

The influence of family and school in the consumption of alcohol and peer-to peer violence: highlights from the Portuguese HBSC study

Inês Camacho*, Margarida Gaspar de Matos, Gina Tomé, Celeste Simões, José Alves Diniz

University of Lisbon, CMDT/UNL, Lisbon, Portugal

*Correspondence to: Inês Camacho

Aventura Social/UL, Estrada da Costa, Cruz Quebrada
1499 Lisboa Codex/Portugal, Email: inmcamacho@gmail.com

Abstract

Background: This study aims to understand the influence of communication with parents, liking school, the education level of parents and parents' employment or unemployment on risk behaviours, including interpersonal peer to peer violence and alcohol use.

Methods: Portuguese adolescents participate in the European HBSC-study Health Behaviour in School-aged Children, 22.961 young people attending the 6th, 8th and 10th grades in three study waves: 2002, 2006 and 2010. Students have mean of 14 years old. The instrument used was the HBSC questionnaire.

Results: The results show that boys, those who have difficult communication with parents, those who do not like school, those whose father is unemployed or whose parents never attended school, tend to show more peer to peer interpersonal violence are higher alcohol users.

Conclusion: For an appropriate intervention regarding young people, families and schools, it is vital to understand the influence of different contexts on young people's risk behaviours.

Keywords: peer to peer interpersonal violence, alcohol use, communication with parents, parents' education level, parental employment status, school relatedness.

Running title: Family, alcohol and interpersonal violence

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Introduction

Bullying can affect the physical well-being of adolescents, resulting in somatic symptoms such as headaches, stomachaches, and backaches (Due, Merlo, Harel-Fisch, & Damsgaard, 2009; Nansel et al, 2001) depression, bad temper, feeling nervous, loneliness and helplessness (Pattishall, Ellen, & Spector, 2013; Celedonia, Wilson, El Gammal, & Hagraas, 2013; Peskin, Tortolero, Markham, Addy, & Bäumlner, 2007; Haynie et al., 2001).

The phenomenon of bullying is encouraged or inhibited as a result of the complex relationship between the individual and family, peer group, school, community and cultural context (Benbenishty & Astor, 2007; Espelage & Swearer, 2003). Studies have shown that is essential to understand how youth perceive school thus to better understand the phenomenon of school violence. A participative life in school, as well as the perception of safety in schools, a feeling of belonging and bonding with teachers and pupils are relevant factors both for well-being and academic success improvement (Gonçalves & Matos, 2007; Matos, 2005).

In most countries participating in the ESPAD study (the European School Survey Project on Alcohol and Other Drugs) 9 of 10 students aged 16 years reported that they drank alcohol at least once during their lifes (Hibell et al., 2004).

There is a strong association between adolescent alcohol misuse and an array of other behaviours or conditions such as: illegal drug use and smoking (Johnston, O' Malley, & Bachman, 2002; Simões, Batista-Foguet, Matos, & Calmeiro, L. (2008) risky sexual behaviour (Cooper, 2002); school truancy, poor school performance and school failure, bullying, fighting, damaging of property and troubles with the police (Perkins, 2002).

Some studies show that negative school perceptions among youth predict higher likelihood of involvement in various risk behaviours, such as substance abuse, drinking, truancy and involvement in school bullying, fighting and weapon carrying (Kasen, Barenson, Cohen, & Johnson, 2004).

Besides being a place where young people develop learning and educational processes, the school is also important to promote interpersonal relationships to facilitate their personal and social development (Ruini et al, 2009). This place is responsible for the transmission of behavioural norms and standards and has a crucial role in the socialization process of children and adolescents. The school is able to unite diverse communities of peers and promote self-esteem and harmonious development among the young and is a vital opportunity for interactions and meetings (Baptista, Tomé, Matos, Gaspar, & Cruz, 2008).

