Relationship between Bully's Behaviour and Parenting Styles amongst Elementary School Students

Norlizah Che Hassan* & Ee S.H

Department of Foundations of Education, Faculty of Educational Studies, Universiti Putra Malaysia, 43400, UPM, Serdang, Selangor Darul Ehsan, Malaysia

ABSTRACT

This study was done to examine bully's behavior among elementary school children, as well as to determine differences in parenting styles by parents and targeted child gender. This study involves 270 students of elementary school aged 11 years old. Result suggested that, both male and female school children were likely to perform verbal aggression. Males reacted more aggressive in three forms of bullying (verbal, physical, and indirectly) than females. The findings reveal that respondents' father and mother practice authoritarian and permissive style to their sons, as compared to their daughters. While, effects of authoritative style for both father and mother are higher on females, as compared to males. Pearson correlation shows a significant positive low relationship between bully behaviour, and authoritarian and permissive parenting style, but there is no significant relationship between bully behaviour and authoritative parenting style. Overall, there is a significant negative low relationship between bully's behaviour and parenting styles. Possible reasons for this phenomena and measures was discussed in relation to bully's and parenting styles.

Keywords: Bully's behaviour, elementary school children and parenting styles.

INTRODUCTION

The last five years had seen an increasing number of violent cases of bullying among school students being reported in the Malaysian media (Yaakub, Haron & Goh, 2010). Students who engage in bullying behaviours seem to have a need to feel powerful and in control. They appear to derive satisfaction from inflicting injury and suffering on others, seem to have little empathy for their victims, and often defend their actions by saying that their victims provoked them in some way. Studies indicate that bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are frequently lacking. Students who regularly display bullying behaviours are generally defiant or oppositional toward adults, antisocial, and apt to break school rules. In contrast to prevailing myths, bullies appear to have little anxiety and to possess strong self-esteem. Victims' experiences are concurrently associated with array of adjustment problems, including depression, anxiety, low self-esteem and loneliness. However, bullies will have anti-social behaviour later in life (Seals & Young, 2003).

Family's emotional climate is an important context that determines the effects of parental control. Children who perceive high emtional support are more likely to regard parental control as legitimate. They usually perceive this control as a result of parental involvement and care. On the other hand, high parental control in the context of poor emotional climate may be perceived by a child as an attempt by parents to restrain personal autonomy and power in the relationship. Hence, children's adjustment is not simply a function of additive, unique combinations of specific parenting characteristics; rather, it is a function, in part, of children's experience with different patterns or profiles of parenting characteristics (Cummings, Davies & Campbell, 2000).

*Corresponding author: norlizah@upm.edu.my

Generally, parents whose children become involved in bullying are more likely to have problems with poor family functioning, insecure attachment relationship with their children. A number of studies within the social influence framework also show that children learn to be aggressive towards others who are less powerful, by watching daily interactions of their family members (Patterson, 1986). Demaray and Malecki (2003) stated that children who become a bully at school usually imitiate their parents how to retaliate and to hit back when attacked. Hence, parenting techniques such as harsh and inconsistent punishment often lead to children aggression both in and out of the family.

School bullying is not a new issue. Although researchers had done the prevention and intervention programs to seek either to prevent the emergence of violent behavior in childhood or to prevent the spread of violence in adolescence, however the problem still not being solves. In year 2004, Olweus and his colleagues has been claimed to effectively reduce aggressive behavior among school children by 50 percent, and this positive change was maintained 20 months after the intervention. These was stimulated other countries to adopt the Olweus Bullying Prevention Programme.

To prevent the emergence and spread of bullying behavior, identification the factors of bullying behavior is very important. We can notice that internal factor such as individual personality, or even the external factors such as family or parent, school, and peer relation, will affect in school bullying. Personality is those features of the individual which determine that individual's unique response to the environment (Pridmore, 2009). Many descriptions state the personality is "lifelong and persistent", and involves "enduring characteristics and attitudes" which can influence individual's ways of thinking, feeling and behaving.

Olweus (1997) stated that in the 1980's and early 1990's, bullying among school children has attracted attention also in other countries such as Japan, Netherland, Australia, USA, Canada and so forth. (Brown, 2003) was estimated that approximately 160,000 students across the nation make attempts to stay home from school each day because they terror of tormented and harassed by school bully.

The relationship between parents and their children play a central role in understanding the behavioral and psychosocial development of the child. For many decades, it was believed that parental rearing could be adequately described by two dimensions, which are care and control (Cummings et al., 2000). The study of parental control effects is complex and various factors should be considered. This dimension relates to heterogeneity of behaviors, such as enforcement of the rules, monitoring, supervision, and overprotection (Deater-Deckard & Dodge, 1997).

Various components of child-rearing styles and family experiences also related to bully/victim behavior. Research findings shown that bullies are more likely to come from families where the parental child-rearing practices are authoritarian, characterized by harshness and punitiveness (Georgiou, 2009; Olweus, 1997). Besides, also indicate that parents of bullies are more likely to employ power assertive techniques to control their children's behavior. Family factor more influential during childhood. Thus, various family factors may affect the individual during their development period. This implies that the same risk factors may have different influences on behaviour of bullying.

