**RELATIONSHIP OF MATERNAL BEHAVIOUR WITH BULLYING AND VICTIMIZATION OF ADOLESCENTS**

**SREEJA.M.S**

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**DECLARATION**

I, SREEJA M.S., do hereby declare that this dissertation **"RELATIONSHIP OF MATERNAL BEHAVIOUR WITH BULLYING AND VICTIMIZATION OF ADOLESCENTS”** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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**CERTIFICATE**

I, Dr. P.REKHA., do hereby certify that this dissertation, **"RELATIONSHIP OF MATERNAL BEHAVIOUR WITH BULLYING AND VICTIMIZATION OF ADOLESCENTS”** is a record of bonafide study and research carried out by **SREEJA M.S.,** under my supervision and guidance.

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*The investigator owes her thanks to Nice Mary, Lecturer in Psychology, Prajyothi Nikethan College, Thrissur for giving help to validating the tool.*

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*The investigator expresses her thanks to the faculties, the librarian and the supporting staff of the college for their co-operation extended to complete the present study.*

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Chapter One

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Character formation is the highest aim of education: above knowledge is wisdom, and above wisdom is character. The acquirement of resource, initiative and ingenuity in the application of knowledge constitutes the development of character. According to Tagore Education is not only for imparting knowledge but also moulding of character and personality. This is the crux of genuine education. Without character, education does not make man a thoroughly useful member of the society. So it is essential for children to be taught to be judges of character and school is the good place for them to learn. But the parents cannot sit back in their most comfortable arm chairs, with a sign of relief and leave further education of their beloved offspring to the tender mercies of any school teachers.

Good character reflects through one’s good manners. The importance of good manners cannot be overstressed. Good manners impose proper restraint on us and remove harshness in our words and rudeness in our behaviour. Good manners are like the oil that helps to keep the machine of human society running smoothly. Good manners should be sedulously inculcated and teachers must give instruction in this to all students at all times, both by learning and by perception.

The aims of the society reflect in the educational process. The curriculum, methodology etc. set according to the need and nature of the society. Our education system certainly produces competent scientists, technicians, artists, managers, and the like, but do they produce “good” human being? It is generally felt that our educational system has not followed the desired aims as a result that it does not produce ideal citizens in the country. It has followed, rather a narrow aim of preparing individuals for livelihood. The main objective of nation’s products was how to take degree and to earn money and to be careerist without considering ethical values and national spirit. On the other hand we are developing and cultivating the British given economy, judicial system, system of administration and parliament. The main defect of our education policy is that it had completely ignored the Indian culture.

A nation can not prosper if it is lagging behind in education. The educational aims are to be so framed that the animal nature of man be controlled by his rationalistic nature. So Education ought to be so that it may create a noble human rational social being. No matter, if need be, our existing educational pattern be drastically changed by bringing suitable educational aims to achieve the desired results.

Bible says that “One should love one’s neighbour as oneself”. This word carries the idea that one should not do to others what one does not want others to do oneself. Man possesses far better intellect than animals. But he has to mould his behaviour according to the social norms. All we want to do is to teach man what is necessary if they are to behave as independent and mature members of the community. Education is the process which makes man a good human being.

**NEED AND SIGNIFICANCE OF THE STUDY**

The present era is the age of science and technology. India has witnessed technological boom in every field and it results in the rapid growth of industry and other fields. Our country has showing a tendency to replicate the western way of life. The rapid denigration of moral values and culture are the off shoot of this.

The information blasting almost changed the purpose of education itself. In India, the unfortunate idea seems to prevail that the sole purpose of so- called education is to cram up a series of text books for the purpose of passing some specific examination. The student promptly proceeds to forget what little he has learnt and never seems to occur to him that it is necessary to continue to learn anything. “Do nothing, know nothing, and learn nothing”. Education is the soul of society, which passes from one generation to another. When one generation takes a wrong path, eventually the society will lose its soul.

Life is the essence of Truth, Goodness and Beauty. All our virtues are vulnerable and fragile. Scientific enquiry, technology and professional grooming certainly advance very rapidly. But then so does criminality and naked violence, ugly terrorism, murderous drugs, child abuse, robbing, suicidal attempts, atrocities, sexual harassment and all kinds of exploitation of man by man.

The case of school environment is not different. Students’ disruptive behaviour has become almost a password now-a-days. Even though the curriculum prescribes the activity based education, at the delivery end education loses the importance of actions. This conclusion may seem to be the product of hasty thinking. School violence and crime have recently received much public attention. Violence is a very dangerous instrument which can destroy those who wield it. Recently our Kerala had witnessed cyber violence. In Ambalappuzha two higher secondary school girls committed suicide as a result of cyber violence. Technical institution in Thriprayar at Thrissur had seen verbal and physical harassment to a dump student. First year B.tech student committed suicide because of ragging in Thiruvananthapuram. There are a lot of unreported cases also. These entire problems can be termed as Bullying and Victimization.

Bullying is an aggressive intentional act that is carried out by a group or an individual repeatedly and overtime against a victim who cannot easily defend him or herself. On the other hand the term victimization extends the construct to account for the measurable psychological or physical harm experienced by the victims of bullying. Cyber Bullying is a recently emerged form of bullying. Unlike traditional forms of school bullying, where once the victim gets home they are away from the bullying until the next day, with cyber bullying the victim may continue to receive text messages or e-mails wherever they are. Cyber bullying can reach particularly large audiences in a peer group compared with the small groups that are the usual audience in traditional bullying.

Students who engage in bullying behaviors seem to have a need to feel powerful and in control. The bully also may be aggressive towards teachers and parents. They tend to have a more positive attitude toward violence. 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. They can be characterized by impulsivity and a strong need to dominate others. Students who regularly display bullying behaviors 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. There is little evidence to support the contention that they victimize others because they feel bad about themselves (Batsche & Knoff, 1994; Olweus, 1993).

Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them. They may lack social skills and friends, and they are often socially isolated. They are often sensitive and quiet children whose typical reaction to a situation is crying (in lower grades) and withdrawing. They view themselves as failures and feel they are stupid, and unattractive. They are lonely, and feel abandoned at school. The major defining physical characteristic of victims is that they tend to be physically weaker than their peers--other physical characteristics such as weight, dress, or wearing eyeglasses do not appear to be significant factors that can be correlated with victimization (Batsche & Knoff, 1994; Olweus, 1993). It is not in their nature to tease and use aggressive behavior because they view violence and the use of violence negatively.

So many factors are leading to such school problems. The causes of bullying are categorised as individual, family dysfunction, mass media, peer influence and school factors. Among these, family is the first school which shapes the human behaviour. The child is a social being and his social and emotional development is primarily shaped by the social life that he leads. It is generally believed that the parents are the models of their children and hence their attitude and behaviours towards their off-springs is said to have great influence on the future social and emotional behaviour of their progeny. Dominating parenting style (Rigby, 1993, 1996), permissive parenting style and lack of involvement and warmth (Olweus, 1980), harsh discipline (Loeber and Stouthamer-Loeber 1986), and abusive experience (Patterson 1986) all seem to be relevant family factors. Chinese families are known to be more authoritarian than typical in Western countries. This might explain the high prevalence of bullies in Hong Kong.

Mothers are the heart of a family. Family’s happiness is in mother’s lullaby. Maternal behaviour will influence the nature of her house as well as child’s development. Mothers possess a special role in their child’s life. Now a days mothers become more fearful of letting their child play with others, worry more about their child’s safety. It is because of that she thinks that her child is being targeted for victimization. Georgiou (2008) found a line of influence exists between maternal responsiveness, over-protection and child victimization experiences at school. Also, responsiveness predicted low scores of child bullying behaviour. Permissive mothers (who by definition are high in responsiveness) had children with the highest mean score in victimization experience compared with mothers who function under the other three parental styles. He also pointed out that the results may be cultural specific.

Development of character takes place at an accelerated rate during a student’s school or college career. So this is the key period for constructive character building. It is essential for children to be taught to be judges of character and school is a very good place for them to learn. Most of the studies tried to find the effect of different child rearing practices in children. Adolescence is the time when individuals seek their identity and establish their own reference group. Basically, the adolescent is the same person he was as a child, but he is confronted with new urges, new patterns of physical growth, new interests and new concept of life and of self. He becomes increasingly sensitive to his needs which may be to gain friends, to be popular, to be a leader, to be disliked by others, to resist coercion, to be independent and to have prestige.

It is a wide spread belief that teenage years are the “best years of an individual’s life”. One can easily spot happy groups enjoying a movie with their friends. This is only one side of the coin. Life for many young people is a painful tug of war filled with mixed messages and conflicting demands from parents, teachers, peers and friends. Growing up negotiating a path between independence and reliance on others is a tough business. It creates stress and reliance at time serious depression for adolescents. Most of their actions are attempts to establish their identity and autonomy. May be, in the process they become disobedient and rebellious. Parents especially mothers have to accept the restlessness and discontent of their children. They should realize that fighting with their teenage children is inviting doom and will cut communication totally between parent and children.

But Olweus (1993) pointed out that bullying peaks during the middle school years and decreasing precipitously during the high school years. It needs some clarifications because ragging, sexual harassment and cyber crimes have been occurred among adolescents in recent years.

In short, the existing literature is deficient in four primary areas;

* The majority of works on the socialization practices of parents has been limited to investigations of children without considering the uniqueness of adolescent years.
* The current trend is to investigate the relationship between parenting style and children’s activities. Here the investigator tries to investigate the relationship between maternal behaviour and children’s activities.
* Almost all works in the area has combined maternal and paternal styles in general categorization of parenting styles without considering the unique contribution of maternal behaviour
* The majority of the studies in Bullying and Victimization These disgraces led the investigator to the current study.

**STATEMENT OF THE PROBLEM**

The present problem is entitled as “**RELATIONSHIP OF MATERNAL BEHAVIOUR WITH BULLYING AND VICTIMIZATION OF ADOLESCENTS”.**

**DEFINITION OF KEY TERMS**

**Maternal behaviour**

* Any behavior that contributes directly to the survival of offspring that have left the body of the female (Nelson, 2005).

Maternal behaviour is operationally defined as the way the mother acting or the manner of directing or managing herself. In the present study it refers to the perception of adolescents about the way in which their mother conducts herself in a given situation.

**Bullying**

* ‘Bullying’ is usually defined as being an aggressive, intentional act or behaviour that is carried out by a group or an individual repeatedly and over time against a victim who can not easily defend him or herself (Olweus, 1993).

**Victimization**

* Victimization means sustaining physical or mental injury caused by an intentional act or deed of another (Rigby, 2002).

**Adolescents**

* Adolescence is the transitional phase of growth and development between childhood and adulthood (Britannica, 1994).

The term adolescent in this study stands for the students who are studying in Higher Secondary classes.

