

The Influence of Parenting Style and Locus of Control on Bullying Behavior of Adolescents

Katherina and Elvi Andriani Yusuf

Department of Psychology

University of Sumatera Utara



Abstract- Bullying is an aggressive behavior that is often found among students, especially teenagers. One of the factors that affect bullying is parenting style. The other factors that contribute to bullying behavior is locus of control. Subjects in this study were 203 students in one of the private junior high schools in Medan. The data in this study were analyzed by using two ways analysis of variance (ANOVA). Results of this study indicated that there was a significant influence of parenting style on bullying behavior especially authoritative and uninvolved parenting style. But there was no significant influence of locus of control on bullying behavior. There was also no significant influence of parenting style and locus of control to bullying behavior among adolescents. The implication of this research for families, especially parents, can use authoritative parenting style to prevent children from engaging in bullying behavior.

Keywords- Bullying; Parenting Style; Locus of Control; Adolescents.

I. INTRODUCTION

The case of bullying has become a global phenomenon. This can be noticed from the rise of cases that spread through social media. Social workers have also made prevention and intervention in cases of bullying occurring especially in the school environment. Not apart also with the government who publish Government Regulation in Lieu of Law and Presidential Regulation that discusses the prevention of bullying against children (Setyawan, 2016). Nonetheless, bullying cases still rise even increase each year.

Bullying has been known as a social problem especially found among children in school (Krahe, 2005). Bullying behavior affects the child's psychological development. This includes the functioning of constrained children and mental health, such as frustration, loss of confidence, unhappiness, frequent school absences and other physical health. Bullying behavior causes negative problems not only to victims but also to bullying perpetrators (Rigby, 2007).

Factors that cause bullying behavior are due to internal factors and external factors of the individual. These factors may include personality factors, the role of peers,

interpersonal communication between adolescents with parents, and school climate (Usman, 2013). In line with the statement of Olweus (1993) which states that parenting and experience during childhood is one of the triggers of aggressive behavior in children.

In general, previous studies have shown that bullying behavior is related to parenting styles that use physical punishment, spending less time with adults and having poor family functioning (Perren & Hornung, 2005). This contrasted with supportive parenting support would prevent children from becoming homeless or victimized because they were usually involved in children's schools, supporting children in learning, non-violence in disciplining children, showing warmth and helping troubled children (Olweus 1993).

Baumrind (1971) mentions four types of parenting patterns:

a. Authoritarian Parenting

A parenting style characterized by high demands and low responsiveness. Parents with an authoritarian style have very

high expectations of their children, yet provide very little in the way of feedback and nurturance. Mistakes tend to be punished harshly

b. Authoritative parenting

A parenting style characterized by high responsiveness and high demands. Authoritative parents are responsive to the child's emotional needs while having high standards. They set limits and are very consistent in enforcing boundaries.

c. Permissive parenting

A type of parenting style characterized by low demands with high responsiveness. Permissive parents tend to be very loving, yet provide few guidelines and rules. These parents do not expect mature behavior from their children and often seem more like a friend than a parental figure.

d. Uninvolved parenting

Sometimes referred to as neglectful parenting, is a style characterized by a lack of responsiveness to a child's needs. Uninvolved parents make few to no demands of their children and they are often indifferent, dismissive, or even completely neglectful

On these grounds, the following research question has been developed: Do parenting style and locus of control have influence on bullying behavior of adolescents

II. METHOD

Subjects in the study sample were 203 teenagers, aged 12 to 15 years.

This research used quantitative method by using scale as measuring instruments. There are 3 scales used, bullying behaviour, parenting style and locus of control. The scale of bullying behaviour and locus of control scale are created by the researcher while the parenting style scale is developed by Marini (2004). Prior to the data retrieval, the researchers tested the validity with content validity through professional judgment, construct validity, discrimination item. Reliability is also tested on bullying behaviour, parenting style and locus of control.

III. RESULT

The Influence of Parenting Style and Locus of Control on Bullying Behavior of Adolescents

Influence of parenting style on bullying behavior, locus of control on bullying behavior, and interaction between parental style and locus of control on bullying behavior are analyzed by using two way anova analysis (factorial)..

Table 3. Results of Two-way Anova on bullying Behavior Test

Variabel	<i>F</i>	<i>Sig.</i>	<i>Partial Squared</i>	<i>Eta</i>
LOC	.159	.691	.001	
Parenting style	3.173	.026	.051	
LOC * parenting style	.971	.408	.016	

a. R Squared = .079 (Adjusted R Squared = .043)

Catatan: LOC = $p > 0,05$; Parenting style = $p < 0.05$; LOC*parenting style = $p > 0,05$;

From table 3 shows that the parenting pattern of parents obtained the significance is .026. Because the value below of .05 then it can be concluded that parenting style influence on bullying behavior. Unlike the variable significance locus of control as .691. Since the value is above .05 then locus of control has no influence on bullying behavior. The analysis also shows that there is no correlation between locus of control and parenting style with significance value of .408.

Table 4. Post-Hoc Test Results of bullying behavior and parenting styles

(I) parenting style	(J) parenting style	Mean Difference (I-J)	Sig.
1	2	2.40	.106
	3	2.66	.139
	4	-1.04	.893
2	1	-2.40	.106
	3	.26	.994
	4	-3.44*	.047
3	1	-2.66	.139
	2	-.26	.994
	4	-3.70	.059
4	1	1.04	.893
	2	3.44*	.047
	3	3.70	.059

Description: Parenting style 1 = .Authoritarian
Parenting style 2 = Authoritative
Parenting style 3 = Permissive
Parenting style 4 = Uninvolved

In table 4, differences are shown in authoritative and uninvolved parenting. This means there is influence both of these parenting styles to bullying behavior.

