuals below this age may require additional safeguards and considerations in research involving human subjects.

**Demographic sheet**

The researcher developed a demographic form consisting of age, gender, education, ethnicity, and marital status variables. This allowed for a concise collection of essential participant information to understand the sample's composition and potential demographic influences on the study outcomes.

**Instruments**

Following instruments will be used for data collection.

***The Rosenberg Scale of Self-Esteem***

The 10-item Rosenberg Scale of Self-Esteem, developed by Rosenberg in 1965, is a widely used assessment tool for measuring overall self-worth. It evaluates individuals' positive and negative self-perceptions, encompassing a single dimension. Respondents rate each item on a 4-point Likert scale, ranging from strongly agreed to very strongly disagree. The scale demonstrates high levels of internal consistency, repeatability, and predictive validity, as attested by studies such as Schmitt and Allik (2005) and Torrey, Mueser, McHugo, and Drake (2000). Internal coherence of the scale is supported by a significant Cronbach coefficient ( $= 0.77$ ). This reliable instrument has been employed to examine self-esteem in various contexts, providing valuable insights into individuals' self-perceptions without drawing any conclusive remarks.

***Short Version of Parental Authority Questionnaire (PAQ's)***

The PAQ instrument was invented by D Baumrind, 1971. The PAQ instrument measures the children's perceptions of their parents' parenting techniques, which make up their parenting style. The PAQ creates three components that correspond to the authoritarian, permissive, and authoritative parenting styles, according Baumrind's (1991)

classification. A short version of PAQ was developed in 2006. The shortened version demonstrated an acceptable internal consistency and a theoretically good factor structure. The scale measured the parenting styles of both the parents (mother/ father). Each of the tool's 20 statements measures various parenting styles—is rated on a 5-point Likert-type scale that ranges from 1 (strongly disagree) to 5 (strongly agree). Items 1-7 measured the Authoritative parenting style, items 8-14: Authoritarian parenting style and item 15-20: Permissive parenting style. The complete short version of PAQ demonstrated good internal consistency in the current analysis, with a Cronbach's alpha of (0.71).

### ***Bullying scale for adults***

A significant risk factor for poor mental health is bullying a particular subtype of unfavorable life experiences. Despite the abundance of bullying surveys that are now accessible, none address bullying that occurred in the past during one's time in school or at work. The Adult Bullying Scale (BSA) was created to fill this gap. This scale was developed by Theresa Katharina Haidl in 2010. This scale was developed by Theresa Katharina Haidl. The BSA is the first validated survey that can accurately and comprehensively document different facets of bullying (together with its effects) throughout childhood and adulthood. The item scale discrimination for the BSA is strong ( $r > .3$ ), and its internal consistency is excellent (Cronbach's alpha = .93). There found to be four factors: 1. Sexual harassment; 2. Emotional abuse; 3. Physical abuse; 4. School problems.

### **Procedure**

The information for the collection was obtained from private universities in the twin cities of Rawalpindi and Islamabad. Prior to visiting any organization, permission

was requested from the authorities, ensuring compliance with the necessary protocols. After receiving authorization, participants were approached personally, and informed consent forms were provided to indicate their approval and voluntary involvement in the study. The study employed the, the Rosenberg Scale of Self-Esteem, Bullying scale for adults and the short version of Parental Authority Questionnaire (PAQ's) as the scales for data collection. The researcher assisted participants in filling out the surveys and offered support if they encountered any difficulties with specific items. The gathered information from the participants was treated with utmost privacy and maintained in an anonymous manner, ensuring the confidentiality and anonymity of the participants' responses.

### **Ethical considerations**

Throughout the research process, this study adhered to well-established ethical standards. Prior to the commencement of the trial, participants were fully informed about the study's purpose, procedures, potential risks, and benefits. Their voluntary and informed consent was sought, ensuring that they had a clear understanding and could make an autonomous decision to participate. The confidentiality of participant data was rigorously maintained, with the information collected being used exclusively for study purposes and not shared with unauthorized individuals. The identities of the universities and participants involved in the research remained undisclosed to preserve anonymity. The study made efforts to avoid any form of misleading information or biased presentation of the findings derived from the primary data collected. Transparent and truthful communication was maintained regarding the research process, its progress, and the dissemination of results. Additionally, every participant had the right to withdraw from the study at any point without facing any negative consequences. By upholding

these ethical principles, the study ensured the integrity of the research process and respected the rights and well-being of the participants.

### **Chapter 3.Results**

The primary objective of the present study was to investigate the influence of bullying and parenting styles on self-esteem among university students. Using SPSS version 26, data analysis was done. Initially, frequencies and percentages were used to identify the demographic traits. Additionally, alpha reliability coefficients were calculated to assess the internal consistency of the measurement scales employed in the study. These coefficients provided an indication of the reliability and consistency of the scales' items in measuring the intended constructs. In order to investigate the connection between the variables, Spearman correlation was performed. This statistical method enabled to determine the strength and direction of associations between the variables under investigation. To analyze the mean difference across demographic parameters, the Mann Whitney t-test was used. This test is particularly useful when comparing two independent groups on non-normally distributed data or ordinal variables.

