

## Cyberbullying and Parental Monitoring Among Secondary School Students

Sajeeth Kumar Gopalakrishnan<sup>1\*</sup>, Tenah Muthirakkalayil<sup>2</sup>

### ABSTRACT

This study examined the association of cyber bullying behaviour with parental monitoring of secondary school students. The sample was 600 school students selected from four different states of south India. A stratified random sampling technique was employed. Measure of cyber bullying and online aggression survey by Hinduja & Patchin (2009) and the Parental Monitoring Scale (Small and Kerns, 1993) to respondent. Data collected were analyzed using t-test and correlation. The results indicate that students with low or less level of parental monitoring are more involved in cyberbullying than the other students.

*Keywords: Cyberbullying, Parental monitoring and Students*

**B**ullying of school aged children is not a new phenomenon and it has been well established as a common and serious problem in society. It is likely that most children and adults have stories to share about either their own experiences of bullying or victimization or witnessing acts of aggression toward others. The age-old problem of being victimized by bullies has often been viewed as a normal part of growing up or even a “rite of passage” for children and adolescents (Limber and Small, 2003). This new form of bullying, known as cyberbullying, online harassment, or internet bullying, bullies torment their victims in cyberspace with various forms of technology such as e-mails, instant messaging, chat rooms, and web sites. Text messaging over cell phones and phone cameras has also become new mediums for bullying (Campbell, 2005; Paulson, 2003; Peterson, 2002).

According to (Belsey 2005,) cyberbullying involves the use of information and communication technologies such as email, cell phone, pager text messages, instant messaging, defamatory personal web sites and defamatory online personal polling to support deliberate, repeated and hostile behaviour by an individual or group to harm others. The parental monitoring plays key roles because cyberbullying often occurs at home; however, parental monitoring strategies do not

<sup>1</sup> Ph.D, Research Scholar, Department of Psychology, Annamalai University, India

<sup>2</sup> Student Counselor, The Central School, Dubai

\*Responding Author

## Cyberbullying and Parental Monitoring Among Secondary School Students

seem to work well. Dishion and McMahon (1998) defined Parental monitoring in terms of “parenting behaviours involving attention to and track of the child’s whereabouts, activities, and adaptations”. Many parents are unaware of their children’s online and day-to-day activities (Englander, 2007). Mason (2008) said about 30% of adolescents use the Internet for 3 hours or more daily, and during these hours, more than 50% of them reported poor parental monitoring. Rosen (2007) also pointed out many parents —were unsure what their children were doing online, but didn’t know how to approach the subject with their teens. Similarly, McQuade et al. (2009) found that 93 percent of parents stated they established Internet rules for their child’s; however, 37 percent of children reported being given no rules from their parents on the Internet activity. Likewise, Rosen (2007) found that even though the majority of parents set limits on their children’s Internet use, they are not actually monitoring those limits. These findings indicate the difficulty of effective parental monitoring. In fact, Mesch (2009) reanalyzed a large secondary data of nationally representative youth sample ( $N=945$ ) and found that parental mediation and monitoring are not very effective. Results from previous studies have revealed that the percentage of parents reporting that their child was engaged in bullying on the internet or via text messages was considerably lower (Dehue, Bolman, & Völlink, 2008) and this is because permissive parenting are less likely to acknowledge their childrens activities (Marini, Dane, Bosacki, & Ylc-Cura, 2006). Moreover, it was found that there are various factors influencing cyberbullying. Studies exploring the role of parental monitoring on cyberbullying were done on different occasions. On the above grounds the present research is aimed at studying the relationship between cyberbullying and parental monitoring.

### *Objectives:*

1. to assess the cyber bullying and parental monitoring of secondary school students in relation to their gender and having own cell phone.
2. to find out relationship between cyber bullying and parental monitoring of secondary school students.

### *Hypotheses:*

1. Secondary school students do not differ in parental monitoring on the basis of gender and having own cell phone.
2. Secondary school students do not differ in cyberbullying on the basis of gender and having own cell phone.
3. There will be no significant relationship between cyberbullying and parental monitoring.

