The Influence of Parenting Style and Interpersonal Intelligence on Verbal Bullying Behavior of Elementary School Students

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ARTICLE INFO	ABSTRACT
Article history: Received : 13-11-2023 Revised : 21-01-2024 Accepted : 17-07-2024 Published : 08-08-2024	*Positive parenting is an important aspect that influences children's development, especially in interpersonal intelligence. Interpersonal intelligence involves understanding and interacting with others and is essential in managing social relationships and preventing bullying behaviour. This study examines the relationship between interpersonal intelligence and parenting patterns on bullying behaviour at school. This study explores how parenting and interpersonal intelligence influence verbal bullying behaviour in primary schools in the Ciangaka Sub-district. This study used a quantitative approach with a causal design, involving 102 grade V students selected through the Cluster random sampling method. Data were collected through questionnaires designed to measure parenting patterns, interpersonal intelligence, and verbal bullying behaviour. Data analysis was conducted to determine the direct effect of parenting patterns on verbal bullying behaviour as well as the mediating effect of interpersonal intelligence. The results showed a direct effect of parenting variables on verbal bullying, a mediation of parenting variables on interpersonal intelligence, and an indirect effect of parenting variables mediated by interpersonal intelligence on verbal bullying. The conclusion of this study states that parenting has a significant influence both directly and indirectly through interpersonal intelligence on verbal bullying behaviour in elementary schools.*

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1. INTRODUCTION

The issue of bullying has recently been in the spotlight, especially bullying that occurs in schools. Bullying in schools often occurs and fills the dynamics of education. Bullying is a form of violence that often occurs in schools (Hardhiyanti et al., 2020). Cases of bullying in schools have appeared both in

the news and on social media in the last few months of 2023. This situation signals that moral decadence is sweeping the world of education.

Bullying in schools is an important issue that can have an adverse psychological impact on students. Bullying is defined as a deliberate act of violence perpetrated by an individual or group that has the power or desire to harm another (Husni & Asmawati, 2021). Bullying can take many forms. One form of bullying that often occurs in schools is traditional bullying. Raskauskas and Stoltz (2007) define traditional bullying as actions that refer to physical or verbal aggression.

According to Olweus (1994), bullying can be defined as intentionally aggressive behavior involving an imbalance of power or strength. It is usually repeated over time. This definition highlights two key elements of bullying: aggression and power imbalance. Charge refers to behaviour intended to cause harm, distress, or discomfort to another individual. The power imbalance is a fundamental characteristic of bullying. It refers to a situation where the perpetrator has greater power over the target, be it physical strength, social status, or other forms of influence (Olweus, 1994). This power imbalance allows the perpetrator to exercise control and dominance over the target, making it difficult for the target to defend themselves or escape the situation. This behavior can appear in many forms, including physical, verbal, and relational aggression (P. K. Smith et al., 2008). Physical aggression includes hitting, pushing, or kicking, while verbal aggression may include name-calling, insults, or threats. Relational aggression refers to actions that aim to damage someone's social relationships, such as spreading rumors or excluding them from social groups.

Several studies have revealed that bullying is associated with adverse mental health outcomes, including anxiety, depression, and suicidal ideation (Arseneault et al., 2009; Bannink et al., 2014; Kaltiala-Heino et al., 1999; Moore et al., 2017; Rawlings & Stoddard, 2019; Schoeler et al., 2018). The impact of this poor mental health can have harmful short and long-term consequences for individual development (Schoeler et al., 2018). In addition, bullying can create an unsafe environment for students, leading to decreased motivation and academic achievement (Glew et al., 2005; Zakiyah et al., 2017).

