

**PARENTAL INVOLVEMENT IN THEIR CHILD'S ALCOHOL
PREVENTION EDUCATION UNIT**

by

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ABSTRACT

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The purpose of the study was to determine if there is a correlation between parental interactions with their involvement in their child's alcohol education for parents of seventh grade student's (12-13 years of age). This study focused on two areas of parent involvement: monitoring and encouragement. The research objectives of this study were designed to: 1) determine parent satisfaction with involvement in the child's alcohol prevention unit, 2) identify parent interaction with 7th grade child by gender of child and gender of parent, 3) correlate parent satisfaction with involvement in their child's alcohol prevent unit with parent interactions, 4) correlate parent monitoring with parent encouragement.

After completing a parent-child discussion sheet (part of the alcohol prevention unit that had just been completed as component of the curriculum for the Teen Living Skills class), five 7th grade Teen Living Skills classes were then given surveys to take home for parental completion in November 2002 at P.J. Jacobs Junior High in Stevens Point, WI. The survey was designed to collect data about the parent's demographic information, satisfaction with involvement in their child's alcohol prevention education, and interactions with their 7th grade child. The 8 statements in section 2 were based on the parent-child discussion sheet. The researcher, using information collected in the literature review, designed the 19 statements on monitoring and encouragement interactions with 7th grade child from section 3.

The collected data was sent to the University of Wisconsin-Stout Technology and Information Services to be analyzed. Frequency and percent were determined for demographic information. Means and standard deviations and T-Test were calculated. T-Tests were run on parent gender with all items and on the subscales monitoring and encouragement. T-Tests were calculated on child gender with all items and subscales monitoring and encouragement. Also a Pearson Correlation Coefficient Matrix was computed each item.

The results indicated high parent satisfaction with involvement in 7th grade child's alcohol prevention unit and with the parent-child discussion sheet. There were some differences found between how mothers and fathers interact with 7th grade children and how parents interact differently with male and female 7th grade children. A parent's involvement in their child's alcohol prevention education showed no correlation to parent interactions or parent satisfaction. Four other correlations were discovered. Three

correlations involved parental satisfaction with involvement in child's alcohol prevention education and the fourth correlated parental monitoring with parental encouragement.

This study exemplifies the satisfaction that parents have in becoming involved in their child's education. The researcher recommends educators work at getting parents more actively involved in their children's education.

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CHAPTER ONE

INTRODUCTION

Throughout life we are constantly being faced with decisions to make. We may find the need to focus on our values and morals when making major decisions in our lives. We may turn to trusted friends and family members for guidance and understanding. Many may think about past decisions they have made, either positive or negative, to help give them direction for the future. During different stages of our lives, choices we are faced with and decisions that we make may seem more monumental.

What decision do adolescents make? Adolescents, likely as always, have many difficult decisions to make in the early 21st century in North America (Mackey, Arnold, & Pratt, 2001). These decisions can range from schoolwork, appropriate behavior, friendships, sex, and alcohol and other drug use to name just a few. Who do they have to turn to for help in making these decisions?

Forster (2001) explains that middle schoolers are taking on both more freedom and more responsibility. At the same time, they are undergoing tremendous emotional, social and physical changes. In fact, the fastest and most dramatic change in life occurs when a child enters puberty. Aging happens slowly, but puberty comes on with such suddenness that it often catches preteens and parents unaware. With all the changes that are happening to adolescents, it is understandable that they need guidance in making life decisions.

But who is giving them the skills to make these decisions? In one study there was found a strong, direct, independent association between higher exposure to tobacco use in films and smoking in adolescents (Sargent, Beach, Calton, Mott, Tickle, Ahrens, &

Heatherton, 2001). Do we want our adolescents to be making decisions based on movie characters?

Choices about alcohol use are one of the major decisions that face adolescents today. In 1995 a national survey found that 25% of eighth graders, 39% of 10th graders, and 51% of 12 graders reported that they drank in the previous month (Bogenschneider & Wu, 1998). With so many youth deciding to use alcohol, other problems can emerge. For example, alcohol use often occurs with other risky behaviors, such as delinquency, unprotected sexual activity, and dropping out of school (Bogenschneider & Wu, 1998). Youth must obtain the essential skills needed to make healthier choices keeping them alcohol free—choices that are grounded in values and morals. Adolescents have to be provided with the skills, knowledge, and understanding to make healthy life choices about alcohol use.

Schools are called on to take part in alcohol prevention. As stated in federal legislation (e.g., the School-to-Work Opportunities Act of 1994), public schools are charged with the task of promoting the development of future generations of citizens who can constructively participate in a democratic society that is competing in a constantly changing, increasingly technologically sophisticated global marketplace (Lapan, Gysbers, & Petroski, 2001). Keeping students alcohol free is part of making this happen. Schools need to implement comprehensive alcohol prevention programs that will reach as many youth as possible.

Adolescents not only need the education they receive at school, but they also must have their parents' support. Parents play a major role in their children's lives. Parents

spend the most time with the child and have a great influence on the future choices their children make.

As children grow they need to acquire values, skills, and habits for avoiding negative consequences. If children face their teenage years without these important developmental concepts, they are more likely to follow along with negative peer pressure. This includes becoming involved in alcohol use. Parents play a major role in teaching their children values, skills, and habits for avoiding negative consequences. The question that many parents have been faced with is what is the best way to influence their children to stay alcohol free.

Barnes and Farrell's study (1992) gives strong evidence that high parental support and high parental monitoring are key socialization factors in the prevention of adolescent abuse of alcohol and more generalized deviances. Parental support in this study was defined as behaviors toward the adolescent indicating to them that they are valued, accepted, and loved. Monitoring was measured by a two-item scale comprising the items:

How often do you tell your parents where you're going to be after school?

How often do you tell your parents where you're really going when you go out evenings and weekends?

Based upon this study, if parents support their child and monitor their activities, they could have a positive effect in helping them stay alcohol free.

Could an even greater impact be made if two important parts of a child's life worked together—parents taking an active role in helping their child stay alcohol free and schools teaching children information about alcohol prevention? Henderson (2000) reported that Cornell University in New York's parent-education program has shown it

can triple the likelihood that parents will discuss risk reduction and related information about HIV, the AIDS virus, with their children. Henderson explains that the program “Talking with Kids about HIV/AIDS” focuses on communication skills for discussing difficult topics to help break down barriers between parents and children.

“Parents and guardians are often the primary health educators of children and teens, but they sometimes need support to feel comfortable and confident communicating about HIV related issues,” says Tiffany, who works on the project with Donald Tobias and Andrea Parrot, both associate professors in the Department of Policy Analysis and Management in the New York State College of Human Ecology at Cornell. “To make deep changes, you often have to change how parents interact with their kids. This program is designed to help parents, guardians, and other adults to communicate accurate HIV related information to children and teens in sensitive, age-appropriate, and developmentally appropriate ways. The goal is to help save lives by reducing new HIV infections among young people.” (Henderson, 2000, p.8)

If students participated in their alcohol prevention program at school while working with supportive parents, could there also be a positive increase in alcohol prevention as seen with the HIV education? The goal of alcohol education is also to save lives by reducing new alcohol users among young people. If we can save more and more youths from the potential of alcohol use and abuse, we may find more youth achieving their dreams, being more productive citizens and living more fulfilled lives. As we look toward our future as a society, this goal seems worthy of our efforts.

This can only work if the adolescent finds satisfaction with having their parents involved in their alcohol prevention. In two school districts in Pennsylvania, the music teachers had their students teach one of their parents to play their musical instrument. Mostovoy (2001) reported that students showed improvement in many areas. By assuming the role of a teacher, their self-esteem and confidence grew; they displayed a genuine pride in their accomplishments both as performers and teachers.

If the student feels loved and supported by their parent(s), can this increase their satisfaction with working on learning with their parents? If parents have satisfaction with what they are doing it may no longer seem like work, but more like a great opportunity to talk with and be close to their child. Parents that find satisfaction talking with their child about alcohol prevention could open the door for us to better understand what type of parent and school involvement best solves the problem of adolescents' use and misuse of alcohol.

A review of the literature shows that there is a linear correlation between high parental support (praising, encouraging and giving physical affection) and prevention of adolescent alcohol use. Studies have also shown that when parents get involved with their child's education, learning increases. Hoover-Dempsey and Sandler stated (1995) that children whose parents are involved in their education will be more likely to develop a strong, positive sense of efficacy for successfully achieving in school-related tasks than children whose parents are not involved. Therefore, the research hypothesis for this study is that there will be a positive relationship between high parental support and parent satisfaction with involvement in their 7th grade child's alcohol prevention education.

Statement of Problem

The purpose of this study is to determine if there is a correlation between parental interactions as measured by a parental support scale and parent satisfaction with their involvement in their child's alcohol prevention education as measured by an involvement satisfaction scale for parents of seventh grade student's (12-13 years of age).

Research Objectives

The specific objectives of this research were to:

1. Determine parent satisfaction with involvement in the child's alcohol prevention unit.
2. Identify parent interaction with 7th grade child by gender of child and gender of parent.
3. Correlate parent satisfaction with involvement in their child's alcohol prevention unit with parent interactions.
4. Correlate parent monitoring with parent encouragement.

Definition of Terms

Parent Support—Parent behaviors toward the adolescent indicating to the adolescent that he/she is valued, accepted, and loved.

Parent Involvement--Parent is working with their child to help increase the child's understanding of the concepts being learned in school.

Parent Monitoring— Parent watching over child to ensure that good behavior and proper conduct is sustained. This is done at regular intervals in order to insure that their child is developing in a suitable manner.

Parent Satisfaction—Parent feeling of happiness about the way that the assignment fulfilled the need to discuss important issues with their child.

Parent Encouragement—Parent support, helpfulness, and assistance that gives the child self-confidence and fosters achievement.

Methodology

Five 7th grade Teen Living Skills classes were given surveys to take home and have a parent complete in November 2002 at P.J. Jacobs Junior High in Stevens Point, WI. This survey was given after the parent-child discussion sheet for class had been completed at home. This discussion sheet is part of the alcohol prevention unit that has just been completed as part of the curriculum for the Teen Living Skills class.

The survey was designed to collect data about the parent's demographic information, satisfaction with involvement in their child's alcohol prevention education, and interactions with their 7th grade child. After the parents have completed the survey they returned it to their child in a sealed envelope. The child carried the sealed envelope to class and placed it in a sealed box that was not be opened until the last day for surveys to be returned.

When the survey collection was complete, they were sent to the University of Wisconsin-Stout Technology and Information Services to be analyzed. Appropriate statistical techniques were used in the data analysis process.

CHAPTER TWO REVIEW OF LITERATURE

When addressing the issue of parent-school involvement in alcohol prevention, it is important to understand all the different factors involved in creating a program that benefits as many adolescents as possible. We need to examine what type of parent-child relationship works the best for prevention. The parents also should be aware of what to talk about, the importance of being aware of the child's alcohol use, and when is the best time to talk. It is also important to address the factors surrounding the schools and parents working relationship. If this relationship is going to work, we must find what brings the child satisfaction. The following review of literature will explore parenting styles, parent/child relationships, community involvement in adolescent alcohol prevention, and parent involvement in a school alcohol prevention program.

