



**PERCEIVED PARENTING STYLE'S AND EXPERIENCED CYBERBULLYING
AMONG YOUNG ADULTS AT NARAYANA COLLEGE IN
ANDHRA PRADESH, INDIA.**

A Thesis Presented to the Faculty
of the School of Arts and Sciences
Emilio Aguinaldo College

In Partial Fulfilment of the
Requirements for the Degree of
Bachelor of Science in Psychology

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MARCH, 2021



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CERTIFICATE OF ORIGINALITY

We hereby declare that the thesis entitled:

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ANDHRA PRADESH, INDIA.**

is our own work and that, to the best of my/our knowledge and belief, contains no material previously published or written by another person nor material to which to a substantial extent has been accepted for award of any other degree or diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text.

I also declare that the intellectual content of this thesis is the product of our work, even though we may have received assistance from others on style, presentation and language expression.

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ABSTRACT

Cyberbullying perpetration is a pervasive social behavior that caused many negative psychological, behavioral, and health outcomes for cyberbullying victims. Research has showed that cyberbullying occurs all over the world, across the developmental life span, and for both males and females. And among the three Perceived Parenting Styles which parenting style is mostly practiced in present days. The aim of this study was to analyze the relationships of parenting styles (authoritative, uninvolved, authoritarian) and cyberbullying in young adults, also considering sex. This study analyzes the parenting styles that could act as risk or protective factors for bullying and cyberbullying. In India totally 52% of students are affected by the bullying and in that 52% of students are 38% are affected by the cyberbullying. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. This research followed the correlational study is one of the studies where the information is collected without changing the environment. To obtain the result from the research the researcher followed the Quantitative method in order to obtain the result. And Cronbach alpha for the perceived parenting style's is 0.78. And Cronbach alpha for the Experienced cyberbullying is 0.92. And based on the research there is a significant relationship between the Perceived Parenting Style's and Experienced Cyberbullying. This Research will helpful for future researchers to know the significant relationship between Parenting styles and Cyberbullying. And this research is recommended to the Future researchers and readers about the effects of cyberbullying on young adults. And to know the relationship between the parenting styles and cyberbullying.

Keywords: - Cyberbullying, Parenting Style, Bullying, Adolescents, Bullying.



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INTRODUCTION

This paper aims to study the parenting style and cyberbullying among young adults at Narayana college in Andhra Pradesh (India). The purpose of present study was the examination of parenting style on short term changes in cyber forms of bullying. The findings of study indicate that parenting seems to be a significant predictor of all forms of bullying in early young adults. The negative effect of cyberbullying in young adults is currently increasing. The aim of this study was to analyze the relationships of parenting styles (authoritative, uninvolved, authoritarian) and cyberbullying in young adults, also considering sex. This study analyzes the parenting styles that could act as risk or protective factors for bullying and cyberbullying. The protective or risk effect of parenting styles for young adults related behavior such as antisocial behavior, school adjustment, and self-esteem was also analyzed and causes as well as prevention of cyberbullying are also the goal of this study.

Background of the study

Perceived Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting can be more essential than the quantity of time spent with the child. Based on (Gwen Dewar 2018) according to Baumrind there are mainly Four types of parenting styles. They are Authoritarian Parenting use a strict discipline style with little negotiation possible. Punishment is common. Communication is mostly one way: from parent to child. Rules usually are not explained. Parents with this style are typically less nurturing.



Permissive Parenting have limited or no rules and mostly let children figure problems out on their own. Communication is open but these parents let children decide for themselves rather than giving direction. Parents in this category tend to be warm and nurturing. Expectations are typically minimal or not set by these parents.

Uninvolved Parenting no particular discipline style is utilized. An uninvolved parent lets a child mostly do what he wants, probably out of a lack of information or caring. Communication is limited. This group of parents offers little nurturing. There are few or no expectations of children.

Authoritative Parenting disciplinary rules are clear and the reasons behind them are explained. Communication is frequent and appropriate to the child's level of understanding.

Authoritative parents are nurturing. Expectations and goals are high but stated clearly. Children may have input into goals. A controlling parenting-style as well as an inconsistent internet-mediation style were associated with a higher prevalence of young adults involvement in cyberbullying as victims and as perpetrators.

Cyberbullying is a bullying that takes place over digital devices like cell phones, computers, and tablets. Based on (Lereya, samara & Wolke 2013) A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. Parenting style refers to the ways or techniques parents employ in the upbringing of their children. There are four parenting styles or dimensions namely, authoritative, authoritarian, permissive and uninvolved parenting. Obviously, Parenting plays a very important role in the transition of children from one stage of life to another:



from childhood to young adults; from young adults to adulthood. parenting is an essential instrument in the socialization of children. In India totally 52% of students are affected by the bullying and in that 52% of students are 38% are affected by the cyberbullying. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. According to (Voulgaridou 2016; Rajendran et al., 2016) Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. And the effects of parenting style on cyberbullying, A number of factors can be responsible for the development of the attitude of cyberbullying in students. That factors like family home environment, school climate, community factors, peer status and peer influence can be related to cyberbullying behavior, and parenting style.

When parents are not taking care of their children's means if in a family both father and mother are well-settled means they will go to work for their offices and they might have enough time to spend with their family. And according to their generation, they will give everything to their children and they will show over love on them and some people won't have time to spend. When these conditions are coming then those children will be alone and they won't have someone's care to tell what is correct and what is wrong this situation will increase Attitude in the child and when they will become Teenager they will go out of control and they will do wrongs. And it may help in developing the attitude of cyberbullying in them. And in other cases where parents are showing over love, in this case, the child will think that they are the leaders and whatever he will do it is correct.



And even if he was doing wrong his parents will support him and increases for the development of cyberbullying. Paraphrase of the previous paragraph is

Situation-1 If the parents are not taking care of the children due to some reasons like they don't have time etc. their children won't get a good guidance of what is good and what is bad. So, when they become young adults as the bad things attract first, they lose their control over wrong things and might develop cyberbullying.

Situation-2 When the parents show over care and love and not correcting their mistakes, then the children don't care for anything and think whatever they do is right. If the parents keep on not correcting their children's mistakes out of love or neglect the children will develop attitude and increases for development of cyberbullying.

