

# School Bullying Victimization and Perpetration: Predictive of Perceive Parental Acceptance-Rejections in Adolescents

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**Abstract.** School bullying is a global issue that affects millions of students each year. Bullying incidents not only create an unsafe school environment but also have long-term impacts on the mental well-being of the students involved. This study aims to analyze the relationship between adolescents' perceived parental acceptance-rejection and their involvement as victims or perpetrators of bullying at school. The study employed a quantitative research design with a correlational approach, specifically an explanatory design, to assess the extent to which family roles help mitigate the impact of bullying on victims. The sample included 792 respondents selected through non-probability sampling using a convenience sampling technique. The results indicated that within the victim group, there was a significant relationship between adolescents' perceptions of acceptance-rejection from both fathers and mothers and their experiences of being bullied. However, in the perpetrator group, only the perception of acceptance-rejection from the mother significantly predicted adolescents' tendencies to engage in bullying. These findings suggest that perceived parental acceptance-rejection, particularly from the mother, plays an important role in adolescents' involvement in bullying as perpetrators. The implications of this study may serve as a foundation for more targeted interventions focusing on parent-child relationships to prevent and address bullying among adolescents.

**Keywords:** School Bullying, Perceived Parental Acceptance-Rejection, Family Role, Adolescents' Involvement

## 1 Introduction

The Indonesian Child Protection Commission (KPAI) revealed that around 3,800 cases of bullying occurred in Indonesia in 2023, almost half of them occur in educational institutions, including Islamic boarding schools, and these cases continue to increase every year. Indonesia is one of the countries with the fifth highest number of bullying cases in the world based on research by the Program for International Student Assessment (PISA), namely 15% of children and teenagers in Indonesia have experienced bullying, 19% were ostracized, 22% were insulted, 14% were threatened, 18% were pushed and hit by friends, and 20% were gossiped about with bad news[1]. It is believed that bullying can harm the victim's mental health, and it has been

found that the perpetrator can also come from the victim[2]. The Federation of Indonesian Teachers' Unions (FSGI) has released data on bullying cases in schools in 2023. From January to September, 23 cases of bullying were recorded. Of the 23 cases, 50% occurred in junior high schools, 23% occurred in elementary schools, 13.5% occurred in high schools, and 13.5% occurred in vocational schools. Most cases occur in secondary schools and are perpetrated by fellow students and educators.

Bullying in schools is a global problem that affects millions of students every year. Bullying incidents not only create an unsafe school environment, but also have long-term impacts on the mental well-being of the students involved. Bullying is defined as aggressive actions carried out repeatedly by individuals or groups against victims who are considered weak or unable to defend themselves[3]. Bullying can appear in various forms, including physical (hitting, kicking), verbal (insulting, mocking), and social (ostracizing, spreading rumors), all of which can leave deep psychological scars on the victim.

According to Murphy[4] closeness to parents and peers has implications for bullying behavior in the younger generation. In this perspective, emotional security that is formed through bonds with parents and peers forms personal behavior that avoids bullying and creates sympathy for victims of bullying. Thus, forming strong ties with authoritative figures and social circles with peers reduces the tendency to engage in bullying behavior[5]. On the other hand, ties to peers and parents give rise to feelings of sympathy for the individual[6].

According to Heerde and Hemphill, family support can be an important protective factor for victims of bullying[7]. They found that teenagers who had positive relationships with their parents were better able to overcome the emotional trauma caused by bullying. Strong family relationships are also associated with a lower risk of mental health disorders in adolescent victims of bullying.

Previous research on bullying in schools has explored the relationship between parental acceptance-rejection and bullying behavior. Research has found that parental rejection is a significant predictor of victimization and bullying perpetration[8]. Victims of bullying tend to feel greater love and communication from their mothers, while bullies and victims of bullying feel more rejection and criticism, especially from fathers[9]. Additionally, bullying and victimization have been found to be significant predictors of bullying behavior in schools[10]. These findings highlight the importance of family dynamics in understanding and addressing bullying in schools, suggesting that interventions must consider the relationships of parents, victims and perpetrators to effectively combat bullying behavior.

Although there has been research discussing the impact of bullying and the role of parents in the development of adolescent children, There is still a lack of understanding regarding how children's perceptions of acceptance and rejection from their parents can predict bullying behavior, both as victims and perpetrators. Most previous research tends to focus on one side, namely victimization or perpetration, without considering the interaction between the two in the context of parental acceptance-rejection. This study thus aims to investigate how parental acceptance-rejection perceptions may serve as predictors for both forms of bullying behavior at school, as well as provide deeper insight into the mechanisms underlying these relationships.