Parenting Styles

As a society we have to search for ways to decrease teenage alcohol use and misuse. We have looked at many areas of children's lives to see how they may have an effect on alcohol use. During this search, parenting practices have proven to be critical influences on adolescents' decisions about alcohol use (Barnes & Farrell, 1992). In a child's life the parents are most often the ones that spend the most time with the child and have the greatest influence on their values, ideas and ability to deal with the world around them. There are many theories on what is the best way to raise children. More important to this research, we need to identify the type of parenting that provides the child with the best chance of avoiding alcohol use and misuse.

Brody & Ge (2001) did research looking at harsh-conflicted parenting and nurturant-responsive parenting. They studied the effect of these two types of parenting on children's ability to self-regulate. Harsh-conflicted parenting was negatively associated with teacher-rated child self-regulation. Harsh-conflicted parenting behaviors at 4th grade were also significantly related to such behaviors at 7th grade, indicating substantial stability in them across time (Brody & Ge, 2001). This study shows us that children that experience harsh-conflicted parenting have less ability to self-regulate. In the same study, nurturant-responsive parenting at 7th grade was positively related to children's contemporaneous self-regulation. This suggests that children whose parents are more nurturant toward them display relatively higher levels of self-regulation (Brody & Ge, 2001). A child's ability to be able to self-regulate may also aid them in making the positive choice of staying alcohol free.

Harsh-conflicted parenting has been stressed by some as a way to force children to stay alcohol free. This type of parenting has also been referred to as 'tough love.' Sadly, a child will never genuinely experience tough-love parents as stably positive, accepting, and nurturing; rather the child will experience the parents' constant, though often unstated, disapproval and skepticism (Pieper & Pieper, 1992). With this type of parent-child relationship it would be hard for parents to keep that control over their children for a long period and ensure that the behaviors enforced in childhood would follow them to adulthood. During adolescence, parents' attempts to control adolescents' behavior should not be abandoned or applied arbitrarily but transformed into explanation, discussion, and negotiation (Bogenschneider & Wu, 1998).

Other parents have attempted to allow children to make their own choices and have been there more as a friend to their child than a parent. But, overly weak parental control also is associated with problem behaviors, whereas a combination of reasonable limit setting and warmth appears to be associated with less substance use (Ennett, Bauman, Foshee, Pemberton, & Hicks, 2001). This is true for both male and female children. There is an added interaction effect of high peer orientation and low parental monitoring on boys' deviance. For girls, low mother support has an added effect on deviant behaviors (Barnes & Farrell, 1992).

Simply providing adolescents with generalized explanations for behavior is not effective in preventing alcohol abuse and problem behaviors. Developing nonproblem behaviors appears to be related to a more concrete form of parental control, such as providing specific rules for behavior and, especially, monitoring the whereabouts and the companions of adolescents (Barnes & Farrell, 1992). When the child understands exactly what behaviors are not accepted and rules associated, they have the guidance in helping them make the choices the parents agree with. Children also need to feel that the parent(s) love them and want the best for them. Offering the teen an unconditional caregiving commitment is a powerful aid to the self of the adolescent that seeks inner well-being through genuinely self-caretaking types of pleasure (Pieper & Pieper, 1992).

Children who are reared in a supportive, nurturing environment are likely to be more receptive to parental monitoring during the adolescent years (Barnes, Reifman, Farrell, & Dintcheff, 2000). Because children of authoritative parents have consistent access to their parents' thinking and because authoritative parents listen and take into account their children's reasoning, the children tend to develop higher levels of social and

cognitive competence than do peers raised in other parenting styles (Hoover-Dempsey, Bassler, & Brissie, 1992).

Parent and Child Relationship

According to the individuation-connectedness theory, if the parent-child relationship transforms from one based on unilateral authority to one of interdependence and cooperative negotiation, adolescents still seek their parents' advice, which allows continued parental guidance over their offspring's development (Bogenschneider & Wu, 1998). This information gives us insight to appreciate that it is never too late for parents to make a change in their parenting style. This change in parenting style could make a dramatic effect on the relationship that they have with their child and will have throughout adolescence. Change in the parent and child relationship could cause the child to seek the parents' advice children and adolescents may see their choices as more their own, not as ones the parents enforced or did not provide guidance.

Can a supportive parent-child relationship influence children to stay alcohol free? The optimal family environment for this research would be one that best helped prevent children alcohol use. This optimal family environment allows children to learn to make informed decisions, to feel supported and loved, to seek out peer groups that have values and behaviors similar to those of their parents and to feel they are capable of performing selected behaviors. Further, these competencies are proposed to enable adolescents to make healthy decisions about alcohol and other drug use (Loveland-Cherry, Thomson-Ross, & Kaufman, 1999).

If parents are going to prevent their child from using alcohol, they are going to need to talk to the child about this. Perhaps parents who have a warm and supportive

relationship with their child, who more strictly monitor their child's behavior, and who disapprove of their child using tobacco or alcohol are more likely to talk with their child about tobacco and alcohol use (Ennett, Bauman, Foshee, Pemberton, & Hicks, 2001). Parenting support and monitoring are both important areas of focus and seem to work together. Where a foundation of high parental support exists, adolescents are more receptive to monitoring of parents (Barnes, Reifman, Farrell, & Dintcheff, 2000). Also, research completed by Stice and Gonzales (1998) found that parental control showed consistently stronger relations to adolescent problem behaviors than did parental support. It appeared that the control dimension of parenting was particularly important for deterring adolescent antisocial behavior. This research demonstrates that notion that both parental support and control is important for adolescence to deter from problem behaviors, but that parental control is the underlying force. Parenting control can be accomplished through monitoring the child's activities and behaviors.

The struggle that many parents may have is figuring out what to talk to their teens about. In the research we can find both good news and bad news in this area. For both tobacco and alcohol, higher percentages of parents tended to talk about negative consequences of use, strategies for resisting peer pressure for use, encouragement for no use, and rules about use. In contrast, smaller percentages of parents said they told their children not to use tobacco or alcohol or talked about how the child would be disciplined in case of use. Parents also were relatively less likely to talk with their children about how the media can portray use in a positive light. These patterns generally were paralleled by the frequency with which parents talked to their children (Ennett, Bauman, Foshee, Pemberton, & Hicks, 2001). Parents tended to engage less often in more

directive communication about use and talked more often about softer issues (Ennett, Bauman, Foshee, Pemberton, & Hicks, 2001). This research gives us a better understanding of what parents need to be talking to their children about and what topics strongly needed to be reinforced. Parents need to talk to their children about all areas of alcohol use including: negative consequences of use, resisting peer pressure, encouraging no use, medias influence on alcohol use, and consequences to use. They need to keep this line of discussion open with their children and not try to just skim the surface.

Parents cannot be insured that their child is going to stay alcohol free if they do not talk about all areas of alcohol awareness and use. Parents may say that there are some things that they would just rather not know about their child's behavior. But family connectedness and support were related to adolescent social competence (Schoenrock, Bell, Sun, & Avery, 1999). Even if the child is using alcohol, having this knowledge allows parents to prevent other serious problems. These preventable problems could include drinking and driving, sexual involvement, destruction of property, and other criminal acts. Parental awareness of adolescent use of alcohol appears to protect adolescents from negative consequences by moderating the relation between parental responsiveness and episodes of drinking and driving (Bogenschneider & Wu, 1998).

Parents not only need to talk to their children about alcohol prevention, but we have also seen that they need to be aware of the child's alcohol choices. In a study done by Bogenschneider & Wu (1998), only about one third of mothers (29%) and fathers (31%) were aware that their adolescents used alcohol. Parents need to be aware of all areas of the child's life where alcohol could be a factor. Where parent-child interaction is

problematic, adolescents are likely to withdraw from the family and rely more heavily on the influence of peer subcultures (Barnes & Farrell, 1992).

The social influence perspectives assert that parents of difficult children often engage in little monitoring or discipline and that this low parental involvement increases the child's opportunity to experiment with delinquent behavior. However, low parental involvement also frees the child to form friendships with other deviant youngsters (Simons, Chao, Conger, & Elder, 2001). If parents are not involved in their child's selection of friends, it leaves the realm of possible friendship open for the child to make the decisions. With peer pressure being a factor in adolescent life, the pull of friendship could cause a child to pick friends that are unhealthy and could cause them to make poor choices. Simons, Chao, Conger, and Elder (2001) found that ineffective parenting during late childhood, in turn, predicts an increase in affiliation with deviant peers and involvement in delinquent behavior during adolescence.

To help a child avoid negative pressures from peers, parents need to be aware of their child's choices and the choices being made by the child's peers. Aware mothers were more likely to believe that their adolescents' close friends drank alcohol, more apt to engage in discussions of risky behaviors with their adolescents, and more likely to worry about their adolescents' involvement in risky behaviors (Bogenschneider & Wu, 1998). Parents monitoring the friends of their child throughout adolescence may prevent children from engaging in friendships with delinquent youth.

It is important for parents to have an influence on their child's choices of friends. Parents influence peer orientation primarily by being responsive to their adolescents in ways such as expressing love or praise, being available when needed, and engaging in

give-and-take discussion (Bogenschneider, Wu, Raffaelli, & Tsay, 1998). These responsive behaviors can open the door way to parent influence.

There has also been some important research that has found that male adolescents engage in more heavy and problem drinking throughout adolescence than their female counterparts (Barnes, Reifman, Farrell, & Dintcheff, 2000). Researchers also found that part of the significant difference in initiation and increase in alcohol misuse for adolescent boys is due to their being monitored less than adolescent girls (Barnes, Reifman, Farrell, & Dintcheff, 2000). This suggests that parents need to monitor their male child to the same extent as female children in order to prevent the use of alcohol.

Cookston (1999) also found indication in his research that there were lower levels of problem behaviors for both male and female adolescents with high supervision. However, adolescent females from the low supervision group fared worse than females from groups of high or medium supervision. The finding for females and males for alcohol and illicit drug use differ given different levels of supervision. High levels of supervision were most adaptive for males and females. Females, however, appear to be faring well at medium levels of supervision but not at low levels of supervision while males appear to be having problems at medium and low levels of supervision. This research supports the suggestion that high levels of monitoring and supervision play an important role in adolescent alcohol prevention. It also demonstrates that when parental monitoring and supervision drop off, problem behaviors increase. The decrease in parent supervision may put these adolescents at great risk for problem behavior. Supervision and monitoring can have a positive effect on keeping adolescents from engaging in unhealthy behaviors. Bogenschneider, Wu, Raffaelli, and Tsay (1998) support this idea

with their findings that monitoring by either mothers or fathers remains an important parenting practice during adolescence because it directly lowers the likelihood that adolescents will engage in substance use. Also for mothers, more disapproving values regarding adolescent alcohol use were directly related to less adolescent substance use.

