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The Relationship Between Permissive Parenting Style and Bullying Behavior Among Nursing Students

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ABSTRACT

This study aimed to examine the relationship between permissive parenting style and bullying behavior among undergraduate nursing students at Muhammadiyah University of Sukabumi. University students experience significant social and psychosocial development, and inadequate internalization of parental values can lead to maladaptive behaviors such as bullying. This research employed a quantitative cross-sectional design with purposive sampling. Data were collected using validated questionnaires on parenting style and bullying behavior and analyzed using the Chi-Square test. The results showed a significant relationship between permissive parenting style and bullying behavior ($p=0.000$, $p<0.05$). Students raised with a permissive parenting style were more likely to exhibit moderate levels of bullying behavior. These findings suggest that permissive parenting, which grants children excessive freedom with minimal supervision, can increase the likelihood of aggressive behaviors such as bullying. Efforts to strengthen parental involvement and guidance are essential to prevent bullying among university students.

Keywords: permissive parenting, bullying behavior, students

INTRODUCTION

University students are learners at the higher education level. As individuals grow older and enter adolescence, they begin to experience a broader environment beyond their families. Their social interactions expand as they start to engage more with their peers. Social skills will develop well if the values instilled by parents are properly internalized; conversely, if these values are not adequately absorbed, the development of their behavior and psychosocial well-being may be hindered. As a result, university students may begin to exhibit risky behaviors, one of which is bullying (Dharmawan et al., 2024).

Bullying is an aggressive or manipulative behavior that can take the form of physical, verbal, or psychological violence, deliberately carried out by an individual or a group of people who feel strong or powerful, with the intention of harming or disadvantaging someone who feels helpless. There are several factors that can lead to bullying behavior, which can originate from within the adolescent (internal factors) or from external sources. Internal factors include identity crises, low self-control, and traumatic emotions from the past. External factors that contribute to bullying behavior include improper parenting styles, dysfunctional family

environments, a non-harmonious school atmosphere, exposure to or watching violent media, and so on. One of the key external factors that can lead to bullying behavior is the family. This encompasses factors such as parenting styles and family conflicts, which can generate negative behaviors. The family is considered the most influential factor in determining an individual's involvement in bullying behavior.

Bullying can be found in schools, campuses, and on social media, with 2,473 reported cases that continue to increase to date (KPAI, 2024). The Indonesian Child Protection Commission (KPAI) has received 3,877 complaint reports, 329 of which concern acts of violence within educational institutions. The highest reported cases include victims of bullying (without police reports), victims of sexual violence, victims of physical/psychological violence, victims of policy violations, and victims of unmet educational facility rights (Pusdatin, 2023). As of March 2024, KPAI has received 383 reports of violations of student protection, with 34% of these incidents occurring within educational institutions. A total of 261 students were included in the analysis, in which respondents reported that their parents predominantly practiced authoritative parenting (53.6%). Bullying behavior was exhibited by the majority of both perpetrators and victims (53.3%), and a statistically significant correlation was found between bullying behavior and parenting style. (Saleh et al., 2021)

The study by Maherah (2024) on permissive parenting found that 18.6% of participants were raised with a permissive parenting style, of which 3.9% did not engage in bullying behavior while 14.7% did. Similarly, Anggraini and Dewi (2023) reported that 80% of participants with permissive parenting tended to engage in bullying behavior, with 90% overall showing such tendencies. These findings indicate that permissive parenting has a positive correlation with the tendency to engage in bullying behavior. Based on these studies, it can be concluded that permissive parenting is significantly associated with bullying behavior.

Parental caregiving describes the strategies and emotional environment through which parents support, guide, and discipline their offspring during the transition to adulthood, fostering emotional, cognitive, and social growth aligned with societal values (Simanungkalit, 2025). Recent research in emerging adulthood and higher education identifies four primary parenting styles—authoritative, authoritarian, permissive (indulgent), and uninvolved (neglectful)—each shaping student adjustment and well-being in distinct ways. Permissive parenting, marked by high warmth but low demands or structure, grants individuals considerable autonomy without sufficient guidance. This often leads to challenges in self-regulation, impulse control, and emotional resilience in adulthood (Jensen et al., 2024). Within college student populations,

permissive parenting has been linked to decreased confidence in career decision-making and increased risk of mental health issues such as depression and anxiety (Alexander & Harris, 2022).