One critical area that has attracted attention is the relationship between parenting and the incidence of verbal bullying among children. Verbal bullying, characterized by behaviours such as name-calling, teasing, and demeaning comments, is a common form of bullying in school settings. Parenting significantly impacts children's behaviour, particularly their involvement in bullying activities (Hanan & Wahyuningsih, 2022; Istiqomah & Hidayati, 2020). Parenting that involves children's active participation and involvement in decision-making while maintaining clear boundaries and guidelines is associated with positive outcomes, such as improved emotional intelligence and social development (Hasanah & Sugito, 2020; Kartika & Budisetyani, 2018). In contrast, parenting styles of tight control, strict rules, and strong discipline or vice versa have been associated with negative consequences, including increased bullying and decreased academic performance (Gómez-Ortiz et al., 2019; Rizki et al., 2017; Saputri et al., 2022). Moreover, the impact of parenting styles is not only

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limited to the psychological domain but also affects physical health (Asri, 2018; Oktavilia & Hidayah, 2022). This confirms the influence of parenting styles involving children's psychological and physical well-being.

Another factor that is alleged to influence bullying behaviour is interpersonal intelligence (Septina & Ain, 2022). Interpersonal intelligence refers to the ability to understand and interact effectively with others (Kusumaningrum, 2019). It involves skills such as empathy, communication, and conflict resolution (Kang et al., 2017). Conversely, bullying is a form of aggressive behavior characterized by repeated and deliberate harm to others (Payne & Hutzell, 2015). Individuals with lower interpersonal intelligence have a higher risk of engaging in bullying at school (Ouyang et al., 2022). This suggests that a lack of interpersonal skills may contribute to aggressive behavior towards peers.

In Indonesia, cases of violence within educational institutions are a significant concern, as evidenced by data collected by the National Commission for Child Protection (KPAI). KPAI, in its reports from 2011 to 2018, has recorded 1664 cases related to this issue. Violence, as categorized by KPAI, emerged as an act that occurred in the school environment (KPAI Data, 2019). This suggests that bullying is a problem that cannot be ignored, and it is necessary to examine the factors behind bullying in schools.

Based on the initial study, the conditions in the field lead to the fact that bullying often occurs without realizing it and without sufficient knowledge. Interviews with four elementary school students in the Cinangka sub-district revealed that bullying usually takes place in their daily lives, especially verbal bullying. Words of ridicule and words containing violence are often spoken as a matter of course and in the local language as a form of joke. In addition, things that are determined to escape observation are the attitude of teasing parents' names and physical conditions, which also become a joke that unwittingly leads to verbal bullying. These findings are in line with the research of Smith et al. (2021) which shows verbal bullying as a serious problem affecting students' psychological well-being, and Jones & Newman's (2020) research which states bullying often occurs without teacher supervision. The studies of Brown et al. (2022) highlight the importance of parenting and awareness in reducing bullying, which is supported by findings in China that parenting and interpersonal intelligence influence bullying behavior. This emphasizes the need for more effective education and interventions to address verbal bullying among children.

2. METHOD

This study used a quantitative approach with an associative and causal-comparative design to examine the relationship between endogenous variables (verbal bullying) and exogenous variables (parenting style and interpersonal intelligence) among Grade V students in four public elementary schools (SDN Pabuaran, SDN Kubangbaros, SDN Kukupu, and SDN Kadumonyong) in Cianangka Subdistrict, Serang Regency. Initially, data were collected using a questionnaire designed to measure

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parenting style, interpersonal intelligence, and levels of verbal bullying. The sampling method used was cluster sampling, where 102 students were randomly selected. After data collection was completed, the first step was to check the validity of the data. Next, descriptive analysis was used to describe the characteristics of the sample and the main variables. The path analysis technique was then used to test the proposed hypothesized model, to identify direct and indirect paths between variables, and to measure the strength and significance of the relationship. This analysis includes the testing of basic assumptions such as normality, multicollinearity, and homoscedasticity. The results of the path analysis will be interpreted to conclude the influence of parenting and interpersonal intelligence on verbal bullying, thus providing a better insight into the factors that influence this phenomenon in the primary school environment.