**OBJECTIVES**

The chief objectives of the present research are,

1. To find out the relationship of maternal responsiveness with bullying and victimization of their adolescent children for the total sample and relevant sub samples based on
   1. Gender and
   2. Locale
2. To find out the relationship of maternal overprotectiveness with bullying and victimization of their adolescent children for the total sample and relevant sub samples based on

a. Gender and

b. Locale

1. To find out the relationship of maternal depressiveness with bullying and victimization of their adolescent children for the total sample and relevant sub samples based on
   1. Gender and
   2. Locale
2. To find out whether there is significant difference in the relationship of maternal responsiveness, over protectiveness and depressiveness with Bullying and Victimization of adolescents in the sub samples based on
   1. Gender and
   2. Locale

**HYPOTHESES**

The present study was designed to test the following hypotheses;

1. There will be significant relationship between maternal responsiveness and bullying and victimization of their adolescent children for the total sample and relevant sub samples based on
   1. Gender and
   2. Locale
2. There will be significant relationship between maternal over protectiveness and bullying and victimization of their adolescent children for the total sample and relevant sub samples based on

a. Gender and

b. Locale

1. There will be significant relationship between maternal depressiveness and bullying and victimization of their adolescent children for the total sample and relevant sub samples based on
   1. Gender and
   2. Locale
2. There will be significant difference in the relationship of maternal responsiveness, over protectiveness and depressiveness on Bullying and Victimization in the sub samples based on
   1. Gender and
   2. Locale

**METHODOLOGY**

1. **Design of the Study**

The present work is a quantitative study. Here the investigator is finding the relationship of maternal behaviour with bullying and victimization of adolescents. Hence, this is a correlation study.

1. **Variables of the Study**

1. Independent variable: The independent variable is the ‘Maternal Behaviour’ with its three components, ‘Maternal Responsiveness’, ‘Maternal Over protectiveness’ and ‘Maternal Depressiveness’.

2. Dependent variable: The dependent variable is the Bullying and Victimization experiences of adolescents.

1. **Sample of the Study**

The sample of the present study consisted of a total of 674 students of standard X11 of two government, aided, rural and urban Higher Secondary schools of three districts.

**Tools used for the Study**

The investigator used the following tools:

1. ‘Bullying and Victimization Inventory’ to measure bullying and Victimization of adolescents.
2. ‘Inventory on Perceived Maternal Behaviour’ to measure the behaviour of the mother as perceived by the students.

**e) Statistical Techniques**

The investigator proposed to use the following statistical techniques:

1. Preliminary Analysis.
2. PEARSON’S PRODUCT MOMENT COEFFICIENT OF CORRELATION (GARRET, 1981).
3. TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN TWO r’s (GARRET, 1981).

**Scope and limitations**

The present study is intended to investigate the relationship of maternal behaviour with Bullying and Victimization of adolescents. It investigates the Bullying and Victimization of male and female students, rural and urban students. Adequate tools were used to measure the bullying and Victimization among students and maternal behaviour perceived by the students. The sample selected for the study is 674 Higher Secondary School students using stratified sampling techniques. Therefore the investigator hopes that the study will yield reliable result which can be generalized. The result of the present study will motivate the educationists to reform the school environment. The study will also highlight the need for improving home-school collaborations. The results will provide creative awareness among mothers about the negative effects of their behaviour in children.

Though maximum effort had been taken to make the study precise, some unavoidable limitations also have crept into it. The important limitations, the investigator could identify were:

1. The study is confined to three districts only.
2. The investigator considered only sex and locale of school to stratify the study group.

The present investigation is only a small footstep in the ongoing pathway. Still with all its limitations, the investigator hopes that the findings of the study will act as the basis for further research in this area.

**REVIEW OF RELATED LITERATURE**

The Review of literature and related studies is an important aspect of an investigation. In the words of Best (1981), “The search for knowledge is an ever expanding process, for each reference may lead to a new list of sources”. This step will help to eliminate the duplication of what has been done and provide useful hypothesis and helpful suggestion for significant investigation. It is a valuable guide for defining the problem, recognising the significance, suggesting promising data gathering devices, appropriate study design and source of data.

This chapter consists of two sections. The first section is the theoretical overview related with the problem of the study. The second section provides a review of the studies concluded in the field.

**Section 1**

**THEORETICAL OVERVIEW**

It includes the concepts Bullying and Victimization into one aspect and the other as parenting style.

**The Concept of Bullying**

The word “Bullying” is derived from the English language and generally refers to a social process in which a child or an adolescent exerts power or influence over other student in a negative manner to achieve a desired effect or outcome. Those who are on the receiving end of bullying are defined as victims and their experiences as victimization.

In 1970 Professor Dan Olweus pioneered a systematic study of bullying in Sweden that revealed significant levels of bullying behavior in Swedish schools. Other international studies have produced similar results. Rigby (1996) asserted that without a victim, there will be no bully. That means bullying and victimization are the pests in the school garden. The occurrence of one of the experience will lose the beauty of the garden.

**Definitions of Bullying**

The definitions of bullying will give clear picture about victimization also.

1. Askew (1989) defined bullying as ‘a continuum that involves an attempt to gain power and dominance over other’.

1. Randall (1991) defined bullying in terms of aggression. According to him ‘bullying is an aggressive behaviour arising out of a deliberate intent to cause physical or psychological distress to others’.

3. Farrington (1993) defined bullying as ‘a repeated oppression of a less powerful person by a more powerful person or a group of persons’.

4. Olweus (1999) redefined bullying as ‘a subset of aggressive behaviour which is characterized repetition – a victim is targeted number of times – and by an imbalance of power – the victim cannot defend him/herself easily, for one or more reasons (he/she may be outnumbered, be smaller or less physically strong or be less psychologically resilient that the person (s) doing the bullying)’.

1. Forero et al (1999) defined as ‘ bullying is when another student or group of students, says or does nasty or unpleasant things to him or her. It is also bullying when a student is leased repeatedly in a way he/she does not like. But it is not bullying when two students about the same strength quarrel or fight’.
2. Reynolds (2003) defined bullying as ‘the use of physical, psychological or direct verbal means either individually or in a group to cause physical or psychological distress to other.

While definitions of bullying in the literature vary, nearly all encompass four essential characteristics. First, bullying is a form of aggressive behavior in that the bully intends to inflict harm, distress, or fear upon his/her victim. Second, bullying always involves a perceived or actual power differential between the bully and his/her victim. Most experts advise against the adoption of peer or other forms of mediation because of this power differential and the likelihood of retaliation. Third, bullying behavior is generally recognized as a form of proactive aggression in that it is not provoked. Finally, bullying behavior involves repeated instances of such behavior, i.e., a single act of aggression is not bullying (Olweus & Limber, 1999) But the two criteria (repetition and power imbalance) are not universally accepted.

**Types of Bullying**

Most researchers in the area of bullying, and of aggression more generally, distinguish several main types. The most common categories are **physical, verbal, and indirect or relational. Physical aggression includes hitting, kicking, punching, taking or damaging belongings; of these, attacks on property might be considered separately. Verbal aggression includes teasing, taunting, threatening**. Both these are usually direct or face-to-face types of aggression. In the 1980s, aggression and bullying were primarily seen as direct physical or verbal attacks. During the 1990s, through the work of *Björkqvist et al., (1992*), Craig (1998), and others, the scope has been broadened to include indirect aggression (done via a third party); and relational aggression (done to damage someone’s peer relationships), or the similar social aggression (done to damage self-esteem and/or social status) . Most researchers, and indeed most pupils now consider indirect aggression, such as spreading nasty stories, and relational/social aggression or social exclusion, such as telling others not to play with someone, as forms of bullying. In recent years a new form of aggression or bullying has emerged, labeled **“cyberbullying”,** in which the aggression occurs through modern technological devices, and specifically mobile phones or the internet**. Research on this topic is still at an early stage of investigation; the phenomenon only appeared a few years ago, as the use of electronic devices such as computers and mobile phones by young people has increased.**

**Roles in Bullying**

Olweus(1993) derived the traditional roles from the investigation. They are : **Bully,** **Victim, Non-involved** (neither a bully nor a victim) and a **Bully-Victim** (pupils who are both bully and a victim).

Salimvalli et al (1996) redefined this by describing six participant roles in bullying. They describe **Ring leader bullies** (who take the initiative), **Follower bullies** (who then join in), **Reinforcers** (who encourage the bully or laugh at the victim), **Defenders** (who help the victim and bystanders), **Victims** (who stay out of things as well as the victims themselves

**Causes of Bullying**

The causes of bullying are categorised as **individual, family dysfunction, mass media, peer influence and school factors.**

Individual factors include **physical strength** and **aggressive reaction** in determining the role of bullies and victims. Olweus (1978) found that bullies are physically stronger than average, while victims are physically weaker. As not all strong boys are bullies, he comes up with the proposition that a combination of physical strength and an aggressive reaction pattern is the most important factor. However, why some boys are more aggressive than others has not been explained. While some people propose that it is determined by genetic factors, this assumption lacks empirical support.

Other researchers have investigated the family functioning dimension. **Dominating parenting style** *(*Rigby, 1*993, 1996),* **permissive parenting style** and **lack of involvement and warmth** *(*Olweus, *1980)*, **harsh discipline** (Loeber and Stouthamer-Loeber *1986),* and **abusive experience** (Patterson 1986) all seem to be relevant family factors. Chinese families are known to be more authoritarian than typical in Western countries. This might explain the high prevalence of bullies in Hong Kong. The increase of school violence locally simply cannot be explained by the family factor alone.

Derksen and Strasburger (1996) argue that the cause of increased youth violence lies in **media violence**. They suggest that the effect of the media is subtle and ingrained over time by the repetition of images and stereotypes that offer children distorted information about gender, roles, and violence. Violence is always shown as an acceptable means of conflict resolution in the media. Children could be unconsciously modeling undesirable behavior (Bandura,1981).

**Adolescence** is the time when individuals seek their identity and establish their own reference group. Research on street gangs suggests that reference groups have profound effects on human behavior. Group pressure, group norms, group identification, and dilution of responsibility are key factors. But the direction of influence from the group to the individual is not one way. Studies have shown that people most often choose to join groups with members, who are like themselves; who have similar values and attitudes (Collins et al., 2000). So the group factor cannot rule out the part played by individual factors.

Olweus *(1993*) found that the number of teachers assigned to supervise student break times was negatively associated with the number of bullying incidents. Other researchers focus on the impact of the school climate. Licata (1987) suggests that a positive attitude among students and staff can lead to positive behaviors, thus reducing bullying behaviour. Rigby (1996) found that the more students held beliefs such as ‘‘might is right’’ or ‘‘victims should not complain,’’ the poorer was the school ethos and the more serious was the bullying problem.

**Characteristics of the Typical Bully**

Implied by Olweus definition of bullying, the essence of **bullying is aggression towards peers. The bully also may be aggressive towards teachers and parents. They tend to have a more positive attitude toward violence.** They are considered average as slightly below average in popularity when in small groups. They generally have two or three peers who support and seem to like them. They can be characterized by impulsivity and a strong need to dominate others. **Bullies have little empathy with victims**. Studies shows that bullies have average or above self-esteem and bullies are aggressive children.

Bullying is a component of a more generally antisocial and rule breaking behaviour pattern. Empirical results predict increased risk of other problems including criminality and alcohol/ drug abuse (Loeber & Dishion, 1993). **Olweus conducted a follow-up study that found that by the age of twenty four, 60% of bullies were convicted of a crime and 35-40% had three or more convictions.**

**Consequences of Bullying**

A strong correlation appears to exist between bullying other students during the school years and experiencing legal or criminal troubles as adults. In one study, 60% of those characterized as **bullies in grades 6-9 had at least one criminal conviction by age 24** (Olweus, 1993). Bullies exercising power and status over victims and fail to develop empathy for others. Thus **bullying eases the way for children to a path of delinquency and criminality** (Farrington, 1993). Chronic bullies seem to maintain their behaviors into adulthood, negatively influencing their ability to develop and maintain positive relationships (Oliver, Hoover, & Hazler, 1994).