The results of the observations conducted by the researcher on 10 out of 15 respondents indicated that permissive parenting style is related to bullying behavior and occurs among undergraduate Nursing students at the University of Muhammadiyah Sukabumi. This was observed even though the bullying was limited to verbal forms, such as creating nicknames, mocking others based on skin color, and excluding someone from joining group activities, with these behaviors occurring repetitively. Based on the background above, the researcher has chosen the title about the relationship between permissive parenting style and bullying behavior. This study aims to analyze the relationship between the permissive parenting style applied by parents and bullying behavior. The primary focus is to identify the impact of a parenting style that allows children to act and behave according to their desires, which leads to an inability to control their own behavior and results in aggressive behavior, particularly in the form of bullying within the university environment.

METHODS

Study Design

The research method used is quantitative research. This study employs a Cross-Sectional approach, which emphasizes the timing of data measurement by observing the independent and dependent variables. Additionally, it uses a correlation study with the aim of identifying the relationship between the independent variable, which is permissive parenting style (X), and the dependent variable, which is bullying behavior (Y) in a given subject.

Sampels

The study population consisted of 301 undergraduate Nursing students (S1) at the University of Muhammadiyah Sukabumi. Using purposive sampling and Slovin's formula for finite populations, a total of 75 students were selected as the study sample. The inclusion criteria were active enrollment in levels I–IV of the Bachelor of Nursing program during the 2024–2025 academic year and willingness to participate as respondents. Students enrolled in the Recognition of Prior Learning (RPL) program, those on academic leave, or those unable to complete the research process were excluded.

Instrument

The data collection instrument used in this study is a questionnaire. The scale employed is the Likert scale, which serves as a measurement tool for the variables being studied. The data collection method uses the Olweus Bully/Victim Questionnaire (OBVQ) developed by Gonçalves et al., (2016). This scale is used to measure bullying based on different forms of bullying behavior (Permata & Nasution, 2022). The scale is designed with five alternative responses modified based on the Likert scale model, with scores as follows: 0 = never, 1 = rarely, 2 = sometimes, 3 = often, 4 = always. The Parenting Styles and Dimensions Questionnaire (PSDQ), written by Robinson, et al., (2001) has been translated into Indonesian by (Riany et al., 2018) and refers to Baumrind's theory. The instrument consists of 32 questions, using a Likert scale with scores ranging from 1 to 5: 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always.

Data Analysis

Data analysis was conducted using computer software SPSS 20.0, with the aim of determining whether there is a correlation between two variables: permissive parenting style and bullying behavior. The data analysis techniques in this study include univariate and bivariate analyses. Univariate analysis describes the characteristics of the respondents based on the research variables, including the distribution of gender, average age, cohort level, dominant parenting style (authoritative, permissive, democratic), and the level of bullying behavior (mild, moderate, severe). This analysis provides an initial overview of the data before further analysis. A chi-square test was used in the bivariate analysis to examine the relationship between permissive parenting style and bullying behavior among students. The results of the analysis indicate a significant relationship between the two, with a p-value < 0.05. These findings suggest that permissive parenting style plays a role in increasing bullying behavior among students.

Ethical Consideration

Before the research was conducted, the study had passed the ethical review by the Faculty of Health Ethics Committee (084/KET/KE-FKES/I/2024). This study respects human rights by safeguarding individual freedom. The principle of respecting human dignity is applied through informed consent, where respondents are provided with clear information regarding the purpose, objectives, and procedures of the study before giving their consent. The confidentiality of the data is ensured by using only initials and not disclosing the questionnaire

results. The researcher also ensures honesty by using valid data and not altering the information provided by the respondents. Furthermore, the principle of fairness is applied by granting equal rights to the respondents, based on moral values, dignity, and human rights.

RESULTS

The results of the data analysis are presented in the form of a table, which can be seen as follows. The data analyzed in this study include the characteristics of the respondents, covering Gender, Age, Cohort Level, Description of Bullying, and Description of Parenting Style, as explained in the table below.

Table 1. Distribution of Respondent Characteristics Based on Gender, Age, Cohort Level, Parenting Style, and Bullying Level.