## **METHODOLOGY**

### *Procedure:*

This study implemented survey method the self reported questionnaires were used to collected the data for two variables of the study along with the personal data sheet. The selected school students of ( $N=610$ ) were given the standardized questionnaire under personal supervision. In

## Cyberbullying and Parental Monitoring Among Secondary School Students

spite of supervision it was found that some questionnaires were partially responded and hence only 600 were considered for the analysis.

### **Sample:**

A sample of 600 secondary school students from the private schools of 4 major cities of South India namely, Bangalore, Thiruvananthapuram, Hyderabad and Chennai were taken for the study. Three schools from each city were selected and from each school 50 students were selected based on their willingness to participate in the study. School students of both genders (male and female) of age from 13 to 16 years were selected. The total sample surveyed for the current study was 600. Among the participants, 303 (50.5%) were boys and 297 (49.5%) were girls. Stratified random sampling technique was employed for selecting the samples.

### **Tools:**

**Cyberbullying and online aggression survey by Hinduja, S., & Patchin, J. W. (2009).** To assess the cyber bullying a 14 item which contains components a) Cyber bullying Victimization, b) Cyber bullying Offending, it is a five point likert- type scale (e.g. “Have you been made fun of in a chat room?”). Cyberbullying Victimization Scale: Items 1–9 Cyberbullying Offending Scale: Items 10–14 Scale score created by summing item scores. Range of the victimization scale is 0–36; range of the offending scale is 0–20. Higher values represent more involvement with cyberbullying.

**Parental Monitoring Scale (Small and Kerns, 1993)** the scale contains six items that are self-statements (e.g. “my parent(s) know where I am after school”). Items are rated on a 5point Likert-type rating scale. Participant were asked how much the item “is true for you”, ranging from “never”, “rarely”, “sometimes”, “a lot of times”, “always”. Each question's score ranged from 0 to 4 with "never" and “very often”. Items from scale were summed so that higher score reflects higher level of parental monitoring. Cronbach's alpha for the six-item scale was 0.84.

## **RESULTS AND DISCUSSION**

**Table 1: Shows the mean, SD and t-value for parental monitoring and cyberbullying of school students on the basis of gender.**

Variables	Group	N	MEAN	S.D	't'
Parental monitoring	Male	303	1.55	1.448	0.327 NS
	Female	297	1.60	1.654	
Cyberbullying Victimization	Male	303	5.02	6.158	2.911*
	Female	297	3.76	4.276	
Cyberbullying Offending	Male	303	3.18	4.496	3.716*
	Female	297	2.01	3.052	

NS – Not Significant \*Significant at 0.05 level

## Cyberbullying and Parental Monitoring Among Secondary School Students

Table 1 It is observed from the above table that the mean parental monitoring value of female students is 1.60, while mean parental monitoring value of male students is 1.55. The calculated 't'-value is found 0.327, which is not significant at 0.05 level. It is observed from the above table that the mean cyberbullying victimization value of male students is 5.02, while mean value female students is 3.76. The calculated 't'-value is found 2.911, which is significant at 0.05 level. And the cyberbullying offending mean value of male students is 3.18, while mean value of female is 2.01. The calculated 't'-value is 3.716, which is significant at 0.05 level. Hence, the hypothesis is accepted for parental monitoring and the hypothesis is not accepted for cyberbullying.

**Table 2: Shows the mean, SD and t-value for parental monitoring and cyberbullying of school students on the basis of having own cell phone.**

Variables	Group	N	MEAN	S.D	't'
Parental monitoring	Yes	312	1.70	1.546	2.215*
	No	288	1.42	1.549	
Cyberbullying victimization,	Yes	312	5.45	6.043	5.166*
	No	288	3.23	4.201	
Cyberbullying Offending	Yes	312	3.58	4.483	6.725*
	No	288	1.51	2.757	

\*Significant at 0.05 level

Table 2 It is observed from the above table that the mean parental monitoring value of students having own cell phone is 1.70, while mean value of students not having own cell phone is 1.42. The calculated 't'-value is found 2.215, which is significant at 0.05 level. It is observed from the above table that the mean cyberbullying victimization value of students having own cell phone is 5.45, while mean value of students not having own cell phone is 3.23. The calculated 't'-value is found 5.166, which is significant at 0.05 level. And the mean cyberbullying offending value of students having own cell phone is 3.58, while mean value of students not having own cell phone is 1.51. The calculated 't'-value is found 6.725, which is significant at 0.05 level. Therefore hence the hypothesis is not accepted.

