IMPACT OF STREET BULLYING, SOCIAL ADJUSTMENT PROBLEMS AND COPING STRATEGIES AMONG HOMELESS CHILDREN

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Introduction

In its various forms and persistence in many young social contexts bullying can generally be defined as abuse of power and can also be described mostly as behavior problems, authority misuse as well as purposefulness (Hyemel & Sweearer, 2015). According to, Sweearer and Hyemel (2015), "bullying is a unique but complex form of interpersonal aggression, which takes many forms, serves different functions, and is manifested in different patterns of relationships". Peer bullying rates vary about 10% to 33% within teens and young adults these days (Hyemel & Sweearer, 2015).

The victim's intimidation of peers is also a continuous experience with traditional ways of interpersonal and behavioral harassment (Hymel & Swearer, 2015). Comprehension of bullying is challenging because these encounters can differ by form of gender and abuse. There has been research finding, for instance, whether females report bullying more frequently (Kessel Schneeider, O'Donnell, et al, 2012). Research has suggested that young men generally have higher concentrations of bullying where physical assault is really the target (Carbone-Lopez, Esbensen & Brick, et al, 2010). Findings suggest whether homeless kids seem to be more vulnerable to bullying, considering the disadvantaged classes of young people (Berlan, Corliss, Field, et al, 2010; Friedmen et al., 2011).

There is the most rapidly growing number of homeless families with children (Powell, 2012). As per the United States S. Mayors' Conferences Study (2006) Over 40% of the abandoned are children's families. This correlates to the Czech Republic data for the above percentage of mothers with infants. In 2015 (Salvation Army, 2016), Salvation Army conducted a survey of service users in the shelters and it emerged that 38.5% of the total number was mother. Continue to focus your perspective in order to help with their positive advances in relation to the distressing number of children growing up outside their normal social setting (that would be to say, abandoned kids). Many international studies have demonstrated the association within the condition of homelessness and social adaptation abnormalities (Anoosihian, 2005).

Bullying

Bullying is power-based activity that is counter-productive, tedious and damaging. Numerous different types of abuse are used, for example label calls, hits or threats and the dissemination of fake stories. Social media and the transmission of messages known

factors types of bullying, according to the National School Psychologist Association (2012). The few engaged in bullying, both directly and indirectly, are at higher risk of misconduct, harassment and school absenteeism. Bullying thus creates obstacles to students' and institutions' learning with detrimental consequences. Students can be burlier and be bully according to the circumstances for some time.

Types of Bullying

Whitney and Smith (1993) and Owens et al. (2000) worked separately and explored different ways of coercion. According to these researchers, the most common and common ways of bullying are slurs, titles, punching, physical violence, stealing, intimidation and stigmatization. Crick and Grotpeter's (1995) research results also reinforce that kicking, overt and indirect violence in the form of verbal assault, threats of gestures and property damage are seen to be significant different types of bullying.

Also of the same view are Owens et al. (2005) and Smith et al. (2002), who included gossip, omission from play, label named and explanation as key types of verbal bullying. Berger (2007) has found that vicious attack, molestation and the use of dating acts, including bullying in comparison and physical bullying, are the types of bullying at the school (Tapper & Bolton, 2005; peapler et al., 2008; National School Psychologist Association, 2012). The concentrations of online bullying seem to rise every day, because the photo or message that is shown on the screen often has a different significance from the audience (Department for Children, Schools and Families, 2009).

Coping Strategies

Strategies for dealing with the needs of individuals are regarded as taxing our resources (Lazarus and Folkman, 1980). Multiple management researchers describe 3 ways in which sources of stress can be tackled: problematic (strategys to modify the root of the issue), emotion-focused (strategy to reduce the anxiety induced by the incident) and social support (enlisting the aid of others to deal with the event). Many researchers of handling utilized various types. For instance, in an approach – evasion dichotomy Billings and Moos (1981) and Pearlin and Schooler (1978) combined stress management together. The defense mechanisms of adolescents are categorized as efficient, un-productional and other treatment options by Frydenberg and Lewis (1993).