IV. DISCUSSION

In this study it was found that adolescents with parents with authoritative parenting styles are rarely involved with bullying behavior whereas children who have parents with uninvolved parenting style tend to engage with bullying behaviors. The reason why children with parents who use authoritative parenting style is rarely involved with bullying behavior is because when children have good communication with parents then usually parents can guide the behavior of children so that children do not perform negative behavior and vice versa children also know the expectations of parents. This is also evidenced by the research Wong (2004) who found that the quality of interpersonal relationships and interpersonal communication with their parents will greatly influence the life of these adolescents in the future. The better communication that is built between parents and teenagers will further avoid teenagers from bullying behavior.

Another reason why authoritative parenting style rarely engage in bullying is because they will feel loved that they are less likely to engage in aggressive behavior. This is in accordance with Efobi and Nwokolo (2014) studies where they found that when there is a family relationship that is understanding, warm and loving between parents and children, the resulting effect is that the child will also be able to have good social relationships with other students in the school so the child does not perform bullying behavior.

Furthermore, in this study, found that uninvolved parenting styles can cause bullying behavior in children. This is because involved parenting style tend to be unwilling to engage and interfere with the child's life and also tend to ignore the child so that the child becomes the bullying perpetrator. Another reason why uninvolved parenting style has an impact on the child being a bully perpetrator is the lack of clarity of the rules made by the parent resulting in rejection of the child (Coloroso, 2003). In addition, communication on uninvolved parenting style tends to be closed and unnoticed so the child does not know what the good attitude really is. This is in accordance with Usman's research (2013) which found that teenagers who perform bullying behavior in schools usually from families with very low attention and build a closed communication.

The results also show that there is no influence of locus of control on bullying behavior. The reason why the locus of control has no effect on bullying behavior is because a person

engages in bullying behavior due to other factors in him such as temperament or emotion when he or she faces certain situations. This is confirmed by Okon's (2011) statement which finds that the ability to self-regulate in determining reactions when angry, in addition to being controlled by internal or external locus of control, is more influenced by one's emotions in responding in certain situations. Olweus (1993) also points out that one's temperament, such as impulsivity or irritability, makes one's factor behave aggressively and ends up bullying behavior to his friend.

In this study, researchers also found that there was no interaction between parental parenting style and locus of control on bullying behavior.

V. CONCLUSION

Based on the results of data analysis and discussion of the conclusions about the results of this study, there is a significant influence between parental parenting styles on bullying behavior in adolescents in one private junior high school in Medan. Authoritative and uninvolved parenting styles are known to have a significant influence in shaping children to engage or not in bullying behavior.

In this study found no influence of locus of control on bullying behavior by adolescents with effective contribution of only 4.3%. This means that there is no influence of parenting style and locus of control on bullying behavior by adolescents in one private junior high school in Medan.

The limitations in this study is that researchers are less aware of how the development of locus of control in children so that researchers take samples of research that is at the early stage of early adolescence, most of which are still in the category of external locus of control, so less describe the variable locus of control to bullying behavior. In addition, researchers also did not examine the behavior of bullying on the school scale so that data bullying behavior is still relatively reasonable and not so illustrated in this study.

REFERENCES

- [1] Ahmed, E., & Braithwaite, V. (2004). Bullying and victimization: Cause for concern for both families and schools. *Journal of Social Psychology of Education*, 7(1), 35-54
- [2] Andreou, E. (2000). Bully/Victim problems and their association with psychological constructs in 8- to 12-year-old Greek schoolchildren. *Journal of Aggressive Behavior*, 26(1), 49-56

- [3] Coloroso, B. (2003). *The bully, the bullied and the bystander: from preschool to high school- how parents and teachers can help break the cycle of violence*. USA: Harper Resource
- [4] Efobi, A., & Nwokolo, C. (2014). Relationship between parenting styles and tendency to bullying behavior among adolescents. *Journal of Education and Human Development*, 3(1), 507-521
- [5] Krahe, B. (2005). *Perilaku agresif: Buku panduan psikologi sosial*. Yogyakarta: Pustaka Belajar
- [6] Okon, M. O. (2011). Aggressive tendencies among undergraduates: The role of personal and family characteristics. *REOP*, 22(1), 3-14
- [7] Olweus, D. (1993). *Bullying at school*. UK: Blackwell Publishing
- [8] Perren, S., & Hornung, R. (2005). Bullying and delinquency in adolescence: Victims and perpetrators family and peer relations. *Swiss Journal of Psychology*, 64(1), 51-64
- [9] Rigby, K. (2007). *Bullying in schools: And what to do about it*. Australia: ACER Press
- [10] Santrock, J. W. (2003). *Adolescence: Perkembangan remaja*. Jakarta: Erlangga
- [11] Schultz & Schultz. (1994). *Theories of personality*. USA: Wadsworth, Inc
- Setyawan, D. (2016). KPAI: Presiden Jokowi siapkan perpres terkait bullying terhadap anak. Diunduh dari <http://www.kpai.go.id/berita/kpai-presiden-jokowi-siapkan-perpres-terkait-bullying-terhadap-anak/>
- [12] Shaffer, D. R. (2005). *Social and personality development*. USA: Thomson Wadsworth
- [13] Usman, I. (2013). Kepribadian, komunikasi, kelompok teman sebaya, iklim sekolah dan perilaku bullying. *Humanitas*, 10(1), 49-60
- [14] Wong, D. (2004). School bullying and tackling strategies in Hong Kong. *International Journal of Offender Therapy and Comparative Criminology*, 48(5), 537-553.