Victimization is the receiving end of bullying. Victims are the preys and bullies are the predators. It is a celebrate act upon a person to dehumanize him.

The characteristics of the typical victim apply to both boys and girls, but less research has been done o girls. **Victims tend to be more anxious, insecure and younger**. They are often sensitive and quite. The children whose typical reaction to a situation is crying (in lower grades) and withdrawing. Olweus’s studies indicate that these students **tend to have lower self-esteem than students in general**. They view themselves as failures and feel they are stupid. They have no single good friend. **The male victims may be physically weaker than their classmates**.

Olweus named more common type of victim as **passive or submissive victim**. They tend to have closer relationships and more contact with their parents, especially mothers. These mothers are perceived by teacher as being overprotective. The second type is called the **provocative victims**. They have problems in concentration on tasks, hyperactivity and often behave in ways that cause irritation and tension around them. These students often provoke a negative reaction from most of their classmates.

Olweus found **that victims had ‘normalised’ after leaving school when they had enough freedom to choose their own social and physical environments**. But **they had a higher rate of depression and poor self-esteem**. That means, **persistent victimization may left its scars on their minds.**

Victims often fear school and consider school to be an unsafe and unhappy place. The act of being bullied tends to increase some students' isolation because their peers do not want to lose status by associating with them or because they do not want to increase the risks of being bullied themselves. The victimization often leads to emotional stress, depression, low self-esteem and even suicidal attempts ( Hawker and Boulton, 2000). It can leave its scars on children’s minds (Olweus, 1994).

**Need of Intervention**

It is clear that school personnel do relatively little to intervene in the bullying cycle at school. There may be a number of reasons for this. First, Stephenson and Smith (1988) **report that 25% of teachers feel that it is sometimes helpful to ignore the problem.** Because bullying often occurs in the form of verbal intimidation, isolation and exclusion, teachers may view these behaviors as less serious than physical assaults where the damage is easily visible. Second, **the social (passive) skills of the victims may be such that teachers are less motivated to intervene**. Third, **the behavior of the victim may play an important role as well**. Parents are often unaware of the bullying problem and talk about it with their children only to a limited extent (Olweus, 1993). Student surveys reveal that a low percentage of students seem to believe that adults will help. Students feel that adult intervention is infrequent and ineffective, and that telling adults will only bring more harassment from bullies.

**Intervention Programme**

In this situation, effective interventions must involve the entire school community rather than focus on the perpetrators and victims alone. It is essential to develop whole-school bullying policies, implement curricular measures, improve the school ground environment, and empower students through conflict resolution, peer counseling, and assertiveness training. Olweus (1993) details an approach that involves interventions at the school, class, and individual levels. It includes the following components:

An initial questionnaire can be distributed to students and adults. The questionnaire helps both adults and students become aware of the extent of the problem, help to justify intervention efforts, and serve as a benchmark to measure the impact of improvements in school climate once other intervention components are in place.

A parental awareness campaign can be conducted during parent-teacher conference days, through parent newsletters, and at PTA meetings. The goal is to increase parental awareness of the problem, point out the importance of parental involvement for program success, and encourage parental support of program goals. Questionnaire results are publicized.

Teachers can work with students at the class level to develop class rules against bullying. Many programs engage students in a series of formal role-playing exercises and related assignments that can teach those students directly involved in bullying alternative methods of interaction. These programs can also show other students how they can assist victims and how everyone can work together to create a school climate where bullying is not tolerated.

Other components of **anti-bullying programs** include individualized interventions with the bullies and victims, the implementation of cooperative learning activities to reduce social isolation, and increasing adult supervision at key times (e.g., recess or lunch).

Olweus (1993) is generally credited with developing the first efficacious anti-bullying program. The Olweus bullying prevention program was created in response to several youth suicides in Norway during the early 1980’s in which bullying appeared to play a major cause. This is a school wide approach .

Other bullying prevention programs have **used class room management** (Roland & Galloway, 2002),**Peer support** (cowie & Wallace, 2000) and **play ground aggression reduction** (Cunningham et al,1998: Frey et al,2005) **strategies to reduce bullying behaviour and victimization.** Frey et al (2005) suggests that social and emotional skills training may be an effective way to reduce bullying behaviour and victimization.

It is better to prevent behaviours like aggression and victimization before they occur, either through comprehensive programs that address both risk and protective factors, such as the ‘Bully Busters’ program (Newman et al, 2000), or through specific programs that focus on prevention of aggression through skills training, such as the “Aggressive Replacement Program (Goldstein et al, 1998).

**The Concept of Parenting Style**

The child is a social being. His social and emotional development is primarily shaped by the social life that he leads. That is by the interactions he has with his surroundings. An important aspect of development is the acquisition of abilities to regulate positive and negative emotions in social, educational and professional milieus. It is generally believed that parents are the model of their off springs. The children learn this by watching the daily interactions of their family members especially parents (Patterson, 1982). According to Olweus the learning in the family happens from very early in the development of the child and it can persist for three generations.

Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child outcomes. “ Do as I ask you to do” “don’t ask questions‼” are generally the catch phrases in our community. Such parental outlook does not help the child develop self-respect. Baumrind classified parenting styles into four. They are

Authoritarian style : This style is “obedience-oriented, and express orders to be obeyed without explanation”. These parents provide well-ordered and structured environments with clearly stated rules.

Permissive style: Permissive parents are “ non traditional and lenient, do not require mature behaviour, allow considerable self- regulation and avoid confrontation”.

Democratic style: These parents are both demanding and responsive. Their disciplinary methods are supportive rather than punitive. Theyt impart and monitor clear standards for their children’s conduct. They are assertive, but not intrusive and restrictive. This parenting style helps in building a healthy relationship between parents and adolescent.

Negligent style: These are low in both responsiveness and demanding: in extreme cases, this style might encompass both rejecting and neglecting.

From a theoretical perspective, individual psychology’s parental model, based on Adlerian theory, suggests that an autocratic parenting style mat not effective because it implies a superior/ inferior relationship between parent and child. This approach to child rearing fails to produce responsibility in children.

Bandura’s social learning theory has provided a base for studies of how displays of aggressiveness in parent’s behaviour can serve as a model for children’s behaviour.

**Role of Mother**

The current study particularly examined the maternal behaviour because of the mother’s special role in her children’s life. Mothering is considered as women’s major source of identity and satisfaction. But mothering can bring mi9sery when children develop anti-social behaviours. Since mother, as the principle caretaker is usually the person who has potent influencing power. Olweus (1980) points out that “ a young boy who gets too little love and interest from his mother and too much freedom and lack of clear limits with regard to aggressive behaviour is particularly likely to develop into an aggressive adolescent”. Olweus found a positive correlation between a boy’s aggression and his mother’s permissiveness for aggressive behaviour ,use of power-assertive disciplinary methods, physical punishment and strong threats. Olweus introduced the term “mother negativism” (absence of warmth, hostility, rejection, coldness and indifference) to indicate one of the maternal characteristics.

The main characteristics of maternal behaviour which selected from those identified in the social influence literature as correlates of bullying and victimization are

1. Maternal Responsiveness: Earlier research has shown that responding to the child’s needs, having a warm relationship, being available to discuss the child’s problems and helping with difficulties is negatively related to aggressive behaviour [Rigby,(1993); Stelios N.Georgiou (2008)]. Olweus used the opposite construct ‘Mother Negativism’ in his model.
2. Maternal Over protectiveness: There is evidence in literature that parental involvement, which is perceived by the child as over protection, herself or deal effectively with victimization attacks by other children [Besag (1989) ; Stevens *et al.,*(2002)]. Mothers worry more about their child’s safety and worry more about their child in general as a result of perceiving that their child is being targeted for victimization.
3. Maternal Depressiveness: Prior research [Connolly & O’moore, 2003] has shown that the emotional state of mother and especially her chronic depression may be associated with her children’s bullying behaviour. An explanation of this may be that a depressed parent is likely to use inconsistent discipline practices and at times harsh punishment, both of which are linked to bullying behaviour (Loeber & Stoutmer Loeber, 1986).

**CONCLUSION**

The references had pointed out the need of finding out the bullies and victims in the school and causes of such phenomena among them. Though many factors influence child’s development, the primary agent in the bullying and victimization is the mother herself, as they are the caretaker of a child in all her life. Hence the investigator decided to find out the relationship of maternal behaviour with bullying and victimization of adolescents.

**Section 2**

**SURVEY OF RELATED STUDIES**

The survey of related studies helps the researcher to understand the problem in depth, it act as a guide for further investigation and developing tools for the study. Some of the relevant studies are reviewed by the investigator and presenting here.

Theoretical foundation for the study was Roger’s model of the Ego and its striving for superiority that ego is social product developed through interpersonal relations and that each person has a need and is striving for a positive ego picture. Roger’s defined ego picture as the product of the individual’s interaction with other people. The ideal ego is all the things the individual like to be.

Lovett.B. Beverly (1994) conducted an empiric al analysis of 60 female victims of sexual abuse and their perceptions of their relationship with their non offending mothers. The participants have the ages between seven and twelve, who were interviewed within a few weeks of disclosure. Data collection includes the parental acceptance / rejection questionnaire and child behaviour check list. Results indicate that sexually abused girls who perceived lower levels of maternal rejection had levels of maternal rejection.

Rezene (1998) studied the child rearing in Eritrea and its educational implications. The study was a descriptive case study of attitude to children and child rearing practices in Zeban-una village in Eritrea in North East Africa. The study put forward the following educational implications. The first one is the constrictions on the personality development of the children when they come to school because of the authoritarian attitude of the father and servility of the child which is the cultural norm. The second one, stemming from the first, is the alignment of early chi9ldhood education in an institutional setting with parental attitude to children.

Simpson *et al.,* (1998) in their study employed a panel design with approximately 300 adolescents to investigate the relationship between parental rejection and delinquency. LISREL was employed to estimate the parameters of the reciprocal relationship between parental rejection and delinquency. Analysis indicated that the predominant causal flow is from parental rejection to delinquency.

Deblinger *et al.,* (1999) examined the potential influence of maternal adjustment and parenting style on children’s psychosocial adjustment following sexual abuse. A battery of standardized parent and child self report instruments were administered to 1000 sexually abused children and their non offending mothers. The result of a series of multiple regression analyses indicated that the maternal depression significantly contributed to the expression of both post-traumatic stress disorder symptoms in sexually abused children. In addition , rejecting mothering contributed to the children’s level of depression.

Farrignton and Baldry (1999) conducted a study to analyse the personal characteristics and parental styles of bullies and delinquents, and to establish which factors were related to the bully/ delinquent group and which were related to only bullies or only delinquents. Questionnaire on bullying ans delinquency was completed by 113 girls and125 boys aged 11-14. The study found that only bullies had authoritarian parents and disagreed with their parents, whereas only delinquents had conflictual and low supportive parents. Study suggested that parent training interventions might prevent both bullying and delinquency.