Chiapetti (2003) conducted a study with 50 institutionalized boys, aged between 11 and 14, aiming to evaluate the influence of the contexts on youth. Risk behaviours were the focus of this research. The author found that teens, who felt a positive school climate, were satisfied with their academic performance, having proper classroom behaviour. They liked to go to school and did not want to leave school, and despite the negative family context, the results indicated a low tendency for risk behaviours (sexual risk behaviour, aggression, social exclusion and substance use).

Piko and Kovács (2010) found that good academic results provide adolescents with feeling of success, keeping them from engaging in risky behaviours, including substance use, and consumption of alcoholic beverages.

Communication between parents and children emerged as protective factor for alcohol consumption, a fact evidenced in the study by Turrisi, Jaccard, Taki, Dunnam and Grimes thesis (2001). It was found that teens, whose parents talk easily about alcohol consumption and its consequences, have lower rates of alcohol consumption.

Regarding family context, other studies have been carried out regarding socio-economic status of families and its effects on the lives and behaviours of adolescents. It has been shown that a high socio-economic status usually increases adolescents' well-being (Piko & Fitzpatrik, 2007). Studies have shown that adolescents belonging to a family without a parent or with unemployed parents are more likely to smoke, drink, watch TV and try ecstasy (Carine, Lea, & Dirk, 2004; Matos, Barrett, Dadds, & Shortt, 2003).

To understand the factors that influence violence and alcohol consumption in adolescents it is essential to define the scope of the problem, and to design effective interventions.

This study's main objectives are: 1) to check whether young people who have difficulties in communicating with parents are those who drink more alcohol and present more peer to peer interpersonal violence; 2) to check whether young people who do not like school are those who drink more alcohol and present more peer to peer interpersonal violence; 3) to check whether young people whose parents are unemployed, are those who drink more alcohol and present more peer to peer interpersonal violence and finally 4) to check whether young people whose parents educational level (school grade) is lower, are those who drink more alcohol and present more peer to peer interpersonal violence.

Methods

Procedure

The sampling unit used in this survey was the class. In each school classes were randomly selected in order to meet the required number of students for each grade. This number was proportional to the number of same grade mates for each specific region according to the numbers provided by the Ministry of National Education. Teachers administered the questionnaires in the classroom. Children who were absent from school on the day of survey were not included. Pupils' completion of the questionnaires was voluntary and anonymity was assured. Parental informed consent was obtained. Pupils completed the questionnaires on their own. Teachers were only allowed to help with administrative procedures. The questionnaire follows the format indicated in the international protocol (Currie et al, 2004).

This study has the approval of a scientific committee, an ethical national committee and the national commission for data protection, and followed strictly all the guidelines for human rights protection.

Participants

The Portuguese survey reported in this study is a component of the Health Behaviour in School-Aged Children (HBSC) study (Currie et al, 2004).

Portugal was included as a full partner for the first time in 1996.

This survey is based on a self-completed questionnaire that is administered in schools by teachers. The Portuguese HBSC survey included pupils attending the 6th, 8th and 10th grades ($M = 14$; $SD = 1.8$). The National sample consisted of 22.961 students (three waves) from randomly chosen

Portuguese schools, representative in terms of geographic distribution of those school grades in the entire country, as stratified by Education Regional Divisions.

In this study the study samples of 2002, 2006 and 2010 were used. The sample collection procedure was similar to the aforementioned studies.

The total sum of the sample consists of 22.961 young people with an average age of 14 years. From these 22.961 pupils, 48.2 % were girls, and were distributed as follows: 34.3% attending the 6th grade, 35.3% the 8th grade and 30.4% the 10th grade.

The study sample of 2002 is comprised of 6131 youth in which 49% are boys and 51% are girls distributed by 6th grade (38.6%), 8th grade (35.6%) and 10th grade (25.8%). The study sample of 2006 is comprised of 4877 youth in which 49.6% are males and 50.4% are girls, and it is also distributed by different school years, 6th grade-31.7%, 8th grade - 35.7% and 10th -32.6% . Finally, the study sample of 2010 consists by 5050 young people, where 47.7% are males and 52.3% are girls. There are 30.8% in the 6th grade, 31.6% are in the 8th grade and 37.6% in the 10th grade.