Frydenberg and Lewis (1996) relate non-productive coping mechanisms with a conflict handling strategy that includes 'feeling power' and is thus analogous to emotional coping. They suggest that effective intervention skills include "considering and addressing the problem" and hence are similar to coping strategies based on problems. The references to stress management other than unstable and effective coping strategies proposed by Frydenberg or Lewis (1996). Non-home adolescent research (Compas et al., 1988; Ebata et al., 1995; Hoffman, et al, 1992) and teenagers without homes (Unger et al., 1998) Demonstrate, dependency on coping emotionally oriented interventions is linked to increased psychological distress, while less distress is linked with coping mechanisms centered on the issue. Research by non-home youth indicated that the quest for support networks is linked to improved adaptation (Rijavec & Brdar, 1997; Siu & Watkins, 1997).

Adoptive and Maladaptive Coping

Strategy coping is a mechanism for reacting to stress, either internally or externally. It includes actively attempting to reduce, monitor or accommodate dispute or

tension in the negotiation of individuals, and relationship difficulties (Weiten & Lloyd, 2008; Snyder, et al, 1996). This is a method of implementing a plan to respond to a potential threat, (Lazarus, 1966).

Folkman and Lazarus (1985) differentiated between a strategy for the coping of problems and a strategy for the emotional coping of the problem. Either one helps to alleviate emotional distress associated with stressors while using a problem solving approach or doing something to improve stressors. Problem-focusing eliminates stress rather than emotional stress (Endler, 1997) because people using problems oriented methods attempt to cope with their problems by collecting knowledge or learning better skills to solve their problems or by eliminating the source of certain distress. Emotional coping mechanisms include an effort to relieve anxiety by eliminating, mitigating or preventing stressors' important implications (Carver, 2011). Five emotional coping mechanisms have been developed by Folkman and Lazarus (1988), respectively escaping aversion, refuse, self-checking, acceptance of liability or accountability and optimistic reassessment.

Problem of Statement

The use of physically, emotionally, or mentally abusive means to deliberately injure or annoy other less powerful people repeatedly and over time (Olweaus, 1978; Slee, 1995). In most other nations, Bullying has long been a significant public health problem (Boden et al., 2016; Ford et al., 2017; Turcottee Benedict et al., 2015; Zhaang et al., 2019). Around 13 per cent of children 11 to 13 years old was confirmed by the World Health Organization (2012) to be subjected to regular bullying. The number of kids who often encounter bullying victims in developing economies such as the United States, Britain, and Europe generally was around 10 percentage and 3 percent (Chester et al., 2015; Modecki et al., 2014; Paul et al., 2012). During the course of study, several investigators across the globe have researched the causative factors of bullying between adolescents. Bullying has been reported to affect the welfare or well-being of kids and is associated with a wide range of concerns, along with depressive episodes, fear, impulsivity, solitude and exhaustion. (Forid et al., 2017; Nearry & Joseph, 1994; Savahel et al., 2019; Silee, 1995; Turcotte and Benedict et al., 2015).

Objectives of study

1. To check the relationship between street bullying and social adjustment among homeless children.
2. To measure the relationship between street bullying and coping strategies among homeless children.
3. To find out the relationship between social adjustment and coping strategies among homeless children.
4. To investigate the impact of street bullying and social adjustment on coping strategies among homeless children.

Hypotheses

H1: There would be significant negative relationship between street bullying and social adjustment among homeless children.
H1: There would be significant relationship between street bullying and coping strategies among homeless children.

H1: There would be significant relationship between social adjustment and coping strategies among homeless children.

H1: There would be significant impact of street bullying and social adjustment on coping strategies among homeless children.