**Table 1** *Frequency and percentage of demographic variables of the participants (N= 283)*

<i>Demographic variables</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
Age	18-20	129	45.58
	21-23	131	46.28
	24-25	24	8.4
Gender	Male	136	48.1
	Female	147	51.9
Relationship status	Single	206	72.8
	Married	48	17.0
Family system	Nuclear	203	71.7
	Joint	80	28.3
Education	Enrolled in bachelor	282	99.6
	Enrolled in masters	1	4

Note: *f* = Frequency, % = Percentage.

Table 1 indicates the demographic variables and their frequencies and percentages. Demographic variables include gender, age, relationship status, family system and education. According to the above table, the result showed that males ( $f = 136$ , % 48.1) were less than female ( $f = 147$ , % = 51.9). Table also showed that married ( $f = 48$ , % 17.0) had low frequency and percentage than single ( $f = 206$ , % = 72.8), Nuclear family structure ( $f = 203$ , % = 71.7) had higher percentage than joint family system ( $f = 80$ , % = 28.3). Table also showed that the frequency and percentage ( $f = 282$ , % = 99.6) of bachelor is high than masters ( $f = 1$ , % 4).

**Table 2***Descriptive statistics and alpha reliability of the measures (N=283)*

Scales	<i>N</i>	<i>A</i>	<i>M</i>	<i>SD</i>	<i>Skew</i>	<i>Kurt</i>	<i>K-S</i>	<i>P</i>
TSE	10	.73	16	4.5	-.24	.90	.12	.00
TBSA	4	.67	33.49	7.24	.937	4.36	0.75	.00
TPAQ	20	.65	61.25	8.46	.552	3.00	.100	.00

*NOTE: M = mean, SD = Standard Deviation,  $\alpha$  = Alpha Reliability, Kurt = Kurtosis, Skew = Skewness, K-S = Kolmogorov – Smirnov, TSE = Rosenberg self-esteem Scale, TB = Bullying Scale for adults, TPAQ= Parental Authority Questionnaire..*

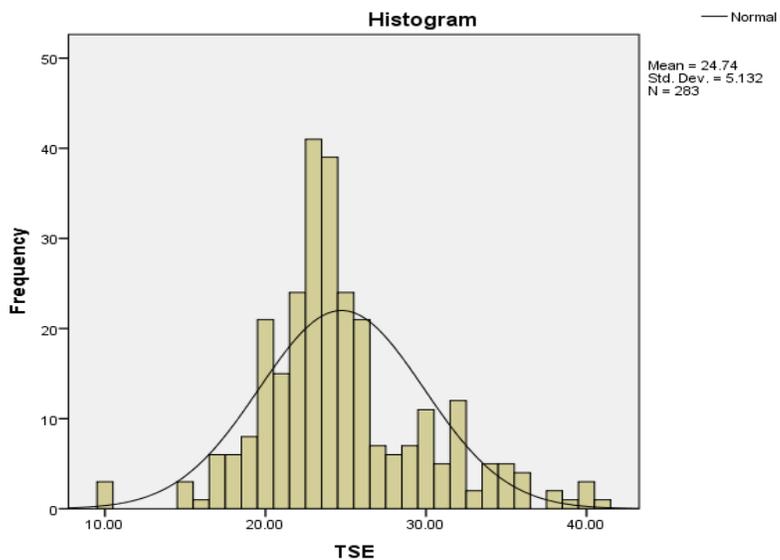
Table 2 provides comprehensive information on the item numbers, Alpha reliabilities, Mean, Standard Deviation, Skewness, and Kurtosis for all the scales employed in the present study. The reliability of the scales was assessed using Nunnally and Bernstein's (1994) criteria, which consider an alpha value of 0.7 or higher as highly reliable. Based on this criterion, the Total Self-Efficacy (TSE), Total; Bullying Scale for Adults (TBSA), and Total Parental Authority Questionnaire (TPAQ) scales were deemed reliable, as their alpha values exceeded 0.7.

In addition to assessing reliability, the distributional characteristics of the data were examined. Given that the sample size exceeded 50, the Kolmogorov-Smirnov test was utilized to evaluate the normality of the data. The obtained result from the Kolmogorov-Smirnov test yielded a non-significant value ( $<.05$ ), indicating that the data did not conform to a normal distribution. This suggests that the distribution of the data was skewed and differed from a symmetrical, bell-shaped curve that would be expected in a normally distributed dataset.

