ABSTRACT

Literature has emphasized the role of affective component in explicating Social Information Processing and Social Cognitive dimensions of bullying (Crick & Dodge, 1994; Lemerise & Arsenio, 2000; Sutton, 2000). Following the above mentioned connotations, the current research endeavor mainly focused on effect of mood on emotion recognition ability of school bullies and victims for its implications in SIP Model. Besides estimating the occurrence of bullying in 4th, 5th and 6th graders, friendship quality of bully/victim groups was also evaluated in view of the role played by peer relationships in bullying. Four studies were carried out to achieve these objectives.

In the first study, Olweus Bully-Victim Questionnaire (OBVQ; Olweus, 1996) and Friendship Qualities Scale (FQS; Bukowski, Hoza & Boivin, 1994) were translated into Urdu and were evaluated for the construct validity. Consistent with the original model, both Exploratory and Confirmatory Factor Analysis (EFA and CFA) afforded a two factor (Bullying and Victimization) solution for OBVQ. Whereas, contrary to the original 5 factor model of friendship quality, a four factor model (approval, intimacy, help and conflict) was confirmed for FQS. The second study provided an account of prevalence of bullying within a sample of 817 students (46.1% boys & 53.9% girls; M_{age} = 10.89, SD_{age} = 1.12). Only 34.6% students were found uninvolved in any kind of bullying. Majority of the students were classified as bully-victims (28.8%) followed by victims (19.3%) and bullies (17.3%).

Third study examined the effect of mood on emotion recognition among bully/victim groups. As a prerequisite for the study, we first experimentally evaluated the efficacy of four mood induction techniques Video songs followed by picture/music

combination were found more effective than other techniques and therefore considered suitable for the main study. During the second phase, participants ($N = 394$; $M_{age} = 10.77$; $SD_{age} = 1.07$) were randomly assigned and primed with sad, happy and neutral mood. Following the successful mood inductions, participants completed Facial Expressed Emotion Labeling (FEEL) test of emotion recognition. Contrary to assumptions mood did not affect recognition of emotions in a congruent manner. Yet victims in neutral condition scored higher on FEEL test and recognized the anger more accurately than those in sad or happy mood condition. Moreover students involved in various bullying roles scored lower on FEEL than uninvolved group.

Fourth study identified differences in the friendship quality of bully/victim groups ($N = 672$; $M_{age} = 10.86$; $SD_{age} = 1.08$). ANOVA results showed that bully-victim group had significantly poorer quality of friendship than other groups. Specifically, they showed poorer conflict resolution and lesser intimacy as compared with uninvolved students. Additionally, despite demonstrating better quality of friendship, girls were significantly poorer in resolving conflict as compared with boys. With regard to academic correlates, quality of friendship was significantly associated with presence at school. Lastly we found a significant yet weaker relationship between friendship quality and emotion recognition ability of students ($r = .11$, $p < .05$). Both of these variables proved to be significant predictors of bullying and victimization. Findings are discussed for implications to cognitive-affective processes and social scenario of bullying.