

Parenting Styles, Bullying Behaviour and Mental Health of Prisoners

Aasma Yousaf¹, Saad Nabeel Gondal², Naima Mukarram³, Maheen Asif⁴,
and Mamoona Ismail Loona⁵

¹ Corresponding Author; Consultant Clinical Psychologist, Centre for Clinical Psychology, University of Punjab, Lahore, Pakistan; Email: psychologist.yousaf@gmail.com

² Department of Clinical Psychology, University of Punjab, Lahore, Pakistan; Email: saadgondal46@gmail.com

³ Clinical Psychologist, Research Assistant, Centre for Clinical Psychology, University of the Punjab, Lahore, Pakistan; Email: naima.mukarram25@gmail.com

⁴ Clinical Psychologist, Centre for Clinical Psychology, University of the Punjab, Lahore, Pakistan; Email: maheenasif54@gmail.com

⁵ Assistant Professor / Incharge (Male / Female Programs) International Islamic University Islamabad; Email: mamoona.ismail@iiu.edu.pk

Abstract

The current study examined the association between parenting styles, bullying behaviour, and the mental health of prisoners. We hypothesize that there was likely to be a positive relationship between parenting styles and bullying behaviour, respectively, and there was likely to be a positive relationship between parenting styles and the mental health of prisoners in jail. It was also hypothesized that there is expected to be a negative relationship between bullying behaviour and mental health, and bullying behaviour was likely to mediate between parenting styles and the mental health of prisoners. The study uses a cross-sectional research design and purposive sampling strategy to recruit 134 participants (Men=, 104, Women=30). The sample was within the age range of 18-55 years (M=35.13& SD=9.65). Demographic sheet, Parental Authority Questionnaire-short version, Direct and Indirect Prisoners Behaviour Checklist-R, and Mental Health Inventory were administrated. Correlational analysis revealed a strong correlation among parenting styles, bullying behaviour, and mental health. Hierarchal multiple regression analysis revealed that bullying behaviour also strongly predicts mental health. The predictor, parenting styles, partially predicts mental health, as one parenting style out of three showed a significant variance in the outcome.

Keywords: Bullying; Prisoners; Parenting; Mental Health; Qualitative Analysis; Hierarchal Multiple Regression Analysis.

Article History: Received: January 1, 2023, Revised: February 2, 2024, Accepted: March 5, 2024, Published: June 25, 2024

Copyright License: This is an open-access article under the CC BY

license (<http://creativecommons.org/licenses/by/4.0/>).

DOI: 10.51732/njssh.v10i1.188



1. INTRODUCTION

Bullying amongst prisoners is undeniably a significant issue, and all types of prisoners, juvenile, women, men, young, and adult offenders, are seen exhibiting this behaviour at some point in time (Ireland, 2014). According to

Ireland (2002), bullying behaviour is defined as an individual being bullied when they are the victim of direct or indirect aggression happening every week by the same or different perpetrator and the behaviour which a person manifests intentionally to hurt someone, physically or psychologically, having no justified reason (Efobi & Nwokolo, 2014). A prison is a place of confinement, especially for lawbreakers convicted of severe crimes. Prisons are dynamic sites that have a probability for the events of adult bullying to occur (Ireland, 2013). A prisoner is deprived of liberty and kept under involuntary restraint, confinement, or custody, especially on trial or in prison. The word 'criminality' comes from the word *Crimen* in Latin, defined as an act of human conduct damaging to others. Crime can be of many kinds, such as robbery, murder, larceny-theft, burglary, motor vehicle theft, including arson, and victimless crimes (Khan, 2016). The prison population is growing on all the continents. Crime is present everywhere in the world and in established and established countries. This problem has become severe in the least developing countries, particularly Pakistan. The massive increase in crimes is cautious due to increased unemployment, the elevating cost of food and resources, the enhancing discrimination between the rich and the needy, the shifting from diffused to developed areas, and insufficient education. Not only do some groups commit crimes, but many educated and well-off people also indulge in criminal acts or behaviour (Khan, 2016). Crime rates cause heavily populated prisons, which then produce more susceptibility to bullying and mental health issues. The structure of the prison system promotes bullying. For example, bullying is associated with maintaining regulation and authority (Randall, 1995). Ireland (2002) proposed that both direct bullying, which includes physical, verbal, psychological, and sexual bullying, and indirect bullying, which provides for gossiping, rumour spreading, and telling practical jokes, happen in prison. *The deprivation model* suggests that inmate aggression is the outcome of the stressful and repressive conditions inside the prisons. In short, the lack of environment in the prison creates aggressive or self-destructive behaviour (Armour, 2012). *The multifactor model of bullying in secure settings* identifies two distinct ways leading to perpetrating aggression based on environmental experience. The first one is the 'desensitization pathway,' which happens in an aggressive background in which the individual feels threatened by the aggressive environment but cannot manage it. The second one is the 'environment and prior characteristic pathway,' which is determined by the personality traits of the individual who is already inclined to use aggression (Ireland, 2012).

Parenting styles play a vital role in describing the bullying attitudes of prisoners in prison. Parenting styles are attributed to parents' methods or approaches to raising their children. Two aspects of parenting are involved, i.e., parental responsiveness and demandingness (Ladd & Ladd, 1998). Parental responsiveness is how parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's

unique needs and demands (Baumrind, 1991). Parental demandingness is explained as the claims parents make on children to become integrated into the family whole through their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys (Baumrind, 1991). Baumrind stated three parenting styles: *Authoritative Parents* include both aspects, i.e., demanding and responsiveness. In this type of parenting, parents govern the activities of their children in a logical, problem-oriented way (Baumrind, 1991). This parenting style is democratic in that the parents are vigilant and give the logic behind the rules created for children (Greenwood & Wilkinson, 2013). *Authoritarian Parents* are exceptionally demanding but show no responsiveness. According to Baumrind (1991), authoritarian parents tend to mould control and assess the child's behaviour without taking account of their feelings. *Permissive Parents* show more responsiveness than demand (Baumrind, 1991). Baumrind further says that permissive parents do not punish their children, are accepting, and have affirmed relations with their children.

According to social learning theory, children's everyday experiences and exposure contribute directly or indirectly to shaping their behaviour. A child is likely to repeat a behaviour when he receives an instant reward for his behaviour and is less likely to repeat the behaviour if he gets punished. Social learning theory emphasizes parental conflict, coercion, and constant discipline while dealing with the historical significance of negative and hostile behaviour in children (McLeod, 2011). *Attachment theory* states that optimal and non-optimal attachment depends upon the quality of care, basically sensitivity and responsiveness. Attachment theorists state that attachment relationships affect the assumptions for other vital relationships. A child develops the model of self and others as loving, loveable, and helpful when he has an account of persistent and emotional care with his parents (Bakermans-Kranenburg *et al.*, 2003).