## Histograms

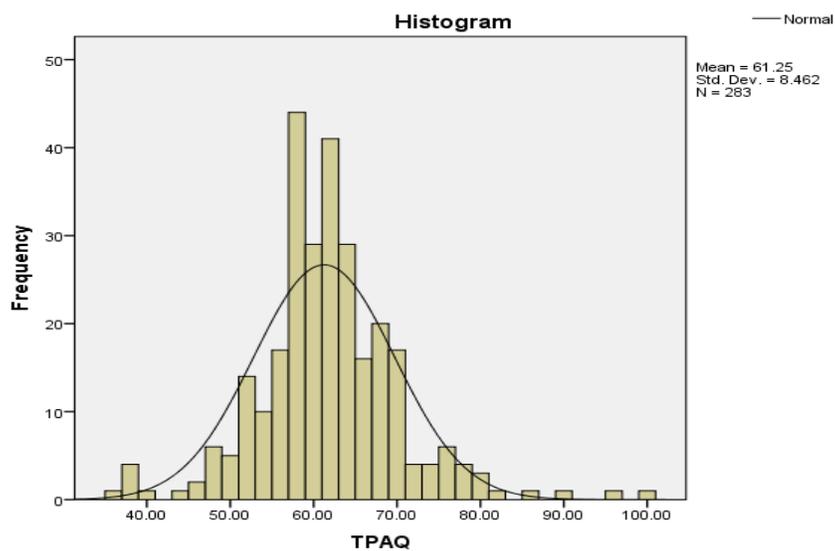
**Figure 1**

*Distribution of scores across “Rosenberg Scale of Self-Esteem”*



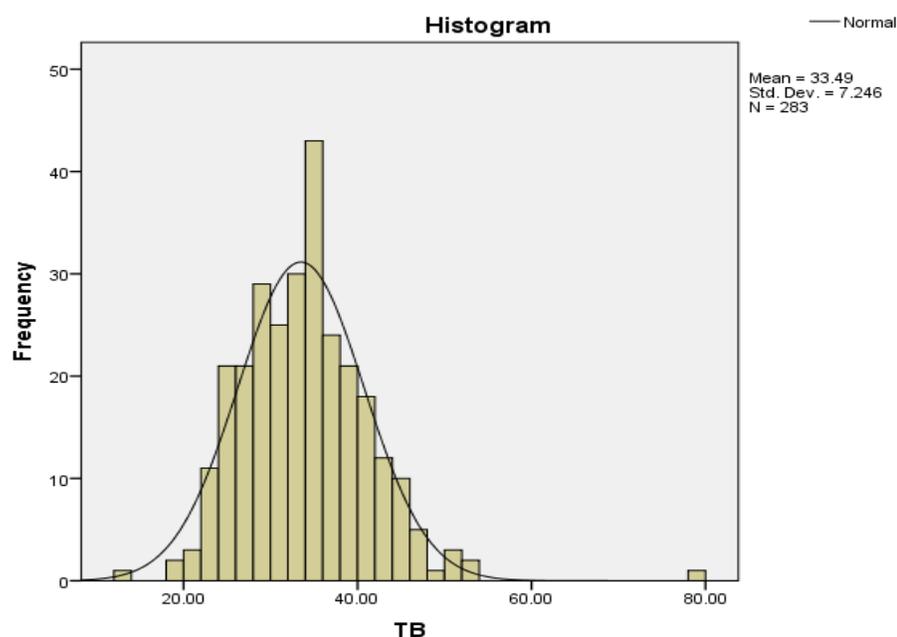
**Figure 2**

*Distribution of scores across “Short Version of Parental Authority Questionnaire”*



**Figure 3**

*Distribution of scores across “Bullying scale for adults”*

**Table 3**

*Spearman correlation of short version of Parental authority questionnaire, Rosenberg self-esteem, Bullying scale for adults (N=283).*

Variables	N	M	SD	1	2	3
1. TSE	283	16	4.5			
2. TBSA	283	33.49	7.24	-.172**		
3. TPAQ	283	61.25	8.46	-.05	.018	

*\*\*.* Correlation is significant at 0.01 level (1- tailed)

The correlation coefficient between Total Self-Efficacy (TSE) and the Bully/Victim (TB) scores was found to be -0.172, which was determined to be statistically significant at the 0.01 level. This indicates a negative and weak correlation

between self-esteem scores and bully/victim scores. In other words, as self-esteem scores increase, bully/victim scores tend to decrease slightly. The negative correlation suggests that individuals with higher self-esteem may be less likely to engage in bullying behavior or become victims of bullying.

On the other hand, the correlation coefficient between TSE and the scores obtained from the Total Parental Authority Questionnaire (TPAQ) was found to be -0.050, but this correlation was not statistically significant. This lack of significance suggests that there is no meaningful relationship between self-esteem scores and scores obtained from the Parental Authority Questionnaire. In other words, self-esteem does not appear to be associated with the specific traits measured by the TPAQ, which focuses on perfectionism and achievement-oriented behavior.