PROBLEM STATEMENT

Bullying at school is a serious issue for a long time. Although prevention and intervention had been done, however this issue still growing up. Thus, raise the questions: Is the Malaysia's education system is lack somewhere? Parenting styles or children rearing styles at home has shaped their attitude in life? Nowadays, bullying styles also "keep up with the time". Advancement of technology lead students develops various styles of bullying. Bullies become more and more ruthless. These days, styles of bullying evolve to group hitting, or even make picture recording while bully over victims, and then post up on internet. More and more cases of school bullying shown up by posting up on internet such as *Face book*. These bullying cases disclose the extant of education crisis in Malaysia. This education crisis may include school and home education.

For young children, family appears to be a key context, both for understanding the origins of bully problems and for seeking further avenues of prevention. The experiences of children has at home can affect how they conduct themselves in school. Researchers have long accepted that aggression can be learned through observation of aggressive behavior such as by parents. Bullying and victimization behaviors in school are strongly influenced by parenting and family environment, and may also flow through the generations in a cycle of violence (Hazler, 1996). That is because family is a powerful force in a child's life.

According to Keshavarz and Baharudin (2009) Malaysian parents accepted the collectivist values, and most of the parents tend to use authoritarian parenting style as normative for rearing their children and to promote optimal development. In fact, Chinese elementary school student face in high pressure learning environment. This was leading a number of students who face with family problem (such as parenting factors) difficult to adapt the learning environment in school. In addition, parenting such as harsh, neglectful, absent, and rejecting can be associated with being a bully. Furthermore, they lack of guidance, self-esteem, and lack of skill in emotional management. These will influence individuals to evolve personality defect. Thus, children who face with different dimension of pressure will seek such a way to release their tension such as bullying others in the school.

From the school bullying cases, we can ensure that student's psychology should be taken into account in the education. Hence, find out the factors which may influence individuals' behavior defect as a way to prevent this crisis become severe and investigate the factors that influenced bullying behavior of our school students.

RESEARCH OBJECTIVES

The purpose of this study is to investigate the relationship between bully's behavior and parenting styles amongst elementary school children. Specifically the objectives of this paper are to:
1) Determine bully's behavior among elementary school children.
2) Determine differences in parenting styles by parents and targeted child gender.
3) Determine the relationship between bully's behavior and parenting styles of elementary school children.

LITERATURE REVIEW

"Bully" brings a memorable and painful memory to the mind of anyone who has always vouched or experienced first-hand the violence, threats, torments, harass by one who is in greater power and control over that person. Five hundred years ago, the word of bully meaning brother, lover, friend, family member, or sweetheart. The root of the word bully was stemmed from the Dutch word "*boel*" (Spade, 2007). In the 21st century, the term of "bully" takes on a completely different meaning.

Olweus (1997) defined that when he or she is exposed, repeatedly and over time, to negative actions on the parts of one or more other students, that person is considered being bullied or victimized. It is a negative action and basically is implied in the definition of aggressive behavior in the social science. This negative actions can be carried out by words, by physical contact, or in other ways, such as spreading rumours, intentional exclusion from a group and making faces or unpleasant gesture. Bullying is characterized by the following three criteria: (1) aggressive behavior or intentional "harmdoing"; (2) carried out "repeatedly and over time"; (3) in an interpersonal relationship characterized by an imbalance of power.

Generally, bullies have a more positive attitude toward violence and use of violent means than students in general. They are always characterized by impulsivity and have a strong need to dominate others. They are also have little empathy with victim of bullying. Especially male's bullies are likely to be physically stronger than others same gender in general, and the victim in particular. In other words, typical bullies can be discribed as having an aggressive reaction pattern, which in the case of boys, is combined with physical strength. In addition, bullying behavior is motivated by the bullies' pursuit of high status and a powerful, dominant position in the peer group. There is an imbalance of power between bullies and victims. As regards the possible psychological sources underlying bullying behavior, the pattern of empirical findings suggests the interrelated motives of bullies, particularly for male bullies. First, the bullies have a strong need for power and dominance, where they are enjoyed being " in control" others. Second, the bullies are derived satisfaction from inflicting injury and suffering upon others.

Parenting Styles

In 1960's Diana Baumrind has developed a typology composed of three parenting types, which are authoritative, authoritarian, and permissive. In Baumrind's study, she clearly suggested that authoritative type is the most advantageous and the one which promote more competent development. Baumrind (1991) used concepts of demanding and responsiveness as "measuring' tools to categorize the three parenting styles. Responsiveness is about how much parents meet and respond to their children's need, demanding is control.

Hence, demanding continuum describes the level of control parents practice on their children based on their expectation of "mature" behavior.