Measures

The questionnaire included a large number of questions on demographics (gender, school grade and socioeconomic status), school ethos, drugs, tobacco and alcohol use, behavioural aspects and psychosocial health, general health symptoms, social relations, sexual behaviour and social and family support.

In this study, drunkenness, bullying in school, family communication, liking school/school relatedness, the level of education of parents and parents' employment status were examined.(See table 1 for details).

Table 1- Items of the study

	Items	Responses
Family communication	How easy is it for you to talk with your mother? How easy is it for you to talk with your father?	1. Very easy 2. Easy 3. Difficult 4. Very Difficult 5. Do not have or do not see her
Drunkenness	Have you ever been drunk?	1. No, never 2. Yes, once 3. Yes, 2-3 times 4. Yes, 4-10 times 5. Yes, more than 10 times
Alcohol consume	How often do you drink any alcoholic beverage such as beer, wine, spirits or alcopops?	1. Every day 2. Every week 3. Every month 4. Rarely 5. Never
Was bullied in school	How many times you have been bullied in school over the past two months?	1. I wasn't bullied in school in the past two months 2. Only once or twice 3. 2 or 3 times a month 4. About once a week 5. Several times a week
Bullier in school	How many times did you bull someone in the last two months?	1. I haven't bull anyone in school in the past two months 2. Only once or twice 3. 2 or 3 times a month 4. About once a week 5. Several times a week
Involved in a fight	In the past 12 months how many times have you been involved in a fight	1. I haven't been involved in a fight n the past 12 months 2. Once 3. Twice 4. Tree times 5. More than 4 times
Liking School	Currently how do you feel about school?	1. I really like it 2. I like it more or less 3. I don't like it that much 4. I hate it

Data analyses

Data was analyzed using the Statistical Package for Social Sciences (SPSS) 18.

After basic descriptive and frequency analyses, in order to analyse the differences between groups, the t-student test for independent samples was used for the variables gender, parents 'communication (recoded in easy and difficult communication), liking school (recoded into likes school and doesn't like school) and parental employment status (recoded employed or unemployed). In order to compare age groups and parental schooling level, the analysis of variance was used (ANOVA-Oneway). It has been used the Pearson correlation coefficient to estimate the association between alcohol use and interpersonal violence, and finally multiple linear regression analysis, stepwise, were performed to examine the predictors of both alcohol use and interpersonal violence.

Results

It was used the Cronbach's alpha to assess internal consistency to form a scale that assessed alcohol use, consisting of items: drinking beer, wine, spirits and alcoholpops, alcohol abuse/drunkenness (table 1 for variable description). This scale obtained a Cronbach alpha of .60. This scale was named "alcohol use". The same procedure for the scale of interpersonal peer to peer violence, with the following items: How many times have you been bullied in school over the past two months?, How many times you have taken part in bullying at school over the past two months?, In the past 12 months how many times have you been involved in a fight?. It also used the Cronbach's alpha to assess internal consistency and obtained a Cronbach's alphas $\alpha = .81$. This scale was designated by "violence".

Regarding the study variables and descriptive analysis the majority of adolescents say that it is easy to communicate with parents, like school, the highest percentage of parents studied only until the 1st cycle and most parents are employed. (See table 2).

