

The Role of Locus of Control, Self-Concept on Bullying Behavior of Adolescence

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ABSTRACT

The purpose of the present study was to investigate the association of locus of control, self-concept on bullying behavior of adolescence. For this purpose a total of 200 adolescent's respondents from Dhaka city, selected through purposive sampling method in this research. Three different measures were used for data collection as adapted bangla version (Shahinuzzaman, 2016) of Modified aggression scale (Bosworth & Espelage, 1995), adapted bangla version of internal control index (ICI) (Ilyas, 2000) of Duttweilers (1984) and adapted bangla version of Beck Inventory for youth (BSCI-Y-Self-concept) for data collection. The result of the present study was found negative correlation between bullying behavior and locus of control ($r = 0.063$, $p < 0.018$) and self-concept ($r = 0.181$, $p < 0.05$). That means, adolescent who have less positive self-concept and lower internal locus of control were involve in bullying. Though ANOVA indicated that in bullying behavior was accounted by joint linear influence of self-concept and locus of control. Regression analysis indicates self-concept and locus of control influences on bullying behavior 17.6% and 2.1% respectively and influence jointly 3.3%.

Keywords: *Bullying behavior, Locus of control, Self-concept.*

Bullying behavior is compared to school violence (Swearer, Espelage, Vaillancourt, & Hymel, 2010) because it is a form of unwanted aggressive behavior (Orpinas & Horne, 2006) and exist imbalance of power (Rigby, 2004) between bullies and victims. Bullying behavior appears in different types, such as, physical bullying (hitting, kicking, punching, tripping/pushing, taking of others belongings), verbal bullying (teasing, taunting, inappropriate sexual comments, threatening to cause harm, telephone bullying), social exclusion (spreading rumors about another person, purposely leaving someone out of an activity or group or embarrassing a person in public) and indirect bullying (spreading nasty rumors, telling others not to play with someone, deliberate exclusion) (Atik, 2006).

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To understand the nature and extent of bullying a number of studies were conducted. Berger (2007) cited that children who are around the age of 14 are involve in bullying behavior. It was found that secondary school students engaged in bullying others ranged from 3.5% and 10% (Dake, Price, & Telljohann, 2003). Similar study found almost 29.9% of students had been moderate or frequent involvement in bullying (Nansel et al., 2001). On basis of above study Ericson (2001) point out that 1.6 million students were bullied at least once a week.. The American Academy of Child and Adolescent Psychiatry (2007) reported, approximately 13% of children had been bullied other and about 9% of had been victimized in school. (Klomek, Marrocco, Kleinman, Schonfeld, & Gould, 2007)Department of Education Northern Ireland Statistic and research reported, 17% of students were involved in bullying other pupils only once or twice and 5% stated that they had been involved in bullying other pupils two or three times a month or more frequently (Livesey et al., 2007).A meta-analysis of 80 studies analyzing involving of bullying rates for 12-18 year old students reported 35% were involve in traditional bullying and 15% involve in cyberbullying (Modecki, Minchin, Harbaugh, Guerra, & Runions, 2014). Research findings shown bullying behavior is increase among students and is a problem in schools and countries around the world. Following this, bullying has grasp attention from researchers.