Authoritarian Parenting Style: Parenting style that is high on demanding but low on responsiveness. The main child discipline instrument for authoritarian parent is strict control maintained via rigid rules, and the rules are typically enforced via threat and punishment. The authoritarian parent is conservative, conformist and norm abiding. They are rigidity; harshness and predictability create a desired sense of being in control. Rules and orders are not explained but are to be obeyed instantly and unquestionably. Children are often looked upon critical eye (Baumrind, 1991).

Authoritative Parenting Style: It is high on demanding and high on responsiveness. For the child discipline instrument, control is achieved via the use of firm but fair reasoning as a base for negotiation along with positive reinforcement. Authoritative parent perform their disciplinary as supportive, rather than punitive. They want their child to be assertive as well as socially responsible, and self-regulated as well as cooperative (Baumrind, 1991).

Permissive Parenting Style: High on responsiveness but low on demanding. This type of parenting style also called as indulgent parenting. Parent with permissive parenting style always try to maintain a friendship with their children rather than being a parent. The main discipline used of reasoning, manipulation and/or bribes as means to achieve some level of control. Permissive parent respond to their children's desires in an accepting and affective manner. Children are perceived as equals and are included in decision making processes. Children are also encouraged to communicate and discuss rather than obey (Baumrind, 1991).

Theorizing Bullying

The theoretical perspectives of this study include two separate, but closely related theories that work together to form a relationship, through parenting styles and bully's behaviour. These perspectives approach were conducted by Olweus in the early 1970s when bullying emerged as a subgroup from his studies on aggression. He stated that aggressive tendencies in bullies are always displaced behaviours of aggression upon those who are innocent victims, which are similar to the "scapegoat theory". Prior experiences to violence play an important role in how individual react to conflicts, including bystanders.

Bullying

Bullying among schoolchildren is widely known today. In fact, in year 1850s, Thomas Hughes had described in his novel *Tom Brown's Schooldays*, about how a younger boy who attended an English boarding school and was forced by a group of elder bullies to undergo a painful and sadistic roasting in front of an open fire. Unfortunately, down through the ages, people still not attach importance to bullying experiences and regard as the attitude that kids will be kids. Until 1950s, Russell and Shrodes were studied the stimulating effects of bibliotherapy on student behavior and learning. Through clinical treatment, the bibliotherapy could benefit and have an effect on student behavior (Spade, 2007). In the 1970s and 1980s researchers began to orderly study bullying and focused their research on the schools (Olweus, 2003).

Bullying is an imbalance in strength, which means that individual who experience negativity have difficulty defending themselves (Olweus, 2003). Olweus estimated that one out of every seven children are either bullied or have been a victim of bully. In *Reader's Digest* poll, 70% of parents surveyed said that their children are bullied at school (Brown, 2003). Since the increase of bullying experiences, schools and parents alike are changing their attitudes from "kids being kids" to "kids who bully other kids", hence researchers critically analyze bullying experiences.

Gender and age are strongly associated with reported incidents of bullying. The rates are generally higher among children aged around 8 to 9 years, increasingly in the first year of secondary school for boys and then decreasing in the later secondary years. For girls, bullying occurs most frequently at around 8 years old, then decreasing after that. At the secondary level, bullying among girls is primarily verbal and indirect rather than physical, whereas among boys, bullying tends to involve more physical aggression (Owens, Daly & Slee, 2005).

Verbal aggression tends to be the most reoccuring form of bullying among both boys and girls. Craig (1998) had done the study to examine gender and grade differences among bullies, victims, bully-victims, and comparison on physical, verbal, and indirect aggression and victimization depression and anxiety. Craig indicated that across both grade levels, male bullies more physical aggression. Male bully-victims in the younger grades were more

physical and verbal aggression. Male bullies and victims in the older grades were more verbal aggression. However, for female, the group differences in aggression did not emerge until the older grades.

Family-related Factor of Bullying

Family-related factor also influence child development in school bullying. Parenting techiques such as harsh and inconsistent punishment often lead to child aggression. Parental practices which absence of a warm relationship with the child, coldness, indifferences, hostility and rejection, as well as lack of effective monitoring, play in negative role.

Georgiou (2009) found that the maternal characteristics that are associated with child bullying and victimization experiences at school. In contrast, maternal depressiveness is positively related to peert aggression at school. Georgiou explain that depressed mothers find it difficult to control their child's behavior at home by setting limits to it and by maintaining consistency in their discipline practices, or even use harsh punishment to enforce obedience to their authority. This behavior was modeled by their child and hence found that it was related to peer aggression at school.