Table 2- Descriptive statistics

Variables	N	%
Family's communication		
Father		
Easy	12442	60.2
Difficult	8217	39.8
Mother		
Easy	17292	80.5
Difficult	4197	19.5
School		
Likes school	18152	79.8
Doesn't like school	4597	20.2
Parental education		
Father		
Never went to school	271	1.8
1 st cycle (elementary school)	5420	35.9
2nd and 3rd cycle (5 th - 9 th)	4944	32.8
Secondary (12 th grade)	2520	16.7
University Degree	1931	12.8
Mother		
Never went to school	261	1.7
1 st cycle (elementary school)	5103	33.3
2nd and 3rd cycle (5 th - 9 th)	5062	33.0
Secondary (12 th grade)	2649	17.3
University Degree	2256	14.7
Parents' employment		
Father		
Father is employed	13626	92.5
Father is unemployed	1107	7.5
Mother		
Mother is employed	11490	75.1
Mother is unemployed	3808	24.9

Alcohol use

To analyze the differences between groups on the scale of alcohol use, the t-student test for independent samples was used for the variables gender, parents' communication (recoded in easy and difficult communication), liking school (recoded into likes school and doesn't like school) and parental employment status (employed or unemployed). In order to compare age groups and parental schooling level, one Anova was carried.

Boys consume more alcohol ($M = 6.16$; $SD = 2.9$) when compared to girls ($M = 5.40$; $SD = 2.1$) ($t(17610) = 21.57$; $p \leq .001$).

Regarding to age (adolescents were divided in three groups: 11 years, 13 years and 15 years or more), older teens consume more alcohol ($M = 6.65$; $SD = 2.9$), $F(2; 21384) = 1598.28$, $p \leq .001$.

Young people who have difficult communication with their father are those who referred that consume alcohol ($M = 5.95$; $SD = 2.5$) when compared to those who have an easy communication with their father ($M = 5.60$; $SD = 2.5$) ($t(18917) = -9.52$, $p \leq .001$).

Young people who have a difficult communication more often referred consuming alcohol ($M = 6.29$; $SD = 2.8$) when compared to those who have an easy communication with the mother ($M = 5.62$; $SD = 2.4$). ($t(5325) = -13.55$, $p \leq .001$),

Young people who dislike school consume alcohol more often ($M = 6.80$; $SD = 3.2$) when compared with those who like school ($M = 5.50$; $SD = 2.3$) ($t(5197) = -24.71$, $p \leq .001$)

Young people who whose father has no job consume and abuse alcohol more often ($M = 5.82$; $SD = 2.6$) when compared to adolescents whose father is employed ($M = 5.60$; $SD = 2.5$) ($t(1175) = -25.18$, $p = .021$). Regarding mother having or not a job, there were no statistically significant differences.

Young people whose father never attended school consume more alcohol ($M = 6.75$, $SD = 4.2$). Young people whose father attended the 1st cycle have lower consumption rates ($M = 5.58$; $SD = 2.6$) $F(4, 14447) = 12.60$, $p \leq .001$. The young people whose mother never attended school had a higher rate of alcohol consumption ($M = 6.72$; $SD = 4.2$). The results show that young people whose mother attended the 1st cycle have lower consumption rates ($M = 5.58$, $SD = 2.4$). $F(4; 14678) = 12.18$, $p \leq .001$

A multiple linear regression analysis stepwise, performed to examine the predictors of consumption and abuse of alcohol, showed five independent predictor variables: age, violence, likes school, gender, communication with the mother and education level of the mother. Overall these

variables explained 24.4% ($R^2_{aju} = .244$; Error = 2131; $F(6.11608) = 623.92$, $p \leq .001$). The older youth, those most involved in violent behaviours, boys, those who do not like school and adolescents with difficult communication with the mother and low maternal education are those who consume and abuse alcohol (See table 3).

Table 3- Explanatory models of alcohol use 3 waves: 2002/2006/2010

	Variable included	β	t	p	R^2_a
Alcohol use	Age	.415	50.274	.000	.244
	Interpersonal Violence	.177	20.737	.000	
	Liking school	.123	14.789	.000	
	Gender	-.081	-9.615	.000	
	Communication with mother	.030	3.643	.000	
	Mother's education	.017	2.045	.041	

$F = 623.919$; $p = .000$

When performing the same statistical treatment for 2002, 2006 and 2010 separately, it was observed that in 2002 the independent predictors of consumption and alcohol abuse were the same as previously referenced and explained 24.7% of the variable. With regard to 2006, it was found that the older adolescents are those more involved in violent behaviours, who do not like school and boys are those who consume and abuse of alcohol and explain 23.6% of the variable. Comparing these results to 2010 it is observed that the older young, the most involved in violent behaviours and those who do not like school, are the largest consumers and abusers of alcohol. These variables explained 24.6%. (See table 4).