Statement of the problem

A statement of the problem is used in research work as a claim that outlines the problem addressed by a study. For the statement of the problem, we have three statements. In the first one we want to know the perceived parenting style experiences of the participants. In the second one we want to know the levels of experienced cyberbullying of the participants and in the third one we want to know if there is a relationship between perceived parenting style experience and level of experienced cyberbullying. so the statements are as follows:

1. What is the perceived parenting style experiences of the participants?
2. What is the levels of experienced cyberbullying of the participants?
3. Is there a significant relationship between the perceived parenting styles and the level of experienced cyberbullying?



Hypothesis

A hypothesis is a statement that introduces a research question and proposes an expected result. It is an integral part of the scientific method that forms the basis of scientific experiments. Therefore, you need to be careful and thorough when building your hypothesis. The null hypothesis is a typical statistical theory which suggests that no statistical relationship and significance exists in a set of given single observed variable, between two sets of observed data and measured phenomena. The null hypothesis is typically stated in words to the effect that "A equals B." The concept of the null hypothesis is a central part of formal hypothesis testing.

Ho: There is no significant relationship between the parenting style and the level of cyberbullying among young adults in Andhra Pradesh India.

Theoretical framework

The theoretical framework is the structure that can hold or support a theory of a research study. Based on our research we are having two variables. They are parenting style and cyberbullying. So, in theoretical framework the researcher will be guided using two theories: Baumrind parenting styles and Baumrind parenting styles.

Baumrind parenting styles

Baumrind's theory is that there is a close relationship between the type of parenting style and children's behavior (Baumrind, D. 2013). Different parenting styles can lead to different child development and child outcomes. Baumrind studied the effects of corporal punishment on children, and concluded that mild spanking, in the context of an authoritative (not authoritarian) parenting style, is unlikely to have a significant



detrimental effect. Baumrind noticed that preschoolers exhibited distinctly different types of behavior. Each type of behavior was highly correlated to a specific kind of parenting. It is beneficial to evaluate the support and demandingness of a caregiver in order to determine which style is being used and how to effectively use it. Support refers to the amount of affection, acceptance, and warmth a parent provides to a child. Demandingness refers to the degree a parent controls a child's behavior.

Choice theory

Choice theory emphasizes the individual's control over his or her own feelings and actions and teaches the concept that all behavior is chosen. Choice theory According to Aricak, cyberbullying "is all of the behaviors which aim against an individual or a group, a specific individual or legal personality and endanger them technically or in a relational way." According to choice theory, whatever a human being does from birth to death is a behavior. Even though these behaviors are influenced by a number of conditions external to an individual, the power that steers behaviors originates from within the human being. People themselves choose to behave in a certain way and these choices are made in order to satisfy the need that they feel at that moment—namely, their motive. Cyberbullying is described, in other terms, as "the intentional and repetitious behaviors which include the use of information and communication technologies, such as e-mail, cell phone, beeper, short message service and web sites, by a group or an individual to endanger others and which support hostile attitude. And this theory is helpful for us to get more relevant information for the cyberbullying.



Conceptual framework

A conceptual frame work is a diagrammatic representation of how variables interact. It provides a clear concept of the areas in which meaningful relationship are likely to exist. The Figure (1) below represents the conceptual framework of relationship between the perceived parenting styles and levels of experienced cyberbullying of teenager at Narayana college in Andhra Pradesh, India. And our research is having two 2 variables to find the relational between 2 variables we are using the 2-side arrow this indicates that there is a correlational study between the parenting style and cyberbullying.



Figure: 1 Conceptual Framework of Perceived Parenting styles and levels of Experienced cyberbullying



Significance of the study

The significance of the study implies the importance of the study for the broader area of study, the specific question of the study, and the target group under study. Our research is mainly focusing on the parenting style and the levels of cyberbullying. So, the following people can be benefitted from our research: participants, parents, future researchers, Clinical Psychologist, Counselling Psychologist, Teachers and professors and Municipal officials.

Participants

The students participating in the study will be greatly benefitted. This is because they will come to know about parenting styles and cyberbullying. They can know how people among them are being cyberbullied and they can find appropriate decisions to prevent cyberbullying. This study will encourage them to change their attitude towards other people. It will serve as medicine to cure the minds of every individual to become open minded about the consequences of their action.

Parents

After completing the survey, the parents of the participants can be more aware on how parenting style and cyberbullying are going among the young adults and they adopt a proper parenting style on cyberbullying young adults. They will be aware about the kind of attitude their child is possessing. It will give them a hint on how they would help and encourage their child to avoid cyberbullying.



Teachers and professors

The research will be beneficial to teachers and professors. They can know how many students are cyberbullying and victims of cyberbullying. This study will give them a hint to improve their motivational and teaching materials, techniques or methods and skills in an open forum to students who really need their guidance.

Clinical Psychologist

The clinical psychologist in the study will be greatly benefited. This is because they will come to know more about 3 types of parenting styles and cyberbullying. So that they can easily examine their clients' thoughts, feelings and behaviors.

Counselling Psychologist

Counselling psychologist in the study will be benefited. This is because they will come to know about parenting styles and cyberbullying. So, they can help people by suggesting them to improve their parenting styles and also gives some idea to parents about cyberbullying. They also provide some clues to overcome cyberbullying and how to come out of that problem.

Municipal officials

The municipal officials will be benefitted because they can use the results from the studies to become aware. Learn how to prevent learn what to do when it happens. This study is significant to the municipal officials for it helps them to contrast strategies and methods on how to lessen the cases of cyberbullying.



Future Researchers

This paper will help the researchers to get an idea about this study if they are interested in conducting a research on the similar topic. They can know how the people are cyberbullied and ways to prevent it. The researchers in the near future will make use of the result of our present study. This study will serve as their basis and comparison to their future study.

Scope and limitation of the study

This study concern about relationship between the perceived parenting style and the cyberbullying among the Indian students of Narayana college in Andhra Pradesh. The students are chosen for the reason of knowing that how cyberbullying impact psychologically and it will help full for them to be aware of it. And it is easy for research to communicate with them. The respondents will be chosen who are the teenage students in Narayana college in Andhra Pradesh (India). And the researchers going to conduct a survey at Narayana college in Andhra Pradesh. the age of the students will be around 18-25 years. The researchers are using google forms for creating online survey forms. In this research the researchers used 100 participants (50 males and 50 females).

Because this form will support basic data validation, basic skip logic, and a range of question types. We can access our form or our data from any computer connected to the internet. Survey responses are automatically recorded in a google spreadsheet, and can be downloaded in several common formats (including xlsx, and csv) The researchers conducted this research through online survey. The time line for our research started in the second semester of the academic year 2020-2021. This research is expected to be



done over a period of two semester in this academic year around the month of July.