Conceptual Framework of the study

Methodology

Research ... s research was correlational.
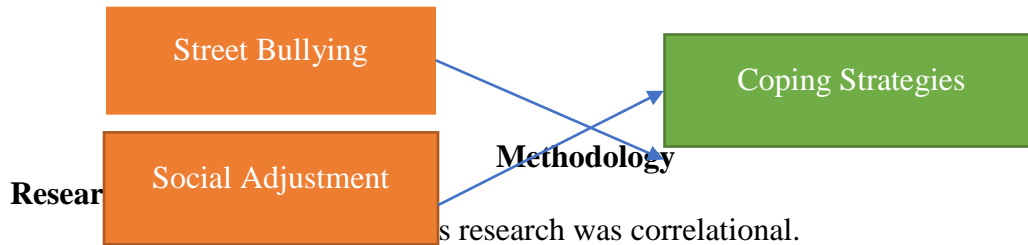
Population

The population in this research was focused street children of Faisalabad district that were adopted by child protection welfare bureau Faisalabad.

Sample

In recent research, the sample (N= 149) total of street children were collected from child protection welfare bureau center Faisalabad by using the purposive sampling technique. The age range were between 5 years to 17 years.

Sampling Technique

The sample of existing study were collected using only purposive sampling technique that only street children with age ranges of 5 to 17 years. While having with any physical or psychological problems that respondents were excluded from research.

Instruments

Demographic Sheet: Age, education and duration were considered in demographic variables that collected from participants through demographics sheet.

The Illinois Bullying scale (IBS): IBS is validated scale used to measure bullying victimization through direct survey that developed by (Espelage & Holt, 2001), consists of 18 items with questions are scored as follows: never = 0 and up to seven times or more = 4. Higher bullying perpetration scores indicated higher bullying perpetration. The IBS is highly reliable for Pakistani children (α = .88) (Shuja & Atta, 2011)

.**Social Adjustment Scale (SAS):** The Scale consists 17 items, which measure the adjustment regarding feelings and behaviors during contacts with society or others throughout the last two weeks period. Each item is scored on a four-point Likert-type scale (1: strongly disagree, 2: disagree, 3: agree, 4: strongly agree, with higher scores indicating better social adjustment). Cronbach's α is higher than 0.7 in validation study, which exposed good reliability (Lee et al., 2020).

The Brief COPE Inventory: This includes 28 items, scored from zero ("I haven't been doing this at all") to three ("I've been doing this a lot"), exploring 4 strategies: Seeking Social Support Coping (instrumental support, venting, emotional support and religion), Problem Solving Coping (active coping and planning), avoidance (denial, self-blame, self-distraction, substance use, and behavioral disengagement), and positive thinking (positive reframing, humor and acceptance). Higher scores imitate a

higher propensity to generalize the conforming coping strategies. The reliability showed acceptable scores Seeking Social Support Coping (α= .82), Problem Solving Coping (α = .74), avoidance (α = .64), and positive thinking (α= .71) (Baumstarck et al., 2017; Carver et al., 1989).

Results

Table   4.1

Distribution of Frequency among Demographic Sheet (N=149)

Respondent's Characteristics		*f (%)*	*M(SD)*
Age			11.43 (2.97)
Education	Primary	43 (28.9)	
	Middle	65 (43.6)	
	Matric	39 (26.2)	
	Intermediate	2 (1.3)	
Duration in Child protection center	Less than 6 months	45 (30.2)	
	Above 6 months to 1 year	54 (36.2)	
	Above 1 year to 3 years	42 (28.2)	
	Above 3 years	8 (5.4)	

This table 4.1 revealed percentage and frequency distribution of demographic sheet. The average (Mean) age of sample was (M = 11.43; SD = 2.97). The education level was also considered, 43(28.9%) sample were from primary education level, 65(43.6%) sample were middle education level, 39(26.2%) were matric education level, and 2(1.3%) sample were intermediate education level. To determine the duration of street children in child protection center, a question was asked from respondents; 45(30.2%) street children came in child protection center during last 6 months, 45(30.2%) street children came in child protection center during last 6 months.