**Table 4**

*Mann Whitney U test showing mean differences in short version of parental authority, self-esteem and bullying scale for adults between male and female. (N=283)*

<i>Variables</i>	<i>Male</i>		<i>Female</i>		<i>U</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
<i>TSE</i>	136	135.6	147	147.8	9131.50	0.03
<i>TBSA</i>	136	138.9	147	144.7	9586.50	0.00
<i>TPAQ</i>	136	145.28	147	138.9	9549.50	0.43

*Note: U= mean difference, p= significance value. TSE = Rosenberg self-esteem Scale, TB = Bullying scale for Adults, TPAQ= Parental Authority Questionnaire.*

The statistical analysis conducted revealed interesting findings regarding the mean differences between males and females in self-esteem, bullying experiences, and

scores obtained from the Parental Authority Questionnaire. The analysis indicated a significant mean difference in self-esteem scores between males and females ( $U = 9131.50, p = 0.03$ ). This suggests that there is the presence of a difference in self-esteem levels between the two genders. However, it is important to note that while the p-value is below the conventional threshold of 0.05 typically used for statistical significance, it is still relatively close to it.

The analysis also revealed a highly significant mean difference in bullying scores between males and females ( $U = 9586.50, p = 0.00$ ). This suggests that there is a substantial difference in bullying experiences between the two genders, with one gender consistently reporting higher scores than the other. The extremely low p-value indicates strong evidence supporting this difference.

The analysis did not show a significant mean difference between males and females in terms of scores obtained from the Parental Authority Questionnaire ( $U = 9549.50, p = 0.43$ ). This indicates that there is no compelling evidence to suggest a significant difference in parental authority experiences between the two genders. The p-value of 0.43, which is well above the conventional threshold of 0.05, supports this conclusion.

## Chapter 4. Discussion

Bullying and parenting styles are important factors that can significantly impact the self-esteem of university students. Self-esteem plays a vital role in shaping an individual's psychological well-being, academic performance, and overall life satisfaction. Understanding the relationship between bullying, parenting styles and self-esteem among university students is crucial for developing effective interventions and support systems.

The proposed research aimed to investigate the impact of parenting styles and bullying on self-esteem among university students in Islamabad and Rawalpindi, Pakistan. By exploring these factors, we seek to shed light on the underlying dynamics that contribute to self-esteem levels in this specific population.

Furthermore, the research methodology used is a quantitative method to assess the impact of bullying and parenting styles on self-esteem among university students. A cross-sectional research design was utilized, and a sample size of 300 participants from private universities in Islamabad and Rawalpindi was selected using a convenient sampling technique. Data collection was carried out through the administration of three survey questionnaires: The Rosenberg Scale of Self-Esteem, The Olweus Bully/Victim Questionnaire, and the Parental Authority Questionnaire (PAQ). These instruments provided a combination of Likert-scale statements and multiple-choice queries to gather data.

Overall, this study aimed to contribute to the body of knowledge on bullying, parenting styles, and self-esteem among university students, with the potential to inform interventions, policies, and practices that promote a positive and supportive university

environment for all students. The findings of this research would have substantial repercussions for several stakeholders, such as policymakers, educators, and parents. By shedding light on the detrimental effects of bullying on self-esteem and the role of parenting styles in mitigating or exacerbating these effects, interventions and support systems can be developed to create a more nurturing and inclusive environment for university students.

The result of the proposed research had provided valuable understanding into the effects of bullying on self-esteem among university students. It has been observed that individuals who experienced bullying reported significantly lower levels of self-esteem. This aligns with prior research by (Cardoos&Hinshaw; 2011) that stated that bullying victimization can disrupt the development of a healthy self-concept and hinder an individual's ability to perceive them positively. The negative labels, criticism, and social exclusion experienced through bullying can internalize as self-critical thoughts and beliefs. Victims of bullying may internalize the negative messages directed towards them and begin to view themselves as unworthy, incompetent, or inferior. This negative self-perception can extend beyond the immediate bullying context and impact several facets of a person's life, particularly relationships, academic achievement, and overall well-being. Additionally, the negative experiences associated with bullying, such as social exclusion, physical aggression, and verbal abuse, contribute to a diminished sense of self-worth and can significantly impact one's self-esteem (Cardoos& Hinshaw; 2011).

The relationship between methods of parenting and university students' perceptions of self-esteem was also investigated. A statistically significant correlation between authoritative parental style and adolescent sense of self-esteem was found.

While there was found a statistically insignificant correlation between authoritarian and neglectful parental style and adolescent sense of self-esteem. Self-esteem was shown to be favorably correlated with authoritative parenting, negatively correlated with authoritarian parenting, and unrelated to permissive parenting. These findings are consistent with the literature review work proposed by (Zakeri&Karimpour, 2011) which suggests that parenting practices characterized by warmth, support, and consistent discipline foster healthy self-esteem in children. Authoritative parents, who exhibit a balance between setting appropriate boundaries and being supportive, provide an environment conducive to the development of a positive self-image and self-worth. In contrast, authoritarian parenting, marked by strict control and limited emotional support, can hinder the development of healthy self-esteem. Similarly, permissive parenting, characterized by a lack of structure and boundaries, may lead to feelings of insecurity and a diminished sense of self.