This survey will be done online and we will use purposive samplings for our research.

Definition of terms

Definition of terms is usually an annex to a work either at the beginning or more likely near the end with a list of acronyms, jargon, credits, etc. This is an important part of Research paper or report is that in which the key or important terms in the study are clearly defined.

Cyberbullying Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

Parenting style A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting can be more essential than the quantity of time spent with the child.

Authoritarian Parenting Authoritarian parents are often thought of as disciplinarians.

Authoritative Parenting Authoritative parents are reasonable and nurturing, and set high, clear expectations. Children with parents who demonstrate this style tend to be self-disciplined and think for themselves. This style is thought to be most beneficial to children.



Permissive Parenting Permissive or Indulgent parents mostly let their children do what they want, and offer limited guidance or direction. They are more like friends than parents.

Uninvolved Parenting Uninvolved parents give children a lot of freedom and generally stay out of their way. Some parents may make a conscious decision to parent in this way.

Review of related literature

Parenting style after cyberbullying. What exactly constitutes an act of cyberbullying is not always easy to define. Generally, the definition of cyberbullying depends upon the viewpoint of those who are defining it.

Parental styles

Diana Baumrind describes three parenting styles that affect the behavior of children (Santrock, 2017). They are Authoritarian parenting, Authoritative parenting and Permissive parenting. Maccoby and Martin expanded Baumrind's parenting explanation based on the dimensions of parenting behavior of demandingness and responsiveness. Demandingness refers to the parents' control, supervision and maturity demands of their children's behavior, whereas responsiveness is the degree of the parents' acceptance, warmth and involvement towards their children's emotional and developmental needs. Mohammad Ali Besharat, Koorosh Azizi and Hamid Poursharifi (2011) studied on the relationship between parenting styles and young adults academic achievement, results indicated that both authoritative and authoritarian parenting styles were negatively associated with children's academic achievement, permissive parenting style showed no



significant association with children's academic achievement, finally he concluded that parenting styles would influence children's academic achievement.

Parenting styles (Judith G Smetana 2017) were originally conceptualized as transactionally associated with social competence, but studies have mostly focused on parent-to-child effects. Advances in statistically modeling have led more rigorous tests of bidirectionality. One recent study found that young adults behavior had a much stronger effect on parenting styles than the reverse, whereas another found that effects varied by parenting style. Significant child effects were found for permissive-indulgent parenting, no bidirectional effects were found for authoritative parenting, and bidirectional effects were observed for mother but not child-rated authoritarian parenting. The authoritarian parents attempt to evaluate, shape and control the attitudes as well as behavior of their children in line with set standards of conduct, known as absolute standard. In the light of this absolute standard, children are supposed to follow very strict rules defined by their parents. In case the children fail to comply with such rules they are punished. Cherry (2015) points out that authoritarian parents usually fail to come up with reasoning behind such rules. According to Hoskins (2014), authoritarian parents exhibit low responsiveness and they are highly demanding.

In this style of parenting, parents emphasize on conformity and obedience and thus expect that they are obeyed without explanation in a less warm environment. Furthermore, authoritarian parents display low level of engagement and trust toward their children. They most often discourage open communication and make strict control of a child's behavior. In other words, it is widely believed that an authoritarian parent is forceful,



punitive and believes that a child should adhere to work in accordance to ethics and should be obedient. In the authoritarian parenting style, parents are more concerned with the traditional family structure; therefore, they limit 232 Vol. 3 No. 2 (December 2016). Parenting Style on Children's Behavior the child's autonomy along with the parent-child relationship.

According to (Monica Konnie Mensah, Alfred Kuranchie 2014) The results of the study revealed that the majority of the parents were perceived to adopt authoritative parenting styles in the upbringing of their children. It was also revealed that parenting style has influence on students' social development. It is inferred that authoritative parenting based on reasoning, understanding, consensus and trust resulted in pro-social behavior while authoritarian parenting based on strict rules, force, threat, verbal and physical punishments resulted in anti-social behavior. It is, therefore, recommended that parents should endeavor to adopt authoritative parenting style to enable their children and wards to develop pro-social behavior. The significance of the study is that the results would help parents, guardians, teachers and school authorities to understand and appreciate the relationship between parenting style and children's social development. Parents, in particular, would be fascinated by the findings of the study to employ authoritative parenting style to aid their children to be socially competent, a virtue required for personal life and work ethos.

According to M L M Neel et al. Parenting style was defined as any descriptor of parenting using ≥ 2 dimensions on published parenting axes. We evaluated studies for quality of evidence and strength of recommendations using standardized tools and



categorized summative recommendations by parenting axis and child outcome. Twenty-seven articles met our inclusion criteria. Parental responsivity is the only parenting axis strongly associated with both improved child cognition and behavior. Parental demandingness is associated only with improved child cognition, and parental warmth and rejection are associated only with child behavior. Parental coercion is not associated with subsequent child outcomes. Students in segregated school settings report slightly higher prevalence rates of cyberbullying compared to students with ND in inclusive school settings, especially among girls. When comparing prevalence rates among studies using the same definition, we found similar prevalence rates. (Linda Beckman et al. Scand J Psychol. 2020 Feb.). The importance of maintaining the distinctions between bullying victimization and general victimization and between bullying perpetration and general aggression is strongly emphasized. There are particular problems with the common method of peer nominations for purposes of prevalence estimation, comparisons of such estimates and mean levels across groups and time, and measurement of change. (Dan Olweus. Annu Rev Clin Psychol. 2013.)

This study investigates the experiences of adolescents with cyberbullying and the awareness of their parents regarding the problem of cyberbullying. (Dilek Uludasdemir et al. J Pediatr Nurs 2019.) Accessing the Internet in Internet cafes, having daily access to the Internet and the sharing of gender on social media increased the likelihood of cyber victimization, whereas male gender, age and having parents with a high-level education increased the likelihood of cyberbullying. According to Riki Tesler et al. J Relig Health. 2019 Dec Internet usage during leisure time is a growing area of research, especially



among adolescents. Our aim was to evaluate the association between Internet usage patterns of religious and secular adolescents, exposure to cyber-bullying, and psychosomatic symptoms in Israel. According to Bahtiyar Eraslan-Çapan et al. Psychol Belg. 2020. In order to prevent cyberbullying and cyber-victim behaviors that are very common among adolescents, it is important to investigate the factors that underlie these behaviors. The purpose of the present study was to examine the mediator roles of cyber victimization and moral disengagement in the relationship between submissive behavior and cyberbullying. The present study aimed to explore the relationship between cyber-bullying and psychological security, psychological loneliness, and age. In other words, it sought to identify the predictive power of these three variables on cyber-bullying among university students. (Mohammad Farhan Al Qudah et al. Community Ment Health J. 2020. These findings shed more light on the psychological aspects included in cyber-bullying. It is a significant contribution in that it identified the motives beyond cyber-bullying and its adverse effects on individuals.