Students who are engage in bullying behavior are at greater risk for both mental health and behavior problems than students who only bully or are only bullied (Haynie et al., 2001). Bullying damages students' academic progress through the falling of grades (Dake et al., 2003). The National Institute of Child Health and Development, reported that children who are involve in bullying behaviors were at high risk for engaged in future violence related behaviors. They have a risk for academic problems, substance use, and violence later in adolescence and adulthood (Farrington & Baldry, 2010) compared to adolescent who only bully, or who are only victims. Different factors can increase adolescent risk of engaging in or experiencing bullying. In different country, different studies were conduct to study the factors relating to bullying behavior Some of the factors associated with a higher to engage in bullying include poor peer relationships, low self-esteem (Kapçı, 2004), perceived by peers as different or quiet (Marini, Dane, Bosacki, & Cura, 2006), loneliness, academic achievement (Pekel, 2004) locus of control (Österman et al., 1999). Different research revealed that self-esteem predicts the involvement of both bullying and victimization, but lower self-esteem is more associated with children who are victimized. But in some research it was found that children who were victims or bullies have lower self- esteem than who had neither bullied nor been bullied (O'Moore & Kirkham, 2001).Very little research has been conducted to find out the relationship of locus of control with bullying behaviors. For example, Österman et al. (1999) were found significant correlation with all three types of (physical, verbal, and indirect) bullying behavior with external locus of control. Slee (1995) found victimize children have external locus of control. On the contrary, Andreou (2000) found, children who are both bullies and victims may be characterized as low internal locus of control belief. So in regard of self-esteem and locus of control conflictual result was found in both cases of bullies and victims. But it said that bullying behavior is associated with self-esteem and locus of control. So, the present study will focus on these issues in adolescents in

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developing country as to investigate the role of locus of control, self-esteem to predicting bullying. By exploring these relationships this study may provide valuable information to school counselors, teachers, parents and school administrators for understanding bullying. Moreover, findings may help into planning appropriate prevention strategies for dealing with bullying.

Objectives: The purpose of present study was to investigate relationship among locus of control, self-concept and bullying behavior among adolescence.

METHODOLOGY

Research Design and Participants

In this research survey design was used to collect research data. In this research data was collected from participants by questionnaire. Purposive sampling technique was used in this research for data collection. To conduct this research the data were collected from 200 adolescence participants among of 130 were male and 70 were female. Their age range was 11 to 19 years. All the participant were taken from Dhaka city.

Instrument

For data collection the consent form, demographic information form, Modified aggression Scale, Locus of control, Beck youth inventory scale were used.

1. **Consent form** A detail of the study background was point to here. Participant have to provide signature if he/she fill up the questionnaire by knowing all the aspects of the study.
2. **Demographic information form** Demographic information sheet containing some personal information which was attached with questionnaire. It included information about participant age, sex, economic status, educational qualification and residence that is Dhaka.
3. **Bangla version (Shahinuzzaman, 2016) of Modified Aggression Scale** Adapted Bangla version (Shahinuzzaman, 2016) of Modified Aggression Scale of Bosworth & Espelage (1995) (Bosworth, Espelage, & Simon, 1999) was used to measures adolescents' aggression relating bullying behavior. Originally aggression scale was developed Orpinas in 1993 (Orpinas & Frankowski, 2001). This scale is composed of four subscales fighting, bullying, anger, cooperative/caring behavior. The scale contains 9 item which assessing bullying behavior and anger. Respondents are presented with a series of behaviors, and are asked to mark with a circle the number of times they did that behavior during the last 30 days. Each item is scored on a 4 -point scale from score 0 indicates "Never", score 1 "1 or 2 times", score 2 "3 or 4 times", score 3 "5 or more times". On the other hand last two items are anger item and rated on ("never"=0, "seldom"= 1, "sometimes" 2, "often" =3, "always" =4). Scores of bullying subscale are computed by summing across subscale has a possible range 0-15. High scores indicate more bullying behavior and anger.
4. **Bangla version (Ilyas, 2000) of Duttweiler Internal Control Index** Adapted Bangla version Ilyas (2000) (Ilyas & Huque, 2007) of Duttweiler Internal Control Index

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(Duttweiler, 1984) was used to measure, where a person looked for or expected to obtain, reinforcement. There are two factors contained in the ICI, one that is called self-confidence and a second that is called autonomous behavior (behavior independent of social pressure). The ICI is a 28 item instrument, 14 for internal locus of control and 14 for external locus of control. Each item is scored on a 5-point scale from 1 indicates “rarely (less than 10%)” 2 indicates “occasionally (about 30% of the time)” 3 “sometimes (about half of the time)” 4 indicates “frequently (about 70% of the time)” to 5 “usually (more than 90% of the time)” for internal control index. This possible range of scores from 28 to 140 with higher scores reflecting higher internally locus of control. The ICI has very good internal consistency with alphas of .84 and .85. No test-retest correlations were reported.