World Health Organization (WHO) considers mental health a state of well-being in which a person recognizes their potential, can deal with daily life stressors, can work proficiently and effectively, and is also involved in contributing to the community in many ways. Thus, mental health enhances the capacities of individuals and communities by encouraging them to attain their self-determined targets (WHO, 2001). Mental fitness does not merely mean an absence of mental illness; complete health consists of overall mental, physical, and social well-being. Physical, mental, and social functioning are interrelated and cannot exist independently (Wing *et al.*, 1990). Mental health plays a considerable role in human life at the individual, societal, and cultural levels. *The mental health model proposed* two components of mental health about the mental health model: i) psychological well-being and ii) psychological distress. Psychological well-being defines an overall positive mental health status, like emotional connections, and psychological distress depicts conditions like anxiety, depression, and loss of behavioural/emotional control, which are negative mental health states (O'Hagan, 2009).

The covariate of the study is personality. Personality is a concept formulated in different ways; Schultz (2005) provides more precision in defining personality as the unique, relatively enduring internal and external aspects of a person's character that influence behaviour in different situations. The Big Five model of personality (McRae & Costa, 1995) represents five traits: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. These are often attributed to the acronym OCEAN. These are the "broad" traits because they contain multiple domains or facets of personality (Costa & McCrae, 1995).

The bully/victim behaviour is linked to various components of parenting styles and family incidents. Research findings have shown that bullying behaviour is dominant in those children whose parents have an authoritarian parenting style (Prgomet *et al.*, 2009). Bullying not only affects the victims negatively but also the perpetrators. According to Kim and Kim (2004), the victims of bullying have long-lasting behavioural and psychological problems. Parents whose children are involved in bullying behaviour generally have issues with their families and unreliable attachment patterns with their children. The personalities, home atmosphere, relationship with family and peers of both the victims and bullies are assessed while conducting psychological research on bullying. Parental support is linked to lower signs of depression and less bullying behaviour (Wang *et al.*, 2009).

2. SIGNIFICANCE OF THE STUDY

Throughout the years, bullying has increased significantly, and a notable number of individuals have indulged in bullying. Bullying has a relationship with elevated symptoms or signs of depression and anxiety, while careful parenting brings a decline in these symptoms (Moradi & Sepahvand, 2020). Parenting is vital in evaluating bullying behaviour as it gives a strong background. According to Georgiou (2008), bullying starts at home. Moreover, Extreme bullying can affect the lives of prisoners who are suffering from victimization. Such victimization can lead to many adverse outcomes, especially suicidal behaviours (Blauuw *et al.*, 2001). Bullying in prison is also a significantly less explored area all over the world. Only a finite number of developed countries with individualistic cultures have researched bullying among inmates. Countries like Pakistan, with a collectivistic culture and underdevelopment, lack this research. So, bullying needs to be studied more and more all around the world so that victims can be protected from the perpetrators, and the prison department should take proper steps on the administrative level to prevent disastrous behaviours like bullying. So, the significance of the present study is to explore this less-explored dimension of bullying behaviour among inmates of underdeveloped countries like Pakistan. Proper research should be conducted so that the attention of respective

authorities will be drawn towards this dangerous act and its outcome in the destruction of mental health or suicidal ideation. Parents' attention is also proposed to be grabbed in this study because good and supportive parenting leads to better behaviour, unlike bullying.

2.1. Objectives of the Study

- To study the prisoners and their bullying behaviour in prisons.
- To identify the relationship between parenting styles, bullying behaviour and mental health of prisoners.
- To identify the mediating relationship of bullying behaviour between parenting styles and the mental health of prisoners.

2.2. Objectives of the Study

- To study the prisoners and their bullying behaviour in prisons.
- To identify the relationship between parenting styles, bullying behaviour, and mental health of prisoners.
- To identify the mediating relationship of bullying behaviour between parenting styles and the mental health of prisoners.

Proposed Model

Figure 1

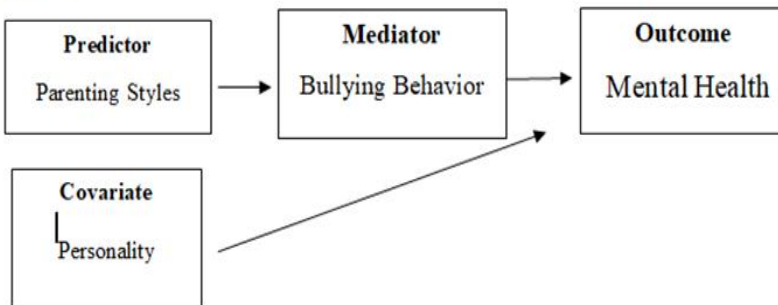


Figure 1 Proposed model of parenting styles, bullying behavior, and mental health of prisoners in adult prisoners with predictor; parenting styles, mediator; bullying behavior, Outcome; Mental health, covariate; personality.

3. METHOD

The study used a cross-sectional research design and a purposive sampling strategy to select the sample from Central Jail Lahore. Using G power sample size analysis with $\alpha=0.05$ and medium effect size, i.e., 0.3 and $\beta=0.90$, a total of N=134 Prisoners (men=104, Women=30) was selected as a sample size. The sample was within the age range of 18-55 years (M=35.13& SD=9.65).

3.1. Inclusion Criteria

Those participants who met the following criteria were included.

- The prisoners are within the adult age range of 18-55 years of age.
- Both genders, male and female, are prisoners of the Central Jail Lahore.
- All the prisoners at Central Jail Lahore, including both convicted and under-trial prisoners.
- All the prisoners who committed any crime.

3.2. Exclusion Criteria

- The mentally unstable prisoners were excluded.

4. MEASURES

4.1. Demographic Sheet

The researcher will create a demographic sheet to acquire information regarding the participant's age, gender, birth order, number of siblings, education, marital status, family structure (nuclear or joint), religion, socioeconomic status, and monthly income.

4.2. Parental Authority Questionnaire (Alkharusi *et al.*, 2011)

This tool measures three parenting styles: authoritative, authoritarian, and permissive. The questionnaire consisted of twenty items on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Internal consistency coefficients ranged between .65 and .75, and two-week test-retest reliability coefficients ranged between .77 and .92. We presented evidence of construct and criterion-related validity. The Cronbach alpha of the three subscales of this tool in this study is 0.78, 0.78, and 0.66, respectively. This tool was administered in Urdu.

4.3. Direct and Indirect Prisoner Behaviour Checklist (Ireland, 1998)

The Direct and Indirect prisoner behaviour checklist is used to measure bullying behaviour. The DIPC-Revised is separated into two sections, section one examining self-reported 'victims of bullying,' and section two addressing self-reported 'bullying behaviour.' The final DIPC-Revised checklist consists of items describing both experienced events and actions. Items include those indicative of 'being bullied' or of 'bullying others'. The tool consists of 79 items in total. It consists of 8 subscales on both sections of bully and victim. The Cronbach alpha of the subscales of this tool ranges from .42 to .93 in this study.

The tool was administered in Urdu as translated and adapted by Tahir (2011) according to the culture of Pakistan.

