

## Abstract

Bullying is one of the most common problems faced by the individuals in our society. The most affected segment of population is that of children. Like every other problem, bullying has many causal factors mostly related to the family institution. The purpose of this study was to find out the degree to which parental discord, physical abuse, parental differential treatment and emotional intelligence are responsible for bullying behavior in school children and how these factors are inter-related. Sample consisted of 200 (100 boys and 100 girls) school bullies from different public and private schools. Olweus Bullying Questionnaire (QBQ; Dan Olweus, 1996) was used as a screening tool to scrutinize bullies from others. Children's Perception of Interparental Conflict Scale (CPIC; Grych, Seid & Fincham, 1992) was used to assess the adolescents' views of parental conflict and adjustment of themselves. Physical abuse was measured by using Child Abuse Scale (CAS; Shah & Malik, 2007). Sibling Inventory of Differential Treatment (SIDE; Daniels & Plomin, 1985) was used to assess parental differential treatment. Emotional Intelligence was measured by using Scale of Emotional Intelligence (SEI; Batool & Khalid, 2009). Results showed that bullying had the significant positive relationship with conflict properties and physical abuse and physical abuse also had the significant positive relationship with children perception of inter-parental conflict (i.e. conflict properties, perceived threat, and triangulation). Results also indicated that parental differential treatment (i.e. maternal differential affection, and paternal control) was the significant predictor of bullying.

**Keywords:** Bullying, Parental Discord, Physical Abuse, Parental Differential Treatment, Emotional Intelligence