5. **Bangla version of Beck youth inventory scale (Self-concept measurement scale)** Beck youth inventory scale (2001) is developed to measure emotional and social impairment (Steer, Kumar, Beck, & Beck, 2001) which consists of five sub-scales (Depression, anxiety, anger, disruptive behavior and self-concept scale) (Beck, 2005). The adapted Bangla version of self-concept sub-scale is used to conduct this research. This scale has 20 items. Every item consisted of a 4-point scale ranging from 0 (never), 1 (sometimes), 2 (often), 3 (always). The range of possible raw score totals on the inventory was 0 to 60. Then each score of the respondent was converted to T score by using normal table. So T score was the self-concept score of the respondents where a high score indicates a more positive self-concept and a lower score indicates less of a positive self-concept.

Procedure

The questionnaire was administered to each of the 200 respondents individually, rapport was established through conversation with each of them. Then provide a combination of 3 questionnaire of locus of control scale, self-concept scale and bullying behavior scale. The participants were requested their actual feelings and experiences regarding to the characters of each questions. In where the respondent who did not realize questionnaire then I tried to clarify their questions. Participants were assured that their information will be kept completely confidential and will be used only for research purpose. After collecting the data the researcher gave thanks to the participants.

RESULTS

Pearson's product moment correlation and simple regression were administered for data analysis with the help of SPSS to explore the relationship among bullying behavior, locus of control and self-concept. The obtained results were as follows.

Means and standard deviations

The means, SD of independent (self-concept, locus of control) and dependent variables (bullying behavior) provided in table 1. Results indicate that bullying behavior mean score is 7.2050 that means participants have low level of bullying behavior. Locus of control mean

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score is 90.8100 it indicates that participants have moderate level of internally locus of control. Self-concept mean score is 25.9300, participants have moderate level of self-concept.

Table 1: Mean and standard deviation (SD) of dependent variable (Bullying behavior) and independent variable (locus of control and self-concept) (N=200)

| Variable | Mean | Std. Deviation | N |
|-------------------|---------|----------------|-----|
| Bullying behavior | 7.2050 | 4.91456 | 200 |
| Locus of control | 90.8100 | 10.76491 | 200 |
| Self -concept | 25.9300 | 9.62018 | 200 |

Pearson correlations

Pearson correlations among bullying behavior, locus of control, self-concept is shown in following table 2. The table shows that there is negative correlation [$r(200) = -0.063$, $p < .018$] between locus of control and bullying behavior. That means adolescence who was external locus of control were engage in bullying behavior. There is also negative correlation [$r(200) = -0.181$, $p < .005$] found between bullying behavior and self-concept, which refers low self-concept is related to bullying behavior.

Table 2: Correlation of bullying behavior with Locus of control and Self-concept

| Correlation of Bullying behavior with | r | Significance Level |
|---------------------------------------|--------|--------------------|
| Locus of control | -0.063 | 0.018 |
| Self-concept | -0.181 | 0.005 |

Anovaanalysis

The anova analysis $F(2,199) = 3.372$ indicated that variation in bullying behavior was accounted by joint linear influence of self-concept and locus of control. Therefore, self-concept and locus of control were important predictor, which influenced bullying behavior. The result is presented in the following table 3.

Table 3: The overall F-test for regression analysis of bullying behavior with self-concept and locus of control

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|-------|------|
| Regression | 159.116 | 2 | 79.558 | 3.372 | .036 |
| Residual | 4647.479 | 197 | 23.591 | | |
| Total | 4806.595 | 199 | | | |

Multiple regression analysis

To see the impact or extent of self-concept and locus of control on bullying behavior multiple regression analysis and stepwise multiple regression was performed. Here, self-concept and locus of control act as predictor or independent variable and bullying behavior is dependent variable. The reflection score is 0.182. R square is 0.033, adjusted R square is 0.23. That describe self-concept and locus of control jointly influence bullying behavior in 3.3% (table

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4). Table 5 indicate the variables locus of control (beta= -.021, $p < .027$) and self-concept (beta= -.176, $p < .016$). For the prediction of bullying behavior percentage of explained variance were 17.6% and 2.1% for self-concept and locus of control scores respectively (table5). The data was presented in following.

