

The impact of well-being at school on bullying and academic achievement

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Arbeitsbereich Bildungsmonitoring

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1. Relevance and research questions
2. Study design, data and method
3. Results
4. Conclusion

Relevance and research questions

- The perhaps most distressing threat to students' well-being is bullying (OECD, 2017a)
- Bullying at school can cause lifetime consequences for adolescents (Drydakis, 2014)
- Bullying is related to school achievement (Jantzer et al., 2012)
- Social ties are relevant for academic achievement (Schmitt, 2012)
- ➔ Social ties measured by „sense of belonging to school“ (e.g. feeling like an outsider)
- Relation between feeling like an outsider and low satisfaction (OECD, 2017a)
- But relations between low satisfaction and academic achievement revealed conflicting results (Chang et al., 2003; Crede et al., 2015)

» How are dimensions of students' well-being, self reported bullying and academic performance related in the three language regions in Switzerland? »

Research Questions

1. Does sense of **belonging to school** and **life satisfaction** matters to the perception of **bullying** (from a victim's perspective)?
2. Does a low sense of **belonging to school** and a **low life satisfaction** harm students **performance** in reading, science or math? And what role plays the perception of **bullying** concerning the academic achievement?

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Study design, data and method

- PISA 2015: Nearly 540'000 students participated in PISA 2015, representing about 29 million 15-years-olds in the schools of the 72 participating countries and economies
- Sample for Switzerland and for its three language regions (German: N=3447, French: N=1282, Italian: N=1015) contains 5744 students
- Descriptive analyzes, correlations and regressions on student-level

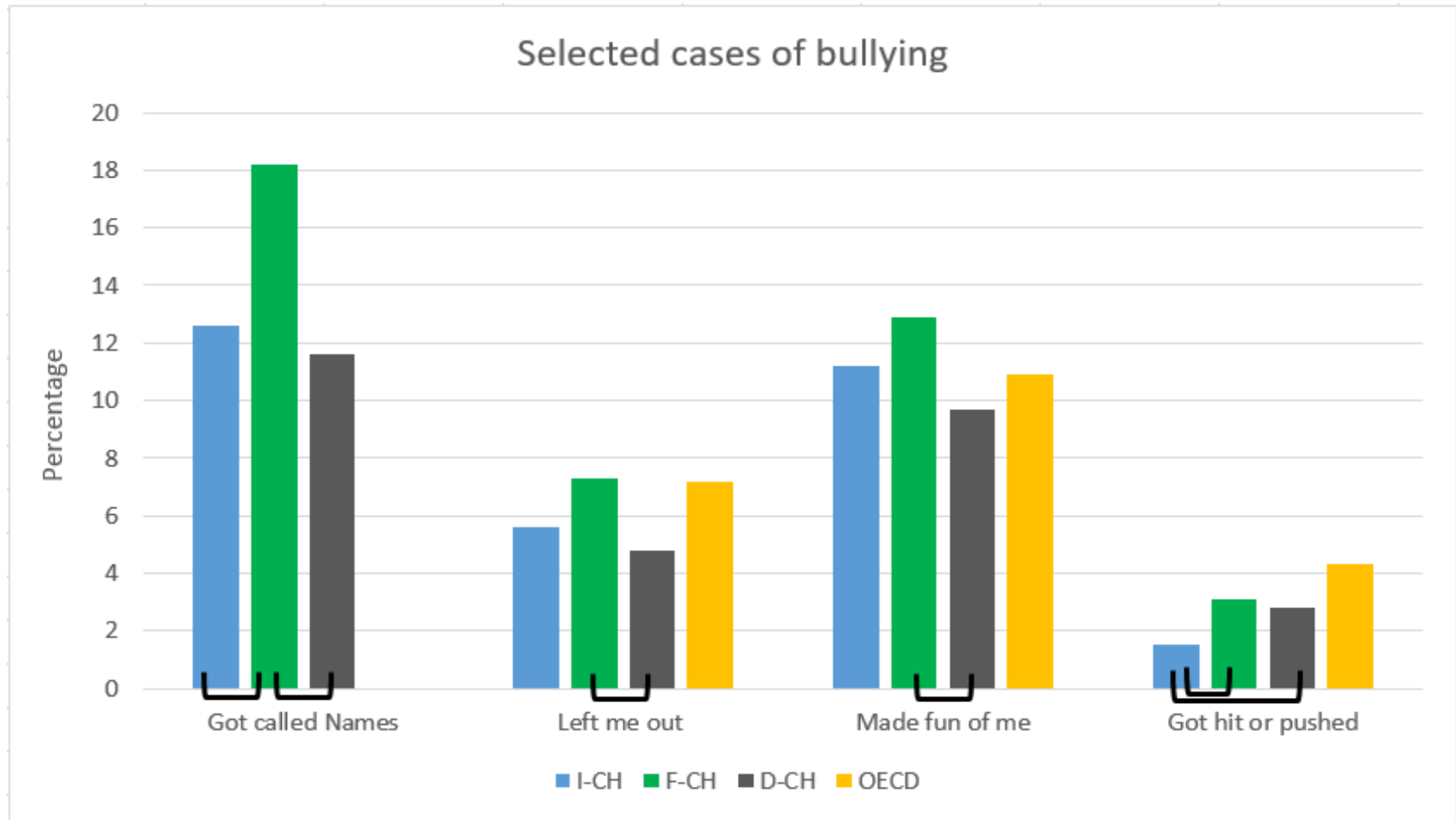
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Descriptors