It was observed that individuals with authoritative parenting styles displayed greater resilience in the face of bullying, as the positive influence of their parents' nurturing and supportive approach acted as a protective factor against the negative consequences of bullying. Conversely, individuals with authoritarian or permissive parenting styles exhibited increased vulnerability to the detrimental effects of bullying on self-esteem. These findings underscore the importance of parenting styles in shaping individuals' self-esteem and their ability to cope with challenging social situations. The presence of authoritative parenting practices can mitigate the negative impact of bullying on self-esteem, highlighting the role of parental support in fostering resilience and psychological well-being. This was also supported by the literature review in which it has

been stated that individuals with authoritarian or permissive parenting styles may be more vulnerable to the negative effects of bullying on self-esteem and higher levels of anxiety and depression (Aremuet *al.*, 2019). However, the literature review also highlighted the significance of the authoritative parenting style in promoting positive outcomes for children. The positive influence of authoritative parenting can contribute to children's self-esteem, as it promotes a sense of competence, autonomy, and resilience. By emphasizing the importance of an authoritative parenting style, this study emphasizes the role of parents in shaping their children's psychological and emotional development, ultimately impacting their self-esteem (Singh, 2017).

Moreover, the findings from the proposed study also revealed important insights regarding the impact of bullying and parenting styles on self-esteem among university students. The demographic analysis indicated a slightly higher proportion of female participants compared to males. Additionally, a majority of the participants were single, and the prevalence of the nuclear family structure was higher than that of the joint family system. Regarding education, the sample predominantly consisted of individuals with a bachelor's degree. Furthermore, the descriptive statistics and reliability measures demonstrated the robustness of the scales used in the study. The high reliability of the Rosenberg Scale of Self-Esteem, the Olweus Bully/Victim Questionnaire, and the Parental Authority Questionnaire affirmed their consistency and dependability. Moreover, the non-normal distribution of the data, as indicated by the non-significant Kolmogorov-Smirnov test, highlighted the need for appropriate statistical analysis.

However, Results from the proposed study's correlation analysis showed a negative association between self-esteem and bully/victim ratings, indicating that victims

of bullying were less likely to have high self-esteem. However, there was no correlation between how one did on the Parental Authority Questionnaire and how one felt about themselves. Mean differences in self-esteem and bullying ratings between genders were statistically significant, with men scoring higher than girls. However, no significant gender difference was found in the scores obtained from the Parental Authority Questionnaire, indicating similar experiences of parental authority between males and females. These findings contribute to the understanding of the complex interplay between bullying, parenting styles, self-esteem, and gender among university students, highlighting the need for more study and measures of positive social environments and psychological well-being.

In summary, this study highlighted the significance of authoritative parenting in buffering the impact of bullying on self-esteem among university students. The findings emphasized the importance of fostering supportive environments and implementing interventions to address bullying and promote positive parenting practices. Understanding gender differences and their implications on self-esteem and bullying experiences is also crucial. These results are an important addition to the existing body of knowledge on the subject and call for further investigation and targeted interventions to enhance the well-being of university students.

## **Conclusion**

In conclusion, this study examined the impact of bullying and parenting styles on self-esteem among young adults enrolled in private universities. By focusing on individuals enrolled in bachelor's level of education and within the age range of 18-25 years, the study aimed to provide insights into the specific dynamics of bullying,

parenting styles, and self-esteem during this critical developmental phase. The results indicated that experiences of bullying had a negative association with self-esteem, underscoring the detrimental effects of bullying on the self-perception and overall well-being of young adults in private university settings. Moreover, the study revealed that positive parenting styles were positively associated with self-esteem and negatively with the bullying while the negative parenting is negatively associated with self-esteem and positively associated with bullying. This means that the parenting styles can lead to the child's experiences of bullying that will overall affect the self-esteem of that individual. However, it is important to acknowledge the limitations of the study, such as the potential for sample bias due to the exclusive focus on private university students. Future research should consider expanding the sample to include participants from public universities or other educational institutions to enhance the generalizability of the findings.

### **Limitations of the study**

There are a number of limitations to the Pakistani study on the impact of parental parenting practices and bullying on university students' self-esteem. Some of them are:

1. The research relied on a specific sample of young adults from a particular geographic area or university setting, which may restrict the generalizability of the results. It is crucial to recognize that the participants' characteristics and experiences might not fully reflect the wide range of individuals found in the larger young adult population.
2. The data collected in this study relied on self-report measures, which are subject to potential biases such as social desirability or response biases. Participants

might have provided answers that they believed were expected or socially acceptable, leading to potential inaccuracies in the data.

3. The study employed a cross-sectional design, which captures data at a specific point in time. This design restricts the ability to establish causal relationships or examine the directionality of the observed associations.
4. The study focused specifically on the variables of bullying, parenting styles, and self-esteem. While these variables are essential, other factors that could potentially influence self-esteem, such as socio-economic status, cultural factors, or mental health conditions, were not included in the analysis. This limited scope may not capture the full complexity of self-esteem development among young adults.
5. The study did not account for potential confounding variables that could influence the relationship between bullying, parenting styles, and self-esteem. Factors such as social support, personality traits, or other contextual variables were not considered, which may limit the ability to attribute observed effects solely to bullying or parenting styles.

