



**EFFECT OF CHILDHOOD BULLYING AND PERCEIVED PARENTAL
AUTONOMY SUPPORT ON INTERPERSONAL SKILLS
DEVELOPMENT AMONG UNIVERSITY STUDENTS**

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By

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We certify that the research work presented in this research project, to the best of my knowledge, is our own. All the sources used, and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any institution.

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DEDICATION

I dedicate this research project to my beloved Almighty, whose unwavering support, help and guidance have been the foundation of my academic journey. His divine guidance and eternal wisdom have been my greatest source of strength.

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Table of Contents

Chapter I: INTRODUCTION.....	13
Literature Review.....	16
Theoretical Framework.....	20
Conceptual Framework	21
Rationale	22
Objectives.....	23
Hypothesis.....	24
Chapter II: METHODOLOGY.....	25
Research Design.....	25
Sample.....	25
Inclusion Criteria.....	25
Exclusion Criteria	26
Operational Definitions	26
Instruments	27
Procedure	28
Ethical Considerations.....	29
Chapter III: RESULTS.....	30
Chapter IV: DISCUSSIONS.....	37
Limitation and Recommendations.....	41
Implications.....	42
Conclusion.....	43
Limitations.....	43

References.....	44
Appendices.....	48

List of Tables

Table 1	Descriptive Statistics for demographic variables.
Table 2	Descriptive Statistics and Reliability Estimates of studied variables.
Table 3	Pearson Product Moment Correlation among Childhood Bullying, Perceived Parental Autonomy Support and Interpersonal Skills Development.
Table 4	Standard Multiple Linear Regression predicting the impact of Childhood Bullying and Perceived Parental Autonomy Support on Interpersonal Skills Development.

List of Figures

Figure 1	Conceptual Model of the Study	19
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List of Appendices

Annexures	Page No.
Annexure A	
Informed Consent Form	50
Annexure B	
Demographics Sheet	52
Annexure C	
Scales	54
Annexure D	
Permissions	58

List of Acronyms

CABS	Child Adolescent Bullying Scale
P-PASS	Perceived Parental Autonomy Support Scale
SSI	Social Skills Inventory
CB	Childhood Bullying
P-PAS	Perceived Parental Autonomy Support
IS	Interpersonal Skills

Abstract

The study investigated the relationship between childhood bullying, perceived parental autonomy support, and the development of interpersonal skills among university students in Islamabad/ Rawalpindi using a cross-sectional correlational research design. A total of 200 university students, aged 18 to 25 years, including 78 males and 122 females, were selected via convenience sampling. Each participant provided informed consent, demographics information and completed the Child Adolescent Bullying Scale (CABS), the Perceived Parental Autonomy Support Scale (P-PASS), the Social Skills Inventory (SSI). The Pearson Product-Moment Correlation indicated that childhood bullying was significantly positively correlated with interpersonal conflicts, whereas perceived parental autonomy support was significantly negatively correlated with interpersonal conflicts. A Standard Multiple Linear Regression Analysis revealed that higher levels of parental autonomy support predicted better interpersonal skills, while childhood bullying did not significantly predict interpersonal skills. These findings highlight the enduring impact of childhood experiences on social functioning in young adulthood, emphasizing the protective role of autonomy-supportive parenting in fostering interpersonal competence. The study underscores the need for interventions that address the psychological and social consequences of bullying while promoting supportive parenting practices to enhance the development of interpersonal skills and competencies among students.

Keywords: Childhood bullying , perceived parental autonomy support , interpersonal skills, interpersonal conflicts , university students, Pearson correlation, Linear regression , psychological control , autonomy support