Natvig *et al.,* (1999) explored the association between bullying behaviour and school related stress experience, self efficacy, social support and decision control in the study of 885 adolescents. Information was based on self reports. Odd ratios of bullying behaviour according to psycho-social factors were calculated in a multiple logistic regression analysis. Increasing school alienation was associated with an increased risk of bullying where as increasing support from teachers and peers decreased the risk. But no significant association was seen with decision control.

Stevens *et al.,* (2001) investigated the differences between families of victims, bullies, bully/victims amd non- involved children on family functioning, child rearing practices and problem solving strategies in hypothetical conflict situation and perception difference between children and their parents on those dimensions. The findings revealed that the parents holding up a more positive picture of their family than children. Important differences between families of bullies, victims and bully victims were documented looking at the family functioning and parent- child interactions from the perspective of the children.

Swanson *et al.,* (2001) investigated the relationship between parenting style and psychological distress. Parental bonding instrument was used to examine this. The study found that high levels of psychological distress were linked with low parental care, but there was no association between psychological distress and parental control.

Schwartz *et al.,* (2002) studied the victimization in South Korean children’s peer groups. The participants of this cross-sectional investigation were 122 children from South Korea. Multi-informant assessment (peer, nomination, teacher ratings and staff reports) of peer victimization, social behaviour, loneliness, social dissatisfaction and academic functioning were obtained. Multi variant analyses indicated that peer victimization was associated with poor academic adjustment, loneliness, aggression, submissive withdrawn behaviour and low levels of assertive- prosocial behaviour.

Kassabri *et al.,* (2004) through a hierarchical linear modeling examined the relationship between victimization and student level variables (gender, age) and school level variables, the socio-economic status of student’s families and class size, school level and school climate. The study reported that boys suffer higher victimization than girls. Students in junior high schools reported more victimization than high school students. Higher levels of victimization were reported in over crowded classes while school size was not associated with victimization. Also the SES of the student’s neighbourhood and student did have a moderate effect.

Dempsey *et al.,* (2005) investigated the characteristics of children who remain consistently peer victimized in comparison to those who transition out of victimization status. At time one. 1589 third, fourth, and fifth grade children were administered peer nomination instrument and standard sociometric variables. At time two, 1619 third, fourth, and fifth grade children were administered the same measure. A mixed design repeated measures MANOVA was conducted for boys and girls separately. Results indicated that in comparison to victims transitioning out of victimization status, consistently victimized boys were lower in prosocial behaviour, and consistently victimized girls were higher in impulsivity.

Espilage and Holt (2006) examined relations among social support, bully/ victim status, psychological distress in a sample of 784 ethnically diverse youth. Multi variate analyses revealed that there was a significant interaction between bully/victim groups and peer social support. Specifically, bullies, victims and bully/victims who reported moderate peer social support also indicated the least anxiety teacher depression.

Finkelhor *et al.,* (2005) conducted a National Survey on the victimization of children and youth. The study examined a large spectrum of violence, crime and victimization experiences in a nationally representative sample of children and youth ages two to seventeen years. The study show that more than one half of the children and youth had experienced a physical assault, more than one in four a property offense, more than one in eight a form of child maltreatment, one in twelve a sexual victimization. Only a minority had no direct or indirect victimization.

Anuradha and Bharathy (2006) investigated the relationship between mother’s educational qualifications and children’s TV viewing behaviour. The sample consisted of 300 children studying in schools in Tirupathi town and their mothers’ Data were collected by using stratified random sampling techniques. Mean , standard deviation and t-value of the data are calculated and found that there is significant association between mother’s educational qualification and children’s TV viewing behaviour.

Sreevidya, C.S (2006) studied the role of parents in helping adolescents cope with stress. This study aims at surveying stress among adolescents. It is based on data collected from 100 adolescents and their respective parents. The study found the percentages of esch components of stress. It identifies some of the stressful events young people experience, describes how they deal with stress and indicate coping strategies available for young people most vulnerable to stress and depression.

Milevsky *et al.,* (2006) examined variations in adolescent adjustment as a function of maternal and paternal parenting styles. Participants included 272 students in grades nine and eleven from a public high school in U.S. Participants completed measures of maternal and paternal parenting styles and indices of psychological adjustment. Authoritative mothering was found to relate to higher self-esteem and life satisfaction and to lower depression. For paternal styles the advantage was less defined and only evident for depression.

Gini and Pozzoli (2006) investigated on the topic “The role of Masculinity in children’s bullying” The aim of this study was to explore the association between gender role, in terms of attribution of masculine and feminine characteristics and children’s involvement in bullying problems during the elementary school years. A total of 113 six – to- ten year old children completed self report measures of bullying and victimization and a masculinity- feminity scale. Data from a hierarchical regression on bullying scores showed that, irrespective of sex, masculine traits predicted active bullying behaviour.

Kokkinos and Georgia (2006) examined the association between parenting locus of control, discipline practices and bullying and victimization experiences of elementary school children. A total of 186 children and 160 parents respond to structured questionnaires. Results indicated that parental discipline practices were correlated with specific dimensions of parenting locus of control dimensions were significantly predictive of discipline practices.

Lam and Liu(2006)explored the process of how youngsters become bullies and slowly withdraw the behaviour through in-depth interviews of eight bullies in a secondary school in Hong Kong. Most respondents sympathized with the victims initially. They started to bully others for gaining security, power material benefit, functional and emotional release, Inhibition was influenced by school discipline and family response. The relative forces of the encouraging and inhibiting factors in the process determined the perpetuation or termination of the behaviour.

Schechtman (2006) investigated the relationship of life skills and class room climate to self reported levels of victimization. The study conducted in Israel, including 97 schools, 261 fifth and sixth classrooms, and close to 9,000 students. Results of hierarchical regression showed a significant relation between lower levels of self- reported victimization and some of the life skills and with two of the classroom climate: relationship and personal growth was not related to class room aggression. More over, classroom climate was far more related to the level of victimization than life skills.

Georgiou (2007) conducted a study on parents and students to propose and test a theory driven model describing the network of effects existing between parental style and child involvement in bullying incidents at school. The participants were 377 Greek Cypriot children and their mothers. It was found that a line of influence exists between maternal responsiveness, overprotection and child victimization experiences at school. Also responsiveness predicted low scores of child bullying behaviour. Permissive mothers had children with the highest mean score in victimization compared with mothers who function under the other parental styles.

Bradshow *et al.,* (2007) studied the influence of school context of social disorganization perspective on Bullying related attitudes and behaviours. Multilevel analyses were conducted on bullying – related attitudes and experiences among 22,178 students in 95 elementary and middle schools. The hierarchical linear modeling analyses suggested that school level indicators of disorder were significant predictors of bullying related attitudes and experiences.

Thao and Judy (2007) conducted a study on victimization among Asian ethnic groups. The objective of the study was to find the relationship between familial physical and emotional victimization and risk factors. A community based sample of 329 Asian youth were interviewed a face- to –face format. Results revealed that reporting of violent physical victimization was greater among males than females and greater among females than males for emotional victimization.

Gruber and Fineran (2008) compared the impact of bullying and sexual harassment victimization on the mental and physical health of adolescents. A sample of 522 middle and high school students was used to address two questions about bullying and sexual harassment. The results of t- test and Pearson’s r show that girls were bullied or harassed as frequently as boys, but sexual minorities experienced higher levels of both compared to bullying, sexual harassment had adverse effects on more health outcomes.

Leadbeater *et al.,* (2008) examined the effects of adolescents experience of parenting and of peer aggression and victimization, consistent with the view that adolescent relationships are established in the context of important characteristics of their social networks. Self reports of dating victimization and aggression was used as the tool for collecting data from a population based sample of youth 12-18 years old who were in dating relationships. The findings of this study point to a significant transfer of aggression in peer relationships to relational aggression in dating relationships. Parental monitoring emerged as a protective factor in reducing both dating victimization and relational aggression.

Cassidy (2008) explored in a quasi experimental survey of 461 children aged between 11 and 15 years old, the relationship between social identity, family and school context, problem solving style, self esteem, health behaviours and victimization. The study showed that victims exhibited higher levels of psychological distress, lower self-esteem, more unhealthy behaviours, less support from parents and teachers, poorer problem solving styles and lower perceived social identity. Girls had higher prevalence styles of victimization than boys. The best predictors of victimization were sex, family situation, social identity and problem solving style.

Slonje and Smith (2008) studied on the new form of bullying and harassment which is called Cyber bullying (C.B). 360 adolescents were surveyed to examine the nature and extent of C.B in Swedish schools. Four categories of C.B (text message, e-mail, phone call, picture/video clip) were examined in relation to age and gender, perceived impact, telling others and perception of adults becoming aware of such bullying. The results show that gender differences were few. The impact of C.B was perceived as highly negative for picture/ video clip bullying. Cyber victims most often chose to either tell their friends or no one at all about the C.B. So adults may not be aware of C.B.

Vervoort *et al.,* (2008) examined the role of ethnicity and ethnic compositon of school class on bullying and victimization among adolescents. The objective of the study was to examine the relationship between ethnicity, bullying and victimization and whether these relationships were moderated by the ethnic composition of the school classes. Participants were 2386 adolescents from 117 school classes in the Netherlands. Through multilevel analysis the result revealed that ethnic minority adolescents bully more in ethnically heterogeneous classes.

Estell *et al.,* (2008) examined bullying and victimization in fifth grade classrooms in relation to students education status and peer group membership. The sample consisted of 484 participants, including 369 general, 74 gifted and 41 student with mild disabilities. Student with mild disabilities were more likely to be perceived as being bullies by both teachers and peers. Academically gifted students were rated the lowest for both bullying and being bullied. Social isolates were more likely to be bullied than perceived popular peers.

Moorman *et al.,* (2008) examined the role of mother’s cognitions about children’s control in their responses to children’s helplessness. 109 mothers and their four-year- old children were asked to work on a difficult task in the laboratory. Mother’s also completed a set of questionnaires assessing their cognitions about children’s self control. Hierarchical linear modeling indicated variability among mothers in their minute-to-minute hostility, but not warmth, in response to children’s helplessness. Mother’s cognitions contributed to this variability: The more mothers placed importance on, worried about, and believed they could influence their children’s self-control, the more hostility they demonstrated following their children’s helplessness.

**CONCLUSION**

Most of the studies in this area were conducted in Western countries. That were mainly related to the parental role in bullying and victimization. Pertaining to the maternal role, the studies are few. Almost all these studies had been done among the students of secondary level, because it is found that bullying peaks in the secondary stage. Here in our context, bullying and victimization very often take place in the Higher Secondary stage. In our social and cultural set up till adolescence, children are well under the control of family and school authorities. Studies on Bullying and Victimization among Indian students are few. Some issues happened at various parts of our state establish the above fact. In a recent public address our Chief Minister Sri. V.S Achuthanandan stated that the state government is seriously considering an enquiry into the suicides of school students. This establishes the relevance of this study.

**METHODOLOGY**

The main purpose of the study was to find out the relationship of maternal behaviour with bullying and victimization of adolescents**.** The success of a research work depends largely upon the suitability of the methods, tools and techniques followed by the researcher in collecting and processing data.

The methodology followed by the investigator can be given under the following headings.

1. Design of the study
2. Variables of the study
3. Sample of the study
4. Tools and Techniques used in the study
5. Data collection Procedure
6. Consolidation of the Data
7. Statistical techniques used in the study
8. **Design of the study**

The present investigation is a correlation type study. The investigator was finding out the correlation of maternal behaviour with bullying and victimization through this work. The design is said to be quantitative.