Table 4- Explanatory models of alcohol use 3 waves: 2002/2006/2010 separately

Variable	Variable included	β	t	p	R^2_a
Alcohol use 2002 (1)	Age	.403	29.973	.000	
	Violence	.170	12.261	.000	
	Liking school	.145	10.802	.000	.247
	Gender	-.092	-6.769	.000	
	Communication with mother	.033	2.492	.013	
	Father's education	.028	2.112	.035	
Alcohol use 2006 (2)	Age	.421	28.333	.000	
	Violence	.186	12.096	.000	.236
	Liking school	.120	8.001	.000	
	Gender	-.076	-5.026	.000	
Alcohol use 2010 (3)	Age	.429	29.262	.000	
	Violence	.186	12.325	.000	.248
	Liking school	.099	6.679	.000	
	Gender	.068	1.638	.000	

(1) F= 243.928; p=0.000

(2) F= 277.908; p=0.000

(3) F= 295.027; p=0.000

Peer to peer interpersonal Violence

To analyze the differences between groups on the scale of violence, the t-student test for independent samples was used for the variables gender, parents' communication (recoded in easy and difficult communication), liking school (recoded into likes school and doesn't like school) and parental employment status(employed or unemployed). In order to compare age groups and parental schooling level, one Anova was carried on.

Boys are the most involved in behaviours related to bullying ($M = 5.59$; $SD = 2.6$) when compared to girls ($M = 4.35$; $SD = 1.9$) ($t(18312) = 38.82$, $p \leq .001$).

Was observed the existence of statistically significant differences in age groups in relation to violence where adolescents aged 13 are those with more violent behaviours (as victims and bullies) ($M = 5.29$; $SD = 2.5$). Young people aged 15 or more are those with lower averages in this scale ($M = 4.69$; $SD = 2.2$) $F(2; 22178) = 150.86, p \leq .001$

Young people who have difficult communication with the father had higher rates of violence ($M = 5.04$; $SD = 2.4$) ($t(15707) = -6.20, p \leq .001$).

Young people who have a difficult communication with the mother are more violent ($M = 5.33$; $SD = 2.6$) when compared to those who have an easy communication with the mother ($M = 4.82$; $SD = 2.4$) ($t(5376) = -11.54, p \leq .001$).

Young people who referred more frequently dislike school showing more violent behaviours (like victims or bullies) ($M = 5.66$; $SD = 2.8$) when compared to those who like school ($M = 4.76$; $SD = 2.19$) ($t(5533) = -19.647, p \leq .001$).

Young people whose father has no job have higher rates of violence (as victims or bullies) are those ($M = 5.14$; $SD = 2.5$) when compared to adolescents whose father is employed ($M = 4.91$; $SD = 2.4$) ($t(1179) = -28.68, p \leq .01$),

Regarding mothers employment status there were no statistically significant differences between employed and non-employed mothers in regards to their sons interpersonal violence.

Regarding the education level of parents, through the analysis, existence of significant differences in the level of parent education was verified, $F(4; 14598) = 26.75, p \leq .001$. Young whose father never attended school are more involved in violent behaviours (as victims and bullies) ($M = 6.46$; $SD = 3.5$). The young whose father has a secondary education are those with the lowest average in the scale of violence ($M = 4.84$; $SD = 2.3$).

Young people whose mother never studied had higher rates of violence ($M = 6.26$; $SD = 3.4$). Adolescents whose mother has a secondary education are those with lower averages ($M = 4.82$; $SD = 2.3$) $F(4; 14833) = 20.98, p \leq .001$

Pearson correlation coefficient was used and it was as observed a medium to low correlation between alcohol use and interpersonal violence ($r = .187, p \leq .001, N = 20879$).