Interaction between parent and child differ from one age period to another among Malaysia Chinese families. Parent tend to be more lenient towards infants and young children. In contrast, parent treat older children in strict manner as well as ezpected them to control their emotions and impluses (Keshavarz & Baharudin, 2009). There are some differences in parenting of the children according to their gender. Parents more likely to have an authoritarian relationship with their sons, which having firm rules as well as demand teaching for their sons than daughter (Shek, 1998). Talib, Mohamad, and Mamat (2011) indicated that Malaysian fathers and mothers employed more authoritarian and permissive parenting styles to their sons, as compared to their daughters. While, both fathers and mothers employed authoritative parenting style to their daughters, as compared to their sons. Parenting styles includes biological, emotional, spiritual and social support by parents. Hence, the long-term outcomes of parenting style are actually the result of parents aspiration on idealism of socialization aims determined by parents. Thus, different emphasis on child sex interms of parenting styles may given different outcomes to children behavior.

METHODOLOGY

The population of this study involves students aged 11 years old, from elementary school in Malacca. Six schools have been selected, and the target population in this study was 912 students from schools in Malacca.

The sample size for the population of 912 students was 270 students (Gay & Airasian, 2003). 270 Malaysian children attending the Chinese Elementary School (SJK(C)) in the state of Malacca. Of those, approximately half of the sample is female, and the other half of the sample is male. The sample is randomly selected from six schools in district of Melaka Tengah.

Instruments

The instruments used in the study, involve demographic assessment, Bully/Victim Questionnaire (BVQ), and Children's Report of Parenting Behaviors Inventory (CRPBI). Demographic assessment is a self-report section consisting of 3 items to identify student's gender, race, and parent's academic qualifications. This instrument is used to do descriptive analysis on students' family background. The Children's Report of Parenting Behaviors Inventory (CRPBI) is to collect the data of children's perception of their parenting styles or their parent's behavior. This inventory was developed by Schaefer (1965), and has been translated into Malay language version in year 1987 by (Kaillasam, as cited in Ruslina, 2001).

Meanwhile, instrument used to measure bullying behavior comprise of sixteen items about bullying others which include physical, verbal and indirect aggression are selected from Bully/Victim Questionnaire (BVQ) for conceptually coherent to the present context. Bully/Victim Questionnaire (Olweus, as cited in Losey, 2009) is employed to assess children's perceptions about bullying others.

Pilot Study

A sample of 30 standard five students (11 years old) participated in the pilot study. From the pilot study, the results reveal that the instruments were reliable to be used for this study with Cronbach's Alpha of 0.82 for

Children's Report of Parenting Behaviors Inventory (CRPBI) and Cronbach's Alpha of 0.70 for Bully/Victim Questionnaire (BVQ).

RESULTS AND DISCUSSION

Collected data were analyzed, and the findings discussed based on the objectives. The demographic characteristics of the sample revealed respondents' gender, race, and parents' education level.

Table 1 below shows that there was equal number of gender among respondents in this study. There were 135 (50%) male and 135 (50%) female school students participated in this study. There were 264 (97.8%) Chinese students, 4 (1.5%) Malay students, and 2 (0.7%) other minority races students participated in this study.

TABLE 1
Distribution of Respondents by Gender and Race

Gender	N	Percentage (%)
Male	135	50
Female	135	50
Race	N	Percentage (%)
Malay	4	1.5
Chinese	264	97.8
Others	2	0.7
Total	270	100

The table (Table 2) shows that 182 (67.4%) of the respondents' father at secondary school level, 60 (22.2%) at college/university level, and 28 (10.4%) at primary school level, while, there was shown similar trend for respondents' mother education level. Most of the respondents' mother at secondary school level (n= 193, 71.5%), followed by college/university level (n=53, 19.6%), and primary school level (n=24, 8.9%).

TABLE 2
Distribution of Respondents' Parent Education Level

Education Level		N	Percentage (%)
Father	Primary	28	10.4
	Secondary	182	67.4
	College/University	60	22.2
Mother	Primary	24	8.9
	Secondary	193	71.5
	College/University	53	19.6
Total		270	100

Bully's Behaviour Most Likely to React by Male and Female School Children (Gender)

Overall respondents' bullying behavior were described based on gender (Table 3).

TABLE 3
Forms of bullying based on gender

Verbal	Physical	Indirect

	M	SD	M	SD	M	SD
Male	2.08	0.93	1.33	0.64	1.77	0.91
Female	1.61	0.49	1.19	0.40	1.44	0.61
Total	1.85	0.78	1.257	0.54	1.61	0.80

