

# 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

Variable	Coefficient
FSM percentage	NS
SEN percentage	NS
Ethnic minority percentage	NS
School Achievement level	-.18 (.07)
Faith school	.06 (.02)
Teaching quality	-.11 (.05)
Leadership quality	NS
Overall quality	-.13 (0.6)

# 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?