Besides parents being supportive, monitoring, and aware, they also need to start talking to their child before alcohol use has even started to get the best results for their efforts. In a study done by Loveland-Cherry, Thomson-Ross, & Kaufman (1999) they found overall, there was a positive, delayed effect of the intervention on students without prior drinking experience. By grade 7, students whose parents participated in the program reported somewhat less alcohol misuse than their peers in the control group; this difference was more pronounced in grade 8. This study showed that the parents that participated in an alcohol prevention program with their children before alcohol use started had greater effect than parents that did not participate in the program.

When a parent is aware of the child's alcohol use, the parents should then (if not already doing so) start talking about this use. When studying adolescent smoking it was found that adolescent smoking at baseline predicted parent-child communication about rules and consequences at follow-up, such that parents were more likely to talk with their children when the adolescent smoked (Ennett, Bauman, Foshee, Pemberton, & Hicks, 2001). The ideal would be for these parents to have started talking to their child before the use ever started.

The best parenting practice is for parents to start talking, supporting, and monitoring their child before the use of alcohol ever starts. It is also important to note that after use has started it is not too late. Barnes, Reifman, Farrell, and Dintcheff

(2000) suggest that changes in parental support and monitoring can have an effect in preventing the onset of alcohol misuse. Thus, early prevention efforts would be effective before the onset of drinking, but the evidence also suggests that intervention can dampen the upward trajectory of alcohol misuse even after drinking has been initiated.

In healthy development, the child acquires a fundamental and unshakable inner esteem based on a sense of effective purpose that is forged in the pleasure that both parent and child find in the caregiving relationship (Pieper & Pieper, 1992). This is not just from what the parent desires but also from what the child desires.

Children develop their own images of what makes an ideal parent, and these perceptions and expectations may or may not be congruent with their parents' ideas (Magen, 1994). Children expect their parents to know how to set limits on their children's behavior and how to provide guidance and to serve as a model for imitation. They also want parents that listen, understand, and provide support (Magen, 1994). Adolescence is not a time for parents to disengage, but rather a time to remain involved and connected (Bogenschneider, Wu, Raffaelli, & Tsay, 1998).

Community Involvement in Adolescent Alcohol Prevention

We have seen the importance of supportive parenting, parent awareness, parental talks that cover all areas of alcohol use, and parents talking before use ever starts. But, this is a lot for parents to do. Communities can also help in adolescent alcohol prevention. Parents and communities need to be aware of the effects that the community may have on adolescent alcohol use. Two community characteristics – joblessness and poverty – were independently related to adolescent drug use in a study completed by Hoffmann (2002). This is an important factor for all who work to prevent adolescent

alcohol use to consider. It is also important to take into account that conscientious monitoring and discipline have less impact upon child behavior when the family resides in a neighborhood where deviant behavior is widely prevalent (Simons, Lin, Gordon, Brody, Murry, and Conger, 2002). These facts are important for community members to understand when trying to implement change to help youth live healthier lives. Simons, Lin, Gordon, Brody, Murry, & Conger (2002) found in earlier research that community involvement and supervision of youth is inversely related to neighborhood crime and delinquency.

Not all community programs have shown a reduction in adolescent alcohol use. Some intervention programs designed to keep adolescents from drinking alcohol have not been successful. An intervention program composed of twelve pediatric practices in New England through interventions, based on an office system's approach, sought to prevent early drinking and smoking or to influence bicycle helmet use, gun storage, and seatbelt safety for children who were followed from fifth/sixth grade through eighth/ninth grades (Stevens, Olson, & Gaffney, 2002). The goal of this intervention was to prevent or delay the onset of alcohol and smoking while enhancing safety behaviors. This was attempted by having the pediatric clinicians discuss adolescent health risk with child and parent, create a contract with parent and child that said they would discuss the risks at home and set family policy, provide families with follow-up information through a newsletter and future visits, and discuss the importance of family communication.

After the study was completed there was found no significant intervention effects in the prevention of alcohol and tobacco use or gun storage or seatbelt safety. There was a negative effect in the alcohol arm (Stevens, Olson, Gaffney, Tosteson, Mott, & Starr,

2002). The intervention practice used in this research seemed like an idea that may work, but when studied showed a negative effect in alcohol use of adolescents. Stevens, Olson, Gaffney, Tosteson, Mott, & Starr (2002) state that prevention efforts may be better if pediatricians rather combine their efforts with others in the community to deliver a coherent message to patients and families in multiple community settings, not just the office.

Parent Involvement in School Alcohol Prevention Program

Schools can be a great place for community involvement in adolescent alcohol prevention. Parents, communities, and schools all can benefit from working together to keep adolescents alcohol free. Working together to prevent adolescents from using alcohol can benefit all involved in many ways. Newcomb & Bentler (1988) stated that adolescents who use drugs are at heightened risk of low academic achievement, high school dropout, early sexual initiation, and marital disruption in adulthood (Hoffmann, 2002). Parents, communities, and schools have a stake in preventing these risk behaviors in their youth. Furstenberg (1993) stated the availability of resources such as strong schools may offer youth from single or stepparent families alternative activities that discourage drug use or that encourage strong attachment to families and communities (Hoffmann, 2002). In most circumstances, parent involvement is most accurately characterized as a powerful enabling and enhancing variable in children's educational success, rather than as either a necessary or a sufficient condition in itself for that success. Its absence eliminates opportunities for the enhancement of children's education; its presence creates those opportunities (Hoover-Dempsey & Sandler, 1995).

These findings alone support the need for parents, schools, and communities to work together to prevent adolescent alcohol use.

Parents may also benefit from the support the schools can provide. Schools can give them ideas and suggestions of what to discuss with their adolescent. Parent-child discussion sheets can give the parents and child a focus to start a discussion about. Schools can work as parent educators to support parents in what they need to know concerning keeping their adolescent alcohol free. Bogenschneider, Wu, Raffaelli, and Tsay (1998) suggest that parent educators should recommend that when it comes to peer relationships, parents should not “buzz-off” but instead “butt in” by being responsive and available to their adolescents. This is something that schools can reinforce with the parents of their students. Schools need to not only educate the students about alcohol prevention, but also parents about how to keep their children alcohol free.

Parents most likely become involved when they believe that their involvement will “make a difference” for their child (Hoover-Dempsey, Bassler, & Brissie, 1992) and a parent’s sense of efficacy for helping children succeed in school may constitute a sufficient condition for active parental involvement (Hoover-Dempsey & Sandler, 1995). The child’s teachers can help parents better understand how much their help in keeping adolescents drug free is needed and how they can make a difference. Therefore, Hoover-Dempsey, Bassler, and Brissie (1992) stated that schools’ best interests may be served by designing parent involvement approaches that focus specifically on increasing parents’ sense of positive influence in their children’s school success. School may also help parents talk to their child at the child’s appropriate developmental need level. This is necessary because for parental involvement is to be useful, it must “fit” the changing

developmental needs of the growing child and assume new forms that correspond to emerging needs at each level of development (Hoover-Dempsy & Sandler, 1995). The teacher and school can provide parents with information on what to talk to children about at their different developmental levels.

Schools can play an important role in adolescent alcohol prevention. When studying sexuality education, it was found that rural parents believed that the family should play the prominent role in sexuality education with supplemental help from the school (Jordan, Price, & Fitzgerald, 2000). If this information were used with alcohol prevention the school would become a source for additional information and a helper in guiding parents in how to deal with alcohol prevention. Profound parent involvement means sharing leadership, which means sharing knowledge, responsibility, and, most difficult of all, power (Nichols-Solomon, 2001). The schools' goal should be to help create a parent-child relationship that can best be described as a dual-process reciprocal-influence model in which child characteristics (such as self-regulation) influence parenting behaviors that, in turn, feed back to influence child characteristics (Brody & Ge, 2001).

Research completed by Salazar, Schludermann, Schuldermann, and Huynh (2001) of Canadian Filipino adolescents indicated that perceived parental involvement and, to a lesser extent, perceived authoritative parenting, tended to promote student involvement both indirectly and directly. A strong link was found between parental involvement and the students' feeling of obligation to maintain their families' reputation by good academic achievement. This finding supports the concept that parenting behaviors may influence the adolescent's behavior and this will then increase academic

performance. Student's willingness to get involved and in turn get their parents involved in their alcohol prevention education could cause a higher rate of success. This success could be pleasing to the family because it would enhance the families' reputation. This would please the parents and make the parents and adolescents proud of their achievements.

When examining the study done by Brody & Ge (2001), we find that children's self-regulation at 7th grade was negatively related to their use of alcohol at 8th grade in both models, suggesting that youths who are better able to regulate their own behavior are less likely to use alcohol during early adolescence. This shows that the child is the key; they need to develop the skills to self-regulate in order to have the most profound effect on their choice to stay alcohol free. Parents, schools, and communities working together may be the key to give the child the skills, knowledge, and desire to develop self-regulation skills. Hoover-Dempsey & Sandler (1995) suggest that to the extent that parent-involvement activities are effective, developmentally appropriate, and reasonably consistent with the school's goals and expectations, they will become sources of the child's personal sense of efficacy for succeeding in school. That is, we suggest that parent-involvement activities offer direct experiences, vicarious experiences, verbal persuasion, and emotional arousal that will themselves contribute to the child's development of a sense of efficacy for doing well in school.

Teachers in the school setting may also play an important role in the student willingness to learn and feel important and safe. Seventh graders who reported better relationships with teachers were much more likely to indicate having more positive experiences in school. These students felt safer in school, reported earning higher grades,

and believed that their education was more important to them and relevant to their future (Lapan, Gysbers, & Petroski, 2001). It would be hoped that children placed in a classroom with a teacher that they have a strong relationship with during an alcohol prevention unit would give them a greater belief in staying alcohol free. This combined with parent involvement could strengthen the school connection and create a healthier relationship. Hoover-Dempsey and Sander (1995) stated that when parents spend time with or for their children in relation to school activities, children have opportunities and encouragement to model parents' school-focused attitudes and behaviors. Also, parental reinforcement of behaviors linked to school success enables and enhances positive educational outcomes.

Summary

In summary of the literature reviewed, there are a number of clear conclusions. First is the importance that parenting style plays on the decisions adolescents make about alcohol use. The literature provided use with the understanding that children that are raised by nurturing parents display relatively higher levels of self-regulation. Also, parents that are harsh and use the tactics of 'tough love' have a harder time keeping control over their children as they grow to adulthood and their children may not see them as nurturing. Children also need parents that will help guide them through the adolescent years and monitor their behaviors. Children that are raised in homes where their parents monitor their behaviors are likely to have respect for their parent(s). Parents that offer their children access to their thinking and guidance in an authoritative parenting style will be raising children that have higher levels of social and cognitive abilities.

The literature also showed the importance that the parent and child relationship plays on child outcomes related to alcohol use. The importance of parent-child communication was clear. Parents need to talk to their child about important issues of adolescent life as much as possible to help prevent alcohol use. These important issues include peer orientation, peer pressure, decision making skills, family roles, and negative consequences. Parent's need to communicate about these issues to their child in a loving and supportive manner. The more the parent knows about what the child is doing related to alcohol use and the more they talk to the child about this use, the greater the chance of preventing more serious problems.