3. RESULTS & DISCUSSION

3.1. Effect of Parenting Style on Verbal Bullying

Through the first hypothesis test, it was found that there is a direct positive effect of parenting on verbal bullying. The correlation coefficient reached a value of 0.547, while the path coefficient was 0.339. This illustrates that parenting has a direct influence on verbal bullying, as the following table:

Table 1. Effect of X_1 on Y

Direct influence	Path Coefficient	thing	table
X Y$_1 \rightarrow$	0,339	2,761	1,660
Path coefficient 2.761> 1.660 (highly significant at α = 0.05)			

Exploring the relationship between parenting and verbal bullying behaviours is inevitable but will be complex and multi-faceted, which has been the subject of extensive research. Various studies have consistently shown that parenting styles and behaviours have a significant impact on children's involvement in verbal bullying. For example, harmful parenting practices, such as excessive control and violence, are associated with an increased risk of children engaging in verbal bullying (Benavides et al., 2018; Broll & Reynolds, 2020; Wu et al., 2022). In line with that, Yohand and Bila (2023) stated that the application of excessive discipline without being accompanied by love can lead to negative behavior in students. In contrast, parenting, characterized by warmth, support, and clear boundaries, has been identified as a protective factor against the perpetration of verbal bullying (Grassetti et al., 2019; Vega et al., 2019).

In addition to parenting style, the time parents spend with their children and the quality of their interactions have been identified as influential factors. Positive parental involvement and time spent with children have been shown to protect them from being bullied, while negative interactions with children increase the risk of bullying (Hosozawa et al., 2022).

Another critical facet of this form of parenting, the impact of parental psychological distress on children's involvement in verbal bullying, has also been explored. Research has shown that parental

psychological distress can be a predictor of chronic loneliness during adolescence, which in turn is associated with an increased risk of bullying victimization.

Overall, both statistical evidence and relevant literature reveal that there is a significant influence of parenting on children's involvement in verbal bullying. This emphasizes the need for interventions and support systems on the part of both schools as educational institutions and other institutions with the potential to connect with the community to provide a targeted understanding of parenting practices and provide parents with the necessary knowledge to promote a positive and supportive environment for their children, ultimately reducing the prevalence of verbal bullying.

3.2. Effect of Parenting Style on Interpersonal Intelligence

Through hypothesis testing, the results show that there is an influence of parenting on interpersonal intelligence. The correlation coefficient reaches a value of 0.754, while the path coefficient is 0.754. This illustrates that parenting has a direct influence on interpersonal intelligence, as noted in the following table:

Table 1. Effect of X_1 on X_2

Direct influence	Path Coefficient	Count	table
X $X_{1 \rightarrow 2}$	0,754	5, 666	1,660
Path coefficient 5.666>1.660 (highly significant at α=0.05)			

Positive parenting actions in the family, such as providing warmth and sensitivity, impact higher levels of social competence in children (Eiden et al., 2009; Riley et al., 2014; Taylor et al., 2015). In contrast, negative parenting styles, including those that restrain children and provide complete freedom without control, result in children's lower interpersonal skills (Kompirović et al., 2020; Riley et al., 2014; Taylor et al., 2015). The role of parents and a good parent-child relationship are essential factors in children's social, emotional, and behavioral development.

Warm and non-arbitrary parenting has implications for children's exemplary level of interpersonal intelligence and vice versa; parenting patterns that are too restrictive and accompanied by arbitrary actions impact lower levels of interpersonal intelligence. (Li, 2022; Mursal et al., 2018). Parental tenderness and sensitivity are also essential contributors to developing children's self-control, negotiation, and cooperation skills, which are vital elements of socio-competence. Authoritative parenting patterns are associated with higher levels of social competence (Riley et al., 2014).

Parenting stress is something that cannot be ignored. Parenting stress is defined as anxiety and tension that crosses boundaries and is specifically connected to the role of the person and the interaction between the parent and the child that promotes the malfunctioning of parental care of the child (Han & Hock, 2023). Children's interpersonal intelligence is influenced by parenting. Positive and supportive parenting actions, characterized by warmth, sensitivity, and authoritative guidance, are consistently associated with higher levels of social competence in children. Conversely, negative parenting patterns,

such as abuse and lack of affection, along with high levels of parenting stress, result in lower levels of interpersonal skills in children.