## 2 Method

This research uses a quantitative research design with a correlational explanatory design type approach to see the extent to which the role of the family overcomes the impact of bullying on victims.. The number of samples used in this research was 792 respondents using a sampling technique in the form of non-probability sampling with convenience sampling. Researchers *choose this technique because each member of the population does not have the same chance of being selected as a member of the sample.* To determine the minimum number of samples to be taken, the researcher used Vanvoorhis & Morgan's (2007) statement as a reference, where the amount of 300 data was included in the good category for quantitative research. Data was collected using the Parental Acceptance-Rejection Questionnaire (PARQ) to collect data on parental acceptance[11].

## 3 Results and Discussion

This research found a significant relationship between teenagers' perceptions of parental acceptance or rejection and their involvement in bullying behavior, both as victims and perpetrators. From analytical data collected through questionnaires distributed to middle and high school students throughout West Java. The following are the results of the questionnaire analysis:

**Table 1.** Model Summary FBS-P.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.22	.050	.048	4.22

Perpetrators of Bullying (FBS-P): A model that tests the relationship between perceptions of parental acceptance-rejection and the behavior of perpetrators of bullying produces  $R^2 = 0.050$ . This means that only 5% of the variance in bullying behavior can be explained by mothers' and fathers' perceptions of acceptance-rejection. This value is lower than the victimization model, indicating that parental acceptance-rejection factors may have a smaller impact on a person's tendency to become a bully than to become a victim. Other factors, such as the circle of friends and influence from school, may also contribute to the behavior of the perpetrator of bullying.

**Table 2.** Model Summary FBS-V.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.36	.13	.13	8.16

Models examining the relationship between perceived acceptance-rejection from mothers (PARQ-M) and fathers (PARQ-F) and victimization show  $R^2 = 0.031$ . This indicates that 13.1% of the variance in victimization behavior can be explained by these two predictor variables. Although 13.1% is a relatively low value, this result remains significant in a psychological context, where social and emotional variables often have complex and multi-factorial influences. This value shows that although parents' perceptions of acceptance and rejection are not the only factor, this factor has an important role in influencing the risk of a teenager becoming a victim of bullying.

**Table 3.** Anova Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7923.77	2	3961.88	59.49	.00
Residual	52548.86	789	66.60		
Total	60472.63	791			

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	741.02	2	370.51	20.85	.00
Residual	14021.70	789	77.77		
Total	14762.72	791			

The Victimization Model (FBS-V) and the Bullying Perpetration Model (FBS-P) are both statistically significant with values  $p < 0,001$ . This shows that perceptions of acceptance and rejection from parents together have a significant influence on involvement in bullying, both as victims and perpetrators. In the victimization model, the F-statistic value of 59.486 shows the strength of the model which is quite large in explaining the relationship between perceptions of parental acceptance-rejection and victimization. Meanwhile, in the bullying model, the F-statistic value is 20.849, which, although lower, still shows significance. This emphasizes that the role of parents in preventing teenagers from becoming perpetrators of bullying still has an influence, although not as strong as in the context of victimization.

**Table 4.** Coefficients corelate FBS-P

Model	Unstandardized	Standard error	Standardized	t	Sig.
Constant	41.59	1.004		41.44	.000
PARQ-F	.018	.013	.061	1.43	.152
PARQ-M	.061	.014	.182	4.25	.000

Only PARQ-M (acceptance-rejection from mother) was a significant predictor ( $\beta = 0.182$ ,  $p < 0.001$ ), while PARQ-F (acceptance-rejection from father) was not statistically significant ( $p = 0.152$ ). This shows that perceptions of acceptance-rejection by mothers are an important factor in predicting bullying behavior, while acceptance-rejection by fathers do not have a significant effect on adolescents' tendencies to engage in bullying.

**Fig. 5.** Coefficients corelate FBS-V

Model	Unstandardized	Standard error	Standardized	t	Sig.
Constant	20.31	1.94		10.45	.000
PARQ-F	.133	.025	.220	5.37	.000
PARQ-M	.125	.028	.186	4.52	.000

Perceptions of acceptance-rejection from both parents (PARQ-M and PARQ-F) contributed significantly to predicting victimization. PARQ-F has a beta coefficient of 0.220 ( $p < 0.001$ ), while PARQ-M has a beta of 0.186 ( $p < 0.001$ ). This shows that the perception of acceptance-rejection from both parents is a significant predictor of being a victim of bullying, with the father's role being slightly more dominant.