Parents also need to monitor the friendships their adolescent is forming. The less aware the parent is of their child's friend the more likelihood that the child may pick friends that are unhealthy. This could lead the child into problem behaviors. The parents need to provide the child an environment that opens the door for them to have influence on the decisions their child makes. Monitoring adolescent behaviors need to be done to the same extent with both male and female children and should not drop off as the child grows in to the adolescent years. Early prevention efforts are very important in the avoidance of alcohol use, but it is never too late. If alcohol use has already begun, intervention can reduce this use.

Adolescence is a time when a child needs their parent's support, understanding, caring, monitoring, and guidance to help them stay alcohol free. Parents must remain involved in their adolescent's life to guide him/her to a healthy adult life.

The community and school can play an important part in alcohol prevention. However, communities with a high rate of joblessness and poverty may experience more

adolescent drug use. In communities where there is a more prevalent amount of adolescent deviant behavior, parent monitoring and discipline has less effect on the child. These facts make it clear that parents and communities influence the environment that the adolescent is being raised in and influence their alcohol use. It has also been found more community actions can make a difference in adolescent alcohol use, as combined efforts can have a greater effect.

Schools as part of the community can focus their efforts of alcohol prevention. Schools can provide support and guidance to children and families to help keep adolescence alcohol free. Schools can instruct children in alcohol prevention and also provide parents with direction on more ways they can get involved. Schools ought to help parents feel that they can make a difference in their child's alcohol prevention and provide them with positive techniques for getting involved. Parents and schools need to share the responsibility of keeping children alcohol free. This can be partially accomplished through parents playing an important and satisfying part in their child alcohol prevention program at school.

CHAPTER THREE METHODOLOGY

This section includes the description of subjects, instrumentation, procedures, data collection, data analysis, and limitations to the study.

Purpose of the Study

The purpose of this study was to determine the correlation between parental interactions as measured by a parental support scale and parent satisfaction with their involvement in their child's alcohol prevention education as measured by an involvement satisfaction scale for parents of seventh grade student's (12-13 years of age). The specific objectives of this research were to:

5. Determine parent satisfaction with involvement in the child's alcohol prevention unit.
6. Identify parent interaction with 7th grade child by gender of child and gender of parent.
7. Correlate parent satisfaction with involvement in their child's alcohol prevention unit with parent interactions.
4. Correlate parent monitoring with parent encouragement.

Subjects

The subjects in this study consisted of parents of five seventh grade Teen Living Skills classes. Teen Living Skills is a required twelve-week exploratory Family and Consumer Education course at P.J. Jacobs Jr. High in Stevens Point, WI. P.J. Jacobs Jr. High is one of the two junior highs in Stevens Point and draws from five elementary

schools. Stevens Point is a city with an approximate population of 23,000 and is in a rural setting in central Wisconsin.

There were 289 seventh grade students who were randomly split into 15 classes of approximately 18 students each. Each class participated in a 45-minute class periods that met five days a week for a twelve week term with three terms in a school year. Five classes ran each term and every twelve weeks the classes rotated into other required exploratory courses. The parents of the students in five classes in one rotation completed the survey during the second term in November 2002.

The students in these classes were ages 12-13. There were 106 students total in these five classes with both males and females in the classes. Seventy-six of the parents of these students participated in the survey.

Instrumentation

The instrument used to collect data for this study consisted of a three section parent questionnaire that was developed by the researcher. The three sections of the survey were: 1) demographic information of the parent respondents, 2) parental satisfaction with their involvement in their child's alcohol prevention education, and 3) parental interactions with their 7th grade child.

The first section of the survey addressed the demographic information. This section included questions concerning age, gender, marital status, employment status, number of children, gender of 7th grade child, and if the parent completed the "Ten ideas for getting along as a family" parent-child discussion sheet with their 7th grader.

The second section of this instrument addressed parent satisfaction with their involvement in their child's alcohol prevention education. This was done with a Likert

scale of strongly disagree scoring 1 to strongly agree scoring 5. The eight statements were based upon the parent and child discussion sheet completed for class. The eight statements in this section were:

1. Did you find it worthwhile to discuss idea number six – Never do anything to betray the trust of your family or make them question your honesty?
2. Did you find it worthwhile to discuss idea number seven – Talk to your parents about what to do when confronted with alcohol or other drug use situations?
3. Did you find it worthwhile to discuss idea number eight – Talk with your family about parties before you attend them?
4. Did you find it worthwhile to discuss idea number nine – Talk with your family about activities to get involved in without the use of alcohol and drugs?
5. Did you find it worthwhile to discuss idea number ten-Understand the family rules?
6. Did you enjoy the time you spent with your 7th grader on completing the assignment worthwhile?
7. Did you find the time you spent with your child completing the assignment worthwhile?
8. Do you feel the Teen Living Skills teachers should get parents involved with alcohol prevention education by having a parent-child discussion sheet as homework

The responses to these statements were numerically scored on a range of 1= strongly disagree, 2 = disagree, 3 = undetermined, 4 = agree, and 5 = strongly agree.

The third section of the survey addressed parent interactions with their child. This section consisted of nineteen statements and formed two subscales. The interaction statements were derived from the literature reviewed. The two subscales were monitoring and encouragement. The fourteen statements included in the subscale monitoring were:

1. I set a curfew and/or bedtime for my 7th grader.
2. I ask my child about their friends.
3. I check-up on how my 7th grader is spending their time.
4. I keep a close eye on my child's grades.
5. I check my 7th grader's homework.
6. I discuss with my child my expectations for him/her.
7. My 7th grader is clear about my expectations for him/her pertaining to alcohol and/or drugs.
8. I discourage my child from using alcohol and/or drugs.
9. I talk to my child about saying no to negative peer pressures.
10. My 7th grader understands the consequence(s) if he/she was to use alcohol and/or drugs.
11. I discuss my child's future with them.
12. I try to see things the way my child does.
13. How often does your 7th grader ask you for advice and guidance?
14. How often does your 7th grader follow your suggestions on ways to behave?

The five statements included in the subscale encouragement were:

15. How often do you give your child a hug?

16. How often do you tell your 7th grader you love him/her?
17. How often do you and your child do things together that you both enjoy?
18. When your 7th grader is doing something well, how often do you give him/her praise for what he/she is doing?
19. When your child is working on a big task or a big job, how often do you give him/her encouragement to continue/complete the task?

The responses to the statements were measured using a Likert scale. The scale included N = never, R = rarely, S = sometimes, F = frequently, and AA = almost always and were scored on a 1 to 5 scale.

Refer to Appendix A for a sample of the instrument used to collect data for this research study.

Procedures

The students in the five sections of the twelve week exploratory Teen Living Skills course had participated in a four day unit on drug prevention. At that time the students were assigned a parent discussion sheet titled “Ten ideas for getting along as a family.” Items six through ten of this discussion sheet were items addressing alcohol prevention. The students were instructed to take this discussion sheet home and complete the assignment. This assignment requires a thirty-minute discussion between parent(s) and child. The discussion is based on parent and child’s thoughts, feelings, and desires about alcohol prevention.

After returning the discussion sheet, the students were given the questionnaire, cover letter, and a empty return envelope to take home to the person who was to complete

the discussion sheet with them. The cover letter explained the purpose of the study, the value of their response, and their rights as a research participant.

A copy of the cover letter is provided in Appendix B and the discussion sheet “Ten ideas for getting along as a family” is in Appendix C.

Data Collection

Data collection took place during the second twelve-week term of the 2002-2003 school year at P.J. Jacobs Jr. High School. The principal of the school, Dr. O. Philip Idsvoog was notified of the research and provided with a copy of the survey and cover letter being sent home to parents and guardians.

Students were asked to return the survey that their parent or guardian completed within one week of it being handed out. The survey was to be completed and placed in the unmarked sealed enveloped by the parent or guardian. When the surveys were returned to class, the students placed them in a sealed box that was not opened until the end of the survey collection.

Data Analysis

The collected surveys were mailed to the University of Wisconsin-Stout Technology and Information Services to be analyzed. The data analysis varied depending upon the section of the survey.

The data in section 1 demographics (including: age, gender, marital status, employment status, gender of 7th grade child, number of children in the family, and did they complete the discussion sheet with their 7th grade child) was analyzed for frequency counts and percentages. The respondents were also divided into four groups which

separated the respondents into the four categories: 1) Father with male 7th grader, 2) father with female 7th grader, 3) mother with male 7th grader, and 4) mother with female 7th grader. These four groups were then analyzed for frequency and percentages.

The data analysis used in section 2 parent's satisfaction with their involvement in their child's alcohol prevention education included: frequency counts, percentages, means and standard deviations for each of the eight statements. The average score was then calculated for each of the subscales: parent satisfaction and worthwhile to discuss ideas 6-10 on parent/child discussion sheet.

The data analysis used in Section 3 parent interactions involved: frequency counts, percentages, means, and standard deviations for each statement in the section. The averages for each of the subscales were calculated including: parent satisfaction, parent monitoring, and parent encouragement.

Other statistical tests were run on the subscales. T-Tests were run on parent gender with all items in section 2, 3, and each section overall mean plus on the subscales monitoring and encouragement. The T-Tests were also run on child gender with all items in section 2, 3, and each sections overall mean plus subscales monitoring and encouragement. The Pearson Correlation Coefficient Matrix was used to determine correlations. Section 2 overall mean was correlated with section 3 overall mean, plus correlation between subscales monitoring and encouragement. Section 2 items 1-5, 6, and 7 were correlated with section 3 overall mean and subscales monitoring and encouragement.

Limitations

Parents of students that were randomly placed in the five classrooms completed this study. It is unknown if extraneous variables would be controlled by the method used to assign students to a particular group. The results from this study would generally apply to other parents of 7th grade students at P.J. Jacobs Jr. High in Stevens Point, WI. It may have limitations with other parent populations in different environments.

This study was also sent home to the parents with the students. This limits the study to only those parents from the group that received the study from their child. An additional limit to this study was that it could only be completed by parents that had earlier completed the parent/child discussion sheet. Therefore, the results of this study are limited to those parents that first received and completed with their child the parent/child discussion sheet and then the survey.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents and discusses the results of a survey administered to 76 parents of 7th grade students enrolled in the required Teen Living Skills class at P.J. Jacobs Jr. High in Stevens Point, WI. The survey consisted of demographic information, parent satisfaction with involvement in child's alcohol prevention, and parent interaction with 7th grader. A discussion follows.

Demographic Information

Demographic information from parents was collected for descriptive purposes regarding: age, gender, marital status, employment, number of children in family, gender of 7th grade child, and if they completed the "Ten ideas for getting along as a family" parent-child discussion sheet with their child. The survey was sent home to 106 parents and 76 parents participated in the survey. This was a 72 percent return rate. Parents of 7th grade students enrolled in the second tri-quarter of the Teen Living Skills class at P.J. Jacobs Jr. High in Stevens Point, WI participated.

