School level contextual factors predicting bullying

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Contextual factors that affect bullying

• The DMEE would suggest that bullying is influenced by school factors
• Context factors may matter
  • Weak relations with SES and ethnicity (Wolke et al, 2001)
  • School norms related to bullying (Payne & Gotfredson, 2004)
  • Few relationships with pupil-level achievement (Wood et al, 2003)
  • Little research on other characteristics
This study

- Data from English Daphne project schools
  - Olweus bullying measures
- Data from OFSTED
  - Teaching quality
  - Leadership
  - Overall school quality
- National data
  - School type
  - School intake
This study

- Question: do contextual factors influence the prevalence of bullying in school
- Methodology:
  - Linking of Daphne data with national and Ofsted data
  - MLM
Results

Initial model:
  13.8% variance at school level
Variables entered:
  FSM percentage
  SEN percentage
  School achievement level
  Ethnic minority percentage
  Faith school
  Teacher quality rating
  Leadership quality rating
  Overall school rating
## Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSM percentage</td>
<td>NS</td>
</tr>
<tr>
<td>SEN percentage</td>
<td>NS</td>
</tr>
<tr>
<td>Ethnic minority percentage</td>
<td>NS</td>
</tr>
<tr>
<td>School Achievement level</td>
<td>-.18 (.07)</td>
</tr>
<tr>
<td>Faith school</td>
<td>.06 (.02)</td>
</tr>
<tr>
<td>Teaching quality</td>
<td>-.11 (.05)</td>
</tr>
<tr>
<td>Leadership quality</td>
<td>NS</td>
</tr>
<tr>
<td>Overall quality</td>
<td>-.13 (0.6)</td>
</tr>
</tbody>
</table>
Conclusion

- Less bullying in:
  - Faith schools
  - High achieving schools
  - High quality teaching schools

- No effect:
  - Pupil background
Conclusion

- School characteristics affect bullying prevalence, and can therefore be seen as part of SE models
- What is the faith school effect?