The result revealed that both male and female school children most likely to perform verbal aggression. The mean of verbal aggression was 2.08 for male, and 1.61 for female. The result shown that mean of the verbal, physical, and indirect forms of bullying for male were 2.08, 1.33, and 1.77. While, for female were 1.61, 1.19, and 1.44. This shown that male reacted more aggressive in these three forms of bullying than female. A clear trend have been shown in the graph below (Figure 1).
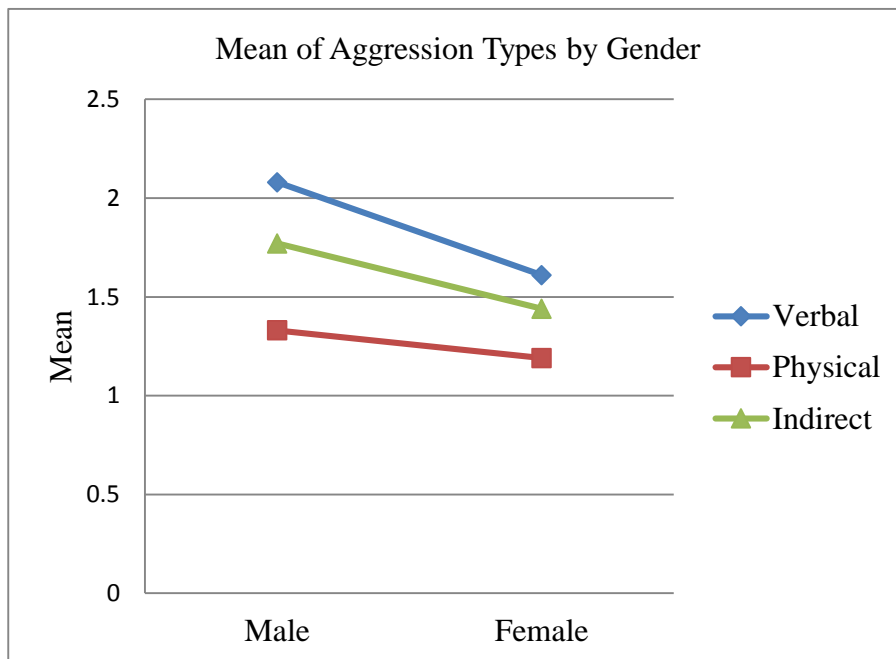

FIGURE 1: Mean of aggression types by gender

Differences in Parenting Styles by Parents and Targeted Child Gender

Table 4 indicates that respondents' father employed more authoritarian style to their sons (M= 45.30, SD= 4.34), as compared to their daughter (M= 44.90, SD=4.29). As well as mother employed more authoritarian style to their sons and less authoritarian to their daughter. While, effects of authoritative style for both father and mother are higher on female (M=45.90, SD=8.; M=46.36, SD=8.16), as compare to male (M= 44.94, SD=8.79; M= 45.34, SD=8.70). The effects of permissive style show consistent outcomes, both mothers and father are more permissive to their sons (M= 21.00, SD=2.28; M= 20.70, SD=2.26), as compared to their daughter (M=20.57, SD=2.03; M=20.47, SD=1.98).

TABLE 4
Mean and standard deviation for parenting styles variables by parent

Parenting Styles	Parent	Child Sex	N	M	SD
Authoritarian	Father	Male	135	45.30	4.34
		Female	135	44.90	4.29
	Mother	Male	135	44.55	4.30
		Female	135	43.68	4.23

Authoritative	Father	Male	135	44.94	8.79
		Female	135	45.90	8.00
	Mother	Male	135	45.34	8.70
		Female	135	46.36	8.16
Permissive	Father	Male	135	21.00	2.28
		Female	135	20.57	2.03
	Mother	Male	135	20.70	2.26
		Female	135	20.47	1.98

Relationship Between Bully's Behavior And Parenting Styles

The Pearson Product Moment Correlation for the relationship between bully's behavior and parenting styles of the respondents was shown in the table below (Table 5 and 6).

TABLE 5
Correlation between bully's behaviour and three types of parenting styles

	Bully behaviour	authoritarian	authoritative	permissive
Bully behaviour Pearson correlation	1	.190**	-.095	.140*
Sig. (2-tailed)		.002	.120	.012
N	270	270	270	270

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

TABLE 6
Correlation between bully's behaviour and parenting styles

		Bully behaviour	parenting styles
Bully behaviour	Pearson correlation	1	-.160**
	Sig. (2 tailed)		.008
	N	270	270
Parenting style	Pearson correlation	-.160**	1
	Sig. (2-tailed)	.008	
	N	270	270

**. Correlation is significant at the 0.01 level (2-tailed).

The analysis result showed that a significant positive low relationship between bully behaviour and authoritarian parenting style (r = .19), the correlation was significant at p< .01. While, correlation between bully behaviour and permissive parenting style (r = .14) was also shown a significant positive low relationship between each other, and the correlation was significant at p< .05. However, the result revealed that there is no significant relationship between bully behaviour and authoritative parenting style (r = - .10), since correlation at p> .05 (table 5). The result showed, as overall, that is a low significant negative relationship between bully's behaviour and parenting styles (r = -.16), and the significant of the correlation at p< .01 (table 6).

Bully's Behaviour among Elementary School Children

The finding of study indicated that male was reacted more aggressive in verbal, physical, and indirect forms of bullying than female. This finding was in line with Scheithauer et al. (2006) study. They stated that the chance of being a bully was at least 1.5 times (up to 4.3 times) as high for male students than for female students. However, there were some of the previous study reported that both male and female shown similar amounts of indirect forms of bullying (Craig, 1998), or female was most likely to perform indirect forms of bullying than male (Olafsen & Viemero, 2000).