4.4. Mental Health Inventory (Veit & Ware, 1983)

The Mental Health Inventory developed by Veit and Ware (1983) measures mental health in terms of psychological distress based on anxiety, depression, loss of behavioural/emotional control scales, and psychological well-being based on the general positive affect, emotional ties and life satisfaction subscales, concentrating on affective states. It consists of 38 items centered on these constructs. The scale measures are on a Likert scale, in which some items are reverse scored. The test-retest-reliability of the inventory is 0.64. The Internal consistency coefficient is 0.96, and the scale's reliability is 0.81.

4.5. Covariate Measures

Big five inventory -10 (Rammstedt & John, 2007). This is a short measure to assess personality. It consists of ten items divided into five scales measuring five dimensions of personality. Each scale consists of 2 items. The responses are given on a five-point Likert scale (1= = strongly disagree to 5= = strongly agree). The test-retest reliability of this instrument is .75, and Cronbach's alpha is .85 (Rammstedt & John, 2007). The Cronbach alpha of the five subscales of this inventory in this study is 0.85, 0.95, 0.80, 0.89, and 0.83, respectively.

5. PROCEDURE

Firstly, we obtained permission from the department's Research Committee, and consent to use assessment measures was obtained from the authors before starting data collection. Written permission was taken from the Inspector General Prisons, Punjab, for data collection at Central Jail Lahore. The authorization and informed consent were taken from the participants. A pilot study was conducted in which a demographic sheet and questionnaire were administered to 10-12 participants to determine the difficulty level of items for each, and the administration time taken by the participants. After the successful completion of the pilot study, primary research was conducted. The sample of 134 adult prisoners (men=104, women=30) was selected from the Central Jail Lahore, and the study measurements were administered.

Ethical Considerations

- Permission from the Inspector General Prisons Punjab was sought.

- Informed consent was obtained, and the participants were provided with all information about the nature and purpose of the study. It was also ensured that the participants could withdraw from the research at any time.

6. RESULTS

Pearson correlation was run to check the hypothesis; correlation was also found between the variables and the demographics. This correlation consisted of three parts. The first part examines the correlation of demographic variables with the study variables. The Table 1 results showed that gender is significantly negatively correlated with verbal bullying victimization and anxiety; this shows that males are less vulnerable to verbal bullying as victims in prisons as compared to females are less anxious as well as compared to males. This correlation of gender is also positively correlated with life satisfaction and psychological well-being, meaning that males are more satisfied with their lives than females. The results also showed that there is a significant positive correlation between marital status and verbal bullying victimization and anxiety, whereas there is a significant negative correlation with life satisfaction. This showed that widows are more vulnerable to verbal bullying, victimization, and anxiety as compared to divorce. At the same time, they are much less satisfied with their life than they were with divorce. The results also revealed a significant positive correlation between religious inclination and authoritative parenting and positive, proactive behaviours, which shows that the more a person is religiously inclined, the more he experienced authoritative parenting in his childhood. The more he shows positive behaviours towards others. The intercorrelation table also showed the negative correlation between the family system and perpetrators of theft and bullying. This showed that people living in a joint family system show less tendency towards theft and bullying as perpetrators as compared to people living in the nuclear family system. The table shows that the home environment has a significant positive correlation with an authoritative parenting style, which shows that people with pleasant home environments experience good parenting compared to those with just a typical home atmosphere. Theft in childhood is negatively correlated with Coercive aggression as the perpetrator. This means those who do not commit theft in childhood are less inclined to engage in coercive aggression as a perpetrator than those who steal in childhood. The correlation table also showed a significant negative relationship between family members ever staying in jail and psychological bullying as a victim; this means that those prisoners whose family members were never in jail are more likely to experience psychological bullying as compared to those whose family members have been in prison. The table also showed a negative relationship between the first sentence in jail and physical bullying as victims.

It means that those who are on their first time in prison are more likely to experience physical bullying as perpetrators than those who are not for their first time in jail.

In the second section, the personality covariate in this study was also interpreted with the study variables: parenting styles, bullying behaviour, and mental health of prisoners. The results showed that agreeableness is negatively correlated with verbal and theft bullying while positively correlated with Life satisfaction. It means that the more a person is agreeable, the less he will be victimized by verbal and theft bullying and the more he will be satisfied with his life. The table showed that neuroticism has a significant strong negative correlation with the Authoritative parenting style and a positive correlation with anxiety. It shows that person who is more neurotic are less likely to experience authoritative parenting in their childhood and are more anxious as compared to those who are low on neuroticism.

The third section analyses the study variables: The Table showed a significant negative relation between Authoritative parenting and the indirect bullying of a perpetrator. This shows that the people who experience authoritative parenting in their childhood are less likely to act as perpetrators in psychological bullying as well as indirect bullying as compared to those who do not experience such highly responsive parenting. The Results showed that there is a significant positive relationship between Authoritarian parenting style and anxiety; it shows that the people who experience authoritarian parenting are more likely to experience anxiety as compared to those who do not experience such parenting. The table also shows the significant positive relationship between the mediator physically bullying a victim with anxiety, depression, and psychological distress and a negative correlation with psychological well-being. It shows that those who experience physical bullying as victims are more likely to experience an excess amount of anxiety, depression, and psychological distress while less likely to experience psychological well-being. The same case is with the correlation of verbal and theft bullying, where more bullying as victims leads to more anxiety, depression, and psychological distress while less psychological well-being. The results also showed that theft bullying as a perpetrator has a negative correlation with life satisfaction and psychological well-being, which means that more theft bullying as a perpetrator leads to less life satisfaction and psychological well-being. The table also showed the positive correlation of coercive aggression as a perpetrator with loss of behavioural and emotional control, which means that those who show high coercive aggression as a perpetrator are more likely to experience loss of behavioural and emotional control. The table also showed indirect bullying as victims positively correlate with anxiety, depression, and psychological distress while negatively correlate with emotional ties and psychological well-being. It means that Those who experience indirect bullying as victims are more likely to experience anxiety,

depression, and psychological distress while less likely to experience emotional ties and psychological well-being. The results also showed that Negative behaviours as the victims have a significant negative correlation with emotional ties, life satisfaction, and psychological well-being. It means that those who experience negative behaviours as victims have less emotional ties with others, are less satisfied with their lives, and are less satisfied psychologically.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
1. Agreeableness	1																																		
2. Neuroticism		1																																	
3. Authoritative			1																																
4. Authoritarian				1																															
5. Permissive					1																														
6. Physical Bullying(Vic)						1																													
7. Physical Bullying(Per)							1																												
8. Verbal Bullying(Vic)								1																											
9. Verbal Bullying(Per)									1																										
10. Theft Bullying(Vic)										1																									
11. Theft Bullying(Per)											1																								
12. Psychological Bullying(Vic)												1																							
13. Psychological Bullying(Per)													1																						
14. Coercive Aggression(Vic)														1																					
15. Coercive Aggression(Per)															1																				
16. Indirect Bullying(Vic)																1																			
17. Indirect Bullying(Per)																	1																		
18. Positive Beh(Vic)																		1																	
19. Positive Beh(Per)																			1																
20. Negative Behaion(Vic)																				1															
21. Negative Behaion(Per)																					1														
22. Anxiety																						1													
23. Depression																							1												
24. Loss Of Beh/Emo Control																								1											
25. General Positive Affect																									1										
26. Emotional Ties																										1									
27. Life Satisfaction																											1								
28. Psychological Well-being																												1							
29. Psychological Distress																													1						
30. Mental Health Index																														1					

Note: N=111; Gen=General, Phy Bull=Physical Bullying, Ver.Bull=Verbal Bullying, Theft Bull=Theft Bullying, Neg Beh=Negative Behavior, Loss of Beh/Emo Con.=Loss of Beh/Emo Control, Gen.Pos.Aff=General Positive Affect, Emo.Ties=Emotional Ties, Psy.Well-be=Psychological Well-being, Psy.distress=Psychological Distress, Mental H=Mental Health.