Age of Respondent

Question 1 of the demographic information asked the participants to identify their age within a 5-year range. The youngest age range being 30-35 and the oldest 56-60. The results revealed an age range of 30-55 years old. The most represented age group was 41-45 years with 31 of the survey participants. The second most represented age group 36-40 with 21 survey participants. The least represented age was 51-55 with 3 survey participants. See Table 1.

Table 1:
Age Category of Respondent

AGE	FREQUENCY	VALID PAERCENT
30-35	14	18.4
36-40	21	27.6
41-45	31	40.8
46-50	7	9.2
51-55	3	3.9
TOTAL	76	100.0

Gender of Respondent

Question 2 of the demographic information asked for the gender of the participants in the survey. Of the 76 participants in this study, 17 were male and 58 were female. Also, both parents completed 1 survey. See Table 2.

Table 2:
Gender of Respondent

GENDER	FREQUENCY	VAILD PERCET
Male	17	22.4
Female	58	76.3
Both parents answered	1	1.3
TOTAL	76	100.0

Marital Status of Respondent

Question 3 of the demographic information asked the participants to disclose their marital status at the time of the survey. The results revealed that 62 were married and were 12 divorced. There was also 1 remarried participant and 1 widowed participant. See Table 3.

Table 3:
Marital Status of Respondent

MARITAL STATUS	FREQUENCY	VALID PERCENT
Married	62	81.6
Divorced	12	15.8
Remarried	1	1.3
Widowed	1	1.3
TOTAL	76	100.0

Respondent Presently Employed

Question 4 of the demographic information asked the participants of their present employment status. Of the 76 respondents, 68 were currently employed and 8 were not employed. See Table 4.

Table 4:
Respondent Presently Employed

EMPLOYED	FREQUENCY	VALID PERCENT
Yes	68	89.5
No	8	10.5
TOTAL	76	100.0

Respondent Number of Children in Family

Question 5 of the demographic information asked the participants about the number of children in their family. The number of children in the family ranged from 1 to 12. Of the 76 participants that completed the survey, 33 reported having 2 children. This was the largest of all groups and accounted for 43.3 percent of the group total. The second largest group was 4 children and was made up of 15 participants. This group accounted for 19.7 percent of the group total. The third largest group was 3 children, accounted for 14 of the participants, and made-up 18.4 percent of the group total. See Table 5.

Table 5:
Respondent Number of Children in Family

NUMBER OF CHILDREN	FREQUENCY	VALID PERCENT
1 child	5	6.6
2 children	33	43.3
3 children	14	18.4
4 children	15	19.7
5 children	4	5.3
6 children	1	1.3
7 children	3	3.9
12 children	1	1.3
TOTAL	76	100.0

Gender of Respondent 7th Grade Child

In question number 6 of the demographic information respondents were requested to identify the gender of their 7th grade child. Of the 76 respondents, 40 of their 7th grade child were female and this represented 52.6 percent of the group. A total of 35 respondents had male 7th grade children and this made-up 46.1 percent of the group. One parent had both a male and female 7th grade child. See Table 6.

Table 6:
Gender of Respondent 7th Grade Child

GENDER OF 7 TH GRADE CHILD	FREQUENCY	VALID PERCENT
Male	35	46.1
Female	40	52.6
Both-2 children	1	1.3
TOTAL	76	100.0

Gender of Parent/Gender of Child Combination

A comparison was then done to determine the gender of the parent that responded to the survey and the gender of their 7th grade child. The largest numbers of respondents were mothers of female 7th grade child. This group was comprised of 33 of the 76 respondents and represented 43.4 percent of the group. The second largest group was

mothers of male 7th grade child. There were 24 respondents in this group and they represented 31.6 percent of the group. There were 2 participants missing in this comparison. See Table 7.

Table 7:
Gender of Parent/Gender of Child Combination

GENDER OF PARENT/CHILD COMBINATION		FREQUENCY	VALID PERCENT
Valid	Father/Male Child	11	14.9
	Father/Female Child	6	8.1
	Mother/Male Child	24	32.4
	Mother/Female Child	33	44.5
TOTAL		74	100.0
Missing System		2	
TOTAL		76	

Completion of “Ten Ideas for Getting Along as a Family” Parent-Child Discussion Sheet

The final question in the demographic information section of the survey asked the question, “Did you complete the “Ten Ideas for getting along as a Family” parent-child discussion sheet for Teen Living Skills with your child?” Of the 76 participants of the survey, 75 of them responded yes they had. This was a 98.7 percent of the group. There was 1 parent that respond no to this question. See Table 8.

Table 8:
Did You Complete “Ten Ideas for Getting Along as a Family” Parent-Child Discussion Sheet

DISCUSSION SHEET COMPLETED	FREQUENCY	VALID PERCENT
Yes	75	98.7
No	1	1.3
TOTAL	76	100.0

Parent Satisfaction with Involvement in Child's Alcohol Prevention

Section two of this survey was designed to measure the parent's attitude toward getting involved in their 7th grade child's alcohol prevention program. They had been asked to complete a parent/child discussion sheet with their 7th grade child. The discussion sheet was entitled "Ten Ideas for Getting Along as a Family" and corresponds with the information on alcohol and other drugs being covered in the child's Teen Living Skills class. This segment indicates the results from this section of the survey.

Parent Attitude about Parent/Child Discussion Sheet

Table 9 displays the parent attitudes about the parent/child discussion sheet ranked in order from most highly agreed upon item to least agreed upon statement with by the respondents. There were 8 attitude statements in this section of the survey. All 8 attitude statements received a mean score of 4.21 or higher. A mean score of 4 would have represented the agree category and a mean score of 5 would have represented the strongly agree category. The 4.21 or higher mean scores put all attitude statements between agree and strongly agree categories.

The top ranked attitude statement was: "Did you find it worthwhile to discuss idea number seven – Talk to your parents about what to do when confronted with alcohol or other drug use situations? This statement had a mean score of 4.65. The second ranked statement had a mean score was 4.55 and was "Did you find it worthwhile to discuss idea number ten-Understand the family rules?" Then "Did you find the time you spent with your child completing the assignment worthwhile?" was the third highest item ranked with 4.52 as the mean score.

The least agreed with item was ranked number 8 and was “Do you feel the Teen Living Skills teachers should get parents involved with alcohol prevention education by having a parent-child discussion sheet as homework?” This statement had a mean score of 4.21. It was the lowest ranked mean, but the mean was still above the agree category. The statement that was ranked at 7 was “Did you enjoy the time you spent with your 7th grader on completing the assignment worthwhile?” and had a mean score of 4.47. See Table 9.

Table 9:
Parent Attitude about Parent/Child Discussion Sheet
Rank Order for Total Group According to Highest Mean Response

ITEM	MEAN	STANDARD DEVIATION	RANK ORDER
2. Did you find it worthwhile to discuss idea number seven – Talk to your parents about what to do when confronted with alcohol or other drug use situations?	4.65	.65	1
5. Did you find it worthwhile to discuss idea number ten-Understand the family rules?	4.55	.66	2
4. Did you find it worthwhile to discuss idea number nine – Talk with your family about activities to get involved in without the use of alcohol and drugs.	4.53	.70	3
7. Did you find the time you spent with your child completing the assignment worthwhile?	4.52	.79	4
1. Did you find it worthwhile to discuss idea number six – Never do anything to betray the trust of your family or make them question your honesty?	4.51	.64	5
3. Did you find it worthwhile to discuss idea number eight – Talk with your family about parties before you attend them?	4.5	.73	6
6. Did you enjoy the time you spent with your 7 th grader on completing the assignment?	4.47	.84	7
8. Do you feel the Teen Living Skills	4.21	.95	8

teachers should get parents involved with alcohol prevention education by having a parent-child discussion sheet as homework?			
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Subscale for Parent Attitude about Parent/Child Discussion Sheet

Section two Parent Satisfaction with Involvement in Child's Alcohol Prevention had two subscales: worthwhile to discuss ideas numbers six-ten and parent satisfaction with parent/child discussion sheet items 6 to 8. The results revealed that worthwhile to discuss idea numbers six-ten had the highest mean score with 4.5467. This put parent satisfaction with parent/child discussion sheet second with a mean score of 4.4924. Both of these mean indicate an agree to strongly agree attitude to their involvement in their 7th grade child's drug education program. See Table 10.

Table 10:
Subscales Means for Parent Attitude about Parent/Child Discussion Sheet

Subscales	MEAN	STANDARD DEVIATION
Worthwhile to discuss idea numbers six-ten.	4.5467	.5593
Parent Satisfaction with parent/child discussion sheet.	4.4924	.5647

Parent Interactions with 7th Grader

Parent interactions with 7th grader was section 3 of the survey. This section was designed to measure the parent's interactions with their 7th grade child. This section indicates the results from the survey.

Table 11 displays the parent interactions with 7th grade child statements ranked in order from the almost always engaged behaviors to never engaged in behaviors by the respondents. There were a total of 19 parent-child interactions on the survey. Out of the 19 interactions, 14 statements received a mean score of 4.11 or higher indicating engagement of interaction was either frequently or almost always. The highest ranked interaction statement was "I discourage my child from using alcohol and/or drugs." With a mean score of 4.81. The second highest ranked interaction statement was "My 7th grader is clear about my expectations for his/her pertaining to alcohol and/or drugs." This statement had a mean score of 4.71. The third ranked mean score was 4.68 and was for "My 7th grader understands the consequence(s) if she/he was to use alcohol or drugs." The fourth ranked interaction was "I keep a close eye on my child's grades" with a mean score of 4.58. The fifth ranked interaction was "How often do you tell your 7th grader you love him/her and had a mean score of 4.55.

There were 5 interaction statements in the sometimes to frequently engaged behaviors. The range of these 5 parent-child interactions had a mean score range of 3.91 down to 3.51. The least frequently engaged parent-child behaviors was "How often does your 7th grader ask you for advice and guidance?" and ranked 19 with a mean score of 3.51. The behaviors ranked 18-15 were as follows: 18th "How often does your 7th grader follow your suggestions on ways to behave?" (mean=3.70), 17th "How often do you and

your child do things together that you both enjoy?” (mean=3.79), 16th “I check my 7th grader’s homework.” (mean=3.75), 15th “I try to see things the way my child does.” (mean=3.91). See Table 11.