**2. Variables of the study**

**‘**Maternal Behaviour’, with its three components, namely, ‘Maternal Responsiveness’, ‘Maternal Over protectiveness’ and ‘Maternal Depressiveness’ was fixed as the independent variable. The Bullying and Victimization of adolescents was taken as the dependent variable.

**3. Sample of the study**

The investigator selected Higher Secondary School students as the representative of adolescents because they are the mature students of that period. For the present study the investigator took plus two students of three districts; Thrissur, Kozhikode and Malappuram.

In selecting the sample the investigator had to consider three major aspects viz.

a) Techniques of sampling

b) Factors represented

c) Size of the sample

**a)** **Techniques of Sampling**

The population consists of large number of students belonging to different strata like gender and locale. Because of this stratification in the population, the investigator had to adopt stratified sampling method to select sample which will be a good representative of the population. According to Garret (1981), when the population is composed of sub groups or strata of different sizes, stratified sampling method is applicable. The samples of the present study were collected from Thrissur, Kozhikode and Malappuram districts considering the educational status of these districts.

**b)** **Factors Represented**

The following factors or strata of the population were taken into consideration while selecting the sample.

1) Gender and

2) Locale

**c)** **Size of the Sample**

The size of the sample is a crucial factor for the validity of the results. According to Patton ( 2002 ) “An optimum sample in survey is one which fulfils the requirements of efficiency, representativeness, reliability and flexibility”. The investigator decided to collect data from four schools from each district. To get ethnically diverse community one tribal residential school and Fisheries residential school is also selected from the list of schools.

The details regarding sample selected for data collection is given in the

Table 1.

**Table 1**

**List of Schools selected for data collection**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Name of school | Locale | | Gender | |
| Urban | Rural | Male | Female |
| 1 | C.M.S.H.S.S. Thrissur |  |  | 49 |  |
| 2 | S.N.D.P.H.S.S Palissery |  |  | 30 | 19 |
| 3 | G.H.S.S Chalakudy |  |  | 24 | 20 |
| 4 | G.H.S.S Vettilappara |  |  | 28 | 25 |
| 5 | M.R.S Chalakudy (Tribal) |  |  |  | 27 |
| 6 | Farook H.S.S Feroke |  |  | 21 | 26 |
| 7 | G.M.H.S.S Kozhikode |  |  | 31 | 13 |
| 8 | G.H.S.S Beypore |  |  | 24 | 20 |
| 9 | H.I.H.S.S Kozhikode |  |  | 19 | 29 |
| 10 | M.S.P.H.S.S Malappuram |  |  | 38 | 22 |
| 11 | G.H.S.S Pullengode |  |  | 18 | 26 |
| 12 | G.B.H.S.S Manjeri |  |  | 28 | 25 |
| 13 | E.M.E.A.H.S.S Kondotty |  |  | 19 | 31 |
| 14 | G.R.F.T.V Tanur (Fisheries) |  |  | 30 | 32 |

**4. Tools and Techniques used in the study**

Each and every type of research needs certain instruments to gather new facts or to explore new fields. The tools of research are the instruments that provide for the collection of data upon which hypothesis may be tested. (Good,1959).

For the present study the investigator used the following tools;

1. Bullying and Victimization Inventory. (Rekha and Sreeja, 2009)

2. Inventory on Perceived Maternal Behaviour . (Rekha and Sreeja, 2009)

**Description of the Tools**

**1. Bullying and Victimization Inventory**

**Bullying and Victimization Inventory was constructed by modeling the Bullying and Victimization Questionnaire developed by Olweus (1996),** for the Scandinavian population which was then subsequently translated into English by Smith and his colleagues. The investigator with the help of supervising teacher modified the tool for the present study.

**Planning and preparation of the inventory**

The first step of the construction of a tool is planning. To plan means act with a purpose. The present study is an attempt to find out the relationship of maternal behaviour with Bullying and Victimization of adolescents.

The investigator made an intensive search through the available literature and found the Revised Bullying and Victimization Questionnaire*—BVQ* (Olweus, 1996). It is a 28-item self-report measure that covers the seven areas of victimization. That is, **having been called bad names, having belongings taken without permission, having lies told about them, having nasty tricks played on them, having being threatened or blackmailed, having been hit or beaten up and having been systematically excluded from groups.**

Four items in each area were included in the tool; two were phrased for victimization and two for bullying. It is decided to include two statements from the cyber bullying, the new area of bullying. Minor adjustments were made in the BVQ to suit with our culture. Thus the investigator was planned to make an inventory of thirty items; fifteen items from bullying and fifteen from victimization.

**Bullying**

A student is being bullied when another student or group of students, say nasty and unpleasant things to him or her. It is also bullying when a student is hit, kicked and threatened. These things may take place frequently and it is difficult for the student being bullied to defend him or herself. It is also bullying when a student is teased in a negative way. But it is not bullying when two students of about the same strength quarrel or fight ( Olweus, 1993).

Example for bullying

I address my classmates with nicknames for hurting them.

I redicule my classmates by revealing their foolish deeds in public.

**Victimization**

Victimization means intentionally causing injury by another to an individual through physical or interpersonal means. Here the individual is the victim. It is the other end of bullying

Example for victimization statement

My classmates refute my ideas that I have expressed.

My classmates send to me nasty messages.

The tool was prepared with the selected items of bullying and victimization for plus two students by asking whether they suffered each of the above experiences and whether they committed the same acts on the other during the past year. Thus the final tool consisted of thirty items in which the statements 1, 2, 4, 7, 9, 10, 13, 14, 15, 17, 18, 22, 23, 24, 26 were for Bullying and 3, 5, 6, 8, 11, 12, 16, 19, 20, 21, 25, 27, 28, 29, 30 were for Victimization.

**Mode of answering**

The tool was prepared with necessary instructions to students. The response sheet containing five point scale from **absolutely true, some what true, ambivalent, slightly true and not true.** There was no time limit to the inventory. This was prepared for a period of 45 minutes duration.

Sample copies of the inventory and response sheet are provided as **Appendix- I and II** respectively. English version of the tool is provided as **Appendix-V**

**Scoring**

Based on the Bullying and Victimization questionnaire developed by Olweus the investigator decided to give 4,3,2,1,0, for the responses from absolute true to not true respectively. The responses above the level of ambivalent is considered as bullies and victims.

**Reliability and Validity of the Tool**

Reliability of the test is its ability to yield consistent result from one set measure to another. According to Best (1996), ‘reliability is the degree of consistency that the instrument or procedure demonstrated, whatever it is measuring it does so consistently.

The investigator used test-retest method to find the reliability of the test. The test is given and repeated on the same group and the correlation is computed between the first and second scores using the formula



Where r = Coefficient of correlation

X = Scores obtained in the first test.

Y = Scores obtained in the second test.

N = Total number of scores.

The reliability of the tool was found to be 0.93. This indicates that the tool is highly reliable.

The validity of a test may be defined as ‘the efficiency with which a test measures what it attempts to measure’. A test is said to have face validity when it appears to measure what ever the author had in mind; what he thought he was measuring (Garrett, 1981). All the items were selected after consultation with experts, thus ensuring face validity.

Content validity is concerned with how well the tool sample represents the universe of criterion behaviour. The items of the tool were prepared by modeling Olweus Bullying and Victimization Questionnaire, thus ensured content validity.

Construct validity is concerned with how well the tool seems to measure a hypothesized trait. A vast amount of literature was collected from the abroad studies for selecting the criteria to prepare the items, thus ensured construct validity.

Thus the tool claims face validity, content validity and construct validity. But according to Garret (1981) a highly reliable test is always a valid measure of some function. As the reliability was 0.93, the index of reliability is . This means that the test correlates 0.93 with true measure of itself. By concerning all these reasons, the investigator hopes that the Bullying and Victimization Questionnaire is a valid test.

**2**.  **Inventory on Perceived Maternal Behaviour**

An inventory on perceived maternal behaviour was constructed by the investigator with the help of supervising teacher.

**Planning and preparation of the tool**

A thorough review of literature motivated the investigator to study the relationship of maternal behaviour with Bullying and Victimization of adolescents. From an intensive search through the available literature, it was found that Georgiou (2008) had identified three behaviours of the mothers through factor analysis. The three behaviours are Maternal Responsiveness, Maternal Over protectiveness and Maternal Depressiveness. For this research purpose the investigator together with his supervising teacher decided to prepare a tool based on these aspects. The planning led the investigator to make an inventory of thirty items; ten items each from the maternal behaviour.

The components identified for the present scale are categorized into three heads namely Maternal Responsiveness, Maternal Over protection, Maternal Depressiveness.

**Maternal responsiveness**

Mothers who possess responsive behaviour maintain keen interest in the affairs of their children and pay proper attention to their problem. They motivate children by providing suitable verbal and non- verbal ways. They maintains cordial relationships with their children and engage in open discussion, communication etc. Statement numbers 1,4,8,11,13, 16, 20, 24, 27, 30 comes under this category.

Example

My mother gives me courage to face all problems.

**Maternal over protectiveness**

Mothers who possess overprotective behaviour, imposes so restrictions on their children. They make rules and regulations themselves, set limits and enforce them to children’s activities. Statement number 2,6,10,14,18,19,21,22,23,25 comes under this category.

Example

My mother decides what I should do and should not.

**Maternal depressiveness**

Mothers with depressive behaviour indicates hostile atmosphere which includes excessive criticism, individual comparison, refusal to pay attention and unconcern for the child’s welfare. Such parents are unresponsive to the child and show repulsion, avoidance etc. towards them and treat them with impatience, irritation or anger. They emphasise the faults and defects of the children and do not provide any motivation on their achievement

Example

My mother instigates me to do the deeds which she likes and that I dislike.

**Mode of scoring**

Necessary instructions were given to the students at the beginning of the tool. The response sheet containing five point scale from strongly agree, agree, ambivalent, disagree, strongly disagree. This tool was also prepared for a period of 45 minutes duration.

Sample copies of the inventory and response sheet are provided as **Appendix- III and IV** respectively. English version of the tool is provided as **Appendix-VI**

**Scoring**

Based on the study of Georgiou (2008) the investigator decided to give 4,3,2,1,0, for the responses from strongly agree to strongly disagree respectively. The responses above the level of ambivalent is considered as responsive, overprotective and depressive to the questions for Maternal responsiveness, Maternal over protectiveness and Maternal depressiveness respectively

**Reliability and Validity of the Tool**

The investigator used test-retest method to find the reliability of the test. The test is given and repeated on the same group and the correlation is computed between the first and second scores. The reliability of the tool was found to be 0.72. This indicates that the tool is substantially reliable.

All the items were selected after consultation with experts, thus ensuring face validity. A vast amount of literature was collected from India and abroad studies for selecting the criteria to prepare the items, thus ensured construct validity. But according to Garret (1981) a highly reliable test is always a valid measure of some function. The index of reliability is  This means that the test correlates 0.84 with true measure of itself. By concerning all these reasons, the investigator hopes that the Inventory on Perceived Maternal Behaviour is a valid test.