3.3. Effect of interpersonal intelligence on verbal bullying

Through the results of hypothesis testing, it can be stated statistically that there is an influence of interpersonal intelligence on verbal bullying. The correlation coefficient reaches a value of 0.531, while the path coefficient is 0.276. This illustrates that interpersonal intelligence directly influences verbal bullying, as noted in the following table:

Table 2. Effect of X_2 on Y

| Direct influence	Path Coefficient	Count	table
$X_2 \rightarrow Y$	0,276	2,207	1,660
Path coefficient 2.207> 1.660 (highly significant at α = 0.05)			

Students' interpersonal intelligence level is a factor that underlies or influences bullying behavior in students. (Septina & Ain, 2022). Interpersonal intelligence, especially the ability to manage and understand emotions and interpersonal communication skills, correlates with decreased bullying incidents (Ouyang et al., 2022). In addition, interpersonal intelligence can serve as a buffer for victims of bullying in school settings, suggesting its potential positive impact in reducing the consequences of bullying experiences (Zhang & Chen, 2023). On the other hand, interpersonal intelligence has been identified as a moderating factor in the relationship between bullying and development and highlighted its importance in addressing the impact of bullying and psychological distress (Nel, 2019).

Olweus (1994) provides a comprehensive understanding of bullying in the school setting, which forms the basis for understanding the dynamics of bullying behavior. It is important to remember that bullying involves multiple forms, including verbal aggression, physical aggression, social aggression, and cyber aggression. This highlights the complexity of bullying behavior and the need to consider various dimensions of bullying in the context of interpersonal intelligence.

Similarly, Peachey (2017) emphasized the relevance of Howard Gardner's Theory of Multiple Intelligences, particularly intrapersonal intelligence, in understanding bullying behavior. Interpersonal intelligence, which includes the ability to understand the emotions of others, has a significant relationship with the dynamics of verbal bullying as it relates to understanding and interacting with other individuals. The influence of interpersonal intelligence on verbal bullying involves various aspects and is interrelated with emotional intelligence, bullying behavior dynamics, and bullying experience management. Understanding the role of interpersonal intelligence in interpersonal relationships and its potential impact on bullying behavior is crucial in addressing and reducing verbal bullying in educational and social contexts.

3.4. Influence of Parenting Style through Interpersonal Intelligence on Verbal Bullying

Through the results of hypothesis testing, it can be statistically stated that the direct effect of parenting on verbal bullying obtained a path coefficient value of 0.339, the indirect effect mediated by interpersonal intelligence got a path coefficient value of 0.208, and the overall impact brought a path coefficient value of 0.547. Based on the results of hypothesis testing, it can be statistically stated that the indirect effect of parenting on verbal bullying is greater than the direct effect; it can also be concluded that the interpersonal intelligence variable successfully mediates parenting and verbal bullying. The shape of the path diagram of parenting patterns and interpersonal intelligence on verbal bullying can be seen in Figure 1.
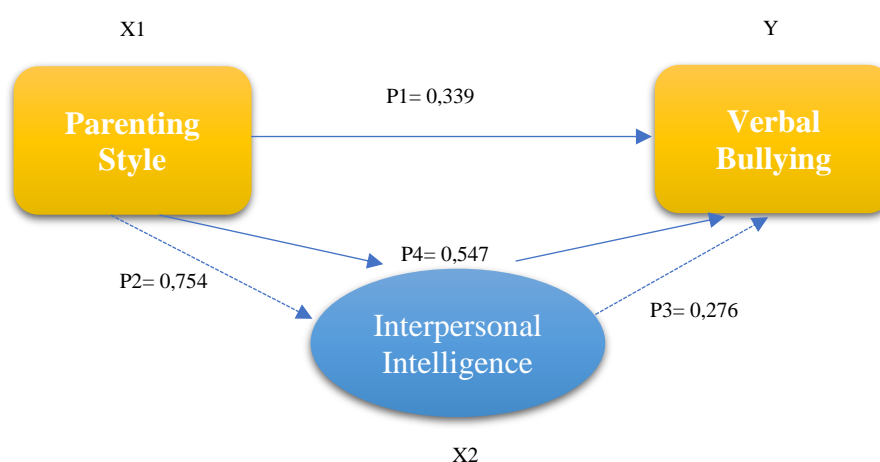
Figure 1. Influence of Parenting Style through Iterversonal Intelligence on Verbal bullying