Furthermore, the finding of the study revealed that both male and female were most likely to perform verbal aggression, least likely to perform physical aggression. Although, this was contrary with Scheithauer et al. (2006) study. They stated that most of the 11 years old students were categorized as indirect bullies. They also indicated that most of the physical bullies were attended the middle grades, while, verbal and indirect bullies would slightly increase with age. However, this was similar with Dennis and Satcher (1999) study, which stated that verbal aggression tends to be the most reoccuring form of bullying among both boys and girls.

An explanation for the different result of gender reports on bullying might be that the forms of bullying behavior brought different meaning for them, with regard to their culture. Malaysian Chinese culture mostly encourage troubleshooting with verbally than physically. Therefore, verbal aggression as the pripority forms of bullying for our youngers nowadays.

Differences in Parenting Styles by Parents and Targeted Child Gender

Parenting styles is about how to raise children, and the long-term outcomes of parenting style are the results of parents' aspiration on idealism of socialization aims determined by parents. The finding of present study indicates that both respondents' father and mother are more likely to perform authoritarian style to their sons, as compared to their daughter. While, effects of authoritative style for both father and mother are higher on their daughter, as compare to their son. Actually, both father and mother, in a way they are giving better attention to their daughter. The same phenomenon also found by other researchers (Talib, Mohamad & Mamat, 2011; Shek, 1998). Shek (1998) indicated that parents seems to have a authoritarian relationship with their son, and the father have firm rules as well as demand teaching for their son than daughter. Futhermore, in such a way cultural factor also influenced parenting style. Among Chinese families, the interactions between parents and children differ from one age period to another. Parents tend to be more lenient toward infant and young children because they are considered too young to understand some things. In contrast, parent treat older children in a harsh and strict manner, as well as expect them to control their emotions and impulses (Keshavarz & Baharudin, 2009).

The Relationship between Bully's Behaviour and Parenting Styles

The finding for present study revealed that, as overall there was a significant negative relationship between bully's behavior and parenting styles. This was similar with others previous studies (Ahmed & Braithwaite, 2004; Georgiou, 2009). Rigby (1997) indicated that children who perceived their parents as holding positive attitudes toward them were less likely to be involved in bullying. Especially elementary school children because they are more attach with family members. Therefore, parenting style might highly affect children behavior.

The result revealed that there are significant positive low relationships between bully behaviour and authoritarian parenting style, as well as permissive parenting style. This was in line with Baumrind (1991) study which stated that authoritarian parents are less likely than others to use gentile methods of persuasion, thus children of authoritarian tend to be withdrawn. While, permissive parents make little mature demands on their children compared to other parents. Hence, they are high in tolerating their children misbehavior, as well as attempt to behave in nonpunitive, accepting and affirmative manner towards their children desires, actions, and impulses. Baumrind (1991) also stated that children of permissive parents did not differ significantly from children of authoritarian parents. Furthermore, present study also indicates that there is no significant relationship between bully behaviour and authoritative parenting style. That is because authoritative parents recognized the rights of parents and child, as well as attempt to guide their children activities in a rational and oriented manner. They control children behaviour as needed but were responsive and interact frequently and effectively with children. Thus, children of authoritative parents are far better than other children.

Hence, adopted adequate parenting style was vital to help for develop a proper behavior of children. Furthermore, parent should stress more on morality, such as love, sharing, helpful, tolerant, sympathize, and so forth, as well as encourage their children to value the morality aspects in their life.

IMPLICATIONS OF STUDY

This research contributes to school and family education. This study provides recent information about bully's behavior of Malaysian children, and parenting styles of Malaysian parents. It shows the importance of understanding the psychosocial development of the recent generation, as well as to ensure that schools and family produce new generation who is well developed in character and learning.

Constructive recommendations will be given to the school administrators and educators, parents and school students. Educators should always alert their students' so that prevention can be done before the problems get worst. If notice that there bullying among students in school, educators should take actions to solve the problem, or even pass it to counselor and/or school administrators to deal with a better solution. Furthermore, educators and school administrators should be more alert on bullies, especially verbal aggression bullies. That is because verbal aggression bullies always bring out words that may hurt other feeling, and even lower their peer's self-esteem (Smith & Myron-Wilson, 1998).

Parents should adopt adequate parenting style, as suggested by Baumrind (1991), which is authoritative parenting style. This is due to authoritative parenting style is considered to fall between the two extreme of authoritarian and permissive parenting styles. Thus, authoritative parents able to recognize the rights of both parents and child, as well as attempt to guide their children activities in a rational and oriented manner.

There is a need to continually study towards improvement of school climates to decrease bullying behavior. School programming should be develop to addressed the needs of all students that experienced emotional difficulties and are involved in bullying and/or victimization. Too frequently, it is only the bullies who received attention from school personel and parents, primarily because their behavior is more observable and perceived as more problematic. Overall goals of bullying prevention/intervention programs should be to increase parents and teacher awareness of bullying, develop clear policies that outline consequences for bullying, and provide skill training and support to both bullies and victims. School personnel are encouraged to assess the unique needs of their schools and work collaboratively with parents and implement programs that will help create and reinforce safe environments for all students.