Note: Phy Bull=physical bullying, ver.bull=verbal bullying, theft bull=theft bullying, neg beh.=negative behavior, loss of beh/emo con.=loss of beh/emo control, Gen. Pos.Aff=general positive affect, Emo.ties=Emotional ties, Psy.Well-be= psychological well-being, Psy.distress=psychological distress, Mental H=Mental health.

It was also hypothesized that Bullying behaviour would play the role of mediator between parenting styles and Mental health. Multiple hierarchical regression analysis was carried out to test this hypothesis.

According to Table 2, Model 1 of the prisoners, demographics, and covariates significantly predicted the anxiety dimension of mental health, indicating 16% of the variance. It also considerably predicted the depression dimension with a 15% variance. It also predicted other dimensions of mental health, including loss of behavioural/Emotional control with a variance of 14%, Life satisfaction dimension with a variance of 24%, psychological well-being dimension with an 8% variance, psychological distress dimension with a 20% variance, and most significantly predicted the General positive affect dimension of mental health with 44% variance. In Model 2, the mediator, bullying behaviour, significantly predicted more than half of the five dimensions of psychopathic tendencies. The Bullying behaviour significantly predicted the Anxiety dimension of mental health with a 26% variance; it significantly predicted the Loss of Behavioural/Emotional control dimension of Mental health with a 32% variance. Bullying behaviour also considerably predicted the life satisfaction dimension with a 32% variance, the psychological distress dimension with a variance of 32%, and the overall dimension of the mental health index of mental health with a variance of 22%. Coercive aggression as the perpetrator was the strongest predictor of mental health. Model 3 showed that the parenting styles significantly predicted 2 out of 9 dimensions of mental health: The anxiety dimension with 32% variance and the psychological distress dimension with 36% variance, with the Authoritarian parenting style being the strongest predictor of mental health.

The Results partially supported the hypothesis that parenting styles are likely to predict bullying behaviour and the mental health of prisoners, as only two out of nine dimensions of mental health (anxiety and psychological distress) are predicted by parenting styles. The other hypothesis stated that there is likely to be a mediation relationship between bullying behaviour in parenting styles and mental health. This hypothesis is significantly proved as more than half of the five dimensions of mental health (anxiety, loss of Beh/Emo control, life satisfaction, psychological distress, and mental health index) are predicted by bullying behaviours.

Table 2. Hierarchical Multiple Regression Predicting Mental Health.

Predictor	Anxiety		Depression		Loss Of Beh/Emo control		General Positive Affect		Emotional Ties		Life Satisfaction		Psychological Well-being		Psychological Distress		Mental Health Index	
	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β
Model 1	.16***		.15**		.14**		.44*		-.05		.24***		.08*		.20***		.07	
Male		-.28*		-.28*		-.38***		.12		-.06		.44**		.12		-.35**		-.28*
Widow		.15		.17		.02		-.06		-.13		.02		-.08		.14		.09
F.A		.08		.05		.07		.02		-.05		-.01		-.00		.08		.08
Urdu		.00		.05		.05		-.02		-.05		-.06		-.04		.04		.01
Religious Incl.		.07		.03		.01		.12		-.06		.01		.08		.05		.10
Joint Family Sys		-.03		.00		-.04		.09		.06		.12		.11		-.03		.03
Pleasant home envi		.17		.04		.13		-.03		.04		-.09		-.02		.15		.14
Satisf. Relat. friend		-.03		.02		-.06		.08		.10		.13		.11		-.06		.00
No physical illness		-.08		-.02		-.03		.06		-.04		.00		.02		-.08		-.06
No Mental illness		-.16*		-.09		-.04		.08		.07		-.12		.04		-.11		-.08
No theft in childh		.11		-.04		-.03		-.14		-.06		-.12		-.14		.03		-.05
No fam. Crime hist		.01		.02		.03		.05		-.05		.07		.03		.02		.04
No fam.Jail hist		.02		.01		.11		.16		.09		.05		.14		.04		.12
1 st time at jail		-.05		-.04		-.06		-.02		-.02		-.05		-.02		-.06		-.07
Agreeableness		-.17*		-.15		-.17*		.08		-.11		.14		.05		-.17*		-.14
Neuroticism		.14		.15		.10		-.15		-.06		-.02		-.15		.13		.04
Model 2	.26*		.22		.32***		.55		.01		.32*		.13		.32**		2**	
Phy. bul(Victim)		.22*		.03		-.03		-.05		-.09		-.11		-.06		.11		.08
Phy bul(Perpetrato)		.08		-.11		-.09		-.40*		-.34		-.01		-.38*		-.05		-.27
Ver.bul(Victim)		.26		.18		.29		.10		-.04		.08		.06		.27		.30
Ver bul(perpetarto)		-.12		.04		-.01		.27		.32		.40*		.34		-.03		.15
The. bul(Victim)		.26		.27		.28		-.11		.15		-.12		-.06		.31*		.28**
The. bul(Perpetrat)		-.06		-.02		-.17		-.05		-.18		-.15		-.13		-.10		-.17
Psy. bul(Victim)		-.03		-.16		-.24		.02		.08		-.02		.05		-.14		-.11
Psy bul(Perpetrtor)		.09		.14		.02		.10		.12		.03		.12		.09		.16
Coe Agg(Victim)		-.11		.06		.07		-.14		-.14		.15		-.13		-.01		-.09
Coe Agg(Perpetrat)		.14		.29**		.31***		.03		.09		-.13		.03		.26**		.28
Ind Bull(victim)		-.16		.05		-.19		-.17		-.24		-.10		-.19		-.14		-.25
Ind.Bull(Perpetrat)		-.00		-.18		.23		.14		.16		-.15		.09		.01		.06

Pos/Beh(Victim)		-.16		-.03		-.18*		.12		.13		-.09		.12		-.14		-.07
Pos/Beh(Perpetrat)		-.01		-.04		-.23*		.03		-.14		-.05		-.02		-.10		-.11
Neg. Beh(Victim)		-.09		-.10		-.04		.00		-.21		-.11		-.09		-.09		-.14
Neg.Beh. Perpetra)		.15		.09		.14		.14		.06		-.04		.13		.14		.21*
Model 3	.32*		.21		.34		.57		.04		.33		.15		.36*		.22	
Authoritative Par		.06		.03		.11		-.02		.18		-.12		.01		.06		.07
Authoritarian Par		.27**		.13		.12		-.17		-.31*		-.05		-.22		.23*		.10
Permissive Par		-.07		-.07		-.06		.10		.11		.09		.12*		-.08		-.01
Total R ²																		