These findings highlight the importance of the quality of parent-child relationships in influencing bullying dynamics among adolescents. Specifically:

Perceptions of acceptance or rejection from both parents have a significant effect on the possibility of a teenager becoming a victim of bullying. Adolescents who feel rejected by their parents, especially by their fathers, are more likely to experience victimization. This is in line with research by Kokkinos which states that a lack of warmth and acceptance from parents can cause low self-esteem and increased vulnerability to bullying[12].

Interestingly, only perceived acceptance or rejection from the mother was significant in predicting a teenager's likelihood of becoming a bully. This suggests that the relationship with the mother may play a more important role in influencing aggressive or antisocial behavior, perhaps due to the mother's role in shaping social behavior and emotional regulation. This research shows that parents' perceptions of acceptance and rejection have a significant role in influencing teenagers' involvement in bullying, both as victims and perpetrators. These results are in line with previous research which highlights the importance of parent-child relationships in reducing or increasing adolescents' vulnerability to bullying. In detail, these findings can be explained as follows[13].

This research found that perceptions of acceptance-rejection from fathers and mothers significantly influence the possibility of a teenager becoming a victim of bullying. These findings support Crocetti et al., (2016) who found that rejection from parents can increase the risk of victimization[14]. Children who feel rejection from their parents tend to experience low self-esteem, anxiety, and distrust of others, which ultimately making them more vulnerable to bullying. Additionally, Carter et al., (2020) also found that parental acceptance can strengthen adolescents' sense of emotional security, which acts as a protective factor against bullying[15]. This shows that parents' emotional involvement, especially in providing support and affection, can reduce the possibility of children becoming victims of bullying.

Another study by Yeung and Leadbeater (2010) found that positive relationships with parents can help children overcome emotional trauma resulting from bullying. Close and loving relationships with parents create a safe and supportive environment, allowing adolescents to share their experiences and get the psychological support necessary to face difficult situations. In this context, both fathers and mothers play an important role in strengthening children's emotional resilience against bullying[16].

The finding that only acceptance-rejection from mothers is significant in predicting adolescents' tendencies to become bullies indicates the special role of mothers in shaping children's social and emotional behavior. These findings are consistent with the research of Qu et al., (2018), who show that a close relationship with the mother can increase children's empathy and reduce the likelihood of them engaging in aggressive behavior, including bullying[17]. Malm et al., (2017) also found that emotional closeness to the mother can shape children's moral behavior, so that they tend to better understand and respect existing social boundaries[18].

In addition, research by Nikkifuro et al., (2013) shows that perpetrators of bullying often feel more rejection from parents, especially from mothers, and receive less attention and emotional support[19]. Lack of emotional bonding with the mother can lead to antisocial or aggressive behavior, which ultimately gives rise to a tendency to bully peers. These results show the importance of the mother's role in shaping children's social behavior. Mothers, as figures who are generally more involved in daily care, can be an example for children in understanding empathy and emotional regulation. Lack of emotional support from mothers can affect children's psychological development and increase their risk of becoming bullies.

The findings of this study indicate the importance of family-based interventions to prevent and address bullying in schools. Interventions involving parents, especially mothers, can help improve the quality of family relationships, which in turn can reduce adolescents' involvement in bullying. Such interventions need to focus on increasing parental emotional support, as well

as teaching parenting skills that strengthen the emotional bond between parent and child. For example, parenting skills training can teach parents how to provide more effective support and increase their emotional involvement in their child's life[20]. In addition, schools can collaborate with parents to build anti-bullying programs that not only focus on students, but also involve parents as partners in creating a safer environment for teenagers. This family-based approach can help reduce incidents of bullying and strengthen the emotional resilience of children who may be targets of bullying.

## 4 Conclusions

This research shows that perceptions of parental acceptance and rejection, especially from mothers, have a significant role in influencing teenagers' involvement in bullying behavior at school, both as victims and perpetrators.. These results indicate that emotional relationships with parents, especially acceptance from the mother, can be a protective factor against the risk of being involved in bullying. In the context of victimization, both father's and mother's acceptance-rejection had a significant influence, indicating that support from both parents is important in shaping children's emotional resilience. Meanwhile, regarding the behavior of perpetrators of bullying, only acceptance-rejection from the mother was significant, indicating that the mother's role in the moral and social formation of children is very influential in preventing aggressive behavior. These findings provide implications for family-based interventions in preventing bullying in schools. Interventions that involve parents, especially mothers, to improve the quality of emotional relationships and strengthen parenting skills can help reduce adolescent involvement in bullying behavior. In addition, collaboration between schools and parents in anti-bullying programs is expected to create a safer environment for teenagers and strengthen the emotional support they need to face bullying.

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