Abstract

Evaluating the Role of Parenting in Bullying Prevention
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The aim of this evaluation study is to examine possible moderator effects of adolescent perceived parenting on the effectiveness of the Be SAFE Program andExtension Systems (the Be SAFE bullying prevention curriculum). Using family systems theory, this evaluation assesses the influence of parenting on the change in bullying attitudes and behaviors after completing appropriate versions of the Be SAFE bullying prevention curriculum. Findings from the current study are expected to be of benefit to program developers and evaluators alike, as well as to program managers.

Introduction

Family systems theory suggests that the way in which adolescents interact with peers may be influenced through parental interactions, which can influence their perceptions of acceptable behavior (Bjornstad et al., 2011). Parenting programs that target attitude and behavior change, bullying in particular, should consider intervention programs that address the issue of adolescent bullying and family interactions. Understanding the effects of parenting on adolescent prevention and interventions can help to benefit of program development and evaluate their effectiveness. This study aims to examine possible moderating effects of adolescent perceived parenting on the effectiveness of the Be SAFE program with eight items from the revised Program for Enhancing Relationships (Simpson et al., 1987).

The Be SAFE program was used to begin to understand how parenting may influence the effectiveness of bullying prevention. This study examines the role of parenting in the effectiveness of bullying prevention programs for early adolescents. The current study examines the role of parenting in the effectiveness of bullying prevention programs for early adolescents. The current study examines the role of parenting in the effectiveness of bullying prevention programs for early adolescents.

Results

The sample consists of 67 second-grade students who completed the Be SAFE program. Students range in age from 12.5 to 17.7. SD = 0.5. Level 1 parenting attitudes were 0.57, 0.53, and 0.50, respectively. Level 2 parenting attitudes were 0.47, 0.43, and 0.41, respectively. Of the 67 adolescents who were re-parented on their parenting attitudes, 38 (57%) perceive that their parenting is authoritative, and only 37 (55%) perceive that their parenting is authoritarian. Family-inclusive prevention and intervention programs are designed based on research in bullying familial characteristics in their evaluations. Evaluations of universal, stratified, and pre-established programs study the effects of parenting in their evaluations and thus their focus on the adolescent and parent components. Though parents may not be incorporated in universal, stratified, and pre-established programs, pre-parented interventions may influence adolescent parenting anecdotes. Furthermore, programs evaluations could extend the influence of family and the home context on the effectiveness of interventions.

Conclusions

While these findings are unique to the Be SAFE bullying prevention curriculum, they are important to program development and evaluation. They suggest that parenting programs can prevent bullying. Further investigation is needed to identify specific parenting factors that contribute to either programs' success or failure. Understanding how parenting can affect program effectiveness in preventing bullying is essential for program design. Additional research could further identify five common types of parenting factors that contribute to either programs' success or failure. Understanding how parenting can affect program effectiveness is essential for program design. Additional research could further identify five common types of parenting factors that contribute to either programs' success or failure. Understanding how parenting can affect program effectiveness is essential for program design. Additional research could further identify five common types of parenting factors that contribute to either programs' success or failure.