Note:Reli. Inc=Religious inclination,Satisf. Relat. Friends=Satisfactory Relations with Friends,No fam.Jail hist=No family Jail . bul (Victim) = Physical bullying(Victim)Phy.bul(Perpetrator)=Physical bullying(Perpetrator)Ver.bul(Victim)=Verbal bullying (Victim)Ver.bul(perpetartor)=Verbal bullying(perpetartor)The.bul(Victim)=Theft bullying(Victim)The.bull(Perpetrator)=Theft bullying(Perpetrator)Psy.bul(Victim)=Psychological bullying (Victim),Psy.bul(Victim)=Psychological bullying (Victim), Psy.bul(Perpetrtor)=Psychological bulying (Perpetrtor) Coe.Aggr (Victim) = Coercive Aggression(Victim)Coe.Aggr(Perpetrator)=CoerciveAggression(Perpetrator)Ind.Bull(victim)=Ind.Bull(victim)=Indirect Bullying (victim) Indi.Bull(Perpetrator)=IndirectBullying(Perpetrator)Pos/Beh(Victim)=Positive/ProBehaviors(Victim)Pos/Beh(Perpetrator)=Positive/ProBehavior(Pe rpetrator),Neg.Beh(Victim)=Negative Behaviors (Victim)Neg. Beh. (Perpetrator)=Negative Behaviors(Perpetrator),Authoritative Par=Authoritative Parenting,Authoritarian Par=Authoritarian Parenting,Permissive Par=Permissive Parenting.

Figure 1.2: Emerged Model

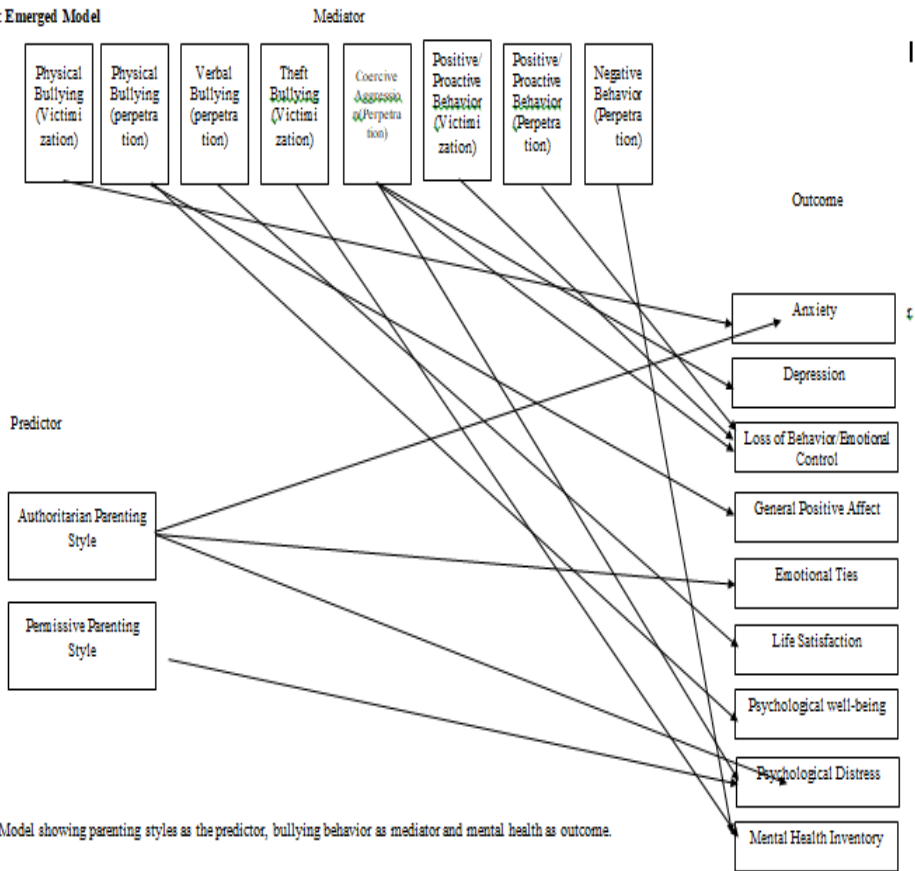


Figure 1.2 Model showing parenting styles as the predictor, bullying behavior as mediator and mental health as outcome.

7. DISCUSSION

The current study sought to identify a correlation between the methods of upbringing, aggressive conduct, and the psychological welfare of incarcerated adults. During this inquiry, we examined the impact of different parenting approaches on aggressive behaviour and mental stability. Furthermore, we aimed to discover if bullying tendencies served as a mediator between nurturing styles and psychological health.

The first hypothesis held that there was a likely correlation between styles of parenting (Authoritarian and Permissive), bullying tendencies (as either the bully or the victim), and the mental well-being of incarcerated individuals. This suggests that authoritarian parenting often results in the child becoming a bully, while permissive parenting tends to create victims of bullying. Authoritative parenting, however, is associated with the least amount of bullying behaviour, a notion partially supported by our findings. It is widely accepted that authoritative parenting is superior to other methods, and our study corroborates this by demonstrating a significant negative correlation between

authoritative parenting and bullying behaviour. Therefore, it continues to be recognized as the most effective approach to child-rearing (Kopko, 2007). Strict parenting, characterized by its authoritarian nature, often leads to unfavourable outcomes in children's future lives. However, our research did not support previous literature findings linking such a style with instances of bullying.

Table 2. Hierarchical Multiple Regression Predicting Mental Health.

