

**Family Cohesion, Social Competence and Bullying Victimization in
Adolescents**



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DECLARATION

I, Ms. **Halima Khurshid** ID: **S2016146003** Student of **MS Clinical Psychology** in the subject of **Clinical Psychology session 2016 – 2018** hereby declare that the matter printed in the thesis **Family Cohesion, Social Competence and Bullying Victimization in Adolescents** is my own work and has not been printed, published and submitted as research work thesis or publication in any form in any university, research institution etc. in Pakistan or abroad.

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Dedication

*I dedicate this thesis to my first love; my 'father' who was
separated from me 10 years ago.*

Abstract

The current study is an attempt to explore the relationship of family cohesion, social competence and bullying victimization in adolescents. It was hypothesized that high family cohesion would result in high social competence and low bullying victimization in adolescents. The research was carried out in IV phases i.e. exploring phenomenology, expert validation, pilot study and finally main study. The data was collected from the public school settings through Stratified Random Sampling and mixed method research design was used. The measures of the current study comprised of The Family Adaptability and Cohesion Scale (FACES IV) (Olson, Russell, & Sprenkle, 1982), indigenously established Social Competence Scale, Bullying Victimization Scale (Amjad & Saleem, 2014) and Demographic Performa. The results showed highly positive significant relationship of family cohesion with social competence and a negative significant relationship with the bullying victimization in adolescents. Findings of t-test showed that boys have highly significant scoring on bullying victimization as compared to girls. However, family systems was not found to have significant difference with family cohesion.

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Introduction

Early years of the life are the most significant for learning. At this stage the foundations for future are laid, and then a child begins moving down the path that will take him through childhood, the adolescent period and ultimately into adulthood. Pleasant experiences in childhood help the brain to grow in healthier ways and negative or unpleasant experiences such as abuse, neglect or too much scolding affect brain development in harmful and destructive ways. Such experiences further play their part towards emotional and behavioral problems in later life (Gose, 2007). Parenting which gives positive affection, warmth, acceptance and gives response to children in ways that are conditionally linked to child's signals are the affective-emotional parts of their style of response (Stroufe, 1983).