CONCLUSION

Understanding the scope of bullying and characteristics of bullies and victims is helpful for school administration and society at large in learning how to develop effective interventions for bullying in schools. Comprehensive bully prevention programs should be conducted in schools in helping reduce the aggressive behaviors of children. Parents involvement appears to be an important component of those solutions. There should be more research on secondary school children's bullying behavior since there are much more cases of bullies among secondary school adolescents. Furthermore, future researchers are suggested to use different method to assess the aggressiveness of bullying for instance qualitative method in order to explore the psychocosial aspect of students bullies, and futher researches also may identified different aggression of bullying others than those evaluated in this study. Future research should further explore additional aspects of the parent–child relationship that may act as protective factors. Additionally, this study extends prior research by explicitly testing and finding evidence for gender differences in the effect of bullying on the psychological well-being of teens, using a nationally representative sample of adolescents. Knowledge of the differential effect that bullying may have on the psychosocial well-being of adolescent girls and boys may help to inform interventions targeted at youth who are the victims of bullying. For example, interventions targeted at boys may want to focus more on physical bullying whereas those targeted at girls may want to focus more on the relational aspects of bullying.

Bullying has received increased attention in the national media as a social problem with potentially deadly consequences. The important role of parental communication as a buffer against the negative psychosocial consequences of bullying suggests a possible target of intervention efforts. Promoting parent–child communication efforts may result in the nurturance of psychosocial resilience among bullied adolescents. Parents and educators alike may benefit from an increased understanding that parental communication may buffer adolescents from the negative effects of bullying.

REFERENCES

Ahmed E. and Braithwaite V. (2004). Bullying and victimization: cause for concern for both families and schools. *Social Psychology of Education, 7* , 35-54.

Baumrind, D. (1991). *Parenting styles and adolescent development.* New York: Garland.

Berdondini, L., and Smith, P. K. (1996). Cohesion and power in the families of children involved in bully/victim problems at school: an Italian replication. *Journal of Family Therapy, 18* , 99-162.

Block, J. (1965). *The child rearing practices report.* Berkeley: Institute of Human Development, University of California.

Bowers, L., Smith, P. K., & Binney, V. (1992). Cohesion and power in the families of children involved in bully/victim problems at school. *Journal of Family Therapy, 14* , 371-387.

Bowers, L., Smith, P.K. and Binney, V. (1994). Perceived family relationships of bullies, victims and bully/victims in middle childhood. *Journal of Social and Personal Relationship, 11* , 215-232.

Brown, M. (2003). Bully-proof your school. *Today's School, 3(5)* , 20-24.

Byrne, B. (1999). *The nature of school bullying: A cross-national perspective.* New York: Routledge.

Cambridge Dictionaries Online. (n.d.). Retrieved 8 7, 2011, from http://dictionary.cambridge.org/dictionary/british/bully_2

Cambridge Dictionaries Online. (n.d.). Retrieved 8 7, 2011, from http://dictionary.cambridge.org/dictionary/british/parenting?q=parenting

Craig, W. M. (1998). The relationship among bullying, victimization, depression, anxiety, and aggression in elementary school children. *Person. Individual Differences, 24 (1)* , 123-130.

Cummings, M. E., Davies, P. T., & Campbell, S. B. (2000). *Developmental Psychopathology and family process: Theory, research and clinical implications.* New York: Guilford Press.

Deater-Deckard, K., & Dodge, K. A. (1997). Externalizing problems and discipline revisited: Nonlinear effects and variation by culture, context, and gender. *Psychological Inquiry, 8* , 161-175.

Deater-Deckard, K., Bates, J. E., Dodge, K. A., & Pettit, G. S. (1996). Physical discipline among African-American and European-American mothers: Links to children externalizing behaviours. *Developmental Psychology, 32* , 1065-1072.

Demaray, M. & Malecki, C. (2003). Perceptions of the frequency and importance of social support by students classified as victims, bullies and bully/victims in an urban middle school. *School Psychology Review, 32* , 471-489.

Dennis, M.B. & Satcher, J. (1999). Name calling and the peer beliefs of elementary school children. *Professional School Counseling, 3(2)* , 76-80.

Gay, L.R. & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applications (7th Edition).* New Jersey: Merrill Prentice Hall.

Georgiou, S. N. (2009). Personal and Maternal Parameters of Peer Violence at School. *Journal of School Violence, 8* , 100-119.

Hazler, R. (1996). *Breaking the cycle of violence: interventions for bullying and victimization.* Washington: DC: Taylor Francis.

Horowitz, J. A., Vessey, J. A., Carlson, K. L., Bradley, J. F., Montoya, C., McCullough, B., and David, J. (2004). Teasing and bullying experiences of middle school students. *Journal of American Psychiatric Nurses Association, 10 (4)* , 165-172.

