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The analysis of relationship between school bullying, perceived parenting styles and self-esteem in adolescents

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Abstract

This study aims to analyze the relationship between school bullying, perceived parenting dimensions and self-esteem in adolescents. The study group consists of 348 high school students in 10th, 11th and 12th grades at Ankara Science High School and Reha Alemdaroglu Anatolian High School of Ankara during the fall semester of 2010-2011 academic year. In this study, Student Relationships Attitude Scale, Parenting Style Scale and Rosenberg Self-Esteem Scale, were used as data collection tools. Student's Pearson correlation coefficients were applied in the evaluation of data. Significant relationships were found between Rosenberg Self-Esteem Scale and acceptance/involvement dimension of father and strict control dimensions of mother and father.

Keywords: School bullying; perceived parenting style; self-esteem.

1. Introduction

Adolescence period, which covers a place among peers, is important for developing a healthy identity. The concept of school bullying becomes very important as adolescents struggle with her/his environment trying to find a place among her/his peers. In case a student is exposed to negative behaviors by one or someone among others the student becomes a bully or victim (Olweus, 1986, 1991; cited in Olweus, 2002). Some boys exposed to peer bullying are found as being in a closer and positive relationship with their adults and especially with their mothers (Olweus, 1994).

Examination of the literature indicates that authoritarian parents and parents subscale (hotness) are related negatively to the adolescent who is directly or indirectly bullied by their peers (Hokado, Lou and Angeles, 2006). The scores of exposition to bullying of girls between 11-15 years of age who were exposed to bullying and the scores of family style were positively correlated. Scores of strict supervising parental style are found low between boys bullied by their peers (Atik, 2006).

During the adolescence period, an adolescent's relationship between their parents and obtaining a place among his/her parents as the development role of the adolescent during the individuation period play an important role. During this period, the positive self-esteem of the adolescent will play a supportive role in realizing this

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development role. Therefore, this study aims to analyze the relationship between school bullying, perceived parenting dimensions and self-esteem in adolescents.

2. Method

2.1. Participants

The study group consisted of a total of 348 students, 140 (40.2%) female and 208 (59.8%) male, who were studying at 10th, 11th and 12th grades in two high schools in Ankara during the spring semester of 2010-2011 academic year.

2.2. Research Instrument

Student Relationship Attitude Scale developed by Koc (2006) is composed of 21 items and 3 subscales: (a) bullying personality, (b) self-confidence and (c) avoidance from bullying. Among these subscales, the bullying personality spreads rumour, jokes apart, externalizes socially, attacks innocent and helpless victims in a distressing position or anxious, worried about something. Regarding construct validity, the result of the factor analysis the subscales factor loads varied between .51 and .75. Student Relationship Attitudes Scale subscale's Cronbach alpha was .81 for bullying personality, .69 for self-confidence and .57 for avoidance from bullying.

Parenting Style Scale (PSS) was developed by Sumer and Gungor (1999) by sampling from acceptance/involvement and strict control dimensions suggested by Macoby & Martin (1983) and also Lambord et al (1991). PSS, which can be applied to adolescents and parents, consisted of 22 items. 11 items are related to strict control and the other items are related to acceptance/involvement. Thus, the application of adolescent reliability of perception of mother acceptance/involvement and strict control dimension was found .91 and .81. The reliability of perception of father acceptance/involvement and strict control dimension was found as .90 and .79 (Gungor, 2000).

Rosenberg Self-Esteem Scale was developed by Rosenberg (1965). The first ten items of this scale are used in order to assess self-esteem. Reliability and Validity was carried out by Cuhadaroglu (1986). If the total score ranges between 0-1, it indicates that the level of self-esteem is high. If it is between 2-4 the level of self-esteem is moderate, and if it is between 5-6, it shows that the level of self-esteem is low.

Procedure

Scales were administered during the class sessions. Students were asked to respond to Student Relationships Attitude Scale, Parenting Style Scale and then to Rosenberg Self-Esteem Scale. As for the data analysis, correlation techniques were used.

3. Results (Findings)

Results of Pearson's moments product correlation indicated a negative significant correlation between Rosenberg Self-Esteem Scale, Student Relationships Attitude Scale and Parenting Style Scale; On the other hand, significant positive relationships were found between self-esteem and self-confidence of Student Relationships Attitude Scale ($r=.14$, $p<.01$), acceptance/involvement dimension of mother ($r=.20$, $p<.01$). Similarly, significant negative relationships were found between self-esteem and strict control dimension of mother ($r=-.24$, $p<.01$) and of father ($r=-.22$, $p<.01$). No significant relationship was found between self-esteem and bullying personality subscale ($r=-.05$) and avoidance from bullying subscale ($r=.04$). acceptance/involvement dimension of mother ($r=-.03$) and

of father ($r=-.03$). Furthermore, no significant relationship was found between self-esteem and acceptance/involvement dimension of father ($r=.04$).

4. Discussion

Research has shown that self-esteem significantly decreases when parent's strict controlled increases. Also, perceived self-identity changes negatively. It can be argued that the result of this study is an expected one. The results reveal that the more mother acceptance/involvement adolescents had, the more self-esteem they displayed. On the other hand, the more self-esteem they had, the more self-confidence perceived security they had. These findings are in parallel with the results of Koc's (2006) study. For that reason, it is possible that mother acceptance/involvement behaviour is significantly related to self-esteem which affects attitudes positively. In other words, the experiences of adolescents with their parents, especially with their mothers, play an important role in the development of adolescents. The relationships between the mother and the adolescent form a significant basis for adolescents to develop a healthy self-image (Mahler, Pine, and Bergman, 1975). However, it was observed that one of the results of this study which reveals there is no correlation between bullying personality and self-esteem do not support the findings of Koc's study (2006), nevertheless, it was also found that Koc's study (2006) support the results of this study in terms of the correlation between self-esteem and avoiding from bullying. This result should be tested to see whether it will be supported or not by carrying out studies on different adolescent groups.

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