The Parent-Child Relationship and Parental Involvement in School Life as Protective Factors for Bullying and Victimization

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Results

Methods

Introduction

• Bullying has been recognized as a major problem due to its high prevalence rate and the long-term negative impact it can have on those who are victimized and those who bully1. Although we know that parenting practices are directly associated with child outcomes, there is limited research on the relationship between involvement in bullying and the home environment2. Children who have negative relationships with parents may lack opportunities to develop the relationship competencies required to develop healthy friendships and may consequently be at risk for involvement in bullying3.

Participants

• Participants were 8,538 students, 3971 males and 4565 females in grades 6-10 from across Canada.

Data Analyses

• Hierarchical Multiple Regression analyses were conducted separately for bullying and victimization outcomes.

• To control for the effects of grade, socioeconomic status (SES), and sex these variables were added in the first step of the model. Where bullying was the outcome, victimization was controlled for in the first step of the model, and vice versa.

• Simple slope analyses were used to interpret all significant interactions4.

Objectives:

• The purpose of this study is to examine the protective role of parents in bullying and victimization. The two parent roles examined in this study are children’s perceptions of their relationship with their parent and parental involvement in the child’s school life.

• Given that parents play an influential role in children’s development, we predict that having negative perceptions of the parent-child relationship and parental involvement in school life will result in high rates of bullying and victimization.

Procedure

• Analyses were conducted using data collected through the Health Behaviours of School-Aged Children survey (World Health Organization, 2006).

• Data were collected in the 2005/2006 school year.

Data Analyses

• Hierarchical Multiple Regression analyses were conducted separately for bullying and victimization outcomes.

• Quality of the parent-child relationship had the strongest buffering effect for students in grade 10, followed by students in grade 6, 7, then 8.

• Parental Involvement had the strongest buffering effect for students with medium SES.

• Quality of the parent-child relationship had the strongest buffering effect for students with high SES.

• Parental involvement and quality of the parent-child relationship had a stronger buffering effect for girls than boys.

• Quality of the parent-child relationship had a stronger buffering effect for students with high levels of parental involvement than students with low levels of parental involvement.

Main effects

• Being younger and male predicted increased victimization.

• Having a positive parent-child relationship and high parental involvement predicted decreased victimization.

Interactions

• Quality of the parent-child relationship had the strongest buffering effect for students in grade 10, followed by students in grade 6, 7, and 8.

• Parental involvement had the strongest buffering effect for students with medium SES.

• Quality of the parent-child relationship had the strongest buffering effect for students with high SES.

• Parental involvement and quality of the parent-child relationship had a stronger buffering effect for girls than for boys.

• Quality of the parent-child relationship had a stronger buffering effect for students with high levels of parental involvement than students with low levels of parental involvement.

Conclusions

• Parents can play an important role in protecting their children from bullying and victimization.

• The quality of the parent-child relationship and parental involvement in school life play differential roles in protecting against bullying and victimization. Although the quality of the parent-child relationship is important as a protective factor for both bullying and victimization, parental involvement in school life is especially needed to protect against victimization.

• The protective role of parents may be a stronger buffer against bullying and victimization for girls and children with high SES.

Implications

• Educating parents on how to effectively communicate with their children is an important factor to consider in bullying prevention and intervention programming.

• Schools need to actively engage parents in their child’s school life. Strategies such as teaching parents how to help with their child’s homework, support their child’s school activities, and improve parent-teacher communications may help to increase parental involvement.


References