Table 11:
Parent Interactions with 7th Grade Child
Rank Order for Total Group According to Highest Mean Response

ITEM	MEAN	STANDARD DEVIATION	RANK ORDER
8. I discourage my child from using alcohol and/or drugs.	4.81	.48	1
7. My 7 th grader is clear about my expectations for his/her pertaining to alcohol and/or drugs.	4.71	.67	2
10. My 7 th grader understands the consequence(s) if he/she was to use alcohol and/or drugs.	4.68	.59	3
4. I keep a close eye on my child’s grades.	4.58	.72	4
16. How often do you tell your 7 th grader you love him/her?	4.55	.82	5
3. I check-up on how my 7 th grader is spending their time.	4.50	.77	6
1. I set a curfew and/or bedtime for my 7 th grader.	4.49	.89	7
18. When your 7 th grader is doing something well, how often do you give him/her praise for what he/she is doing?	4.43	.70	9
19. When your child is working on a big task or a big job, how often do you give him/her encouragement to continue/complete the task?	4.43	.68	9
9. I talk to my child about saying no to negative peer pressures.	4.42	.84	10
2. I ask my child about their friends.	4.37	.81	11
6. I discuss with my child my expectations for him/her.	4.20	.82	12
15. How often do you give your child a hug?	4.14	.95	13
11. I discuss my child’s future with them.	4.11	.91	14
12. I try to see things the way my child does.	3.91	.77	15

5. I check my 7 th grader's homework.	3.75	1.03	16
17. How often do you and your child do things together that you both enjoy?	3.79	.77	17
14. How often does your 7 th grader follow your suggestions on ways to behave?	3.70	.77	18
13. How often does your 7 th grader ask you for advice and guidance?	3.51	.82	19

Subscale for Parent Interactions with 7th Grade Child

Section 3 parent interactions with 7th grade child statements consisted of three subscales: parent interactions, parent monitoring, and parent encouragement. Table 12 includes the subscale mean and standard deviation for these categories.

The results showed that all three subscales had mean scores very close to each other. The mean scores ranged from 4.2711 to 4.2657. All three of these mean scores indicate a frequency of frequent to almost always. The highest subscale was parent encouragement with a mean score of 4.2711. The second highest ranked subscale was parent interactions with a mean score of 4.267. The lowest subscale score was the parent monitoring subscale with a mean of 4.2657. See Table 12.

Table 12:
Subscale Means for Parent Interactions with 7th Grade Child

SUBSCALE	MEAN	STANDARD DEVIATION
Parent Interactions Questions 1-19	4.267	.5194
Parent Monitoring Questions 1-14	4.2657	.5342
Parent Encouragement Questions 15-19	4.2711	.5975

Gender of Respondent as a Factor in Satisfaction with Involvement in Child's Alcohol Prevention Program and Interaction with Child

To test whether gender of the respondent was a factor in involvement in their child's alcohol and other drug prevention program and interaction with child, a statistical analysis was computed and the mean, standard deviation (SD), t-value, and level of significance were calculated for each question. A high mean score would represent high levels satisfaction or frequency. A low mean score would indicate lower levels of satisfaction or frequency. In order for the statement to be statistically significant, it needs to be significant at the .05 level.

Item number 5 in section 3 "I check my 7th graders homework" was the only item on this survey to reveal a significant difference between genders of respondent. Mother scored significantly higher with a mean of 4.57, then fathers with mean of 3.29. A significant difference was found at the .041 level.

Three other items were close to having a significant difference. "Did you enjoy the time you spent with your 7th grader on completing this assignment" was question 6 in section 2 and showed a level of significance at the .093 level. On this item fathers had a higher level of satisfaction with a mean of 4.69 then mothers with a mean of 4.40. Item number 4 of section 3 "I keep a close eye on my child's grade" showed that fathers had a lower level of interaction with a mean of 4.24 than mothers with a mean of 4.57. The level of significance on this item was .094. The last item was number 15 in section 3 "How often do you give your child a hug?" and again mothers showed a higher level of frequency with a mean of 4.29 than fathers at 3.65 with a level of significance at .069. See Table 13.

Table 13:
Items with Significant Differences Between Father and Mother Respondents

ITEM – SECTION, NUMBER & STATEMENT		FATHERS N=17	MOTHERS N=58	T - VALUE	LEVEL OF SIGNIFICANCE
Section 2 – 6. Did you enjoy the time you spent with your 7 th grader on completing this assignment?	Mean SD	4.69 .48	4.40 .92	1.714	.093
Section 3 – 4. I keep a close eye on my child's grades.	Mean SD	4.24 .97	4.57 .70	-1.761	.094
Section 3 – 5. I check my 7 th graders homework.	Mean SD	3.29 1.10	3.88 .99	-2.084	.041
Section 3 – 15. How often do you give your child a hug?	Mean SD	3.65 1.32	4.29 .77	-1.924	.069

Gender of Child as a Factor in Parental Satisfaction with Involvement in Child's Alcohol Prevention Program and Interaction with Child

To test whether gender of the child was a factor in parental satisfaction with involvement in their child's alcohol and other drug prevention program and interaction with child, a statistical analysis was computed and the mean, standard deviation (SD), t-value, and level of significance were calculated for each question. A high mean score would represent high levels satisfaction or frequency. A low mean score would indicate lower levels of satisfaction or frequency. In order for the statement to be statistically significant, it needs to be significant at the .05 level.

Two items showed a significant difference between male and female children. Item number 6 in section 3 "I discuss with my child my expectations for him/her" revealed a significant difference of .030. Parents of males had a higher level of frequency with a mean of 4.43 then female parents with a mean of 4.03. Item number 5 in section 3 "I check my 7th graders homework" also showed a higher level of frequency of male parents with a mean of 4.03 then female parents with a mean of 3.53. This item has significant difference at the .035 level.

Two other items had levels of significance close to significant. They were item 2 section 2 “Did you find it worthwhile to discuss idea number seven – Talk to your parents about what to do when confronted with alcohol or other drug use situation?” This item showed that parents of males had a higher level of satisfaction with a mean of 4.79 then females’ parents with a mean of 4.53. This item had a level of significance at .064. The other item close was number 16 of section 3 “How often do you tell your 7th grader you love him/her?” This item showed again parents of males at a higher frequency with a mean of 4.74 then parents of females with a mean of 4.40. The level of significance for this item was .064. See Table 14.

Table 14:
Items with Significant Differences Between Male and Female 7th Grade Child

ITEM – SECTION, NUMBER & STATEMENT		MALES N=35	FEMALES N=40	T - VALUE	LEVEL OF SIGNIFICANCE
Section 2 – 2. Did you find it worthwhile to discuss idea number seven – Talk to your parents about what to do when confronted with alcohol or other drug use situation?	Mean SD	4.79 .41	4.53 .78	1.888	.064
Section 3 – 5. I check my 7 th graders homework.	Mean SD	4.03 .86	3.53 1.13	2.147	.035
Section 3 – 6. I discuss with my child my expectations for him/her.	Mean SD	4.43 .65	4.03 .89	2.207	.030
Section 3 – 16. How often do you tell your 7 th grader you love him/her?	Mean SD	4.74 .56	4.40 .98	1.885	.064

Level of Significance of Parental Satisfaction with Involvement in Child's Alcohol Prevention and Parental Interactions with 7th Grade Child

A Pearson Correlation Coefficient matrix was run for parental satisfaction with involvement in child's alcohol prevention subscales scores with parental interactions with 7th grade child subscale scores. The results found four correlations at the .001 level of significance. Enjoyed time spent completing sheet correlated at the .823 level with worthwhile completing sheet with child. The worthwhile completing sheet with child correlated at the .556 level with worthwhile to discuss items 6-10 on sheet. Next worthwhile to discuss items 6-10 on sheet correlated at the .586 level with enjoyed time spent completing sheet. The final correlation was parental monitoring with parental encouragement and this correlation was at the .728 level. See Table 15.

Table 15:
Pearson Correlation Coefficient Matrix
Parental Satisfaction with Involvement in Child's Alcohol Prevention and Parental Interactions with 7th
Grade Child Subscale Scores

		Enjoyed Time Spent Completing Sheet	Worthwhile Completing with Child	Parent Satisfaction With Sheet	Worthwhile to Discuss Items 6-10	Parental Interactions	Parental Monitoring	Parental Encourage- ment
Enjoyed Time Spent Completing Sheet	Pearson Corr. Sig. (2-tailed) N	1.000 75	.823 .000 75	.800 .000 75	.586 .000 75	.162 .165 75	.135 .247 75	.196 .091 75
Worthwhile Completing with Child	Pearson Corr. Sig. (2-tailed) N	.823 .000 75	1.000 75	.752 .000 75	.556 .000 75	.116 .323 75	.087 .458 75	.164 .160 75
Parent Satisfaction with Sheet	Pearson Corr. Sig. (2-tailed) N	.800 .000 75	.752 .000 75	1.000 75	.930 .000 75	.161 .167 75	.134 .252 75	.196 .092 75
Worthwhile to Discuss Items 6-10	Pearson Corr. Sig. (2-tailed) N	.586 .000 75	.823 .000 75	.752 .000 75	1.000 75	.126 .281 75	.093 .427 75	.183 .116 75
Parental Interactions	Pearson Corr. Sig. (2-tailed) N	.162 .165 75	.116 .323 75	.161 .167 75	.930 .000 75	1.000 76	.978 .000 76	.854 .000 76
Parental Monitoring	Pearson Corr. Sig. (2-tailed) N	.135 .247 75	.087 .458 75	.134 .252 75	.093 .427 75	.978 .000 76	1.000 76	.728 .000 76
Parental Encourage- ment	Pearson Corr. Sig. (2-tailed) N	.196 .091 75	.164 .160 75	.196 .092 75	.183 .116 75	.854 .000 76	.728 .000 76	1.000 76

Discussion

The intent of this study was to identify and describe parent satisfaction with involvement in their 7th grade child's alcohol prevention education and parent interactions with this child. In addition, the study intended to determine and describe if there was any correlation between parental interactions and parent satisfaction with their involvement in their 7th grade child's alcohol prevention education.

The survey was composed of three sections: 1) demographic information of parent respondents, 2) parental satisfaction with their involvement in their child's alcohol prevention education, and 3) parental interactions with their 7th grade child. The survey was sent home to 106 parents and 76 parents participated in the survey. This was a 72 percent return rate.

The age range of the respondents was 30-55 years old. The most populous age range was 41-45. This age range accounted for 40.8% of all the respondents. There were 58 female respondents (mothers) and 17 male respondents (fathers) to this survey. Both mother and father completed one survey. Females accounted for 76.3% of the respondents of all completed surveys. Of these respondents 62 were married, 12 divorced, and 1 widowed. Married respondents comprised 81.6% of the completed surveys.

Sixty-eight of the respondents indicated that they were employed at the time of the survey. The additional 8 were not. Employed respondents accounted for 89.5% of the respondents. Eighty-two percent of the respondents reported having between 2-3 children. This accounted for 62 respondents. Five respondents reported having 1 child and 9 reported having more than 3 children. Of the 76 respondents, 40 of them had a

female 7th grade child and 35 had a male 7th grade child. One respondent had two 7th grade children, one male and one female. A comparison was completed to determine the gender of the parent that responded to the survey and the gender of their 7th grade child. The comparison revealed four combinations and the following amounts of each: 1) mother/female child – 33, 2) mother/male child – 24, 3) father/male child – 11, 4) father/female child – 6. The highest percent being mother and female child at 44.5%. Seventy-five of the respondents completed the “Ten ideas for getting along as a family” parent-child discussion sheet that was to be done before the survey was completed. This was 98.7% of the respondents.