5. DATA COLLECTION PROCEDURE

After constructing the tool and fixing the sample for the study the investigator approached the Heads of the selected Higher Secondary Schools for their permission to conduct the study**.** The tools were administered in the students of the selected schools during July and August-2009. Necessary instructions were provided before making their responses.

After collecting the data from the students, the investigator met teachers in each class and collected the name of the students who has the respective characteristics of Bullying and Victimization in order to cross checking the data.

**6. SCORING AND CONSOLIDATION OF DATA**

All the response sheets were scored as per the scoring key of the tool. The incomplete data sheets were removed.

The data thus collected considering gender and locale of the school were consolidated on a sheet for the purpose of analysis. Analysis of the data was done later with the necessary statistical techniques.

**7.** **statistical techniques used in the study**

1. PRELIMINARY ANALYSIS
2. PEARSON’S PRODUCT MOMENT COEFFICIENT OF CORRELATION (GARRET, 1981)

The most often used and most precise coefficient of correlation is known as the Pearson’s Product Moment Coefficient Of Correlation (Garret, 1981). The degree of relationship measured and represented by the coefficient of correlation by using the formula



Where r = Coefficient of correlation

ΣX = Sum of the scores obtained in the first test.

ΣY = Sum of the scores obtained in the second test.

ΣX2 = Sum of the square of X

ΣY2 = Sum of the square of Y

N = Total number of scores.

3) TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN TWO r’s.

The correlation coefficient obtained by using the Pearson’s Product Moment Coefficient of Correlation is tested for significance by using the Fisher’s t-test.



Where Zr1 = Z-conversion of r1

Zr2 = Z-conversion of r2

N1 = size of sample 1

N2 = size of sample 2

Using the above statistical techniques the collected data was analysed. The findings and conclusions of the study are presented in the following chapter.

**ANALYSIS AND INTERPRETATIONS**

The main purpose of the study was to investigate the relationship of maternal behaviour with Bullying and Victimization of adolescents. The collected data was analysed statistically and the results have been presented and discussed in this chapter based on the objectives which is presented in the chapter I.

**STATISTICAL ANALYSIS**

The statistical techniques used in the study are,

- The correlation between the variable by using the Pearson’s product moment coefficient of correlation and

- The comparison of their r’s for finding their significance for the sub samples based on gender and locale.

To start with the investigator has done the preliminary analysis, and its results are presenting first.

**Preliminary Analysis**

The details of preliminary analysis are done as follows.

To know the nature and distribution of the dependent variable Bullying and Victimization, the descriptive statistics Mean, Median, mode, S.D, Skewness, and Kurtosis of variable are computed. The statistical values are presented in Table 2.

**TABLE 2**

**Details of the Preliminary Analysis**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | S.D | Skewness | Kurtosis |
| Bullying and Victimization | 674 | 35.29 | 34 | 36 | 17.48 | .51 | -.06 |

From Table 2 reveals that the values of Mean, Median, and Mode are not equal for the variable Bullying and Victimization. The value of Skewness is 0.51 indicating that the distribution is positively skewed. The measure of Kurtosis is -0.06 suggesting that the curve is leptokurtic.

**TABLE 3**

**Details of the Percentage**

**of the Data classified according to the Characteristics of Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Characteristics | Bully | Victim | Non  Involved | Bully  &  Victim |
| N | 144 | 339 | 320 | 129 |
| Percentage | 21.36 | 50.30 | 47.48 | 19.14 |

From Table 3 it can be understood that among the total sample of 674 students, 144 were experienced bullying in the last year. That is among the total sample 21.36 percent students are bullies. Similarly 339 students were experienced of victimization and 320 students were not involved in both bullying and victimization. That means 50.30 percent students are victims of bullying and 47.48 percent students are not involved in both of these activities. Data of 129 adolescent students revealed that they committed bullying and victimization in the last year. That is 19.14 percent students are bullies and victims both.

From the above table it can be understood that the students of the sample of this study were experienced bullying and victimization or the investigator could see bullies and victims in the class rooms.

**Correlation between the Variable Maternal Behaviour and Bullying and Victimization of Adolescents**

The data and results of the coefficients of correlation between the maternal behavior and bullying and victimization are shown below. The three maternal behaviours, viz, Maternal Responsiveness, Maternal Over protectiveness and Maternal Depressiveness and their relationship with bullying and victimization for the total sample and relevant sub sample are presented in separate tables as Table numbers 4, 5 and 6 respectively. This is followed by the discussion of the relationship of maternal behaviours with bullying and victimization.

**1.** **Correlation between the Maternal Responsiveness and Bullying and Victimization of adolescents for the Total sample and the relevant Sub Samples based on Gender and Locale.**

The data and results of the correlation of Maternal Responsiveness with Bullying and Victimization for the total sample and relevant sub samples based on gender and locale are given in table 4.

**TABLE 4**

**Data and Results of the Correlation**

**of the Maternal Responsiveness with Bullying and**

**Victimization for the total sample and relevant sub samples**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Maternal Behaviour | Sample | N | Dependent  variable | r | Shared Variance |
| **Maternal Responsiveness** | Total | 674 | Bullying | .152\*\* | 2.31 |
| Victimization | 126\*\* | 1.59 |
| Male | 359 | Bullying | -.118\* | 1.39 |
| Victimization | -.060 | 0.36 |
| Female | 315 | Bullying | -147\*\* | 2.16 |
| Victimization | -173\*\* | 2.99 |
| Urban | 298 | Bullying | -.117\* | 1.37 |
| Victimization | -.095 | 0.90 |
| Rural | 376 | Bullying | -178\*\* | 3.16 |
| Victimization | -139\*\* | 1.93 |

Notes: \*\*. Indicates significance at the 0.01 level (2-tailed).

\*. Indicates significance at the 0.05 level (2-tailed).

From Table 4 it could be seen that the coefficient of correlation for component of the independent variable Maternal Responsiveness with the component of dependent variable Bullying and victimization for the total sample is -0.152, -0.126 respectively. This indicates that the two variables are slight negatively correlated. The negative correlation indicates that for an increase in the variable Maternal Responsiveness, there will be a decrease in Bullying and Victimization and vice versa. The value showed significance at 0.01 level. The obtained shared variance of the variables maternal behaviour and Bullying and Victimization for the total sample is 2.31 and 1.59 respectively. It indicates that 2.31 percent of variance of the dependent variable Bullying and 1.59 percent of variance of the dependent variable Victimization is attributable to the variable Maternal Responsiveness.

The coefficient of correlation for component of the independent variable Maternal Responsiveness with Bullying and victimization for the males is -0.118 and -0.060 respectively. Similarly the coefficient of correlation for female student is -0.147, -0.173. This indicates that the two variables are correlated slight negatively. The value showed significance at 0.01 level for the correlation between maternal responsiveness and bullying for males. The obtained shared variance of the variables maternal responsiveness and Bullying and Victimization for the males is 1.39 and 0.36 and for females is 2.16 and 2.99.

The coefficient of correlation for component of the independent variable Maternal Responsiveness with Bullying and victimization for urban students is -0.117 and -0.095 respectively. Similarly the coefficient of correlation for rural is -0.178 and -0.139.This indicates that the two variables are correlated slight negatively. The value showed significance at 0.01 level. But the relationship between maternal responsiveness and bullying is significant at 0.05 level. The obtained shared variance of the variables maternal responsiveness and Bullying and Victimization for urban is 1.37 and 0.90 and for rural is 3.16 and 1.93.

**2. Correlation between the Maternal Over protectiveness and Bullying and Victimization of adolescents for the Total sample and the relevant Sub Samples based on Gender and Locale.**

The data and results of the correlation of Maternal Over protectiveness with Bullying and Victimization for the total sample and relevant sub samples based on gender and locale are given in table 5.

**TABLE 5**

**Data and Results of the**

**Correlation of the Maternal Over**

**protectiveness with Bullying and Victimization**

**of adolescents for the total sample and relevant sub samples**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Maternal Behaviour | Sample | N | Dependent  variable | r | Shared Variance |
| **Maternal Over protectiveness** | Total | 674 | Bullying | -.016 | 0.026 |
| Victimization | .082\* | 0.672 |
| Male | 359 | Bullying | .015 | 0.023 |
| Victimization | .126\* | 1.588 |
| Female | 315 | Bullying | -.041 | 0.168 |
| Victimization | .044 | 0.194 |
| Urban | 298 | Bullying | -.022 | 0.049 |
| Victimization | .107 | 1.145 |
| Rural | 376 | Bullying | -.015 | 0.023 |
| Victimization | .054 | 0.292 |

Note: \*. Indicates significance at the 0.05 level (2-tailed).

From Table 5 the coefficient of correlation for component of the independent variable Maternal Over protectiveness bullying for the total sample is -0.016 and victimization is 0.082. This indicates that the variables over protectiveness and Bullying is correlated slight negatively and the variable over protectiveness and Victimization is correlated slight positively. The value showed significance for the relationship between maternal over protectiveness and Victimization at 0.05 level. The obtained shared variance of the variable maternal over protectiveness with Bullying and Victimization for the total sample is 0.026 and 0.672 respectively. It indicates that 0.026 percent of variance of the dependent variable Bullying and 0.672 percent of variance of the dependent variable Victimization is attributable to the variable Maternal Overprotectiveness.

The coefficient of correlation for component of the independent variable Maternal Over protectiveness Bullying and victimization for the sub sample males is 0.015 and 0.126 respectively. Similarly the coefficient of correlation for females is -0.041 and 0.044 respectively. This indicates that the dependent and independent variable is correlated slight positively for males. But there is less negative correlation between over protectiveness and Bullying and less positive correlation between over protectiveness and Victimization for females. The value showed significance for the relationship between maternal over protectiveness and Victimization for male samples at 0.05 level. The obtained shared variance of the variables maternal over protectiveness and Bullying and Victimization for the sub sample male is 0.023and 1.588 and for female it is 0.168 and 0.194 respectively.

The coefficient of correlation for component of the independent variable Maternal Over protectiveness Bullying and victimization for the sub sample urban is -0.022 and 0.107 respectively. Similarly the coefficient of correlation for rural is -0.015 and-0.054. But it is not significant even at 0.05 level. he obtained shared variance of the variables maternal Over protectiveness and Bullying and Victimization for the sub sample urban is 0.049 and 1.145 and for rural is 0.023 and 0.292.

**3. Correlation between the Maternal Depressiveness and Bullying and Victimization of adolescents for the Total sample and the relevant Sub Samples based on Gender and Locale.**

The data and results of the correlation of Maternal Depressiveness with Bullying and Victimization of adolescents for the total sample and relevant sub samples based on gender and locale are given in table 6.

**TABLE 6**

**Data and Results of the**

**Correlation of the Maternal**

**Depressiveness with Bullying and Victimization**

**of adolescents for the total sample and relevant sub samples**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Maternal Behaviour | Sample | N | Dependent  variable | r | Shared Variance |
| **Maternal Depressiveness** | Total | 674 | Bullying | .255\*\* | 6.50 |
| Victimization | .309\*\* | 9.55 |
| Male | 359 | Bullying | .253\*\* | 6.40 |
| Victimization | .286\*\* | 8.18 |
| Female | 315 | Bullying | .216\*\* | 4.67 |
| Victimization | .307\*\* | 9.42 |
| Urban | 298 | Bullying | .215\*\* | 4.62 |
| Victimization | .273\*\* | 7.45 |
| Rural | 376 | Bullying | .278\*\* | 7.73 |
| Victimization | .327\*\* | 10.69 |

Note: Indicates significance at the 0.01 level (2-tailed).