A multiple linear regression analysis stepwise, performed to examine the predictors of violence. It was observed the existence of eight independent predictor variables: gender, alcohol consumption, age, likes school, communication with father and mother, educational level of mother and father employed. Was observed that boys, young people who consume and abuse alcohol, those who do not like school, those who have difficult communication with the mother and father, those whose mother has a lower education level, and those whose father does not have a job show more often behaviours associated to violence. These variables explained 13.9%. (See table 5).

Table 5- Explanatory models of violence: 3 waves 2002/2006/2010

	Variable included	β	t	p	R^2_a
Violence	Gender	-.227	-25.102	.000	
	Alcohol use	.202	20.722	.000	
	Age	-.226	-23.688	.000	
	Liking school	.100	11.173	.000	.139
	Communication father	.078	8.008	.000	
	Communication mother	.055	5.805	.000	
	Mother's education	-.021	-2.418	.016	
	Father is employed	.021	2.382	.017	

$F=234.970; p=0.000$

When performing the same stastical teatment for 2002, 2006 and 2010 separately it is noted that in 2002 boys, the youngest, those who consume and abuse alcohol, those who have difficult

communication with father and mother, those who do not like school and whose father has no job are the ones who show more behaviours related to violence.

In 2006 the boys were also those who did not like school, those who consumed and abused alcohol and those who had difficult communication with parents, had higher incidence rates of violent behaviour (as victims or bullies).

In 2010 the predictors for violent behaviour were the same as mentioned above (2006).(See table 6).

Table 6 - Explanatory models of violence 2002/2006/2010

Variable	Variable included	β	t	p	R^2_a
Violence 2002 (1)	Gender	-.250	-17.128	.000	.150
	Age	-.251	-16.469	.000	
	Alcohol use	.191	12.204	.000	
	Communication with father	.086	5.573	.000	
	Liking school	.096	6.634	.000	
	Communication with mother	.039	2.624	.009	
	Father employed	.036	2.577	.010	
Violence 2006 (2)	Gender	-.214	-13.223	.000	.152
	Liking school	.109	6.818	.000	
	Age	-.244	-14.304	.000	
	Alcohol use	.205	11.828	.000	
	Communication with mother	.102	6.082	.000	
	Communication with father	.072	4.156	.000	
Violence 2010 (3)	Gender	-.209	-12.765	.000	.120
	Liking school	.214	12.079	.000	
	Age	-.178	-10.119	.000	
	Alcohol use	.105	6.466	.000	
	Communication with mother	.074	4.147	.000	
	Communication with father	.038	2.174	.030	

(1) F= 113.144; p=0.000

(2) F= 107.658; p=0.000

(3) F= 82.376; p=0.000

Discussion

This study aims to understand the factors that influence alcohol use and peer to peer interpersonal violent behaviour within adolescents.

This study analyzed the effects of: communication with family, school relatedness/liking school, level of parental education, parental employment status, age and gender, upon alcohol use and interpersonal violent behaviour (as victims or bullies).

In examining gender differences was observed that especially boys who consume more alcohol present violent behaviours. The same is demonstrated by several studies, including the HBSC (Health Behaviour of School Aged Children) in 2002. This study found that boys have higher rates of alcohol consumption when compared to females (Currie et al., 2004). Boys are also associated to violent behaviours (Espelage & Holt, 2001, Nansel et al, 2001; Scheithauer, Hayer, Petermann, & Jugert, 2006). When analyzing age, it seems that the older youth consumes more alcohol. This data follows the same direction as the above-mentioned study HBSC (2002), where it was found that 5% of adolescents aged 11, 12% of young people aged 13 and 29% of 15 year-olds reported consuming alcoholic drinks weekly. As they get older, the percentage of young people who drinks alcohol increases. When analyzing violence by age group variable, young people aged 13 are more involved in violent behaviours. The data follows the same lines as the one done by Tharp-Taylor and his collaborators in 2009. It showed that young people attending 7th grade (13, 14 years) are those who report more behaviours of physical violence, when compared to other young people attending 6th and 8th grades.