Characteristics	Frequency	%
Gender		
Male	15	20.0
Female	60	80.0
Age		
18-19 years	17	22.7
20-21 years	38	50.7
22-23 years	20	26.7
Cohort Level		
Level 1	13	17.3
Level 2	10	13.3
Level 3	14	18.7
Level 4	38	50.7
Parenting Style		
Authoritarian Parenting	12	16.0
Permissive Parenting	53	70.7
Authoritarian Parenting	10	13.3
Level of Bullying		
Low Bullying	19	25.3
Moderate Bullying	47	62.7
High Bullying	9	12.0

Based on Table 1, the majority of respondents in this study were female, comprising 60 individuals (80%), while 15 respondents (20%) were male. In terms of age, 17 respondents (22.7%) were aged 18–19 years, 38 respondents (50.7%) were aged 20–21 years, and 20 respondents (26.7%) were aged 22–23 years, indicating that the largest proportion of respondents were in the 20–21 years age group (50.7%). Regarding cohort level, 13 respondents (17.3%) were from level 1, 10 respondents (13.3%) from level 2, 14 respondents (18.7%) from level 3, and 38 respondents (50.7%) from level 4, showing that the majority of respondents were from level 4 (50.7%). In terms of parenting style, 12 respondents (16%)

experienced an authoritarian parenting style, 53 respondents (70.7%) a permissive parenting style, and 13 respondents (13.3%) a democratic parenting style, with the permissive parenting style being the most prevalent (70.7%). Finally, the level of bullying experienced by respondents showed that 19 respondents (25.3%) experienced low levels of bullying, 47 respondents (62.7%) experienced moderate levels, and 9 respondents (12%) experienced high levels, indicating that the majority of respondents experienced bullying at a moderate level (62.7%).

Table 2. The Relationship Between Permissive Parenting Style and Bullying Behavior Among Nursing Students

Parenting Style	Level of Bullying						Total		*P-Value*
	Low		Moderate		High				
	f	%	*f*	%	*f*	%	N	%	
Permissive	6	8.0	44	58.7	3	4.0	53	70.7	
Otoriter	6	8.0	2	2.7	4	5.3	12	16.0	**0.000**
Democratic	7	9.3	1	1.3	2	2.7	10	13.3	
Total							75	100	

Based on the data presented in Table 2, it was found that among the 75 respondents from the University of Muhammadiyah Sukabumi, 53 individuals were categorized under the permissive parenting style. Of these, 6 respondents (8%) exhibited low levels of bullying behavior, 44 respondents (58.7%) demonstrated moderate levels, and 3 respondents (4%) showed high levels of bullying behavior. The findings indicate that bullying behavior was most prevalent at a moderate level, reported by 44 respondents (58.7%). The Chi-Square test yielded a p-value of 0.000 for the asymptotic significance (2-sided), which is less than 0.05. This result leads to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). Therefore, it can be concluded that there is a statistically significant relationship between the permissive parenting style and bullying behavior among undergraduate nursing students at the University of Muhammadiyah Sukabumi.

DISCUSSION

Respondent Characteristics

According to Olweus and Fostervold Mathisen et al. (2022), bullying is defined as intentional, aggressive, or harmful behavior that occurs repeatedly in interpersonal relationships where there are imbalances of power. Previous studies, such as those by Andriani et al. (2022), have suggested that individuals raised with a permissive parenting style are more likely to engage in bullying behavior. Our findings show that the majority of respondents who experienced permissive parenting demonstrated tendencies consistent with this pattern, supporting the

assumption that a lack of parental control and guidance may contribute to difficulties in regulating aggressive behaviors.

The majority of respondents in this study were female. This may be associated with the tendency of female students to form closer peer groups, which can increase the likelihood of relational conflicts and indirectly contribute to bullying behaviors. These findings are in line with Moral and Ovejero (2021), who observed a similar trend in female student populations, although they differ from Yolanda and Budiyati (2020), who found that male students were more frequently involved in bullying. Such differences may be explained by cultural and social contexts as well as variations in educational environments.

Most respondents in this study were within the 20–21 age range and predominantly from level IV (final year) of the Bachelor of Nursing program. This may indicate that increased academic demands, heightened peer interactions, and preparation for graduation could intensify stressors, indirectly influencing the prevalence of bullying behaviors. These assumptions are supported by previous studies suggesting that students in higher academic levels often face greater psychosocial pressures, which may contribute to the emergence of interpersonal conflicts.