Young people are spending increasing amounts of time using digital technology and, as such, are at great risk of being involved in cyberbullying as a victim, bully, or bully/victim. Despite cyberbullying typically occurring outside the school environment, the impact of being involved in cyberbullying is likely to spill over to school. (Lucy R Betts et al. Sex Roles. 2017.). According to Jay Shah et al. Curr Opin Pediatr. 2019 Feb. In recent years, breakthroughs and advancements in new age technology have revolutionized the way children communicate and interact with the world around them. As social media platforms such as Facebook, Instagram, and Snapchat continue to grow



in popularity, their usage has raised concerns about their role and impact on adolescent development and behavior. This review examines the psychosocial implications of social media usage on youth outcomes related to body image, socialization, and adolescent development. It discusses ways that clinicians and parents can effectively safeguard their children from the potential threats posed by digital media while providing a fact sheet for parents that address these concerns and summarizes recommended strategies to combat them. Victims of cyberbullying are at a greater risk than nonvictims of both self-harm and suicidal behaviors. To a lesser extent, perpetrators of cyberbullying are at risk of suicidal behaviors and suicidal ideation when compared with no perpetrators. Policy makers and schools should prioritize the inclusion of cyberbullying involvement in programs to prevent traditional bullying. Type of cyberbullying involvement, frequency, and gender should be assessed in future studies. (Ann John et al. J Med Internet Res. 2018). According to Ming-Shinn Lee et al. PLoS One. 2013. The intervention through this pilot study was effective and positive for cyber bullying prevention. It was with small number of students. Therefore, studies with large number of students and long experimental times, in different areas and countries are warranted.

Parent Awareness

The purpose of the study is to determine the level of awareness of parents and if they are able to distinguish when cyberbullying is occurring and whether their Teenager is a victim, bully or a bystander. In addition, parents, due to a lack of time and/or inadequate knowledge of computers, are unable to inspect what their teenager are doing when they



are on their computers (Popovic-Citic, Djuric & Cvetkovic, 2011, p. 413). Parents are unaware or do not fully understand the evolution of bullying. According to the article by Wong-Lo and Bullock (2011), the evolutionary process of bullying to cyberbullying and its transformation from traditionally defined observable behaviors (e.g., face-to-face, physical contact) to aggressive behaviors that are digitally executed (e.g., text messaging, online postings) is on the rise as more teenagers are resorting to cyberbullying. Parents often are unaware that cyberbullying is occurring in their home due to the nature of how cyberbullying occurs. Caitlin Elsaesser, Beth Russell, Christine McCauley Ohannessian, Desmond Patton 2017 While parents have a critical influence on reducing adolescent risk taking, adolescents' access to online spaces presents significant and novel challenges to parents' ability to reduce their youth's involvement in cyberbullying. In the article stated that there is disagreement among parents and schools as to who is responsible for monitoring and preventing teenagers and young people from bullying their peers online (as stated by Wong-Lo & Bullock, 2011, p.66). Parents often relinquish full control of online activity to their teenager with little to no parental control. Parental awareness about technology advancements and what is new in the cyberworld, will aid parents' ability to make sure the teenager is behaving.

Emily L Helfrich, Jennifer L Doty, Yi-Wen Su, Jacquelyn L Yourell, Joy Gabrielli, 2020. Research suggests that victims and perpetrators of cyberbullying are at risk for several psychological problems, including depressive symptoms and suicidal ideation. While cyberbullying among youth most often occurs at home, little research exists on the role of parental involvement in prevention and intervention strategies. The goals of the



current study was to (1) identify effective protective strategies that parents use to help youth avoid cyberbullying involvement and (2) identify strategies parents use to build youth's coping capacity when cyberbullying involvement does occur. Researchers conducted seven focus groups, each consisting of two to five participants. Participants were 26 parents (88% female, 69% White) with at least one child in fourth through sixth grade. Results revealed three major conceptual themes: communication, monitoring, and professional resources. Two subthemes of communication emerged: promoting perspective (i.e., helping victims understand how a bully may feel or helping perpetrators understand how their actions affect others) and empowerment (i.e., building confidence in youth to buffer negative effects of cyberbullying on self-esteem). Two subthemes of monitoring emerged: active monitoring (e.g., co-use and discussion of media use) and restrictive monitoring (e.g., limitations and technology control). Findings reinforce the importance of parent involvement in cyberbullying prevention efforts and inform future prevention and intervention program development.

The researcher found demonstrated the importance of parent awareness and involvement, but did not propose a method or plan of execution. I have concluded that a study is needed to understand parent involvement and how parent involvement can have an impact on cyberbullying. The study will be structured in such a way that bullies and non-bullies will be identified and the parents of such individuals will be invited to participate in the study. Once the list of participants has been selected, a survey will be conducted to obtain information of parent knowledge and involvement in their teenager internet usage, cell phone usage, and any other digital communication. After the data is



collected, the data will be analysis to observe if students who have been classified as bullies have parents who are aware of cyberbullying and are involved in his/her teenager usage of internet, cell phone and other media. Based on current research and more research to be executed, parental involvement may contribute to alleviating cyberbullying. Jessica D Zurcher, Hailey G Holmgren, Sarah M Coyne, Christopher P Barlett, Chongming Yang 2018 Cyberbullying perpetration continues to be a prevalent and harmful phenomenon. Despite the recent wealth of studies that examine cyberbullying frequency, further research is needed to investigate protective factors or variables that decrease the likelihood of engaging in cyberbullying perpetration. Past work has identified certain types of parenting as a potential protective factor against adolescent cyberbullying perpetration. This study explores parenting during early adolescence as predicting attitudes and behaviors associated with cyberbullying in late adolescence. Moreover, particularly for boys, authoritarian parenting behaviors served as a risk factor for cyberbullying engagement. Suggestions are offered to advocate for greater positive parenting education during early adolescence as a potential protective factor against cyberbullying.