Table   4.2

Reliability and Descriptive Analysis of all variables (N=149)

Variables				Range			
	M	*SD*	*α*	*Potential*	*Actual*	*Skew*	*Kurto*
Street Bullying	36.47	11.81	.75	0-72	7-64	-.028	-.352
Social Adjustment	43.34	10.39	.84	16-64	19-62	-.383	-.648
Coping Strategies	-	-	-	-	-	-	-
Seeking Social Support	10.56	4.865	.82	30-210	1-24	.857	.624
Problem Solving	6.07	2.768	.71	2-14	0-12	.300	-.428
Avoidance	15.68	5.628	.80	2-14	0-26	-.958	.769
Positive Thinking	8.36	3.564	.76	0-10	1-17	.116	.023

α = Cronbach's alpha; Skew = Skewness; Kurto= Kurtosis

In results from Table 4.2 revealed the reliability with descriptive analysis that approve all scales; e.g. Street Bullying, Social Adjustment, Subscale of Coping Strategies (Seeking Social Support as Coping Strategies, Problem Solving Coping, Avoidance as Coping Strategies and Positive Thinking as Coping Strategies) for the current research exposed

Cronbach's alpha acceptable values of (.71 to .94) for reliability. The values of kurtosis and skewness of data were also confirmed in acceptable.

Table 4.3

Correlation between all Variables (N=149)

Variables	1	2	3	4	5	6
1.Street Bullying	-	-.36**	-.28**	-.56**	.20*	-.21*
2.Social Adjustment		-	.48**	.54**	-.34**	.48**
3.Seeking Social Support Coping			-	.56**	-.69**	.60**
4.Problem Solving Coping				-	-.53**	.50**
5.Avoidance Coping					-	-.63**
6.Positive Thinking Coping						-

**$p < .01$; *$p < .05$

The results of table 4.3 exhibited the correlation that established street bullying was positive significant correlate with avoidance coping ($r= .20$, $p < .01$), but street bullying was revealed negative and significant correlate with social adjustment (r= -.36, p < .01), seeking social support coping ($r= -.28$, $p < .01$), problem solving coping ($r= -.56$, $p < .01$) and positive thinking coping ($r= -.21$, $p < .01$). While, social adjustment was positive significant correlate with seeking social support coping ($r= .48$, $p < .01$), problem solving coping ($r= .54$, $p < .01$) and positive thinking coping ($r= .48$, $p < .01$). Whereas, social adjustment was revealed negative and significant correlate with avoidance coping ($r= -.34$, $p < .01$). Although, seeking social support was positive significant correlate with problem solving coping ($r= .56$, $p < .01$) and positive thinking coping ($r= .60$, $p < .01$). Whereas, seeking social support coping was revealed negative and significant correlate with avoidance coping ($r= -.69$, $p < .01$). Though, problem solving coping was positive significant correlate with positive thinking coping ($r= .50$, $p < .01$) and negative and significant correlate with avoidance coping ($r= -.53$, $p < .01$). Avoidance coping was negative and significant correlate with positive thinking coping ($r= -.63$, $p < .01$).

Table 3.4

Predicting Role of Street Bullying and Coping Strategies on Social Adjustment (N=149)

Predictors	B	β	Social Adjustment 95% CI
Constant	21.15**		[8.14, 34.16]
Street Bullying	-.29*	-.19	[-.46, -.12]
Seeking Social Support Coping	.53**	.25	[.12, .95]
Problem Solving Coping	1.17**	.31	[.45, 1.88]
Avoidance Coping	.36*	-.20	[-.40, -.02]
Positive Thinking Coping	.82**	.28	[.31, 1.34]
R^2	.40		
F	18.67**		

**$p <.01$; *$p <.05$; B for regression unstandardized coefficient; β for regression standardized coefficient; CI for Confidence interval

The results of table 4.4 disclosed the multiple regression analysis that was cast-off to check the predicting role of street bullying and coping strategies on social adjustment

of street children. The results found that street bulling and coping strategies (seeking social support, problem solving, avoidance and positive thinking) are significant predictor of social adjustment and added the 40% ($R^2 = .40$, F = 7.38, p < .01) of variance in social adjustment. Whereas, problem solving and positive thinking are strongest positive predictor of social adjustment. It mean that street bullying and coping strategies have significant impact on social adjustment.