### **Implications**

The study can be implied in various forms. Such as:

1. The findings can inform the development of targeted intervention and prevention programs aimed at promoting positive self-esteem and reducing the negative impact of bullying. By understanding the specific dynamics of bullying and its relationship with self-esteem, researchers and practitioners

can design strategies to effectively address bullying incidents, provide support to victims, and empower individuals to develop resilient self-esteem.

2. Recognizing the negative impact of bullying on self-esteem, the findings underscore the importance of addressing mental health concerns among young adults. Mental health support services, counseling programs, and awareness campaigns can be developed to address the emotional and psychological well-being of young adults who have experienced bullying.
3. The study's findings emphasize the need for comprehensive anti-bullying policies and strategies within educational institutions. Schools and universities can implement preventive measures, raise awareness, and provide support mechanisms to create a safe and inclusive environment for students.
4. The study provides a foundation for further research on the dynamics between bullying, parenting styles, and self-esteem among young adults.
5. By implementing effective interventions, providing support services, and informing policies and practices, researchers and practitioners can contribute to the well-being and mental health of young adults and foster a positive and nurturing environment for their self-esteem to flourish.

### **Future recommendations**

Based on the study conducted in Pakistan on impact of bullying and parenting styles on self-esteem among university students, here are some future recommendations for further research:

1. Future researchers should consider conducting larger-scale studies to enhance the generalizability of the findings. By expanding the study to include a broader

geographical area or multiple cities within Pakistan, a more comprehensive understanding of the impact of bullying and parenting styles on self-esteem in the Pakistani context can be obtained.

2. Future research in this area can continue to contribute to the development of evidence-based interventions, policies, and support systems that promote positive self-esteem and well-being among young adults. This can help address the challenges they face during this critical developmental phase.
3. Future studies should incorporate longitudinal or experimental designs. By utilizing longitudinal designs, researchers can gather data over an extended period, providing stronger evidence for establishing causality and understanding the temporal dynamics between bullying, parenting styles, and self-esteem. Experimental designs can further investigate the effects of specific interventions or changes in parenting styles on self-esteem.
4. By focusing on the unique dynamics of bullying, parenting styles, and self-esteem during the transition to adulthood, researchers can make significant contributions to the field and improve the well-being of young adults as they navigate the complexities of this phase.
5. Future research should explore the mediating and moderating factors that influence the relationship between bullying, parenting styles, and self-esteem in young adults. Factors such as social support, coping mechanisms, cultural influences, and individual resilience may play crucial roles in shaping the impact of bullying and parenting styles on self-esteem. Investigating these factors can

provide valuable insights into the underlying mechanisms and identify potential intervention points to enhance self-esteem and well-being among young adults.

6. Another future recommendation based on the study's focus on young adults could be to explore the long-term effects of bullying and parenting styles on self-esteem. This would involve conducting follow-up studies that track participants over an extended period, capturing changes in self-esteem, bullying experiences, and parenting styles as young adults progress through different life stages. Such research can provide deeper insights into the lasting impact of these factors on self-esteem and inform targeted interventions throughout adulthood.

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<https://doi.org/10.1016/j.sbspro.2011.11.302>

## Appendices

### Appendix A

#### Informed consent

I am Aniq Khalid enrolled in BS Psychology in Capital University of Science and Technology. I hereby invite you to take a part in this study. The title of the study is “Impact of bullying and parenting styles on self-esteem among university students”.

In order to participate in the research, you must complete the provided questionnaires. Your identity will remain private. In the report, your name won't be mentioned. Your involvement is entirely voluntary. You are completely free to end your involvement in this study at any time. However, it would be really appreciated if you took part in this and provided your sincere responses.

You can contact on given email address in case of any queries,

Email: aneeqak000@gmail.com

Signature

-----

Aniq Khalid

Thank you

**Appendix B**  
**Demographics**

Name	
Age	
Gender	
Ethnicity	
Education	
No. of siblings	
Family system	(a) Nuclear      (b) Joint
Relationship status	

## Appendix C

### Item 1

#### Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

<b>Statements</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
On the whole, I am satisfied with myself.				
At times I think I am no good at all.				
I feel that I have a number of good qualities.				
I am able to do things as well as most other people.				
I feel I do not have much to be proud of.				
I certainly feel useless at times.				
I feel that I'm a person of worth, at least on an equal plane with others.				
I wish I could have more respect for myself.				
All in all, I am inclined to feel that I am a failure.				
I take a positive attitude toward myself.				

request to use RSES in the study. x +

mail.google.com/mail/u/0/?tab=wm#sent/KtbxLwgsvsnWNXfzLMjmwRpxCmgdwznPg

Gmail in:sent

Compose

Inbox 893

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to mm

Respected Morris Rosenberg!  
I hope this email finds you in good health.