According to Kyriakos Charalambous et al. J Adolesc. 2018 Apr he findings of the study indicated that parenting seems to be a significant predictor of all forms of bullying/victimization, conventional and cyber, in early adolescents, even when accounting for bullying/victimization levels eighteen weeks back. More importantly, results showed that the effect of parental style on bullying forms was mediated by peer attachment relationships. Results are discussed in the light of theoretical and practical



implications. Given the ever-increasing rate of accessibility to technology in both schools and homes, these finding (Rina A Bonanno et al. J Youth Adolesc. 2013 May.) underscore the importance of addressing cyberbullying, with respect to both research and intervention, as a unique phenomenon with equally unique challenges for students, parents, school administrators and researchers alike. Online social networking sites (SNS) are popular social tools used amongst adolescents and account for much of their daily internet activity. Recently, these sites have presented opportunities for youth to experience cyber-bullying. Often resulting in psychological distress, cyber-bullying is a common experience for many young people. Continual use of SNS signifies the importance of examining its links to cyber-bullying. (Bridianne O'Dea et al. Stud Health Technol Inform. 2012).

METHODOLOGY

Research design

This research referred to the overall strategy to choose to integrate the different components of the study in a logical way, thereby ensuring researchers can effectively address the research problem. In research the researchers used statistical tool to obtain the result. And the researchers followed the process of collecting and analyzing numerical data. So, the research design is Quantitative. This research followed the correlational study is one of the studies where the information is collected without changing the environment. To obtain the result from the research the researcher followed the Quantitative method in order to obtain the result. Moreover, this Quantitative method is done to determine the effect of cyberbullying on young adults in Andhra Pradesh.



Research locale

The study was conducted in India. The respondents are surveyed using Google forms. These respondents are surveyed via web-based. And the responses are saved in a secure manner for future reference. The researchers choosed the place of implementation because it will give the researchers the needed information. The study was conducted in the second semester of the academic year 2020-2021. And the researchers choosed 50 Males and 50 Females. Among 100 participants.

Research participants

The research participants are the Indian students enrolled in Narayana College, from Andhra Pradesh, India. Why the researchers choose this college is because this college to us and it is easy for the researchers to choose participants. And young adults because the students with the age group of 18-25 are the most mobile phone users. And the missing using of mobile is more. So, researchers used young adults. The researchers choosed those young adults because students studying in this college come from the beginning of college, they are bullying the newly enrolled students in college. The inclusion criterion is based on age that is 18 to 25 years old from 2020-2021.

Sampling technique

Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. By (Ashley Crossman 2019) A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from



convenience sampling and is also known as judgmental, selective, or subjective sampling. Purposive sampling will be used with a purpose in mind and the sample will be selected young adults of age (18-25 years old). The researchers choosed Narayana college for the purpose of research. In this college there are 200 students. Researchers divided students into two groups. First group (100 students) these students uses mobile phones and second group (100 students) these students is not using mobile phones / any another technology like computers, laptops, social media etc.... so, the researchers selected first group with the participants of 100 students.

Data gathering procedure

The researcher choosed online survey that is google form Collecting data is key for all researches. This stage starts once we have defined the research objectives and ends when the researchers have obtained the data to be analyzed. Firstly, the researchers adopt the questionnaire which the researcher used for the research. Then researchers created a google form with the questions. The researchers created different sections for the parenting style and cyberbullying. And each section consists of 15 items each and every question has to fill in the form. After creating the form, Questionnaires will be distributed after initial communication with the participants. The respondents will be given thirty minutes to answer the questionnaires. No public service or email service are used. And the researchers collected the data from the google drive through the csv file and the researchers stored it for the future references.

**Research instrument**

The research instrument is adopted. This study focuses impact of cyberbullying among teen ages in Narayana College in Andhra Pradesh, India. An adapted and modified questionnaire will be administered as the main data gathering instrument. The **first instruments** utilize for the study will be online Questionnaire through the google forms.

Scoring

The questions from cyberbullying survey were graded on Likert scale of 1-4 (Frequently = 1, occasionally =2, never =3, don't know=4)

Interpretation

The interpretation of what the score represent is given below. In interpreting the score, recognize the level of cyberbullying among young adults.

| S.NO | SCORE | LEVEL OF CYBERBULLYING | INTREPRETARION OF SCORE |
|------|-------|------------------------|---|
| 1 | 15-30 | highly cyberbullying | Scores in this range means that students involved in cyberbullying to other students most of the times in their lifetime. |
| 2 | 31-45 | moderate cyberbullying | Scores in this range means that student involved in |



| | | | |
|---|-------|-------------------|----------------------------------|
| | | | cyberbullying to other students |
| | | | at least in a month |
| 3 | 46-60 | low cyberbullying | Scores in this range means that |
| | | | student involved in |
| | | | cyberbullying to another student |
| | | | at least once in their lifetime. |

Instrument 2 to measure parenting style

The Perceived Parenting Style Scale developed by Divya and Manikandan (2013) measure the perception of the young adults about their parent's behavior. It measures perceived parenting style of the subject with regards to three dimensions such as authoritarian, authoritative, permissive. It consists of 15 items in which responses were elicited in a five-point Likert scale. Perceived parenting style is how young adults perceive their parent's parenting styles which are based on three types of parenting styles.

Scoring

The perceived parenting style scale consist of 30 items. It is a five-point Likert Scale with response category as always (5), often (4), sometimes (3), rarely (2) and never (1). All the items in the scale are worded positively and scored 5 to 1. All the three perceived parenting styles are scored separately. The items of authoritative are:1-5; authoritarian:6-10; and permissive: 11-15;



Interpretation

Record the rank order of your preferred parenting styles:

1. Highest calculated score: _____

Parenting style: _____

2. Second highest calculated score: _____

Parenting style: _____

3. Third highest calculated score: _____

Parenting style: _____

The highest calculated score indicates your preferred parenting style. Means if he/she gets highest score in authoritative parenting style then it indicates her/his preferred parenting style.

Data analysis

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Indeed, researchers generally analyze for patterns in observations through the entire data collection phase.

Percentage -frequency distribution – A percentage frequency distribution is a display of data that specifies the percentage of observations that exist for each data point or grouping of data points. The sum of all the percentages corresponding to each data point or grouping of data points should be $100\% = f/N \times 100$.

Where, % = Percentage,

f- Frequency N- Number of cases



Mean –

Mean implies average and it is the sum of a set of data divided by the amount of data.

Mean can prove to be an effective tool when comparing different sets of data;

$$\bar{x} = \sum x/n$$

Where, \bar{x} = Mean; $\sum x$ = Sum of all scores

n = Number of observations.

