



**Educational Psychology
Department**



**The Role of Parenting Styles, Social Rejection Sensitivity and Self
Regulation in School Bulling among Preparatory School
students Testing The Mediating
and Moderating Role**

A Thesis Submitted in Partial Fulfillment of the Requirements for the M.A Degree
in Education

(Educational psychology Department)

By

Saeed Ezzat Mohamed Abdallah

Demonstrator at Educational Psychology Department

Faculty Of Education – Fayoum University

Supervised by

Prof. Madiha Mohamed Elezaby

Professor Emerita of Educational Psychology
Faculty Of Education
Fayoum University

Dr. Aisha Ali Rafallah

Associate Professor of Educational Psychology
Faculty Of Education
Fayoum University

2020 AD / 1442 A.H

Abstract

Title of Research: The Role of Parenting Styles, Social Rejection Sensitivity and Self Regulation in School Bullying Among Preparatory School students, Testing The Mediating and Moderating Role

Name of Researcher: Saeed Ezzat Mohamed Abdallah

Supervisors: Prof. Madiha Mohamed Elezaby

Dr. Aisha Ali Rafallah

Degree: M.A Degree

Specialization: Educational psychology

University: Fayoum - Faculty of Education

Department: Educational psychology

Date of discussion: 21/12/2020

This research **aims at** describing the causal relationships between parenting styles, social rejection sensitivity, self-regulation and school bullying among preparatory school students; it also aims at testing the mediating and moderating role between these variables. **The main** sample of the research included (N=358) male and female students from preparatory school in Fayoum Governorate, (N=106) males and (N=252) females, with an average age of (14.11) and a standard deviation of (1.08). The researcher prepared **four scales** to collect data about the research variables (Parenting Styles Scale as children perceive, Social Rejection Sensitivity Scale, Self-Regulation Scale and School Bullying Scale). **The results** of the research indicated There is a statistically significant direct positive effect of parenting styles (Authoritarian_harshness, Permissive, rejection) on school bullying, There is a statistically significant direct positive effect of social rejection sensitivity on school bullying, There is a statistically significant direct negative effect of self-regulation on school bullying, There is a statistically significant direct positive effect of parenting styles (Authoritarian_harshness, Discrimination, Permissive, rejection) on social rejection sensitivity, There is a statistically significant direct negative effect of parenting styles (Authoritarian_harshness, Permissive, Inconsistent) on self-regulation, There is a statistically significant direct negative effect of social rejection sensitivity on self-regulation, There is a statistically significant indirect positive effect of parenting style (Authoritarian_harshness) on school bullying through two variables; social rejection sensitivity and self-regulation, There is a statistically significant indirect negative effect of parenting style (Permissive) on school bullying through social rejection sensitivity and a statistically significant indirect positive effect through self-regulation, There is a statistically significant indirect positive effect of parenting style (Discrimination, rejection) on school bullying through social rejection sensitivity, There is a statistically significant indirect positive effect of parenting style (Inconsistent) on school bullying through self-regulation, There is a

statistically significant indirect positive effect of social rejection sensitivity on school bullying through self-regulation, There is a statistically significant indirect negative effect of parenting styles (Authoritarian_harshness, Discrimination, rejection) on self-regulation through social rejection sensitivity, There is a statistically significant indirect positive effect of parenting style (Permissive) on self-regulation through social rejection sensitivity, There is no statistically significant mediating role for social rejection sensitivity in the path and strength of the relationship between parenting styles and school bullying, There is no statistically significant mediating role for self-regulation of the relationship path and its strength between parenting styles and school bullying and There is no a statistically significant mediating role for self-regulation in the path and strength of the relationship between social rejection sensitivity and school bullying.

Key words:

Parenting Styles, Social Rejection Sensitivity, Self-Regulation, School Bullying, Mediating Role and Moderating Role.