I am an undergraduate of the psychology program at Capital University of Science and Technology in Islamabad, Pakistan. I am currently working on research about parental styles, bullying and self-esteem.

To measure self-esteem I have identified the scale, Rosenberg Self-Esteem Scale (RSES), as it fits the criteria for my research. I will be using RSES, which measures self-esteem, into my study. I would like to ask for your permission for the usage of your instrument RSES.

If permission is granted for the usage of RSES, I will use the questionnaire under the following conditions.

1. I will only use the RSES for my research and will not use it for other purposes
2. A statement will be included that will address the copyright on the instrument. If there is any additional statement you would like to include, please provide it in your response.
3. I will send a copy of my completed research to you upon the completion of the study.

I would also appreciate any additional information you can provide regarding copyrights and the RSES.

Regards,  
Aniqah Khalid  
Department of Psychology  
Capital University of Science and Technology  
Islamabad, Pakistan.

Reply Forward

High UV 7:40 AM 6/12/2023

## Appendix D

### Item 2

Please respond to questions and statements about 'bullies' and 'bullying'.

1. How did you get bullied?
  - Called me names
  - Made fun of me
  - Said they will do bad things to me
  - Played jokes on me
  - Won't let me be part of their group
  - Broke my things
  - Attacked me physically (except sexually)
  - Assaulted me (except sexually)/ robbed me
  - Sexually harassed me
  - Sexually assaulted me
  - Won't talk to me
  - Wrote bad things about me
  - Said mean things behind my back
  - None of the above
  
- A. How often did this happen?
  - Never
  - Rarely
  - Sometimes
  - Often
  - Always
  - Don't know
  
- B. Who bullied you?
  - Students/colleagues
  - instructor/ supervisor
  - Family members/ partner

- Neighbor's

C. When/ how long did you get bullied?

- At least for a month
- Past twelve months
- Before age 17

2. How much of a problem was the bullying for you?

	Never a problem	Rarely a problem	Sometimes a problem	Often a problem	Always a problem
Made me feel sick					
I couldn't make friends					
Make me feel bad or sad					
Made it difficult to learn at school					
Didn't come to school					
I had problems with my family.					

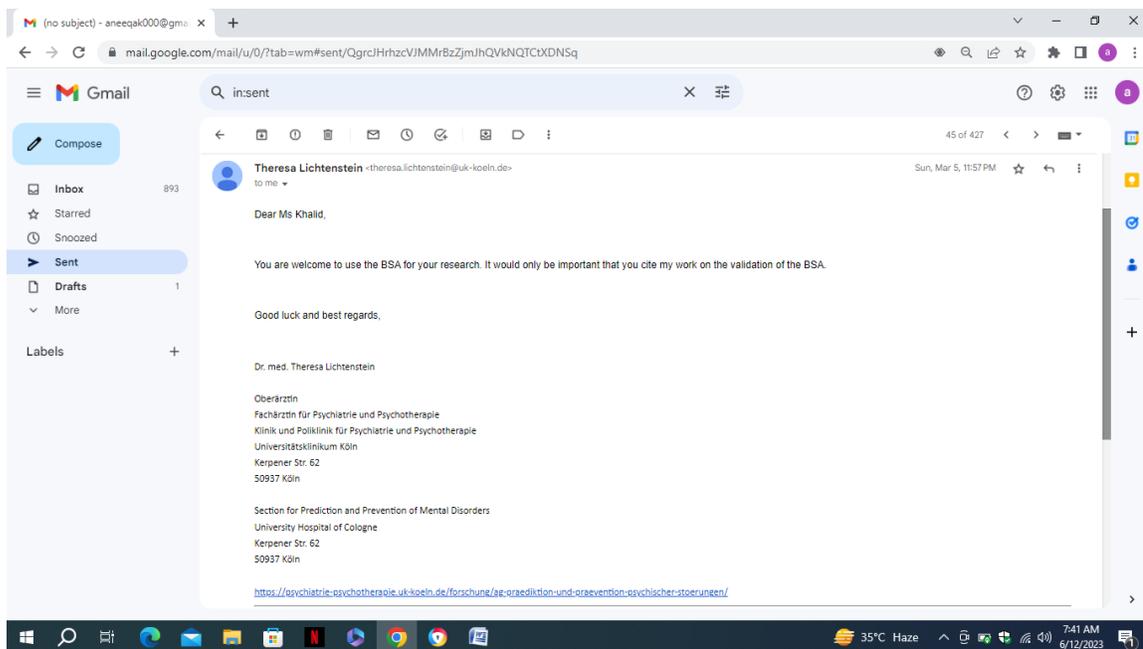
3. Have you taken part in bullying another person? (Check how often this happened)