	I-CH	F-CH	D-CH		CH	OECD
	M (SD)	M (SD)	M (SD)	Sign.	M (SD)	M (SD)
Life satisfaction (Scale 1 to 10)	7.3 (2.1)	7.6 (2.0)	7.8 (1.9)	all	7.7 (2.0)	7.3 (2.2)
Sense of belonging (Range -3.1 to 2.6)	.09 (1.0)	.14 (.9)	.47 (1.1)	D-F* D-I*	.36 (1.1)	0 (1.0)
Science	508 (87)	518 (94)	500* (102)	D-F*	506 (100)	493 (94)
Reading	497 (88)	508 (94)	485 (99)	D-F*	492 (98)	493 (96)
Math	533 (86)	526 (91)	519 (98)	D-I*	521 (96)	490 (89)

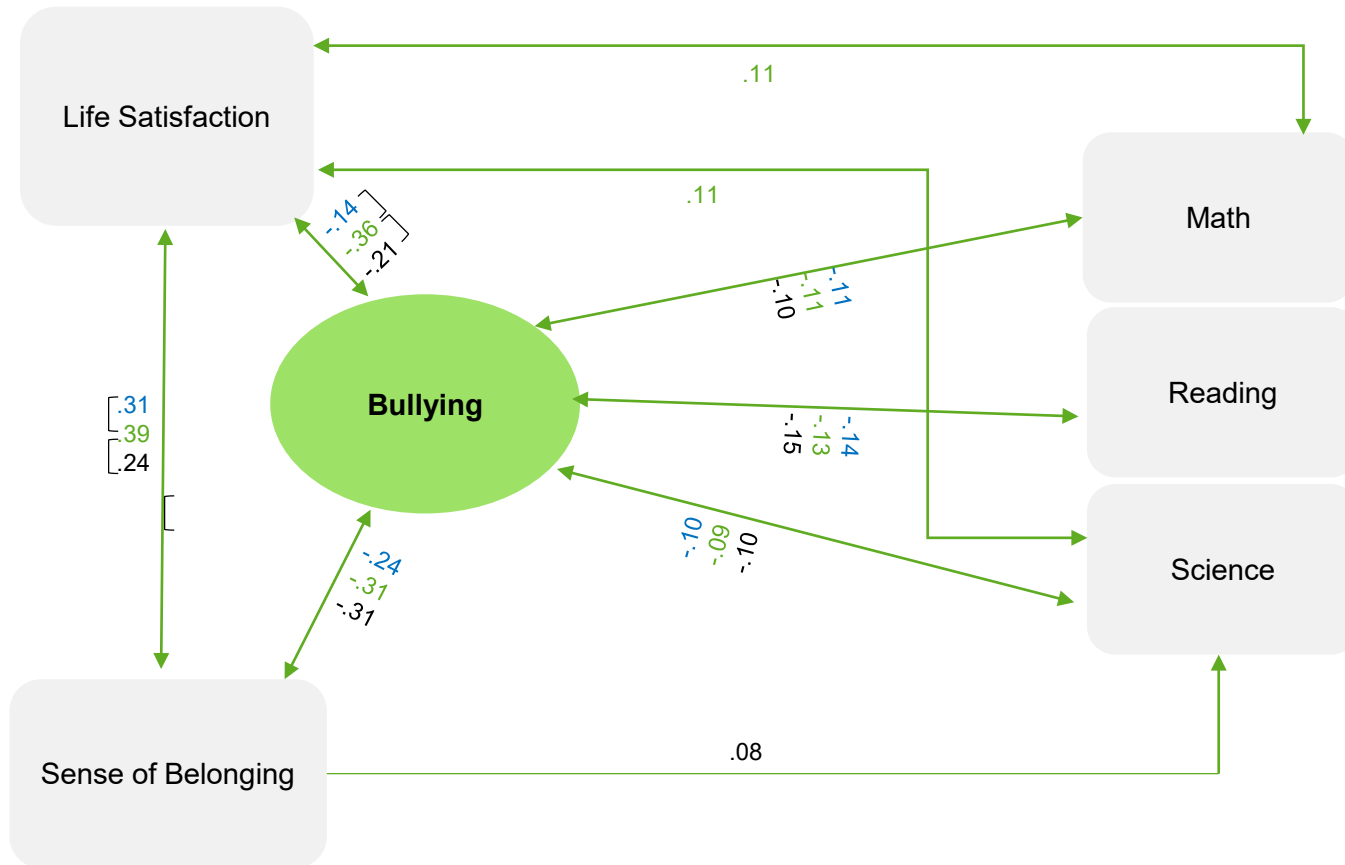
* Level of significance: .05

Descriptors Bullying Items



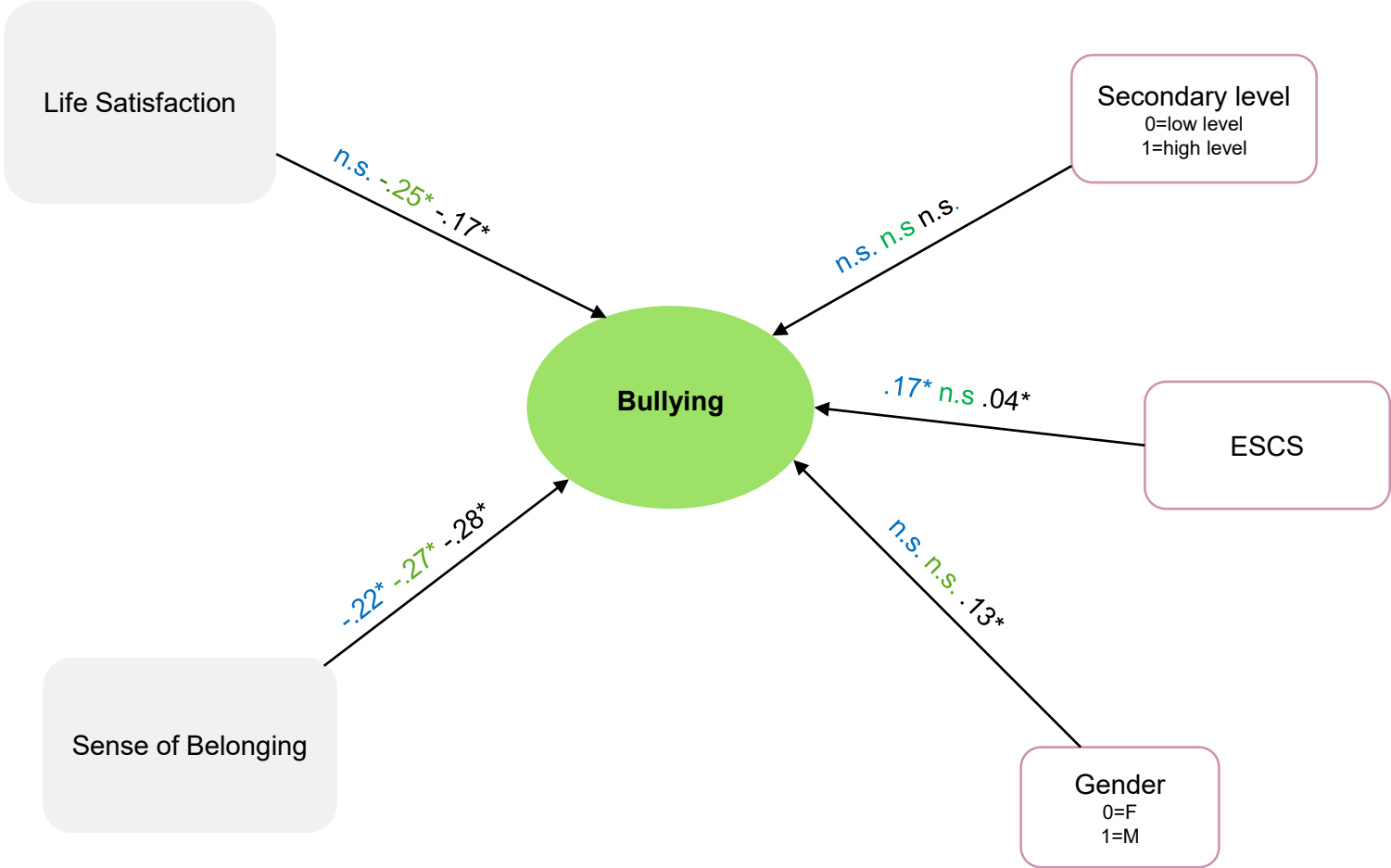
Note: Level of significance: .05 (marked with braces)