Predictor	Anxiety		Depression		Loss of Self-control		General positive affect		Emotional Ties		Life Satisfaction		Psychological Well-being		Psychological Distress		Mental Health Index	
	ΔR ²	β	ΔR ²	β	ΔR ²	β	ΔR ²	β	ΔR ²	β	ΔR ²	β	ΔR ²	β	ΔR ²	β	ΔR ²	β
Model 1	.16***		.15**		.14***		.44*		.05		.24***		.08*		.20***		.07	
Male		-.28*		-.28*		-.36***		.12		-.06		.44***		.12		-.35**		-.26*
Widow		.15		.17		.02		-.06		-.13		.02		-.08		.14		.09
F.A		.08		.05		.07		.02		-.05		-.01		-.00		.08		.08
Urdu		.00		.05		.05		-.02		-.05		-.06		-.04		.04		.01
Religious Inclination		.07		.03		.01		.12		-.06		.01		.08		.05		.10
Joint Family System		-.03		.00		-.04		.09		.06		.12		.11		-.03		.03
Pleasant home environment		.17		.04		.13		-.03		.04		-.09		-.02		.15		.14
Satisfactory relations with friends		-.03		.02		-.06		.08		.10		.13		.11		-.06		.00
No physical illness		-.08		-.02		-.03		.06		-.04		.00		.02		-.08		-.06
No Mental illness		-.16*		-.09		-.04		.08		.07		-.12		.04		-.11		-.08
No theft in childhood		.11		-.04		-.03		-.14		-.06		-.12		-.14		.03		-.05
No family Crime history		.01		.02		.03		.05		-.05		.07		.03		.02		.04
No family Jail history		.02		.01		.11		.16		.09		.05		.14		.04		.12
Yes first time at jail		-.05		-.04		-.06		-.02		-.02		-.05		-.02		-.06		-.07
Agreeableness		-.17*		-.15		-.17*		.08		-.11		.14		.05		-.17*		-.14
Neuroticism		.14		.15		.10		-.15		-.06		-.02		-.15		.13		.04
Model 2	.26*		.22		.32***		.55		.01		.32*		.13		.32**		.22**	
Physical bullying (Victim)		.22*		.03		-.03		-.05		-.09		-.11		-.06		.11		.08
Physical bullying (Perpetrator)		.08		-.11		-.09		-.40*		-.34		-.38*		-.05		-.27		-.27
Verbal bullying (Victim)		.26		.18		.29		.10		-.04		.08		.06		.27		.30
Verbal bullying (Perpetrator)		-.12		.04		-.01		.27		.32		.40*		.34		-.03		.15
Theft bullying (Victim)		.26		.27		.28		-.11		.15		-.12		-.06		.31*		.28**
Theft bullying (Perpetrator)		-.06		-.02		-.17		-.05		-.18		-.15		-.13		-.10		-.17
Psychological bullying (Victim)		-.03		-.16		-.24		.02		.08		-.02		.05		-.14		-.11
Psychological bullying (Perpetrator)		.09		.14		.02		.10		.12		.03		.12		.09		.16
Coercive Aggression (Victim)		-.11		.06		.07		-.14		-.14		.15		-.13		-.01		-.09
Coercive Aggression (Perpetrator)		.14		.29**		.31***		.03		.09		-.13		.03		.26**		.28
Indirect Bullying (Victim)		-.16		.05		-.19		-.17		-.24		-.10		-.19		-.14		-.25
Indirect Bullying (Perpetrator)		-.00		-.18		.23		.14		.16		-.15		.09		.01		.06
Positive Pro Behavior (Victim)		-.16		-.03		-.18*		.12		.13		-.09		.12		-.14		-.07
Positive Pro Behavior (Perpetrator)		-.01		-.04		-.23*		.03		-.14		-.05		-.02		-.10		-.11
Negative Behaviors (Victim)		-.09		-.10		-.04		.00		-.21		-.11		-.09		-.09		-.14
Negative Behaviors (Perpetrator)		.15		.09		.14		.14		.06		-.04		.13		.14		.21*
Model 3	.32*		.21		.34		.57		.04		.33		.15		.36*		.22	
Authoritative Parenting		.06		.03		.11		-.02		.18		-.12		.01		.06		.07
Authoritarian Parenting		.27**		.13		.12		-.17		-.31*		-.05		-.22		.23*		.10
Permissive Parenting		-.07		-.07		-.06		.10		.11		.09		.12*		-.08		-.01
Total R ²																		

Note: N=134, Male= Gender, Widow=Marital status, F.A= Education level of Inter, Urdu= Language, β=Standardized Coefficient, ΔR²= Adjusted Variance * = p<.05, ** = p<.01, *** = p<.001, Agreeableness= dimension of personality, Neuroticism= dimension of personality, pro= proactive behaviors.

Contrary to our initial hypothesis, we found no evidence suggesting authoritarian parenting promotes aggressive and defiant behaviours (Kopko, 2007). Our study also unproven the second aspect of our hypothesis, which suggested that lenient parenting results in victimization. This finding does not align with earlier studies indicating a correlation between permissive parenting and the experience of victimization (Georgiou, 2008).

The findings in Pakistani culture align with the theory that nurturing parenting contributes to a decreased crime rate as opposed to stern or unsupportive parenting (Kausar & Pinquart, 2016). Our study's outcomes demonstrate a substantial positive correlation between an autocratic parenting style and anxiety levels, indicating that a higher degree of authoritarianism in parenting results in increased anxiety. Earlier research also suggests that children exposed to affirming and supportive parenting are less likely to suffer

from poor mental health or distress, as this type of parenting yields optimal results for mental health (Dallaire *et al.*, 2006). The Pakistani culture also supports this presumption that affirmative and nurturing parenting contributes to reduced psychological distress compared to hostile and severe parenting (Ijaz & Mahmood, 2009).

The other hypothesis that bullying behaviour will likely mediate between the parenting style and bullying behaviour is also proved in this study that authoritative parenting has a significant negative relationship with the different bullying behaviours, and the respective bullying behaviours in going forward are showing substantial relationship with mental health. It was found that an authoritative upbringing negatively correlates significantly with varied bullying actions. These behaviours, in turn, exhibit a significant relationship with mental wellness. Thus, the hypothesis is confirmed: Bullying acts as a bridge between parenting styles and mental health. This conclusion aligns with previous research indicating that positive parenting results in fewer depressive symptoms and improved mental health compared to severe parenting, with bullying or aggression serving as a link (Holt & Espelage, 2007). In Pakistan's cultural context, it is observed that children from supportive households exhibit less inclination towards bullying or deviant behaviour, thereby suffering less from psychological distress or depressive symptoms (Tahir & Konstantinos, 2011).

The investigation further confirmed that acts of bullying can have significant impacts on mental health. It was found that there exists an inverse relationship between bullying actions and psychological well-being, as well as a direct relationship with psychological distress. This implies that an increase in bullying leads to a decline in mental health and an emergence of psychological distress. In contrast, decreasing bullying corresponds to improved psychological well-being and life satisfaction. This aligns with earlier literature that linked bullying or aggressive behaviour to poor mental health and psychological distress (Kim, 2004; Rigby, 2000). Similar conclusions have been drawn from the Pakistani culture, where aggressive behaviour has been associated with depressive symptoms (Zaadeh & Ahmad, 2012).

8. CONCLUSION

The study aimed to study the relationship between parenting styles, bullying behaviour, and mental health in prisoners. Previous literature was reviewed to study the variable mentioned above in the present study. The data was collected, recorded, and calculated. The results were analysed, and it was concluded that there was a relationship between parenting styles, bullying behaviour, and mental health in prisoners. The research identified strong relationships between the study variables. Bullying behaviour came out as

strongly correlated with mental health and acted as a strong mediator between the predictor and the outcome. Demographics like marital status, education, family history of crime, and first time in jail are also strong predictors. Personality as a covariate also influenced the result and significantly correlated with the study variables.

Strengths of the Study

The three variables under study have yet to be studied collectively before on prisoners as no published literature was available, especially in Pakistan. Standardized measuring instruments, along with a detailed demographic sheet, were used. This increased the sensitivity and generalizability of the research and provided information about the socio-demographic variables of the participants. A sample was collected from Central Jail Lahore, where prisoners from different regions of Punjab are brought for imprisonment, which provides and enhances generalizability.