- Never
- Rarely
- Sometimes
- Often
- Always
- Don't know

4. If ever: When/ How long did you bully other people?

- At least for a month

- Past 12 months
- Before age 17



## Appendix E

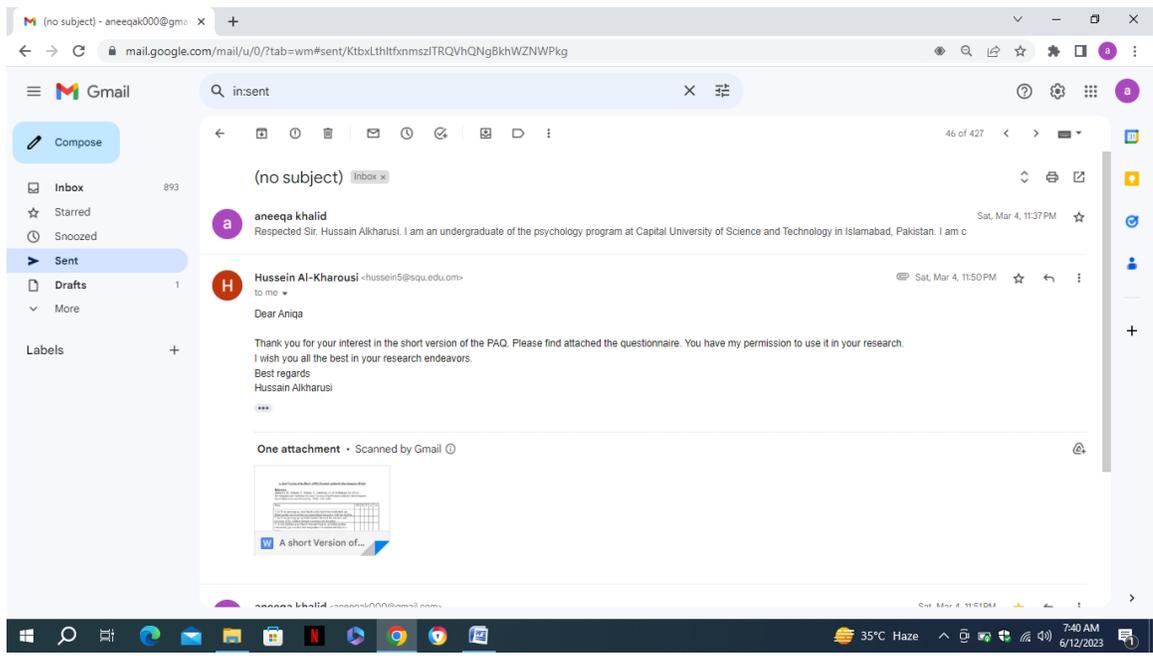
### Item 3

Select one out of two options for the following question.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
As I was growing up, once family policy had been established, my father/mother discussed the reasoning behind the policy with the children.					
As I was growing up, my father/mother directed the activities and decisions of the children through reasoning and discipline.					
As the children in my family were growing up, my father/mother consistently gave us direction and guidance in rational and objective ways.					
My father/mother had clear standards of behavior for the children in our home as I was growing up, but he/she was willing to adjust those standards to the needs of each of the individual children in the family.					
My father/mother gave me direction for my behavior and activities as I was growing up and he/she expected me to follow his/her direction, but he/she was always willing to listen to me concerns and to discuss that direction with me.					
As I was growing up, my father/mother gave me clear direction for my behaviors and activities, but he/she also understood when I disagreed with him/her.					
As I was growing up, if my father/mother made a decision in the family that hurt me, he/she was willing to discuss that decision with me and to admit it if he/she had made a mistake.					
Even his/her children didn't agree with him/her, my father/mother felt that this was for our own good if we forced to					

conform to what he/she thought was right.					
Whenever my father/mother told me to do something as I was growing up, he/she expected me to do it immediately without asking any questions.					
My father/mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.					
My father/mother felt that wise parents should teach their children early just who is boss in the family.					
As I was growing up, my father/mother would get very upset if I tried to disagree with him/her.					
As I was growing up, my father/mother let me know what behavior he/she expected of me, and if I didn't meet those expectations, he/she punished me.					
My father/mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.					
My father/mother has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.					
As I was growing up, my father/mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority has established them.					
As I was growing up, my father/mother seldom gave me expectations and guidelines for my behavior.					
My father/mother feels that most problems in society would be solved if					

parents would not restrict their children's activities, decisions, and desires as they are growing up.					
My father/mother did not view herself as responsible for directing and guiding my behavior as I was growing up.					
As I was growing up, my father/mother did not direct the behaviors, activities, and desires of the children in the family.					



## Appendix F



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Islamabad

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Fax: : +92-(51)-4486705  
Email: : info@cust.edu.pk  
Website: : www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-380  
February 17, 2023

**TO WHOM IT MAY CONCERN**

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

**Ms. Aniq Khalid**, registration number **BSP193057** is a bona fide student in BS Psychology program at this University from Fall 2019 till date. In partial fulfillment of the degree, she is conducting research on "Impact of bullying and parenting styles on self-esteem among university students.". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

**Dr. Sabahat Haqqani**  
Head, Department of Psychology  
Ph No. 111-555-666 Ext: 178  
sabahat.haqqani@cust.edu.pk

## REPORT

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