From Table 6 it could be seen that the coefficient of correlation for component of the independent variable Maternal Depressiveness with Bullying for the total sample is 0.255 and victimization is 0.309. This indicates that there exist a low positive correlation between the variable depressiveness and Bullying and Victimization. The positive correlation revealed that these two variables increase or decrease together. The value showed significance for the relationship between maternal depressiveness and Bullying and Victimization at 0.01 level. The obtained shared variance of the variables maternal depressiveness and Bullying and Victimization for the total sample is 6.50 and 9.55 respectively. It indicates that 6.50 percent of variance of the dependent variable Bullying and 9.55percent of variance of the dependent variable Victimization is attributable to the variable Maternal Depressiveness.

The coefficient of correlation for component of the independent variable Maternal Depressiveness with Bullying and victimization for the sub sample males is 6.40and 8.18 respectively. Similarly the coefficient of correlation for females is 4.67 and 9.42. This indicates that there exist a low positive correlation between the dependent and independent variable both for males and females. The values showed significance at 0.01 level. The obtained shared variance of the variables maternal depressiveness and Bullying and Victimization for the sub sample male is 6.40and 8.18 and for female is 4.67 and 9.42.

The coefficient of correlation for component of the independent variable Maternal Depressiveness with Bullying and victimization for urban students are 0.215 and 0.273 respectively. Similarly the coefficient of correlation for rural is 0.278 and 0.327. This also indicates the positive correlation between the variables for the sub sample based on locale. The values showed significance at 0.01 level. The obtained shared variance of the variables maternal depressiveness and Bullying and Victimization for urban is 4.62 and 7.45 and for rural is 7.73 and 10.69.

**DISCUSSION**

From the above findings, it could be understood that maternal behaviours are related to the Bullying and Victimization of adolescents. The results of this study showed that highly responsive mothers, does not possess the risk of turning their children into bullies or victims. There exist a slight negative correlation between maternal responsiveness and bullying and victimization for the total sample. The relationship is significant at 0.01 level. Depressiveness in mothers will promote bullying and also victimization in their children. Because the relationship of maternal depressiveness with bullying and victimization of adolescents is significant at 0.01 level for the total sample and all sub samples based on gender and locale. Maternal Over protectiveness may lead to victimization, because there exists a slight positive correlation between these two variables.

**4. Comparison of Coeffficient of Correlation between Maternal Behaviour and Bullying and Victimization of adolescents Obtained for the relevant Sub Samples based on Gender and Locale.**

The correlation coefficients of the variables compared for sub samples based on gender and locale. The data and results of this comparison is presented in Table 7 and 8 respectively.

**a) Comparison of Coefficient of Correlation between Maternal Behaviour and Bullying and Victimization of adolescents for the Sub Sample based on Gender.**

The data and results of the comparison of coefficients of correlation between maternal behaviour and bullying and victimization for the sub sample based on gender are given below table 7.

**TABLE 7**

**Data and Results of the Comparison of Coefficient**

**of Correlation between Maternal Behaviour and Bullying**

**and Victimization of adolecents for the Sub Sample based on Gender.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Maternal  Behaviour | Correlation | Male | Female | Critical Ratio |
| Responsiveness | Bullying | -0.118 | -0.147\*\* | **- 0.37** |
| Victimization | - 0.060 | -0.173\*\* | **- 1.46** |
| Overprotectiveness | Bullying | 0.015 | -0.041 | **- 0.34** |
| Victimization | 0.126\* | 0.044 | **1.06** |
| Depressiveness | Bullying | .253\*\* | 0.216\*\* | **0.48** |
| Victimization | .286\*\* | 0.307\*\* | **- 0.27** |

Notes: \*\*. Indicates significance at the 0.01 level (2-tailed).

\*. Indicates significance at the 0.05 level (2-tailed).

The correlation between Maternal Responsiveness and Bullying of male and female adolescents are compared using the test of significance of difference between r’s. Table7 revealed that the obtained critical ratio -0.37 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Responsiveness and Bullying of students based on gender. The negative sign indicates that the relationship between these two variables is higher in females than males. Similarly the correlation between Maternal Responsiveness and Victimization of male and female are compared. Table 7 revealed that the obtained critical ratio -1.46 is less than 1.96, the value required for significance at 0.05 level. That is significant difference does not exist in the relationship of Maternal Responsiveness and Bullying of students based on gender. The negative sign indicates that the relationship between these two variables is higher in females than male.

The correlation between Maternal Over protectiveness and Bullying of male and female adolescents are compared using the test of significance of difference between r’s. Table 7 revealed that the obtained critical ratio -0.34 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Over protectiveness and Bullying of students based on gender. The negative sign indicates that the relationship between these two variables is higher in females than males. Similarly the correlation between Maternal Over protectiveness and Victimization of Males and females are compared. Table 7 revealed that the obtained critical ratio 1.06 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Over protectiveness and Bullying of students based on gender.

The correlation between Maternal Depressiveness and Bullying of male and female adolescents are compared using the test of significance of difference between r’s. Table7 revealed that the obtained critical ratio 0.48 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Depressiveness and Bullying of students based on gender. The correlation between Maternal Depressiveness and Victimization of male and female revealed that the obtained critical ratio -0.27 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Depressiveness and Bullying of students based on gender. The negative sign indicates that the relationship between these two variables is higher in females than males.

1. **Comparison of Coefficient of Correlation between Maternal Behaviour and Bullying and Victimization of adolescents for the Sub Sample based on Locale.**

The data and results of the comparison of coefficients of correlation between maternal behaviour and bullying and victimization for the sub sample based on locale are given below in Table 8.

**TABLE 8**

**Data and Results of the Comparison of Coefficient**

**of Correlation between Maternal Behaviour and Bullying**

**and Victimization of adolescents for the Sub Sample based on Locale.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Maternal  behaviour | Dependent  variable | Rural | Urban | Critical  Ratio |
| Responsiveness | Bullying | **-**0.178\*\* | **-** 0.117\* | **0.78** |
| Victimization | -0.139\*\* | **-** 0.095 | **0.56** |
| Overprotectiveness | Bullying | -0.015 | **-**0.022 | **-0.09** |
| Victimization | 0.054 | 0.107 | **-0.68** |
| Depressiveness | Bullying | 0.278\*\* | 0.215\*\* | **0.81** |
| Victimization | 0.327\*\* | 0.273\*\* | **0.69** |

Notes: \*\*. Indicates significance at the 0.01 level (2-tailed).

\*. Indicates significance at the 0.05 level (2-tailed).

The correlation between Maternal Responsiveness and Bullying of urban and rural adolescents are compared using the test of significance of difference between r’s. Table 8 revealed that the obtained critical ratio .78 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Responsiveness and Bullying of students based on locale. Similarly the correlation between Maternal Responsiveness and Victimization of Urban and Rural Adolescents are compared and the table 8 revealed that the obtained critical ratio 0.56 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Responsiveness and Victimization of students for the group based on locale.

The correlation between Maternal Over protectiveness and Bullying of urban and rural adolescents are compared using the test of significance of difference between r’s. Table 8 revealed that the obtained critical ratio -0.09 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Over protectiveness and Bullying of students based on locale. The negative sign indicates that the relationship between these two variables is higher in urban than rural. The correlation between Maternal Over protectiveness and Victimization of urban and rural Adolescents compared are revealed that the obtained critical ratio -0.68 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Over protectiveness and Victimization of students based on locale. The negative sign indicates that the relationship between these two variables is higher in urban than rural.

The correlation between Maternal Depressiveness and Bullying of urban and rural adolescents are compared using the test of significance of difference between r’s. Table 8 revealed that the obtained critical ratio 0.81 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Depressiveness and Bullying of students based on locale. Similarly the correlation between Maternal Depressiveness and Victimization of Urban and Rural Adolescents are compared. The table 8 revealed that the obtained critical ratio 0.69 is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Depressiveness and Victimization of students for the group based on locale.

**DISCUSSION**

The correlation coefficient between the variable Maternal Behaviour and Bullying and Victimization of adolescents for relevant sub samples are compared using the test of significance of difference between r’s. The obtained critical ratio for the sub samples based on gender is less than 1.96, the value required for significance at 0.05 levels. That is significant difference does not exist in the relationship of Maternal Behaviour and Bullying and Victimization of students for the group based on gender and locale. This implies that male and female students cannot be differentiated with regard to the correlation of maternal behaviour and bullying and victimization.

**CONCLUSION**

The final conclusion of the study is that the’ Maternal behaviour’ is related with Bullying and Victimization experiences of adolescents for

1. The total sample and
2. The two sub samples based on gender and locale.

Also significant difference does not exists in the relationship of maternal behaviour with Bullying and Victimization of adolescents for the sub sample based on

1. gender and
2. Locale

**TENABILITY OF HYPOTHESIS**

The tenability of hypotheses was examined in the light of the above findings.

1. The hypothesis one states that, there will be significant relationship for maternal responsiveness with bullying and victimization of adolescents for the total sample and relevant sub samples based on

* 1. Gender and
  2. Locale

The findings showed that the hypothesis one is fully substantiated.

2. The second hypothesis states that, there will be significant relationship for maternal over protectiveness with bullying and victimization of adolescents for the total sample and relevant sub samples based on

a. Gender and

b. Locale

The findings showed that the second hypothesis is not fully substantiated but substantiated to a considerable extent.

3. The third hypothesis states that, there will be significant relationship for maternal depressiveness with bullying and victimization of adolescents for the total sample and relevant sub samples based on

a. Gender and

b. Locale

The findings showed that the hypothesis is fully substantiated.

4. The fourth hypothesis states that there will be significant difference in the relationship of maternal responsiveness, maternal over protectiveness and maternal depressiveness on Bullying and Victimization in the sub samples based on

a. Gender and

b. Locale

The findings showed that this hypothesis is not substantiated. The correlation between Maternal Behavior and Bullying and Victimization of sub samples compared, using the test of significance of difference between r’s is not significant for both the sub samples.

**SUMMARY, FINDINGS AND SUGGESTIONS**

This chapter consists of a summary of the procedure adopted for the study, conclusions based on findings, educational implications and suggestions for further study.

**1. RESTATEMENT OF THE PROBLEM**

The present problem was entitled as “**RELATIONSHIP of maternal behaviour WITH bullying and victimization of adolescents”.**

**2. OBJECTIVES OF THE STUDY**

The present study had the following objectives:

1. To find out the relationship of maternal responsiveness with bullying and victimization of their adolescent children for the total sample and relevant sub samples based on
   1. Gender and
   2. Locale
2. To find out the relationship of maternal over protectiveness with bullying and victimization of their adolescent children for the total sample and relevant sub samples based on

a. Gender and

b. Locale

1. To find out the relationship of maternal depressiveness with bullying and victimization of their adolescent children for the total sample and relevant sub samples based on
   1. Gender and
   2. Locale
2. To find out whether there is significant difference in the relationship of maternal responsiveness, maternal over protectiveness and maternal depressiveness with Bullying and Victimization of adolescents in the sub samples based on
   1. Gender and
   2. Locale

**HYPOTHESES**

The present study was designed to test the following hypotheses;

1. There will be significant relationship between maternal responsiveness on bullying and victimization of their adolescent children for the total sample and relevant sub samples based on
   1. Gender and
   2. Locale
2. There will be significant relationship between maternal over protectiveness on bullying and victimization of their adolescent children for the total sample and relevant sub samples based on

a. Gender and

b. Locale

1. There will be significant relationship between maternal depressiveness on bullying and victimization of their adolescent children for the total sample and relevant sub samples based on
   1. Gender and
   2. Locale
2. There will be significant difference in the relationship of maternal responsiveness, maternal over protectiveness and maternal depressiveness with Bullying and Victimization in the sub samples based on
   1. Gender and
   2. Locale

**4. METHODOLOGY**

**Sample**

The total sample for this quantitative study was 674 students of fourteen Higher Secondary Schools from the rural and urban area of three different districts.