Chi-square –

A chi-square (χ^2) statistic is a test that measures how a model compares to actual observed data. The data used in calculating a chi-square statistic must be random, raw, mutually exclusive, drawn from independent variables, and drawn from a large enough sample. Chi-square tests are often used in hypothesis testing

$$\chi_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

**Result and Analysis****Table 1***Parenting styles experiences of the participants*

| | N | Sum | Mean |
|--------------------|-----|------|-------|
| AUTHORITATIVE | 100 | 1918 | 19.18 |
| AUTHORIITARIAN | 100 | 1703 | 17.03 |
| PERMISSIVE | 100 | 1766 | 17.66 |
| Valid N (listwise) | 100 | | |

In the above table 1 taking the values of parenting style from the data gathered and then finding the mean of the three different parenting styles. And the means are like this for Authoritative mean is 19.18, For Authoritarian mean is 17.03 And for the Permissive mean is 17.66. And from this mean we can tell that the Highly calculated mean is 19.18 for Authoritative it is the highly practiced parenting style. Second Highest calculated mean is 17.66 for Permissive it is moderately practiced. And Third Highest Calculated mean is 17.03 for the Authoritarian.

The present research was conducted to develop and validate an instrument to measure parenting style of adolescent's parents. The result of item analysis, validity and reliability indicates that the present instrument is capable to measure parenting style of adolescent's



parents. With the help of this instrument, found that authoritarian parents are more power asserting disciplinarians, authoritative parents are more warm giving protectors, permissive parents are more lenient freedom givers and uninvolved parents are more selfish autonomy givers. These findings are consistent with the construct of three parenting style proposed by (Robinson et al, 2015). In PSDQ. But here in this tool there is one more parenting style - uninvolved or selfish autonomy givers. So, the findings furnished above are providing further evidences for the validity of this scale. This tool PSFFQ is specially constructed to measure adolescent's parents parenting styles and is proved as a good tool for this purpose with high reliability and validity. PSFFQ shows high correlation with PSDQ sub types. Internal consistency is estimated by using Cronbach's alpha. An alpha value of 0.70 or above is considered to be criterion for demonstrating strong internal consistency, alpha value of 0.60 or above is considered to be significant. Here reliability is .92 for the PSFFQ as well as PSDQ. So, we can say this newly constructed PSFFQ has very strong internal consistency. analysis of variance is used to test hypotheses about means when there are three or more groups of one independent variable. In this case, age group was considered to be the independent variable, years. The results of the ANOVA test depicted in Table 2 and table 3 reveals that statistical value is greater than 0.05 for all the variables. So, we conclude that the mean score of different variables does not differs with age. Furthermore, correlation coefficients reveal magnitude and direction of relationships which are suitable for hypothesis testing. Pearson Correlation is used to identify the relationship between old and new questionnaires and the result is exhibited in. A positive correlation exists for the



variables for new and old scales as in this case the correlation coefficient has value greater than 0.5 and p value less than 0.05. So, we can conclude that correlation is significant. Here the p value less than 0.05. So, we can conclude that correlation is significant.

Table 2***Levels of cyberbullying***

| | N | SUM | MEAN |
|---------------|-----|------|-------|
| Cyberbullying | 100 | 3983 | 39.83 |

In the above table 2 it is explaining the levels of cyberbullying by using the mean. In this table the researchers found the mean for the values. And from the table the researchers said that the mean is 39.83. So researchers said participants are moderately cyberbullied.

According to (María C. Martínez-Monteagudo 1, Beatriz Delgado 1, Cándido J. Inglés 2 and Raquel Escortell, 2020) Latent class analysis (LCA) was used to identify the distinct cyberbullying profiles. These profiles were established based on the aggregate scores of the distinct behaviors of victimization, aggression, and aggression-victimization of cyberbullying (Authors have also conducted LCA with all separately items of SPH and found similar latent classes as the LCA with three subscales). Because all the roles did not have the same number of items, the aggregate scores were transformed into z scores to calculate the LCA. Based on the profile presented by the students, they were included in one of these classes. The election of the number of classes needed to identify a better representation of the data was carried out using the lowest indicator of the Bayesian



information criteria (BIC) and the Akaike information criterion (AIC) and the value closest to one for entropy [39] as the adjustment indices. Then, ANOVAs were performed to verify whether or not differences existed in social anxiety between the distinct groups and the post hoc Bonferroni test was used to determine which groups presented statistically significant differences. Finally, Cohen's d (standardized difference between means) [40] was used to assess the magnitude of said differences. Its interpretation is as follows: $0.20 \leq d \leq 0.50$, suggests a small effect size, $0.51 \leq d \leq 0.79$ is moderate, and $d \geq 0.80$ is a large effect size. The XLSTAT version 2019 and SPSS Statistics 26 programs were used for conduct LCA and ANOVAs, respectively. LCA was used, taking into account the scores of the three cyberbullying behaviors (victimization, aggression, and aggression-victimization). As seen in Table2, the class obtaining the best fit for the BIC, AIC, and entropy indicators was that consisting of three profiles. The first profile, non-cyberbullying, consisted of a total of 603 students (42.70%) having very low scores on the subscales of victimization, aggression, and aggression-victimization, identified as "not involved". The second profile, high cyberbullying, with 424 students (30.02%) having high levels of victimization, aggression, and aggression-victimization, identified as "bully-victims". The third profile, low cyberbullying, consisting of 385 students (27.26%), had moderately low scores on the three analyzed subscales of cyberbullying, identified as "rarely victim and bully".

**Table 3***Chi-Square*

| | CYBER BULLYING | AUTHORITATI VE | AUTHORIITARI AN | PERMISSIVE |
|-------------|---------------------|---------------------|---------------------|---------------------|
| Chi-Square | 77.420 ^a | 26.300 ^b | 30.680 ^c | 35.660 ^d |
| df | 2 | 14 | 17 | 18 |
| Asymp. Sig. | .000 | .024 | .022 | .008 |

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.

b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.7.

c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.6.

d. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.3.

DISCUSSION

The present study aimed to investigate the relation between perceived parenting style and cyber-bullying. Findings revealed both a direct and an indirect relation between parenting and cyber-bullying. The most needed parenting style is described. The terms regarding the research will be beneficial for future researchers. This study is helpful to prevent cyberbullying.



SUMMARY

This study investigates the relation between parenting and involvement in cyberbullying. The researchers predicted that cyberbullies and cyberbully-victims report less responsiveness and demanding reactions from their parents than victims and youths who are not involved in cyberbullying.