Limitations of the Study

- Only one jail was included in the study for data collection from prisoners, and the data was comprised more of men than women due to the lesser number of females in central jail Lahore and gender differences with the researcher, which reduced the generalizability of gender on both sides.

Implications of the Study

- The research will help in gaining knowledge about the prisoners who are imprisoned in the Central Jail, Lahore, based on different crimes, the reasons behind the crimes, and from different regions of Punjab. The research highlights how upbringing from parents results in behaviours of children in their upcoming life, which shapes their personality and thus results in either stability or disability of their mental health.
- The research raises awareness of the importance of how some people commit offenses that result in imprisonment for many years.
- Future studies could increase the number of jails to explore these relationships. It could also be interesting to study these variables on men and women prisoners in equal ratios.

REFERENCES

- Abbas, Q., & Khanam, S. J. (2020). Adaptation and psychometric properties of Urdu version of job satisfaction survey. *Journal of Behavioural Sciences*, 30(1), 25-31.

- Ahsan, N., Abdullah, Z., Fie, D.G., & Alam, S.S. (2009). A study of job stress on job satisfaction among university staff in Malaysia: Empirical study. *European Journal of Social Sciences*, 8(1), 121-31.
- American Psychiatric Association. (2023). *Diagnostic and statistical manual of mental disorders* (5th TR ed.). Washington, D.C: American Psychiatric Association.
- Aziri, B. (2011). Job satisfaction: A literature review. *Management Research & Practice*, 3(4), 77-86.
- Babin, B. J., & Boles, J. S. (1996). The effects of perceived coworker involvement and supervisor support on service provider role stress, performance and job satisfaction. *Journal of Retailing*, 72(1), 57-75.
- Bansal, D., Gulati, P., & Pathak, V. N. (2021). Effect of job satisfaction on psychological wellbeing and perceived stress among government and private employees. *Defence Life Science Journal*, 6 (4), 291-7
- Bemana, S., Moradi, H., Ghasemi, M., Taghavi, S.M., & Ghayoor, A.H. (2013). The relationship among job stress and job satisfaction in municipality personnel in Iran. *World Applied Sciences Journal*, 22(2), 233-8.
- Bhargava, D., & Trivedi, H. (2018). A Study of Causes of Stress and Stress Management among Youth. *IRA-International Journal of Management & Social Sciences*, 11(3): 108-117.
- Bhatti, K. & Qureshi, T. M. (2007). Impact Of Employee Participation on Job Satisfaction, Employee Commitment and Employee Productivity. *International Review of Business Research Papers*, 3(2), 54 – 68.
- Bianchi, M. (2012). *Financial Development, Entrepreneurship, and Job Satisfaction*. *Review of Economics and Statistics*, 94 (1), 273-286.
- Burton, W., Schultz, A., Chen, C. and Edington, D. (2008). "The association of worker productivity and mental health: a review of the literature", *International Journal of Workplace Health Management*, 1(2), 78-94.
- Carta, M. G., Balestrieri, M., Murru, A., & Hardoy, M. C. (2009). Adjustment Disorder: Epidemiology, diagnosis and treatment. *Clinical Practice and Epidemiology in Mental Health*, 5(1), 1-15. doi: 10.1186/1745-0179-5-15.
- Casey, P. (2009). Adjustment disorder. *CNS Drugs*, 23(11), 927-38.
- Caspi, A., Sugden, K., Moffitt, T.E., Taylor, A., Craig, I.W., Harrington, H., McClay J, Mill J, Martin J, Braithwaite A, Poulton R. (2003). Influence of life stress on depression: moderation by a polymorphism in the 5-HTT gene. *Science*, 301(5631), 386-389.
- Clarke, P. (2013). Depression in banking is growing but could still topple your career. Retrieved from <https://news.efinancialcareers.com/dk-en/147739/depression-in-banking-is-growing-but-could-still-topple-your-career/>

- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A Global Measure of Perceived Stress. *Journal of Health and Social Behavior*, 24(4), 385-396.
- DeVellis, R. (2003). *Scale development: theory and applications: theory and application*. Thousand Okas, CA: Sage.
- Drobnič, S., Beham, B., & Präg, P. (2010). Good job, good life? Working conditions and quality of life in Europe. *Social indicators research*, 99(2), 205-225.
- Erdoğan, C., Doğan, S., Çakmak, R., Kizilaslan, D., Hizarci, B., Karaaslan, P., & Öz, H. (2020). Assessment of job satisfaction, work-related strain, and perceived stress in nurses working in different departments in the same hospital: a survey study. *Ain-Shams Journal of Anesthesiology*, 12(1), 1-10.
- Fairchild, G., Hawes, D. J., Frick, P. J., Copeland, W. E., Odgers, C. L., Franke, B., ... & De Brito, S. A. (2019). Conduct disorder. *Nature Reviews Disease Primers*, 5(1), 43–49.
- Ferguson, K., Frost, L., & Hall, D. (2012). Predicting teacher anxiety, depression, and job satisfaction. *Journal of Teaching and Learning*, 8(1), 27–42.
- Giorgi, G., Arcangeli, G., Perminiene, M., Lorini, C., Ariza-Montes, A., Fiz-Perez, J., ... Mucci, N. (2017). Work-Related Stress in the Banking Sector: A Review of Incidence, Correlated Factors, and Major Consequences. *Frontiers in Psychology*, 8, 2166.
- Griffith, J., Steptoe, A., & Cropley, M. (1999). An investigation of coping strategies associated with job stress in teachers. *British Journal of Educational Psychology*, 69(4), 517–531.
- Halder, U.K., & Roy, R. R. (2018). Teacher Adjustment and job satisfaction of secondary school Teacher. *Lasted Journal for Advanced Research In Applied Science*, 5(3), 468-476.
- Help Guide. (2019). Stress Symptoms, Signs, and Causes. Retrieved from <https://www.helpguide.org/articles/stress/stress-symptoms-signs-and-causes.htm>
- IEduNote. (2019). 3 Components of Job Satisfaction (Explained). Retrieved from <https://iedunote.com/job-satisfaction-components>
- Iqbal, M., & Waseem, M.A. (2012). Impact of job stress on job satisfaction among air traffic controllers of civil aviation authority: An empirical study from Pakistan. *International Journal of Human Resource Studies*, 2(2), 53-70. doi:10.5296/ijhrs.v2i2.1854
- Jaramillo, F., Mulki, J. P., & Solomon, P. (2006). The role of ethical climate on salesperson's role stress, job attitudes, turnover intention, and job performance. *Journal of Personal Selling & Sales Management*, 26(3), 271-282.