Parent Satisfaction with Involvement in Child’s Alcohol Prevention

All eight of the attitude statements in section 2 (Parent satisfaction with involvement in child’s alcohol prevention) of the survey had mean scores above 4.20. This revealed that the respondents agreed to strongly agreed with all eight statements addressing their satisfaction with involvement in their child’s alcohol prevention. The mean score of this complete section was 4.4924. The highest ranked statement was question number 2 “Did you find it worthwhile to discuss idea number seven – Talk to your parents about what to do when confronted with alcohol or other drug use situations?” with a mean score of 4.65. A subscale was formed from questions 1-5 on the survey. These five statements addressed how worthwhile the parents felt discussing items 6-10 on the parent-child discussion sheet “Ten ideas for getting along as a family” was for them. The mean score of this subscale was 4.5467.

Two statements in this section explored how worthwhile the parents felt the time they spent completing the parent-child discussion sheet was. Statement number 7 “Did

you find the time you spent with your child completing the assignment worthwhile?” revealed a mean score of 4.52 and statement number 6 “Did you enjoy the time you spent with your 7th grader on completing the assignment?” had a mean score of 4.47. The last statement asked the parents “Do you feel the Teen Living Skills teachers should get parents involved with alcohol prevention education by having a parent-child discussion sheet as homework?” and was rated with a mean score of 4.21.

These findings lead the researcher to believe that the parents were satisfied with their involvement in their child’s alcohol prevention unit in the Teen Living Skills class. Hoover-Dempsey and Sandler suggest (1995) that parents most often become involved in their children’s education for three major reasons: 1) their personal construction of the parental role; 2) their personal sense of efficacy for helping children succeed in school; and (3) their reaction to the opportunities and demand characteristics presented by both their children and their children’s schools. The research findings from this section leads the researcher to believe that for the parents that completed the survey these major reasons were adequately addressed in the discussion sheet.

Parent Interactions with 7th Grader

Section 3 (Parent interaction with 7th grade child) contained 19 statements that addressed parent monitoring and encouragement of their 7th grade child. The top three ranked statements were the three items directly addressing alcohol and/or drug use. They were: First ranked “I discourage my child from using alcohol and/or drugs (mean=4.81), second “My 7th grader is clear about my expectations for his/her pertaining to alcohol and/or drugs” (mean=4.71), and third “My 7th grader understands the consequence(s) if he/she was to use alcohol and/or drugs” (mean=4.68). Loveland-Cherry, Thomson-Ross,

and Kaufman stated (1999) that when children are unsure whether misbehaving will result in punishment, they are more likely to do things they know they shouldn't, such as drink alcohol. The results of this research show that these parents find it important to discourage alcohol and/or drug use, explain expectations pertaining to alcohol and/or drug use, and make clear consequence(s) to alcohol and/or drug use. This could then lead us to hope that these students decide not to do the things they know they shouldn't because of their parent's strong involvement in discussing these issues.

This section of the survey was organized into three subscales and each subscale had a mean score between frequently and almost always: 1) Parent interactions (mean=4.267), 2) Parent monitoring (mean=4.2657), and 3) Parent Encouragement (mean=4.2711). These high mean scores are perceived as very positive and encouraging. Barnes and Farrell found (1992) that developing nonproblem behaviors appeared to be related to a more concrete form of parental control, such as providing specific rules for behavior and, especially, monitoring the whereabouts and the companions of adolescents. Pieper and Pieper also found (1992) that children also need to feel that their parent(s) love them and want the best for them. This supports the impression that these parent respondents are giving their children the monitoring and encouragement their children need to develop into healthy adults.

Gender of Respondent as a Factor in Satisfaction with Involvement in Child's Alcohol Prevention Program and Interaction with Child

Cookston found (1999) the highest rates of problem behavior and lowest levels of parental supervision was observed in single-father homes. The results of a T-test run for this survey on gender of respondent as a factor in satisfaction with involvement in child's alcohol prevention program and interaction with child revealed a significant difference in

the amount that mothers marked higher “I keep a close eye on my child’s grade” over the fathers. There was also a close to significant difference in the mothers favor in statements “I check my 7th graders homework” and “How often do you give your child a hug?” This reinforces the thought that fathers need to increase their monitoring and encouragement of their children. Fathers did have a close to significant difference over mothers on the statement “Did you enjoy the time you spent with your 7th grader on completing this assignment?” This leads us to believe that when fathers are asked to get involved in their child’s alcohol prevention education, that they enjoy their involvement.

Gender of Child as a Factor in Parental Satisfaction with Involvement in Child’s Alcohol Prevention Program and Interaction with Child

A T-test was run on the gender of child as a factor in parental satisfaction with involvement in child’s alcohol prevention program and interaction with child. This test revealed four statements of close to significant or significant difference. In all four areas the mean was higher for a male child then a female child. These four statements were: 1) Did you find it worthwhile to discuss idea number seven – Talk to your parents about what to do when confronted with alcohol or other drug use situation, 2) I check my 7th graders homework, 3) I discuss with my child my expectations for him/her, and 4) How often do you tell your 7th grader you love him/her? These findings go against that of Barnes, Reifman, Farrell, & Dintcheff that found (2000) an increase in alcohol misuse for adolescent boys was due to their being monitored less than adolescent girls. This finding was the result of a 2-wave study done first when adolescents were between 13-16 years old and then again at 18-22 years old.

It is also important to note that Cookston reported (1999) that females appear to fare well at medium levels of supervision but not at low levels of supervision while males appear to have problems at medium and low levels of supervision. The findings from this survey could then be interpreted that the 7th grade boys overall are getting the supervision needed, but that girls' supervision may need to be increased to keep them from problem behavior.

Level of Significance of Parental Satisfaction with Involvement in Child's Alcohol Prevention and Parental Interactions with 7th Grade Child

A Pearson Correlation Coefficient matrix was run for parental satisfaction with involvement in child's alcohol prevention subscales scores with parental interactions with 7th grade child subscale scores. The results revealed four correlations scored at .001 level of significance. Three of the correlations involved parental satisfaction with involvement in child's alcohol prevention: enjoyed time spent completing sheet correlated with worthwhile completing sheet with child (.823 level), worthwhile completing sheet with child correlated with worthwhile to discuss items 6-10 on sheet (.556 level), and worthwhile to discuss items 6-10 correlated with enjoyed time spent completing sheet (.586 level). This finding supports Hoover-Dempsey, Bassler, and Brissie (1992) statement that parents most likely become involved when they believe that their involvement will "make a difference" for their children.

The fourth significant correlation was found in the area of parental satisfaction. Parental monitoring correlated with parental encouragement at the .728 level. Loveland-Cherry, Thomson-Ross, and Kaufman (1999) proposed that the optimal family environment allows children to learn to make informed decisions, to feel supported and loved, to seek out peer groups that have values and behaviors similar to those of their

parents and to feel they are capable of performing selected behaviors. Furthermore, these competencies were proposed to enable adolescents to make healthy decisions about alcohol and other drug use. The significant correlation between parent monitoring and parent encouragement supports this belief of the optimal family environment and would hopefully support adolescents in making healthy decisions about alcohol and other drug use.

CHAPTER FIVE

DISCUSSION

This final chapter contains a summary of the study on parental involvement in their child's alcohol prevention education unit. A summary of the purpose of the study, methods, procedures, and data analysis used is provided. Conclusions, education implications, and recommendations for further research conclude the chapter.

Summary

The purpose of this study is to determine if there is a correlation between parental interactions as measured by a parental support scale and parent satisfaction with their involvement in their child's alcohol prevention education as measured by an involvement satisfaction scale for parents of seventh grade students (12-13 years of age). The specific objectives of this research were to:

8. Determine parent satisfaction with involvement in the child's alcohol prevention unit.
9. Identify parent interaction with 7th grade child by gender of child and gender of parent.
10. Correlate parent satisfaction with involvement in their child's alcohol prevention unit with parent interactions.
11. Correlate parent monitoring with parent encouragement.

Five 7th grade Teen Living Skills classes were given surveys to take home and have a parent complete in November 2002 at P.J. Jacobs Junior High in Stevens Point, WI. This survey was given after the parent-child discussion sheet for class had been

completed at home. This discussion sheet is part of the Teen Living Skills curriculum for the alcohol prevention unit.

The survey was developed by the researcher and comprised of three sections. The first sections was for demographic information regarding: age, gender, marital status, employment status, number of children in family, gender of 7th grade child, and if they completed the “Ten ideas for getting along as a family” parent-child discussion sheet.

The second section of this instrument addressed parent satisfaction with their involvement in their child’s alcohol prevention education. This was done with a Likert scale of strongly disagree scoring 1 to strongly agree scoring 5. There were eight statements based upon the parent and child discussion sheet completed for class.

The final section of the survey addressed parent interactions with their child. This section consisted of nineteen statements and formed two subscales. The interaction statements were derived from the literature reviewed. The two subscales were monitoring and encouragement.

After the parents completed the survey they returned it to their child in a sealed envelope. The child carried the sealed envelope to class and placed it in a sealed box that was not to be opened until the last day for surveys to be returned. The survey was given to 106 7th graders to take home to a parent and 76 surveys were returned to the teacher. This was a 72 percent return rate.

When the survey collection was complete, these were sent to the University of Wisconsin-Stout Technology and Information Services to be analyzed. The results were analyzed for mean scores and standard deviation as well as T-test and Pearson Correlation Coefficient matrix results.

Conclusions

The conclusions based upon the analysis of the data are discussed according to each of the four research objectives.

Objective 1: Determine parent satisfaction with involvement in the child's alcohol prevention unit.

The data from this research showed that parent satisfaction with their involvement in their child's alcohol prevention unit was high. Section 2 of the research survey questioned parents about their involvement attitudes. All 8 statements had a mean score between agree and strongly agree. When asked "Do you feel the Teen Living Skills teachers should get parents involved with alcohol prevention education by having a parent-child discussion sheet as homework?" the respondents answered with a mean score of 4.21. This would signify that they agree with this form of parent involvement.

Objective 2: Identify parent interaction with 7th grade child by gender of child and gender of parent.

The data revealed some interesting differences between how mothers and fathers interact with their 7th grade child and how parents interact differently with their male and female children. When analyzing data about the differences between mothers and fathers interactions with their 7th grade child the data exposed some statistically significant or close to significant differences. It was found that mothers keep a closer eye on their child's grades, check their 7th graders homework more often, and give their child hugs more than fathers. But it was also found that fathers enjoy the time they spent with their 7th grader on completing the assignment more than mothers.

When the data was analyzed for statistically significant or close to significant differences between male and female 7th grade children some additional discoveries were made. It was found that parents of male 7th grade children checked their homework more, discussed with their child their expectations more, told them they loved them more often, and found it more worthwhile to discuss idea number seven “Talk to your parents about what to do when confronted with alcohol or other drug use situation” from the parent child discussion sheet than parents of female 7th grade children.

Objective 3: Correlate parent satisfaction with involvement in their child’s alcohol prevention unit with parent interactions.

The research showed no correlation between parent satisfactions with involvement in their child’s alcohol prevention unit with parent interactions.

Objective 4: Correlate parent monitoring with parent encouragement.