Furthermore, Parents are responsible for their children's misbehavior, and their parental aptitude is questioned if their children are victimized. Parental responsibility laws and blameworthiness extend to common occurrences like bullying.

The researcher followed the Quantitative method in order to obtained the result. This study examined how general and cyber-specific parenting styles impact the prevalence of young adolescents' involvement in cyberbullying as victims and/or perpetrators. Sampling method is purposive. And the age group selected for the research is 18-25years old. This study showed correlation between parenting style and experienced Cyberbullying. And most of the participants are experiencing AUTHORITATIVE Parenting style.



CONCLUSION

Based on the results obtained, the following conclusions were drawn:

From the first table the researcher said that the mean of AUTHORITATIVE Parenting style is high. So, most of the participants are experiencing AUTHORITATIVE Parenting style and few of the participants are experiencing PERMISSIVE Parenting styles and very less participants are experiencing AUTHORITARIAN Parenting style.

From second table the researchers considered that the Participants experienced moderate level of cyberbullying.

From third table the researchers said that there is no significant relationship between the perceived parenting styles and levels of cyberbullying by using the chi-square test.

RECOMMENDATION

Cyberbullying is a relatively new phenomenon. The digital nature of it allows a permanent record of negative information that has the potential to affect students' current and future psychological and emotional state.

Students, a key group in fighting cyberbullying, need to learn responsibilities associated with the use of technology. They should be aware of the consequences of misuse of technology so that responsible behaviors can be promoted at an early age.

They need to understand the dangers that exist and the importance of getting help from responsible adults when cyberbullying occurs. schools should educate school adults, students, and parents about cyberbullying and provide clear procedures to follow when cyberbullying occurs. At the fundamental level, adults, including teachers and parents, need to keep pace with new technology to understand how students communicate and how cyberbullying happens.

The results of this study indicate that school adults provide limited help, which might be caused by their lack of training in how to deal with cyberbullying.

Research improves services and treatments not just for you but also for future generations. It helps develop new tests for diagnosis, treatments and processes that could eventually help your children, or even your grandchildren



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APPENDIX

Copy of Instrument

PERCEIVED PARENTING STYLES AND LEVELS OF CYBERBULLYING AMONG YOUNG ADULTS

Dear Participant,

Greetings!

You are invited to participate in a web-based online survey on PARENTING STYLE AND CYBERBULLYING. Please read each section below for more details:

Purpose of the study: This research is being conducted by NAIDU JAYA SURYA, MUDAVATH PALLAVI BAI, KODIBOiena SWATHI, PATEL NIRALI. APSF 3-1 at EAC - SCHOOL OF ARTS AND SCIENCES, with the aim of better understanding PARENTING STYLE AND CYBERBULLYING. This survey contains 30 ITEMS which might typically take 25-30 minutes to finish.

Ethics: You are not required to participate in this survey. If you choose to participate and complete the questionnaire, but later change your mind, you still have the option to withdraw from the survey. If you opt not to continue, you may simply close this page or browser. You will not be penalized for withdrawing. Your data will not be utilized.

Potential Benefits: This research is designed to benefit society by gaining new knowledge about PARENTING STYLE AND CYBERBULLYING. There may be no direct benefits to you as a participant in this study. However, your responses are vital in order to understand PARENTING STYLE AND CYBERBULLYING.

Confidentiality: Your survey answers will be sent to a link where data will be stored in a password protected electronic format. This link does not collect identifying information such as your name or IP address. No personal information or individual test results will be released to the public. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study.

In the following sections, you will be asked to complete a set of standardized questionnaires. Kindly follow the instructions provided in each section. You will not be required to share any personal information you are not comfortable to disclose.

At this point, you may or may not continue with your participation in this study. Should you have any questions, I would be glad to answer them as best as I could. You may send me an email through: jsnaidu.cvt@eac.edu.ph



Thank you for your participation and contribution to this research!

Very Sincerely,

Certificate of Consent

I have read the foregoing information. I have had the opportunity to ask questions about it and any questions that I have asked have been answered satisfactorily. I consent voluntarily to participate in this study. As a sign of consent to participate, You may contact the researchers listed below.

1. NAIDU JAYA SURYA - EMAIL ID: - jsnaidu.cvt@eac.edu.ph,
2. MUDAVATH PALLAVI BAI - EMAIL ID: - pbmudavath.cvt@eac.edu.ph
3. KODIBOiena SWATHI - EMAIL ID: - skodiboiena.cvt@eac.edu.ph
4. NIRALI PATEL - EMAIL ID: - pnirali.cvt@eac.edu.ph

Certificate of Consent

I have read the foregoing information. I have had the opportunity to ask questions about it and any questions that I have asked have been answered satisfactorily. I consent voluntarily to participate in this study. As a sign of consent to participate, I am to declare my email address below.

Requirement: -

Email id: -

CYBERBULLYING

For each item below, please select correct response which best describes according to you. choose the best option from 1 to 4.

- 1- Frequently
- 2- Occasionally
- 3- Never
- 4- Don't know

1. what is your gender?

Male Female

2. Do you use the internet at home?

Yes No

3. Do you use a cell phone at school?

Yes No



4. How often do you think cyberbullying occurs when students are using school computers?

1 2 3 4

5. How often do you think cyberbullying occurs through cell phones or PDAs used at school?

1 2 3 4

6. How often have you been flamed?

1 2 3 4

7. How often do you think students at this school are flamed?

1 2 3 4

8. How often have you been harassed online or through text messaging?

1 2 3 4

9. How often do you think students at this school are harassed online?

1 2 3 4

10. How often have you been cyberstalked?

1 2 3 4

11. How often do you think students at this school are cyberstalked?

1 2 3 4

12. How often have you been denigrated online?

1 2 3 4



13. How often do you think students at this school have been denigrated online at home?

1 2 3 4

14. How often has someone masqueraded as you online and made you look bad?

1 2 3 4

15. How often do you think masquerading occurs to students?

1 2 3 4

PARENTING STYLE

For each item below, please select correct response which best describes according to you choose the best option from 1 to 5.