Verbal abuse is one of the most common forms in the school environment, which includes behaviours such as name-calling, teasing, and demeaning comments. Parenting patterns have a significant impact on adolescents' level of engagement in various acts of bullying, including verbal bullying (Charalampous et al., 2018). In addition, there is a correlation between verbal bullying and family characteristics, such as parenting style (Meng et al., 2022), indicating a possible link between parenting style, interpersonal intelligence, and verbal bullying.

Bella et al. (2020) revealed a significant relationship between parenting patterns and the level of children's interpersonal intelligence, where parenting patterns contribute to shaping individual interpersonal abilities. Furthermore, Oktavilia and Hidayah's research (2022) emphasizes the role of parental involvement that focuses on parenting and the importance of providing support, warmth, and guidance to their children. Parenting that supports children, warmth, and guidance shapes their character and increases their interpersonal intelligence. The implication is that supportive parenting can positively contribute to children's cognitive aspects and social interaction skills, which in turn can prevent verbal bullying behaviour.

Rahimah and Muzdhalifah (2019) strengthened the understanding of the relationship between parenting styles and children's intelligence in intrapersonal and interpersonal aspects. Moreover, Wulandari and Renda (2020) showed that parenting style significantly correlates with students' learning motivation. This proves that interactions between parents and children can affect both interpersonal aspects and children's learning motivation and academic achievement Sari et al. (2021) emphasized the close relationship between parenting styles, learning motivation, and academic achievement. The implication is that parenting styles that provide support and encouragement can shape children's interpersonal intelligence and academic achievement.

The relationship between parenting styles and interpersonal intelligence has been a significant focus of scientific research. Several studies covering a spectrum of parenting styles revealed that these styles significantly impact children's interpersonal skills and emotional intelligence (Agustina et al., 2020; Faradisa et al., 2022; Oktavilia & Hidayah, 2022; Sulung & Sakti, 2021; Tahitu, 2019). Parenting styles in which there is an open and respectful relationship between parents and children are consistently associated with the development of positive interpersonal skills in children (Oktavilia & Hidayah, 2022; Sulung & Sakti, 2021). On the other hand, parenting styles that combine warmth and support with thoughtful control and consistent discipline are associated with increased child social intelligence and problem-solving-focused coping (Larashati & Rustika, 2017). In contrast, a parenting style that is arbitrary and accompanied by hostile actions. Children who are accustomed to receiving yelling, hitting, and anger (Vega et al., 2019) have been shown to harm children's self-esteem and social skills.

The explanation above shows that verbal bullying in the school environment is a complex problem and can be influenced by various factors, including parenting patterns and the level of children's interpersonal intelligence. The results of path analysis show that there is a significant relationship between parenting patterns, interpersonal intelligence, and verbal bullying behavior. More positive parenting patterns were correlated with increased interpersonal intelligence, which in turn was associated with decreased verbal bullying behaviour. However, it should be understood that positive parenting patterns directly related to verbal bullying behaviour, after considering the role of interpersonal intelligence as a mediating variable, had a more substantial influence on verbal bullying behaviour. Therefore, interventions focusing on increasing interpersonal intelligence and improving parenting patterns may effectively reduce verbal bullying behaviour in individuals.

4. CONCLUSION

Based on research findings, data analysis, and discussion, it can be concluded that there is a direct influence of parenting style (X1) on verbal bullying (Y), there is a direct influence of parenting style (X1) on interpersonal intelligence (X2), and there is an indirect influence of parenting style (X1) mediated by interpersonal intelligence (X2) on verbal bullying (Y). On that basis, schools must embrace parents in understanding and creating positive student expectations. No less important is the

role of schools and teachers in increasing students' interpersonal intelligence through the learning process, ultimately impacting bullying behavior at school.

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