Bivariate correlations*



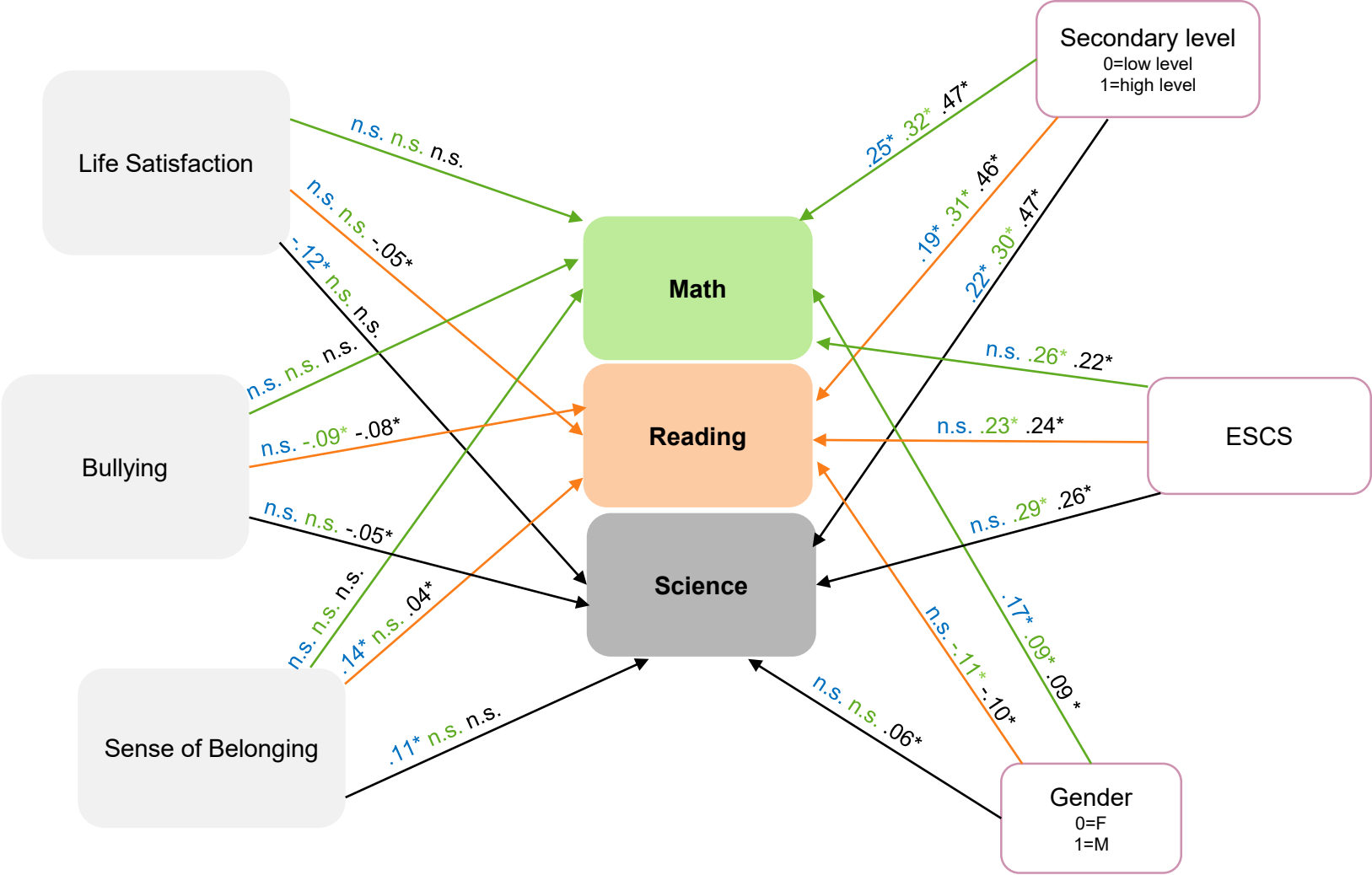
* I-CH, F-CH, D-CH, all those correlations are significant on a .05 level, significant differences within the different parts of Switzerland are marked with braces.