Discussion

The purpose of existing research was to check the impact of street bullying, social adjustment problems and coping strategies among homeless children. The sample (N= 149) of street children were collected from child protection welfare bureau center Faisalabad by using the purposive sampling technique. Meanwhile the correlational design was used. Three validated instruments were used: The Illinois Bullying scale, Social Adjustment Scale and The Brief COPE Inventory.

The results from the current study unveiled for H_1 "there would be significant negative relationship between street bullying and social adjustment among homeless children" in table 4.3 that found significant and negative correlation between street bullying and social adjustment among homeless children. Past studies supported that bullying is inversely associated with social adjustment. Children under the bullying and victimization environment face social adjustment problems (Reiter & Lapidot-Lefler, 2007; Scholte et al., 2007). Also, longitudinal researches suggested that bullying in childhood is linked with social mala-adjustment (Kumpulainen & Räsänen, 2000). The adjustment studies of victimize revealed that these children are socially rejected and isolated, and have only fewer friends (Hodges, Malone, & Perry, 1997). These findings supports the results of present research.

The results of this research found for H_2 "there would be significant relationship between street bullying and coping strategies among homeless children in table 4.3 that showed street bullying was positive significant correlate with avoidance coping, but street bullying was revealed negative and significant correlate with social adjustment, seeking social support coping, problem solving coping and positive thinking coping. Alternatively, they affirm that the analysis of our overall coping style should first be stressed. When you know either your propensity to stress is a dedication or a disengagement, you will learn about the relevance and importance of your stress management techniques and your weakness or stress resilience.

Research suggests that coping deprived is due to high stress levels, inadequate coping and low social support due to poor psychological (symptoms of depression, problem behaviors) and health consequences (i.e. low pain responding). Specifically, homeless young people are at huge danger for such findings. Their method of dealing, which can exemplify coping with disengagement away from home, was technically and clinically restricted in understanding. Until today, this paradigm was already studied primarily between homelessness young men and women, leaving the experiences of homeless women undiscovered. Analysis demonstrates that abandoned men are at increased danger of depressing and both internalizing and externalizing behaviour issues than settled men, with diminished self-worth and fewer support from parents. (Votta & Manion, 2003). Stress management studies have shown that young adulthood use a more emotional approach (i.e., selective emphasis on emotional interactions, etc.) and ruminant

techniques (e.g., obsessive thinking) (Compas, 1987, Compas et al., 1993), report more negative everyday events (Compas et al., 1993; Farrell, 2001; Lewis et al., 1984).

The results of this research were revealed for H_3 "there would be significant relationship between social adjustment and coping strategies among homeless children" in table 4.3 that social adjustment was positive significant correlate with seeking social support coping, problem solving coping and positive thinking coping. Whereas, social adjustment was revealed negative and significant correlate with avoidance coping. Reiter and Lapidot-Lefler (2007) reported adjustment exhibited significantly higher levels of challenging behaviors, such as temper tantrums, unruly and quarrelsome behavior, and a tendency to lie and steal. Significant correlations were also found among actions as a bully, violent behavior, and hyperactivity. Being a victim was correlated with emotional and interpersonal problems.

The results of this research revealed for H_4 "there would be significant impact of street bullying and social adjustment on coping strategies among homeless children" in table 4.4 the multiple regression analysis that was cast-off to check the predicting role of street bullying and coping strategies on social adjustment of street children. The results found that street bulling and coping strategies (seeking social support, problem solving, avoidance and positive thinking) are significant predictor of social adjustment. Whereas, problem solving and positive thinking are strongest positive predictor of social adjustment. It means that street bullying and coping strategies have significant impact on social adjustment. Results of past study indicated that coping styles were significant predictors of social adjustment. The coping styles 'seeking social support' and 'confrontation' were important predictors for positive social adjustment; the coping style 'avoidance' was a predictor for poor adjustment, viz. low social self-esteem and high social anxiety (Meijer et al., 2002).