- Jehangir, M., Kareem, N., Khan, A., Jan, M. T., & Soherwardi, S. (2011). Effects of job stress on job performance & job satisfaction. *Interdisciplinary Journal of Contemporary Research in Business*, 3(7), 453–465.
- Kahn, J. P., & Langlieb, A. M. (Eds.). (2003). *Mental health and productivity in the workplace: A handbook for organizations and clinicians*. San Francisco, CA, US: Jossey-Bass.
- Kassenboehmer, S. C., & Schmidt, C. M. (2011). Beyond GDP and back: What is the value-added by additional components of welfare measurement? *Ruhr Economic Paper*, (239). Available at: <http://dx.doi.org/10.2139/ssrn.1753686>.
- Koenen, K.C., Fu, Q.J., Lyons MJ, Toomey R, Goldberg J, Eisen SA, True W, Tsuang M. (2005). Juvenile conduct disorder as a risk factor for trauma exposure and posttraumatic stress disorder. *Journal of Traumatic Stress: Official Publication of The International Society for Traumatic Stress Studies*, 18(1), 23-32.
- Mohammad, M. A. (2014). Occupational stress and its consequences: Implications for health policy and management. *Leadership in Health Services*, 27(3), 224–39.
- Montgomery, C., & Rupp, A. A. (2005). A meta-analysis for exploring the diverse causes and effects of stress in teachers. *Canadian Journal of Education/Revue canadienne de l'éducation*, 28(3), 458-486.
- Mushtaq, R., & Ahmed, R. (2020). Psychometric properties of Pakistani version of perceived stress scale. *Pakistan Journal of Psychology*, 51(1). 51–66.
- Naz, I., Bano, Z., & Leghari, N. U. (2018). Construction of scales on depression, anxiety and conduct disturbance of adjustment for adults: developing a reliable measure. *Isra Med J*, 10(5), 310-314.
- Newbury-Birch, D., & Kamali, F. (2001). Psychological stress, anxiety, depression, job satisfaction, and personality characteristics in preregistration house officers. *Postgraduate Medical Journal*, 77(904), 109–111.
- Nisar, S. K., & Rasheed, M. I. (2020). Stress and performance: Investigating the relationship between occupational stress, career satisfaction, and job performance of police employees. *Journal of Public Affairs*, 20(1), e1986
- North, C. S., Tivis, L., McMillen, J. C., Pfefferbaum, B., Cox, J., Spitznagel, E. L., ... & Smith, E. M. (2002). Coping, functioning, and adjustment of rescue workers after the Oklahoma City bombing. *Journal of Traumatic Stress: Official Publication of The International Society for Traumatic Stress Studies*, 15(3), 171-175.

- Olivier, M. A. J., & Venter, D. J. L. (2003). The extent and causes of stress in teachers in the George region. *South African Journal of Education*, 23(3), 186-192.
- Poursadeghiyan, M., Abbasi, M., Mehri, A., Hami, M., Raei, M., & Ebrahimi, M. H. (2016). Relationship between job stress and anxiety, depression and job satisfaction in nurses in Iran. *The social sciences*, 11(9), 2349-55
- Salma, U., & Hasan, M. M. (2020). Relationship between job satisfaction and depression, anxiety, and stress among the female nurses of Dhaka Medical College and Hospital, Bangladesh. *patient care*, 10(3), 94-102.
- Shahsavarani, A. M., Azad Marz Abadi, E., & Hakimi Kalkhoran, M. (2015). Stress: Facts and theories through literature review. *International Journal of Medical Reviews*, 2(2), 230-241.
- Sharma, S. (2016). Adjustment: Process, Achievement, Characteristics, Measurement and Dimensions. *International Journal of Academic Research*, 3(1), 42–45.
- Shin, L.M., & Liberzon, I. (2010). The neurocircuitry of fear, stress, and anxiety disorders. *Neuropsychopharmacology*, 35(1), 169-172.
- Sims, CS., Thomas, E., Emily, KC., & Laura, LM. (2017). Today's Soldier: Assessing the Needs of Soldiers and Their Families. Retrieved from https://www.rand.org/pubs/research_reports/RR1893.html
- Singh, J. K., & Jain, M. (2013). A Study of employees' job satisfaction and its impact on their performance. *Journal of Indian research*, 1(4), 105–111.
- Singleton, G. W., & Teahan, J. (1977). *Effects of job-related stress on the physical and psychological adjustments of police officers* (No. 77-24015 UMI). Wayne State University.
- Sinha, D., & Agarwala, U. N. (1970). Job satisfaction and general adjustment of Indian white-collar workers. *Indian Journal of Industrial Relations*, 6(4), 357–367.
- Smith, L., Jacob, L., Yakkundi, A., McDermott, D., Armstrong, N. C., Barnett, Y., ... & Tully, M. A. (2020). Correlates of symptoms of anxiety and depression and mental wellbeing associated with COVID-19: a cross-sectional study of UK-based respondents. *Psychiatry Research*, 291(1), 113–138.
- Spector, P.E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. Thousand Oaks, CA: Sage Publications, Inc.
- Srivastava, P.S., & Singha, P. (2017). Adjustment problems of high and low academic achievers. *International Journal of Advanced Education and Research*, 2(4), 175-181.

- Sullivan, S. E., & Bhagat, R. S. (1992). Organizational stress, job satisfaction and job performance: where do we go from here? *Journal of Management*, 18(2), 353–374.
- Thiagaraj, D., & Thangaswamy, A. (2017). Theoretical Concept of Job Satisfaction-A Study. *International Journal of Research-Granthaalayah*, 5(6), 464–470.
- Tziner, A., Rabenu, E., Radomski, R., & Belkin, A. (2015). Work stress and turnover intentions among hospital physicians: The mediating role of burnout and work satisfaction. *Revista de Psicología del Trabajo y de las Organizaciones*, 31(3), 207-213.
- Vasan, M. (2018). Impact of Job Stress on Job Satisfaction among the Pharmaceutical Sales Representatives. *Research Journal of Pharmacy and Technology*, 11(9), 3759–3764.
- Watson, D., Pennebaker, J. W., & Folger, R. (1987). Beyond negative affectivity: Measuring stress and satisfaction in the workplace. *Journal of Organizational Behavior Management*, 8(2), 141-158.
- Williams, E. S., Konrad, T. R., Scheckler, W. E., Pathman, D. E., Linzer, M., McMurray, J. E., ... & Schwartz, M. (2001). Understanding physicians: intentions to withdraw from practice: the role of job satisfaction, job stress, mental and physical health. In *Advances in Health Care Management* (pp. 243–262). Emerald Group Publishing Limited.
- Yang, L., Zhao, Y., Wang, Y., Liu, L., Zhang, X., Li, B., & Cui, R. (2015). The effects of psychological stress on depression. *Current Neuropharmacology*, 13(4), 494–504.
- Yilmaz, A. (2018). Burnout, job satisfaction, and anxiety-depression among family physicians: A cross-sectional study. *Journal of Family Medicine and Primary Care*, 7(5), 952-959
- Zeffane, R., Ibrahim, M.E., & Al Mehairi, R. (2008). Exploring the differential impact of job satisfaction on employee attendance and conduct: The case of a utility company in the United Arab Emirates. *Employee Relations*, 30(3), 237-50.