Linear regression for research question 1*



* all those standardized regression coefficients (β) are significant on a .05 level. I-CH (N=228), F-CH (N=833), D-CH (N=2749)

Linear regression for research question 2*



* all those standardized regression coefficients (β) are significant on a .05 level. I-CH (N=228), F-CH (N=833), D-CH (N=2749)

Findings - Research Questions 1

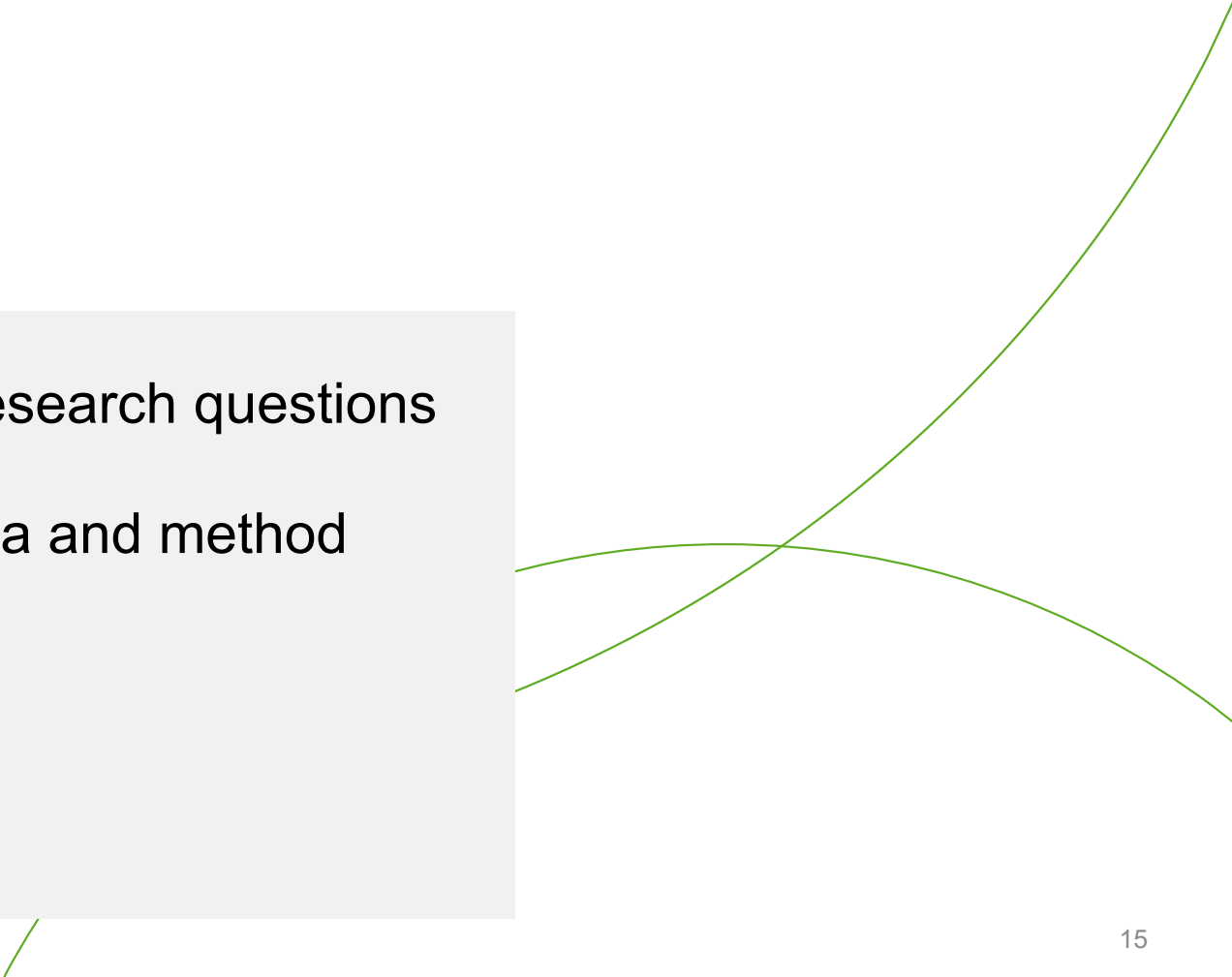
Does sense of **belonging to school** and **life satisfaction** matters to the perception of **bullying**?

- ✓ Yes, the data show a negative correlation between the **sense of belonging** to school and the perception of bullying in all regions. The French and German part shows stronger coefficients, than the Italian part.
- ✓ But the negative relation between **life satisfaction** and the perception of bullying don't show up in each region.
- ✓ Life satisfactions is positiv connected with the sense of belonging to school in all three parts of Switzerland.
- Other factors are: ESCS (only for the Italian and German part), gender (only for the German part)

Findings - Research Questions 2

Does a low sense of **belonging to school** and a **low life satisfaction** harm students **performance** in reading, science or math? And what role plays the perception of **bullying** concerning the academic achievement?

- ✓ The results don't show in one direction, but in tendency there could be discovered positive relations between **belonging to school** and science and reading, most likely for the German and Italian part.
- ✓ The positive relations between **life satisfaction** and academic achievement are much more inconsistently and marginal.
- ✓ A higher perception of **bullying** relates to lower academic achievement in all three parts, but especially on reading.
- Other factors are important as well, or they are more important: Secondary level, ESCS (not for the Italian part), gender

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Take Home Message

- ✓ A high sense of belonging to school relates with a low feeling being bullied.
- ✓ A high sense of belonging to school is connected with higher academic achievement.
- ✓ Less being bullied relates to higher academic achievement.

Practical implications

- ✓ Safe and positive school climate
- ✓ Firm limits to unacceptable behaviour («We don't accept bullying in our class/school»)
- ✓ Improvement of the feeling of the students being a member of the school community
- ✓ Good disciplinary school climate

Further steps

- The aim is to extend the analyses from a student level: Multilevel analysis would probably other implications bring to light.
 - the comparison between different schools considering the prevalence of frequently bullied students
 - How is the relationship of being bullied in schools with a high prevalence of bullying compared to schools with a low prevalence of bullying on academic achievement in the three regions of Switzerland?

Thank you for listening!

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