Parent-child communication is a potentially modifiable protective factor for adolescent substance use (DeVore & Ginsburg, 2005). Most studies in this area indicate that good communication between parents and children is negatively associated to substance abuse. Another study by Laible and Thompson (2000) found that teenagers claiming to have a positive relationship

with parents and peers were less depressed, friendlier and less violent. The results of this study demonstrate that young people, who have difficult communication with parents, have higher rates of alcohol consumption and violent behaviour.

Besides family, the school context is also essential to the individual. Adolescents spend much time at school, making this the ideal context for engagement or for the protection of health risk behaviours. School has a significant effect on the psychosocial development of young people. For instance, the school environment and connection to school and teachers may be protective factors for young people, especially those who exhibit a strong connection to school (Piko & Kovács, 2010).

These authors observed in their study that good academic performance provides teenagers with the sense of achievement, helping to avoid engaging in risk behaviours like substance abuse and influencing attachment to school and teachers. The school seems to be another variable that influences the risk behaviours examined in this study.

The data from this study follow the same lines. It was demonstrated that students who dislike school tend to consume more alcohol and show more violent behaviours. When the father is unemployed it also increases the rates of alcohol consumption and behaviours associated to violence. The same happens with respondents reporting that their parents never attended school. Although the temporal sequence/causality can not be established due to the cross sectional characteristics of the study it is observed at least an association between the co-existence of those conditions/situations.

The results of this study are similar to the one by Droomers and colleagues (2003), in a longitudinal study with 1000 subjects aged 9, 11 and 13. This study observed a significant association between fathers' occupation and adolescent alcohol consumption emerged at age 15. Overall adolescents from the lowest occupational group had almost twice the odds of being a large consumer than the highest occupational group. The association between the father's occupation and high alcohol consumption during adolescence was explained by the higher prevalence of familial

alcohol problems and friends approving alcohol, lower intelligence scores, and lower parental attachment among adolescents from lower occupational groups.

In the present study being older, male, showing more behaviour associated to violence, not liking school, having difficulty in communicating with the mother, and having mother that never studied appear associated to the consumption to alcohol use. The results obtained in this study follow the same lines of the studies mentioned above.

In the present study being older, male, alcohol use, disliking school, having difficult communication with parents, having parents that never studied, having mother and father unemployed, is associated to higher rates of peer to peer interpersonal violence. These results follow the same lines of studies already mentioned above.

The conclusion of this study leads to the presumption that regarding the consumption and alcohol abuse, young and older boys do it more often. The difficult communication with parents also appears associated to this risk behaviour, as well as disliking school, the level of parental education and father unemployed. Regarding the other risk behaviours examined in this study, it was observed that boys and young aged 13 are those with behaviour associated to violence, as well as young people who have difficult communication with parents, dislike school, whose parents have a low education level and whose father is unemployed.

It becomes clear that family and school contexts may emerge as protective factors in case of easy communication with parents and liking school, or alternatively, as risk factors, and thus can outweigh the risk behaviours. It is therefore important that the policy intervention takes into account all the variables mentioned in this study, including gender differences, age, communication with family and relationship that the adolescent has with the school to apply a more appropriate intervention.

The research on consumption and alcohol abuse, including intervention focused on young people, argue for interventions focused not only on young people but also in significant adults with whom they interact, both within the family and in school. In relation to bullying, it becomes evident the importance of an intervention focused on young people, for example through programs of personal and social skills, with teachers and parents through the school through awareness-raising. The importance of young people participation in the identification of risk problems in the design and implementation of interventions aiming at preventing health compromising risk behaviours has also a fundamental importance (Ottova et al, 2013).

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