Findings, Conclusion, and Recommendation

Findings

This table 4.1 revealed percentage and frequency distribution of demographic sheet. The average (Mean) age of sample was (M = 11.43; SD = 2.97). The education level was also considered, 43(28.9%) sample were from primary education level, and 65 (43.6%) sample were middle education level, 39 (26.2%) were matric education level, and 2 (1.3%) sample were intermediate education level. To determine the duration of street children in child protection center, a question was asked from respondents; 45(30.2%) street children came in child protection center during last 6 months, 45(30.2%) street children came in child protection center during last 6 months.

In results from Table 4.2 revealed the reliability with descriptive analysis that approve all scales; e.g. Street Bullying, Social Adjustment, Subscale of Coping Strategies (Seeking Social Support as Coping Strategies, Problem Solving Coping, Avoidance as Coping Strategies and Positive Thinking as Coping Strategies) for the current research exposed Cronbach's alpha acceptable values of (.71 to .94) for reliability. The values of kurtosis and skewness of data were also confirmed in acceptable.

The results of table 4.3 exhibited the correlation that established street bullying was positive significant correlate with avoidance coping (r= .20, p < .01), but street bullying was revealed negative and significant correlate with social adjustment (r= -.36, p < .01), seeking social support coping (r= -.28, p < .01), problem solving coping (r= -.56,

$p < .01$) and positive thinking coping ($r= -.21$, $p < .01$). While, social adjustment was positive significant correlate with seeking social support coping ($r= .48$, $p < .01$), problem solving coping ($r= .54$, $p < .01$) and positive thinking coping ($r= .48$, $p < .01$). Whereas, social adjustment was revealed negative and significant correlate with avoidance coping ($r= -.34$, $p < .01$). Although, seeking social support was positive significant correlate with problem solving coping ($r= .56$, $p < .01$) and positive thinking coping ($r= .60$, $p < .01$). Whereas, seeking social support coping was revealed negative and significant correlate with avoidance coping ($r= -.69$, $p < .01$). Though, problem solving coping was positive significant correlate with positive thinking coping ($r= .50$, $p < .01$) and negative and significant correlate with avoidance coping ($r= -.53$, $p < .01$). Avoidance coping was negative and significant correlate with positive thinking coping ($r= -.63$, $p < .01$).

The results of table 4.4 disclosed the multiple regression analysis that was cast-off to check the predicting role of street bullying and coping strategies on social adjustment of street children. The results found that street bulling and coping strategies (seeking social support, problem solving, avoidance and positive thinking) are significant predictor of social adjustment and added the 40% ($R^2 = .40$, F = 7.38, p < .01) of variance in social adjustment. Whereas, problem-solving and positive thinking are strongest positive predictor of social adjustment. It means that street bullying and coping strategies have significant impact on social adjustment.

Conclusion

Its is concluded that street bullying is positive correlate with avoidance coping, but street bullying was revealed negative and associate with social adjustment, seeking social support coping, problem solving coping and positive thinking coping. While, social adjustment was positive correlate with seeking social support coping, problem solving coping and positive thinking coping. Whereas, social adjustment was revealed negative correlate with avoidance coping. Although, seeking social support was positive correlate with problem solving coping and positive thinking coping. Whereas, seeking social support coping was revealed negative and correlate with avoidance coping. Though, problem solving coping was positive correlate with positive thinking coping and negative and correlate with avoidance coping. Avoidance coping was negative and correlate with positive thinking coping.

The results found that street bulling and coping strategies (seeking social support, problem solving, avoidance and positive thinking) are significant predictor of social adjustment. Whereas, problem solving and positive thinking are strongest positive predictor of social adjustment. It mean that street bullying and coping strategies have significant impact on social adjustment.

Recommendations

The collected data in this research were only from the one center of child protection (Faisalabad). So current results cannot be prevalent on complete Punjab. Thus, its recommended to upcoming scholars that they must gather the data from further cities of Punjab such as Bahawalpur, Multan, Lahore, Rawalpindi and Sargodha of Punjab to simplify results on other cities. Bullying and Coping Strategies are a significant predictor of social adjustment. Street children or homeless children face many problems without their families that leads to psychological problems in their whole life circle, so it is recommended to psychologists that they should conduct seminars among street children to reduce their psychological problems.