**Table 3: showing the correlation coefficients between the parental monitoring and cyberbullying**

Variables	Parental monitoring	LS
Cyberbullying victimization	r= -0.113**	p<0.01
Cyberbullying offending	r=-0.076**	p<0.01

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

The table 3, shows that there is a significant relationship between parental monitoring, cyberbullying victimization (r= -0.113, p<0.01) and cyberbullying offending (r= -0.076, p<0.01)

## Cyberbullying and Parental Monitoring Among Secondary School Students

and therefore, there is a negative relationship between parental monitoring and cyberbullying. Hence, the hypothesis is not accepted. Parental monitoring may help to limit the negative consequences of the internet. Indeed, less parental monitoring increases the likelihood that an adolescent will experience negative behaviours online (Wang, Bianchi, and Raley (2005).

### CONCLUSION

- 1.Secondary school students do not differ in parental monitoring but differ in cyberbullying on the basis of gender.
- 2.Secondary school students differ in parental monitoring and cyberbullying on the basis of having own cell phone.
- 3.There is a negative relationship between parental monitoring and cyberbullying offending and victimization.

### DISCUSSION

In this study it was found that there was the relationship between cyberbullying and Parental monitoring was expected to have relationship and it was also found that there was a negative significant relationship found between parental monitoring, cyberbullying victimization and offending. This shows that when the parental monitoring was poor or less the prevalence of cyberbullying was high. Parental monitoring may help to limit the negative consequences of the internet. Indeed, less parental monitoring increases the likelihood that an adolescent will experience negative behaviours online (Wang, Bianchi, and Raley, 2005; Sun et al, 2005). In a study conducted by Sun et al. (2005) found less parental monitoring and more unsupervised time to be related to more email use, chat room use, and home internet use.

#### *Acknowledgments*

The author appreciates all those who participated in the study and helped to facilitate the research process.

#### *Conflict of Interests*

The author declared no conflict of interests.

### REFERENCES

- Belsey, B. (2005). Cyberbullying: An emerging threat to the “always on” generation. Retrieved January 16, 2007 from [http://www.cyberbullying.ca/pdf/feature\\_dec2005.pdf](http://www.cyberbullying.ca/pdf/feature_dec2005.pdf)
- Campbell, M. A. (2005). Cyberbullying: An old problem in a new guise? *Australian Journal of Guidance and Counseling, 15*(1), 68-76.
- Dehue, F., Bolman, C., and Vollink, T. (2008). Cyberbullying: Youngsters’ experiences and parental perception. *Cyber Psychology and Behaviour, 11*, 217-223. doi: 10.1089/cpb.2007.0008

## Cyberbullying and Parental Monitoring Among Secondary School Students

- Dishion, T. J., & McMahon, R. J. (1998). Parental monitoring and the prevention of child and adolescent problem behaviour: A conceptual and empirical formulation. *Clinical Child and Family Psychology Review*, 1, 61-75.
- Englander, E. K. (2006). Spare the bully and spoil the school. Presented at *The National Trends in Violence Prevention Conference*, March 22, 2006. Topsfield, MA.
- Sun, P., Unger, J. B., Palmer, P. H., Gallaher, P., Chou, C. P., Baezconde-Garbanati, L., et al. (2005). Internet accessibility and usage among urban adolescents in Southern California: Implications for web-based health research. *Cyberpsychology and Behaviour*, 8, 441-453. [http:// dx.doi.org /10.1089 / cpb . 2005.8.441](http://dx.doi.org/10.1089/cpb.2005.8.441)

**How to cite this article:** S Gopalakrishnan, T Muthirakkalayil (2016), Cyberbullying and Parental Monitoring Among Secondary School Students, *International Journal of Indian Psychology*, Volume 3, Issue 4, No. 77, ISSN:2348-5396 (e), ISSN:2349-3429 (p), DIP:18.01.072/20160304, ISBN: 978-1-365-51571-2