Table 4: Multiple regression of Bullying behavior, Locus of control and Self-concept

| Model | R | R square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1 | .182 | .033 | .023 | 4.85708 |

Table 5: Stepwise multiple regression of Bullying behavior on Locus of control and Self-concept.

| Independent variable | Standardized Beta | t | significance |
|----------------------|-------------------|--------|--------------|
| Constant | 10.504 | .000 | |
| Locus of control | -0.021 | -0.290 | 0.027 |
| Self-concept | -0.176 | -2.437 | 0.016 |

DISCUSSION

Aim was to investigate relationship among locus of control, self-concept and bullying behavior among adolescence. Three measures as adapted bangla version of Modified aggression scale (Shahinuzzaman, 2016), adapted bangla version of internal control index (ICI) (Illyas, 2000) of (Duttweiler, 1984) and adapted bangla version of beck inventory for youth (BSCI-Y-Self-concept) scale were used to collect data from 200 adolescent. The findings of the present study describe, self-concept and locus of control are the predictor of bullying behavior. Accordingly, Self-concept and locus of control of bully influence on bullying behavior 17.6% and 2.1% respectively and jointly 3.3%.

Results revealed that lower scores in internal locus of control index or external locus of control increase the likelihood involvement in bullying for adolescents. This finding is in line with other research findings (Andreou, 2000; Österman et al., 1999; Rigby & Cox, 1996) indicated bullying behavior is negatively related to internal locus of control, that is children who are involved in bullying have external locus of control. These findings can be explained by the following way: individuals with an external locus of control believes that negative outcomes will occur and he does not have control over surroundings (Breet, Myburgh, & Poggenpoel, 2010). These beliefs often lead to feelings of anger, frustration and aggression (Österman et al., 1999; Perlow & Latham, 1993). So, Individuals with an external locus of control can't manage stressful situations effectively by using problem-solving strategies (Launius & Lindquist, 1988; Storms & Spector, 1987). It leads to poor coping mechanisms in social situations, they have poorer interpersonal relationships (Marini et al., 2006; Österman et al., 1999; Slee, 1995) including aggressive behavior as bullying behavior (Österman et al., 1999).

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In terms of self-concept, lower scores in self-concept or lower self-esteem were found to increase the likelihood of involvement in bullying for students. The constructs of self-esteem and self-concept both relate to an individual's acquired beliefs about the personal self (Forrest, 1996) in that sense self-esteem and self-concept are similar. The findings of present study supports other studies' findings that low levels of self-concept were associated with reported bullying behavior (O'Moore & Kirkham, 2001; Rigby & Cox, 1996). Due to negative self-concept or a person with poor image of self leads to low self-esteem. The person is not comfortable with themselves and they have lack of confidence, they feel they will be insecure in new situations. For controlling the situation adolescent were involve in bullying. As, they have poor coping mechanisms in social situations.

CONCLUSION

In conclusion, children with bullying can change their problematic behavior when adequate supports should provide. After completing this study it was suggested that self-concept enhancement or behavior management techniques would be helpful to boost their self-concept as well as changing unwanted behavior of children who are involve in bullying. To do this the school community can planning school conference days on bullying issues, providing better supervision at recess, forming a bullying prevention coordinating group, encouraging parent-teacher meetings, establishing classroom rules against bullying, holding classroom meetings about bullying, requiring talks with the bullies and victims, and scheduling talks with the parents of involved students. Finally, further studies needed to help deteriorate the bullying problem in Bangladeshi schools.

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