According to Rahmaniyah et al. (2020) meaning that the majority of students exhibit bullying behavior in the moderate category. Smith et al. (2018) support the finding that bullying behavior is more prevalent among elementary and secondary school students, and this phenomenon can also be found among senior university students, who tend to be involved in relational bullying and harassment on campus. This suggests that even senior university students can be involved in bullying behavior.

The assumption of the researcher is that the permissive parenting style applied by parents to adolescents shows that female adolescents are more likely to receive permissive parenting from both parents compared to male adolescents. Additionally, the majority of students exhibit bullying behavior with moderate intensity, while a smaller proportion are involved in bullying behavior at higher levels. Therefore, the phenomenon of bullying can also be found among senior university students, regardless of gender.

The Relationship Between Permissive Parenting Style and Bullying Behavior Among Nursing Students

According to Adiyono et al. (2022) bullying is not just a simple interaction between the perpetrator and the victim, but can occur due to peers, family, and school environments. According to Herawati and Deharnit, (2019) bullying is caused by both internal and external

factors. Internal factors that contribute to bullying behavior include personality traits, past experiences of violence, and permissive parenting. External factors that contribute to bullying behavior include the environment. The study conducted by Yolanda and Budiyati (2020) shows moderate bullying behavior. This study is similar to the research by Sholihah and Khoirunnisa (2023) which also indicates moderate bullying behavior. In studies categorized as moderate, it can be interpreted that the majority of students exhibit tendencies of bullying behavior, such as mocking friends, calling them by nicknames, body shaming, and giving them cynical stares.

The study conducted by Joenes (2023) states that the personal factor that plays a significant role in bullying behavior is permissive parenting style. Nuryatmawati and Fauziah (2020) state that permissive parenting can have a positive impact on the level of independence in adolescents. Adolescents raised with a permissive parenting style tend to become more courageous and confident because parents give them the freedom to do things they enjoy and provide opportunities for the child to express their desires. An adolescent's behavior depends on the treatment applied by their parents.

The findings of the study by Hanifah et al. (2021) state that permissive parenting can have a negative impact on adolescent development, both socially and emotionally. This suggests that adolescents raised with a permissive parenting style tend to develop poor personalities due to the habits and behaviors demonstrated and exemplified by their parents, which are not educative. These findings align with the research of Rohayani et al. (2023) which revealed that permissive parenting makes children difficult to manage, with their growth and development influenced by the environment, leading to selfish behavior and a lack of tolerance.

Based on the researcher's assumptions and the results obtained, it can be concluded that there is a positive relationship between permissive parenting style and bullying behavior among students. The higher the level of permissive parenting applied by parents, the more students exhibit bullying behavior. Conversely, the lower the permissive parenting style applied by parents, the lower the tendency for bullying behavior among adolescents.

CONCLUSION

Based on the research conducted, this study concludes that there is a relationship between permissive parenting style and the level of bullying behavior among nursing students. These results need to be considered in the development of strategies to prevent bullying behavior.

Further research is necessary to understand the mechanisms behind the relationship between permissive parenting and bullying behavior.

Based on the conclusions from the results of the study, the researcher offers several suggestions to relevant parties as follows: 1) Parents are encouraged to pay more attention to applying the appropriate parenting style according to the child's character. Parents need to be more attentive to emotional needs and development to reduce the risk of bullying behavior. 2) The nursing profession is expected to provide input and information, particularly in the field of psychiatric nursing, to highlight the importance of applying the right parenting style. 3) Future researchers can use this study as information to broaden understanding about the relationship between parental parenting styles and bullying behavior among students. It is recommended that future research explores the impacts of bullying behavior, both as a perpetrator and a victim.

LIMITATION

This study aims to identify the relationship between permissive parenting styles and bullying behavior among university students. In this study, permissive parenting refers to a parenting style that offers freedom and minimal control over adolescent behavior, which is considered to potentially influence the social development and attitudes of individuals, including their tendency to engage in bullying behavior. This study observes whether nursing students raised in permissive parenting styles are more likely to exhibit bullying behavior toward their peers in the campus environment.

While this study provides valuable insights, there are several limitations that should be noted. One limitation is the restricted sample, which only includes nursing students, meaning that the findings may not be generalizable to the entire student population in higher education. The study relies on data obtained through questionnaires completed by respondents, which could be influenced by subjectivity or a tendency to provide socially acceptable answers. Therefore, further research is needed with a larger sample size and the use of more diverse methodologies to obtain more comprehensive and valid results.

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