**Tool**

The following tools were used for the study:

1. Bullying and Victimization Inventory (Rekha and Sreeja, 2009)

2. Inventory on Perceived Maternal Behaviour (Rekha and Sreeja, 2009)

**Statistical Techniques**

The statistical techniques used for analysis of the data are the following:

1. Preliminary analysis

2. Pearson’s Product Moment Coefficient Of Correlation (Garret 1981).

3. Test of Significance of Difference between Two r’s (Garret 1981).

**5. MAJOR FINDINGS**

The analysis of the data led the investigator to the following findings:

1. The relationship between Maternal Responsiveness and Bullying and Victimization of adolescents for the total sample and relevant sub samples

1. Relationship between maternal responsiveness and bullying and victimization of adolescents for the **total sample** is slightly negative (r= -0.152, r= -0.126 ; N=674) and found significant at 0.01 level.
2. There exist significant negative relationship between maternal responsiveness and bullying and victimization of adolescents for **males**  (r = -0.118, r= -0.060 ; N=359) and **females** ( r= -0.147, r= - 0.173 ; N= 315).
3. The relationship between maternal responsiveness and bullying and victimization of adolescents for the **urban** students is slightly negative (r= -0.117, r= -0.095, N=298) and for the **rural** students it is slightly negative and significant also( r= -0.178, r= -0.139; N=376).

2. The relationship between Maternal Over protectiveness and Bullying and Victimization of adolescents for the total sample and relevant sub samples

1. Relationship between maternal over protectiveness and bullying of adolescents for the total sample is slightly negative (r= -0.016; N=674) and the relationship between maternal over protectiveness and victimization is slightly positive (r= 0.082 ; N=674)
2. There exist positive relationship between maternal over protectiveness and bullying and victimization of adolescents for males (r = 0.015, r= 0.126; N=359) and for females negative correlation exist between maternal over protectiveness and bullying , but a positive correlation exist between maternal over protectiveness and victimization ( r= -0.041, r= 0.044 ; N= 315).
3. The relationship between maternal over protectiveness and bullying for urban and rural students are slightly negative (r= -0.022, r = -0.015; N=298, N=376) and the relationship between maternal over protectiveness and victimization of adolescents for the urban and rural sample are slightly positive ( r= 0.107, r= 0.054 ; N=298, N=376 ) .

3 The relationship between Maternal Depressiveness and Bullying and Victimization of adolescents for the total sample and relevant sub samples

1. Relationship between maternal depressiveness and bullying and victimization of adolescents for the total sample is slightly positive (r= 0.255, r= 0.309 ; N=674) and significant at 0.01 level.
2. There exist significant but low positive relationship between maternal depressiveness and bullying and victimization of adolescents for male students (r = 0.253, r= 0.286 ; N=359) and female students ( r= 0.216, r=0.307 ; N= 315).
3. There exist a significant but low positive relationship between maternal depressiveness and bullying and victimization of adolescents for the urban students (r= 0.215, r= 0.273, N=298 ) and for the rural students ( r= 0.298, r= 0.327; N=376).

4. Test of significance of difference between r’s obtained for the relevant sub samples.

1. No significant difference exists in the relationship of Maternal behaviour and Bullying and Victimization of students for the relevant sub sample based on locale. The t- value for the test of significance of difference between the correlation of maternal behaviour and bullying and victimization of the sub samples are not significant even at 0.05 level indicating that gender and locale are not an influential factor for the correlation of maternal behaviour and bullying and victimization.

**6. SUGGESTIONS FOR IMPROVING EDUCATIONAL PRACTICE**

Based on the results obtained from the present study, the following suggestions have been worked out for improving educational practice.

**The study revealed that there is significant relationship between Maternal Behaviour and Bullying and Victimization of adolescents.**

It is found that the social atmosphere of the country is changing. The westernization and such factors led a number of changes in our society. The result of making bullies and victims are a usual phenomenon in western countries. A thorough review from those studies showed a sudden increase of such phenomenon. The school and college reports found that a number of bullies and victims are forming in that environment. The causes are very many.

It has been suggested that the child’s family experiences shape their capacity to adapt in the school. Therefore, if the children have problems at home, there is greater likelihood of problems at school as well. At this point, an optimistic view may be that regardless of what a child brings to the school (inner competence), school can play an important role in maximizing their potential and minimizing their inadequacies .Because school consumes the major portion of a child’s day, it seems inconceivable that its role is limited to ‘reading, writing and arithmetic’. School play a significant role as a socializing agent by preparing children for how they deal with conflict and shaping the kind of citizen they are likely to become.

The current findings have **important implications** for bullying intervention at both the family level and the school level.

This research highlights that there exist bullies and victims in Kerala. Bullies are very costly to society. They have more accidents, more illnesses, shorter and less productive lives pay fewer taxes and use more welfare services. In school they need additional services that are unfortunately often ineffective. However, it is possible to intervene and prevent bullying. Prevention gives victims back a basic democratic right for children to feel safe in school and be spared the oppression and repeated intentional humiliation implied by bullying .

The present study adds to the literature on the relationship between maternal behaviour and child bullying and victimization experiences at school. For the development of children the role of mother is of prime importance. So mothers need to be educated and informed about bullying and victimization incidents. They need to know the signs of these problems and to learn ways of communicating with their children about related difficulties that they may be experiencing at school. Interventions solely on a family level will not be sufficient to impact on bullying at school. To maximize the effectiveness of an anti-bullying program, we need to integrate a family level approach to a school level approach. Schools must promote the belief that this type of behavior is completely unacceptable, develop policies ad programs to deal effectively and quickly with aggression, and teach students alternatives to aggression. Counselling services are most effective when there is an emphasis on the development of skills to replace behaviours with more appropriate ones or to replace avoidance/withdrawn behaviors with more assertive ones. So an integrative perspective would undoubtedly have far-reaching implications for regulating school bullying.

**7. SUGGESTIONS FOR FURTHER RESEARCH**

The present study brings a number of new areas to be covered by future researchers, if a more complete picture of the problem under investigation to be obtained. Some such studies are suggested below.

1. The present study can be replicated by comparing the students of government and unaided schools as samples.
2. The study can be extended to the influence of parental style on bullying and victimization experiences.
3. The western studies suggest that Bullying and Victimization peaks in secondary level. It can be verified in our culture.
4. An evaluation study can be conducted to find out the influence of student’s socio economic status on Bullying and Victimization.

**APPENDIX IV**

**Farook Training College**

**INVENTORY on perceived maternal behaviour (2009)**

**response sheet**

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**APPENDIX Ii**

**Farook Training College**

**bullying and victimization INVENTORY (2009)**

**response sheet**

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**APPENDIX-V**

**FAROOK TRAINING COLLEGE**

**BULLYING AND VICTIMIZATION INVENTORY (2009)**

**Dr.P.REKHA SREEJA.M.S**

Lecturer in Education M.Ed student

Farook Training College Farook Training College

Instructions: Kindly read the statements given here carefully and mark your responses. Your responses will be used only for research purpose.

1. I take the materials of my friends in order to make them fool.
2. I address my classmates with nicknames for hurting them.
3. My classmates isolate me.
4. For my safety I blame my mistakes on them.
5. My classmates refute the ideas that I have expressed.
6. My classmates send me nasty messages.
7. I threaten my classmates by saying that I would make rumours about their faulty deeds..
8. My classmates call me in nicknames.
9. I redicule my classmates by revealing their foolish deeds in public.
10. In order to make revenge on my classmates I often ruin their notes.
11. My classmates take my materials without my permission.
12. My classmates often push and pull me.
13. In order to make my friends laugh I often send nasty messages.
14. In order to denigrate the status of my classmate I spread rumours about them.
15. I isolate my classmates because of their caste, colour, and family status.
16. I compel my classmates to do the deeds which they do not like to do.
17. My classmates send anonymous messages about me.
18. My classmates interfere when Iam talking to somebody.
19. I do harm to my classmates in a hateful manner.
20. My classmates redicule me by revealing my foolish deeds in public.
21. My friends compel me to do the deeds in which Iam not interested.
22. I interfere in others matters and make the situation worse.
23. I sent anonymous messages about my classmates as jokes.
24. I deliberately refute the ideas suggested by my classmates.
25. My classmates ostracize me from their group by saying about my caste, colour and family status.
26. I try to ostracize my classmates, whom I dislike in class and in play/ games/ play ground.
27. My classmate brings me punishments for the mistake I haven’t done.
28. My classmates annoy me in a hateful manner.
29. My classmates interfere in my matters unnecessarily.
30. My classmates threaten me that they would make rumours about my faulty deeds.

**APPENDIX-VI**

**FAROOK TRAINING COLLEGE**

**INVENTORY on perceived maternal behaviour (2009)**

**Dr.P.REKHA SREEJA.M.S**

Lecturer in Education M.Ed student

Farook Training College Farook Training College

**Instructions:**

There are thirty statements, related to your mother’s approach towards you, given below. You are requested to mark your responses in a separate page like strongly agree, agree, ambivalent, disagree, strongly disagree with ‘x’ mark. Your responses will be used only for research purpose.

1. My mother gives me courage to face all problems.
2. My mother decided what I should do and should not.
3. My mother instigates me to do the deeds which she likes and dislikes.
4. My mother finds time to talk with me.
5. My mother punishes me for silly matters.
6. My mother insists me to avoid some of my friends whom she dislikes.
7. My mother presents me as a mischievous boy/girl before others.
8. My mother fulfills my needs without asking her.
9. My mother boasts of my inabilities and neglects my achievements.
10. My mother decided my study time.
11. My mother enquires the reason when I come late at home.
12. My mother always reminds me the money spent for me.
13. Whenever I tell my demands my mother reminds me about the financial stringency.
14. My mother is anxious about my future.
15. My mother has the understanding that I am useless.
16. My mother often gives instructions for nourishing good habits.
17. My mother hurts my mind with her words.
18. My mother is more worried about the complaints that others said about me.
19. My mother gets angry when I score less mark in the examination.
20. My mother gives me some responsibilities by considering my age.
21. My mother has clear visions about what I should become.
22. My mother cannot bear my failure in any situation.
23. My mother gives severe punishments if she feels that I have done mistake.
24. My mother tries to rectify my mistakes and punishes me judiciously.
25. I like to reveal all my secrets to my mother.
26. For fulfilling her wishes my mother gives promises to me.
27. My mother gives due recognition in needful matters.
28. My mother vindicates what she says.
29. My mother says that I am a curse for home.
30. My mother permits me to put on any dress that I like.

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