Howell, J. C. and Hawkins, J. D. (1998). Prevention of Youth Violence. *Crime and Justice* , 263-315.

Joussement M. , Vitaro F., Barker E. D., Cote S. , Nagin D. S., Zoccolillo M., and Tremblay R. E. (2008). Controlling parenting and physical aggression during elementary school. *Child Development, 79 (2)* , 411-425.

Keshavarz S. & Baharudin R. (2009). Parenting style in a collectivist culture of Malaysia. *European Journal of Social Sciences, 10 (1)* , 66-73.

Krause, K. L., Bochner, S., Duchesne, S. (2007). *Educational Psychology for Learning and Teaching (2 ed).* Australia: Thomson.

Losey, R. A. (2009). *An evaluation of the Olweus bullying prevention program's effectiveness in a high school setting.* Cincinnati: University of Cincinnati.

Mots-Cles. (2010). Prevalence of Bullying Among Cyprus Elementary and High School Students. *International Journal of Violence and School, 11* , 114-128.

Olafsen R. N., and Viemero V. (2000). Bully/victim problems and coping with stress in school among 10- to 12-year-old pupils in Aland, Finland. *Aggressive Behaviour, 26* , 57-65.

Olweus, D. (2003). A profile of bullying at school. *Educational Leadership, 60(6)* , 12-17.

Olweus, D. (1997). Bully/victim problems in school: Facts and intervention. *European Journal of Psychology of Education, Vol XII* , 495-510.

Olweus, D. (1993). *Bullying at school: What we know and what we can do.* Cambridge: MA: Blackwell.

Olweus, D. (1980). Familial and temperamental determinants of aggressive behavior in adolescent boys: A causal analysis. *Developmental Psychology, 16 (6)* , 644-660.

Olweus, D., Limber,S. & Mihalic, S.F. (1999). *Blueprints for violence prevention, bool nine: Bullying prevention program.* Boulder: CO: Center for the Study and Prevention of Violence.

Owens, L., Daly, A., & Slee, P. (2005). sex and age differences in victimisation and conflict resolution among adolescents in a South Australia school. *Aggressive Behaviour, 31 (1)* , 1-12.

Patterson, G. R. (1986). Performance models for antisocial behavior. *American Psychologist, 41* , 432-444.

Powell, M.D. and Ladd, L.D. (2010). Bullying: a review of the literature and implications for family therapists. *The American Journal of Family Therapy, 38* , 189-206.

Pridmore, S. (2009). Assessing personality: A guide for students. *Malaysian Journal of Psychiatry, 18 (1)* , 81-85.

Ribeaud, D., Eisner, M. (2010). Risk factors for aggression in pre-adolescence: risk domains, cumulative risk and gender differences- results from a prospective longitudinal study in a multi-ethnic urban sample. *European Journal of Criminology, 7(6)* , 460-498.

Rigby, K. (1997). Attitudes and beliefs of Australian school children regrading bullying in schools. *Irish Journal of Psychology, 18* , 202-220.

Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior* , 112-120.

Scheithauer H., Hayer T., Petermann F., and Jugert G. (2006). Physical, Verbal, and Relational Forms of Bullying Among German Students: Age Trends, Gender Differences, and Correlates. *Aggressive Behaviour, 32* , 261-275.

Seals, D., & Young, J. (2003). Bullying and victimization: Prevalence and relationship to gender, grade level, ethnicity, self-esteem and depression. *Adolescence, 38 (152)* , 735-747.

Shek, D. T. (1998). A longitudinal study of the relations of family functioning to adolescent psychological well-being. *Journal of Youth Studies,1* , 195-209.

Smith, P. K. and Myron-Wilson, R. (1998). Parenting and school bullying. *Clinical Child Psychology and Psychiary, 3(3)* , 405-417.

Sorkhabi, N. (2005). Applicability of Baumrind's parent typology to collective cultures: Analysis of cultural explanations of parent socialization effects. *International Journal of Behavioral Development, 29 (6)* , 552-563.

Spade, J. A. (2007). *The Relationdhip Between Student Bullying Behaviors and Self-esteem.* Ohio: Graduate College of Bowling Green State University.

Talib J., Mohamad Z., and Mamat M. (2011). Effects of parenting style on children development. *World Journal of Social Sciences* , 14-35.

Wee Kah Siong. Illegal punishment and education. Sect Opinion Corner. Sin Chew Daily (Malaysia) May 11, 2011, pp 34.

Whitney, I., Smith, P.K. & Thompson. (1993). A survey of the nature and extent of bullying in junior/middle and secondary schools. *Educational Research, 35* , 3-25.

Yaakub, N. F., Haron, F., Goh, C. L. (2010). Examining the efficacy of the Olweus prevention programme in reducing bullying: the malaysian experience. *Procedia Social and Behavioral Sciences, 5* , 595-598.