1- Never

2- Rarely

3- Sometimes

4- Often and

5- Always

From the below 15 items

1-5 are from AUTHORITATIVE PARENTING

6-10 are from AUTHORITARIAN PARENTING

11-15 are from PERMISSIVE PARENTING

1. Capable of making me to understand about “Right” and “Wrong”.

1 2 3 4 5

2. Congratulate me when I pass the exams.

1 2 3 4 5

3. My suggestions and ideas are considered.

1 2 3 4 5

4. I have freedom to discuss about anything.

1 2 3 4 5



5. During the crisis situation they inquire about it.
1 2 3 4 5
6. View everything with a critical mind.
1 2 3 4 5
7. I am compared with other friends/ classmates.
1 2 3 4 5
8. Insult and beat me in front of others.
1 2 3 4 5
9. I often feel that I am being rejected for affection.
1 2 3 4 5
10. Blame me even for minor things /issues.
1 2 3 4 5
11. Never find time for me to help during difficult situations.
1 2 3 4 5
12. Never help me in doing day-to-day activities on time.
1 2 3 4 5
13. No directions are given while doing things.
1 2 3 4 5
14. No inquiries are made for the decisions taken by me.
1 2 3 4 5
15. Never provide an atmosphere for my studies.
1 2 3 4 5



Letter of Request

To,
The Registrar, Cavite Campus,
Gov. D. Mangubat Ave., Brgy. Burol Main,
City of Dasmariñas, Cavite 4114, Philippines.

Subject: Request for the list of foreign Indian students for research purpose.

Respected Sir/ Madam,

Me and my group are conducting a simple random sampling research for our Research in Psychology subject, for which we require a full list of foreign Indian students from 3rd and 4th year in B.S in psychology (all sections), branch Cavite; since they are our population for the research.

I assure you that the demanded request is purely for academic purpose. And the request is put forth by the consideration and guidance of our Research Advisor, Ms. Leron, the signature is attested below.

Thank you,

Yours truly,

Naidu Jayasurya
(APSF 3-1)

Ms. Leron
(Research Advisor)

Tabulated Statistical Data

Table : 1

Descriptive Statistics

| | N | Sum | Mean |
|--------------------|-----|------|-------|
| AUTHORITATIVE | 100 | 1918 | 19.18 |
| AUTHORIITARIAN | 100 | 1703 | 17.03 |
| PERMISSIVE | 100 | 1766 | 17.66 |
| Valid N (listwise) | 100 | | |

Table: 2

Levels of cyberbullying

| | N | SUM | MEAN |
|---------------|-----|------|-------|
| Cyberbullying | 100 | 3983 | 39.83 |

Table 3

Chi-Square

| | CYBER BULLYING | AUTHORITATI VE | AUTHORIITARI AN | PERMISSIVE |
|-------------|---------------------|---------------------|---------------------|---------------------|
| Chi-Square | 77.420 ^a | 26.300 ^b | 30.680 ^c | 35.660 ^d |
| df | 2 | 14 | 17 | 18 |
| Asymp. Sig. | .000 | .024 | .022 | .008 |

Resume Of Proponents: -

NAIDU JAYA SURYA

Contact no: +918919305138

E-mail address: jayasuryagoud213@gmail.com

Address: D.no: - 1/158, Nallajerla, Andhra Pradesh, India, 534176.



OBJECTIVE

- ❖ Excellent time management and problem solving skills. Highly motivated, organized with the ability to function at a high level in a wide variety of settings.

EDUCATION

- ❖ Intermediate- Tirumala Junior college, Rajahmundry --passed by 97%grade

- ❖ 10th- Sasi educational Institution, Nallajerla --passed by 97%grade

AWARDS AND CERTIFICATES

- ❖ Ramanujan state level 12
- ❖ State Level 2th chess Player

SKILLS

- ❖ Problem solving skills
- ❖ Analytical/Quantitative Skills
- ❖ Organizational Skills
- ❖ Time management
- ❖ Critical thinker
- ❖ Collaborative team member
- ❖ Proficiency of Microsoft office, Excel, Power Point
- ❖ Quick learner

LANGUAGE

- ❖ English
- ❖ Telugu



MUDAVATH PALLAVI BAI

Contact no: +919963224736

E-mail address: pallavi.s4736@gmail.com

Address: Puttaparthi, Andhrapradesh, India



OBJECTIVE

- ❖ Excellent time management and problem solving skills. Highly motivated, organized with the ability to function at a high level in a wide variety of settings.

EDUCATION

- ❖ Bachelor of science in psychology- Emilio Aguinaldo college Cavite (present)
 - ❖ Intermediate- Chaitanya.college , Vijayawada --passed by 92%grade
 - ❖ 10th- Yasoda school, Dharmavaram --passed by 90%grade
-

AWARDS AND CERTIFICATES

- ❖ Received a certificate in Scienceware
-

SKILLS

- ❖ Problem solving skills
 - ❖ Analytical/Quantitative Skills
 - ❖ Organizational Skills
 - ❖ Time management
 - ❖ Critical thinker
 - ❖ Collaborative team member
 - ❖ Proficiency of Microsoft office, Excel, Power Point
 - ❖ Quick learner
-

LANGUAGE

- ❖ English
- ❖ Telugu

KODIBO IENA SWATHI

Contact no: +919569593187

E-mail address: swathiyadav200127@gmail.com

Address: Andhrapradesh, India



OBJECTIVE

- ❖ I am a motivated individual with strong ethic and ability to work independently, bringing forth a positive attitude and willingness to do something Creatively and interesting.

EDUCATION

- ❖ Bachelor of science in psychology- Emilio Aguinaldo college Cavite (present)
 - ❖ Intermediate-sri Gurus jr.college , Vijayawada --passed by 90%grade
 - ❖ Sri Prakash school, Vizag --passed by 93%grade
-

AWARDS AND CERTIFICATES

- ❖ Received a certificate in basket ball game
-

SKILLS

- ❖ Problem solving skills
 - ❖ Time management
 - ❖ Extensive Lister than Speaker
 - ❖ Ability to work under high pressure
-

LANGUAGE

- ❖ English
- ❖ Telugu



NIRALI PATEL

Student

I'm a creative student who believe in smartwork. Also I'm a hard-working person who strives to achieve goals.I keep interest in learning new things.

nipatel1502@gmail.com

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Education

EMILIO AGUNALDIO COLLEGE



- ACADEMIC BACKGROUND (BS in psychology) Emilio Aguinaldo College, Philippines (08/2019 Present)
- A course committed to educating the students in the field of medicine and psychology, 4th Year, with professional skills and ethical values through the holistic teaching-learning process and prepare the students to face the societal challenges and to meet the needs of the Profession.



strengths :

- strengths : Detail oriented
- Multitasking
- Teamwork
- Effective communication

Skills

- Time management
- Dancing
- Problem solving
- Singing