Abstract: Introduction: School bullying as a special educational problem has been increasingly recognized and internationally studied.

Objective: The purpose of the present study was to compare parenting styles among parents of students with bullying behaviors and victimized peers.

Methods and Materials: Research design was causal comparative one. The sample consisted of 100 students with bullying behaviors and 100 victimized peers who were selected by screening method (all students were boys who were attending in 4th and 5th grades of elementary schools). All parents completed Baumrind parenting style questionnaire and multivariate analysis of variance was utilized for analyzing data.

Results: The results indicated a significant difference between two groups. Children with bullying behaviors had parents with authoritarian parenting style but victimized peers had parents with submissive parenting style. Parents with bully student may apply harsh and strict discipline and increase the probability of behavioral difficulties. Parents of victimized student are less likely to apply strict discipline and may encourage being victimized and submissive.

Conclusions: Implications for school psychologists interested the role of parenting styles on bullying and directions for future research are discussed.

Presentation: Poster