Results of the data showed a significant correlation between parents monitoring with parent encouragement. The result of this finding would support the suggestion that parents that monitor their child also encourage them.

Education Implications

Parent involvement is an important component to effective education. This survey has confirmed that parents find satisfaction from being involved in their child’s alcohol and drug education unit through a parent-child discussion sheet. This finding could spread into other areas of instruction and ways to get parents involved in their child’s education. Teachers, principals, and school districts should take action to increase parent involvement to ensure that the children in their school district are getting the best education possible and that parents are pleased with this education.

Additional education implications from this research occur in the area of parent education. First, parents should be made aware of the findings relating to the different treatments that exist between male and female children. It should be explained that parents of males may check their homework more, discuss their expectations more, tell them they love them more, and find it more worthwhile to talk to them about what to do when confronted with alcohol and drug use situations. In addition to explaining to parents how they may be treating their opposite sex children differently they also need to be made aware of the possible negative outcomes of continuing this behavior.

The next area of parent education focuses on the differences found between mothers and fathers. Fathers ought to be instructed in the importance of hugging their children and talking to them about school. It would also be beneficial to encourage mothers in the importance of staying active in parent involvement activities at school.

The final recommendation for parent education would be to inform parents of the relationship between parent monitoring and parent encouragement. Parents need to be informed of the importance of both monitoring and encouragement and how together these can create the optimal family environment.

Recommendations for Further Research

The findings of this study encourage several recommendations for further research in the area of parent involvement in their child's alcohol prevention education. The following recommendations for further research are suggested:

1. Continue further research of parent satisfaction with their involvement in their child's alcohol prevention education at different grade levels.

2. Survey the child's satisfaction with their parents being involved in their alcohol prevention education.
3. Focuses on other areas of parent involvement in alcohol prevention beyond the parent-child discussion sheet.

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APPENDIX A

Parent Attitude Questionnaire on Support and Satisfaction with Involvement in 7th Graders Alcohol Prevention Education

This questionnaire is designed to explore the parental support of their adolescent child and their involvement in their child's alcohol prevention education. Your cooperation in this study would be of great help. Please answer all the following questions truthfully. Please do not write your name on this survey. All information will be kept confidential.

Section 1: General Information

Directions: Please read each item and place a check in front of the response that describes you.

1. Age: ☐ 30-35 ☐ 36-40 ☐ 41-45
 ☐ 46-50 ☐ 51-55 ☐ 56-60
2. Gender : ☐ Male ☐ Female
3. Marital Status:
☐ Never Married ☐ Married ☐ Divorced
☐ Remarried ☐ Widowed
4. Are you presently employed? ☐ Yes ☐ No
5. How many children are in your family?
6. Gender of 7th Grade Child: ☐ Male ☐ Female
7. Did you complete the "Ten Ideas for Getting Along as a Family" parent-child discussion sheet for Teen Living Skills with your child?
☐ Yes ☐ No

Section 2: Parent Satisfaction with Involvement in Child's Alcohol Prevention

Directions:

Please answer the following questions about the “Ten Ideas for Getting Along as a Family” parent-child discussion sheet that you and your child completed for Teen Living Skills.

For each of the statements below, please indicate the extent of your agreement or disagreement by selecting a number from 1 to 5. Place the number on the line provided before the statement. If you strongly agree with the statement enter a 5. If you disagree strongly, enter a 1. If your feelings are not as strong select a number between 1 and 5.

1-----2-----3-----4-----5
Strongly Disagree Undetermined Agree Strongly Agree

- _____ 1. Did you find it worthwhile to discuss idea number six - Never do anything to betray the trust of your family or make them question your honesty?
- _____ 2. Did you find it worthwhile to discuss idea number seven - Talk to your parents about what to do when confronted with alcohol or other drug use situations?
- _____ 3. Did you find it worthwhile to discuss idea number eight - Talk with your family about parties before you attend them?
- _____ 4. Did you find it worthwhile to discuss idea number nine - Talk with your family about activities to get involved in without the use of alcohol and drugs?
- _____ 5. Did you find it worthwhile to discuss idea number ten - Understand the family rules?
- _____ 6. Did you enjoy the time you spent with your 7th grader on completing this assignment?
- _____ 7. Did you find the time you spent with your child completing the assignment worthwhile?
- _____ 8. Do you feel the Teen Living Skills teachers should get parents involved with alcohol prevention education by having a parent-child discussion sheet as

homework?

Section 3: Parent Interactions with 7th Graders

The following statements are about behaviors used for parenting. Please circle the response that applies to the frequency you use the behavior when parenting your 7th Grader.

N = never **R** = rarely **S** = sometimes **F** = frequently **AA** = almost always

- | | | | | | |
|---|---|---|---|---|----|
| 1. I set a curfew and/or bedtime for my 7 th grader. | N | R | S | F | AA |
| 2. I ask my child about their friends. | N | R | S | F | AA |
| 3. I check-up on how my 7 th grader is spending their time. | N | R | S | F | AA |
| 4. I keep a close eye on my child's grades. | N | R | S | F | AA |
| 5. I check my 7 th grader's homework. | N | R | S | F | AA |
| 6. I discuss with my child my expectations for him/her. | N | R | S | F | AA |
| 7. My 7 th grader is clear about my expectations for his/her pertaining to alcohol and/or drugs. | N | R | S | F | AA |
| 8. I discourage my child from using alcohol and/or drugs. | N | R | S | F | AA |
| 9. I talk to my child about saying no to negative peer pressures. | N | R | S | F | AA |
| 10. My 7 th grader understands the consequence(s) if his/her was to use alcohol and/or drugs. | N | R | S | F | AA |
| 11. I discuss my child's future with them. | N | R | S | F | AA |

[illegible][illegible]

APPENDIX B

2400 Main Street
Stevens Point, WI 54481
November 4, 2002

Dear Parent(s) or Guardian(s):

Please complete the enclosed survey. The survey was designed to gather information about parents, how they monitor their children, and their satisfaction with involvement in their child's alcohol prevention education. It is part of a research project I am preparing for a course through UW-Stout. I hope the results of the survey will help me better serve the students of the Stevens Point School District. To ensure confidentiality, please place the completed survey in the enclosed envelope and have your child return it to school. Your child may then place it in a designated box that will not be opened until November 15, the due date for completed surveys. By returning the survey, you are agreeing to the following statement:

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Note: Questions or concerns about participation in the research or subsequent complaints should be addressed first to the Brett Carey-Shefchik, researcher, P.J. Jacobs Junior High, 2400 Main Street, Stevens Point, WI, 54481; (715) 345-5616 or Karen Zimmerman, research advisor, College of Human Development, 117 Home Economics Building, UW-Stout, Menomonie, WI, 54751; (715) 232-2530 and second to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board (IRB) for the Protection of Human Subjects

in Research, 11 Harvey Hall, UW-Stout, Menomonie,
WI, 54751, phone (715) 232-1126.

Thank you for taking the time to complete the survey.
Your help in this project is appreciated.

Sincerely,

Brett Carey- Shefchik
Teen Living Skills Teacher

APPENDIX C

TEN IDEAS FOR GETTING ALONG AS A FAMILY

NAME _____
PERIOD _____

1. REMEMBER, THERE ARE TIMES WHEN YOU'RE NO BARGAIN TO LIVE WITH EITHER!

If there is one thing as tough as being a teenager, it's having one. So when things get rough between you and your folks, suppose you go straight down the hall and look in the mirror. You'll do a great thing for your future if you learn to start thinking about your "people" problems by asking the question "When am I wrong?"

(a) What do you do to cause conflict in your family?

(b) How can you help prevent conflict?

2. YOU CAN'T ALWAYS GET EVERYTHING YOU WANT. THERE ARE OTHER PEOPLE IN THE WORLD BESIDES YOU!

You're at the age when you begin wanting more. You want to try new ideas, to feel more grown-up, to impress more people. But, maybe you had better back off now and then to see the whole picture. Your family wants what's best for you. And, they may be right even if you can't see it.

(a) What have you wanted from your family that is unreasonable?

3. SHOW A LITTLE UNDERSTANDING, CONSIDERATION AND RESPECT!

Trying to be understanding is a good start for improving any relationship. What it means is that you try to see things through the other person's eyes. It's also important to think of the feelings of others.

(a) How can you show understanding or consideration for family members?

1. parents:

2. brothers/sisters:

TEN IDEAS FOR GETTING ALONG AS A FAMILY

-2-

4. MAKE A SINCERE VOW TO SAY "THANK-YOU" TO FAMILY MEMBERS AT LEAST ONCE EVERY DAY! SHOW AND TELL YOUR FAMILY THAT YOU CARE ABOUT THEM.

Saying "thanks" is an important key to building respect for one another. It will give you a sense of pride by making family members feel good and will help them feel appreciated for their efforts to be good parents.

- (a) Tell 3 times when you can say thanks to your family:

1.

2.

3.

- (b) Tell 3 times your family can say thanks to you:

1.

2.

3.

5. AT LEAST ONCE A WEEK DO SOMETHING NICE FOR EACH OTHER.

Any little thing will do, as long as they weren't expecting it and you get the message across that you'd like to make life a little easier for them.

- (a) List 3 things you can do to be nice to your family:

1.

2.

3.

- (b) List 3 things your family can do to be nice to you:

1.

2.

3.

6. NEVER DO ANYTHING TO BETRAY THE TRUST OF YOUR FAMILY OR MAKE THEM QUESTION YOUR HONESTY!

The first time you lie to your parents, you have put your foot on a dangerous road. It may be difficult to understand this until you are a parent. When your family loses faith in you and it's your fault, you have lost more than you want to lose.

- (a) Tell 2 ways to keep your family's trust:

1.

2.

- (b) How can you lose their trust?

1.

2.

7. TALK TO YOUR PARENTS ABOUT WHAT TO DO WHEN CONFRONTED WITH ALCOHOL OR OTHER DRUG USE SITUATIONS.

When we talk to our family about hard situations, we can gain more ideas about handling those situations.

A. What are some of your family's ideas about handling drug and alcohol situations?

1.

2.

8. TALK WITH YOUR FAMILY ABOUT PARTIES BEFORE YOU ATTEND THEM.

Sometimes we attend parties without fully explaining to our family what is involved. It is easier to explain a situation before it happens rather than after.

A. What are your family rules about what type of parties you may attend?

1.

2.

3.

9. TALK WITH YOUR FAMILY ABOUT ACTIVITIES TO GET INVOLVED IN WITHOUT THE USE OF ALCOHOL AND DRUGS.

There are a lot of other activities to get involved in that alcohol and drugs are not a part of. Many of these activities can help you in positive ways.

What are some positive activities you can become a part of?

1.

2.

3.

10. UNDERSTANDING THE FAMILY RULES.

For a family to run smoothly everyone needs to understand the rules and the reason why these rules are important to the family.

(a) What are 3 of your family's most important rules, and why are they important to your family?

1. (a) Rule:

(b) Why important:

2. (a) Rule:

(b) Why important:

3. (a) Rule:

(b) Why important:

Signature of family member who helped with this assignment: _____

Relationship to student: _____

Comment: