

***The effect of relations at school
on self-esteem in adolescents with regard
to bullying behaviour***

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the subject of the PhD study

determinants of adolescents' mental health, especially
psychological well-being and self-esteem of adolescents



background

the project

Individual, interpersonal, social and societal factors of risk behaviour among adolescents and young adults

the school environment

as an important determinant of health

- Conditions at school
- Relationships at the school environment



a conceptual model of well-being in schools



Ref.: Konu, A. and Rimpelä, 2002: Well-being in schools: a conceptual model. Health Promotion International. 17, 1, pp.79 -87.

background

- **the school environment and pupils' health**
- **pupil-peer relationships**
- **pupil-teacher relationships**
- **bullying**



background

Bullying

- genetic predisposition
- aggressive instinct
- social environment (learning)
 - role modelling in family
 - peer press



aim

to explore whether there is effect
of pupil-peer and pupil-teacher
relationships on self-esteem

to explore whether this effect varies
according to pupils' experience of
bullying or being bullied



sample

n= 3725 students (49% boys, 51% girls)

the 8th and 9th grades of elementary schools

Bratislava (approx. 425 000 inhabitants, Western Slovakia),

Zilina (approx. 157 000 inhabitants, Northern Slovakia),

Kosice (approx. 240 000 inhabitants, Eastern Slovakia)

smaller cities in the eastern region of Slovakia
(approx. 20 000 – 40 000 inhabitants)

mean age was 14.3 year



methods

Self-esteem

(Rosenberg Self-esteem Scale, RSE)

'positive self-esteem' and 'negative self-esteem'
(Sarkova et al., 2006)

- (1) strongly agree – (4) strongly disagree
- the sum score from 5 to 20
- lower positive self-esteem score indicates higher positive self-esteem
- lower negative self-esteem score indicates higher negative self-esteem

Cronbach's alpha

'positive self-esteem' 0.78,
'negative self-esteem' 0.60.



methods

The pupil - peer relationships

(OECD Programme for International Student Assessment 2003)

'My classroom is place where'

- (1) I do not fit of the group/collective,
- (2) I easily make friends,
- (3) I feel that I belong,
- (4) I feel awkwardly and inconveniently,
- (5) other pupils obviously like me,
- (6) I feel lonely,
- (7) I often get bored,
- (8) I do not want to go.

- 1="strongly agree" to 5="strongly disagree"
- a lower score reflects better relationships
- Cronbach's alpha is 0.83.



methods

Bullying

The respondents expressed whether
they had seen bullying or whether they bullied others

six types of bullying on two categories:

direct bullying -

physical assault, beating;
unpermitted borrowing of things;
enforcement of senseless orders and

relational bullying –

ridicule cruel nicknames;
threats, verbal insults;
intimidation



methods

Bullying

Four categories:

- ✓ **normative contrasts**
(those who neither bully nor are bullied);
- ✓ **passive victims**
(those who are/were bullied);
- ✓ **aggressive non-victims**
(those who bullied); and
- ✓ **aggressive victims**
(those who bullied and who are also bullied)

(Swartz, 1993; Salmivalli et al, 1996; Woods and White, 2005).



statistical analysis

SPSS (Statistical Package for Social Sciences) version 12.1.

(MANOVA) the general linear model (GLM) multivariate procedure

'positive self-esteem' and 'negative self-esteem'
as dependent variables

'pupil-peer' and 'pupil-teacher' relationships
as factors



Table 1: The effect of the pupil - peer and pupil - teacher relationships on two factors of self-esteem controlled for gender influence

	<i>RSE factors</i>	
	<i>'positive self-esteem'</i>	<i>'negative self-esteem'</i>
	F value	F value
<i>pupil - peer relationships</i>	<i>- 7.6 ***</i>	<i>7.2 ***</i>
<i>pupil - teacher relationships</i>	<i>- 2.1 ***</i>	<i>1.5 ***</i>
<i>gender</i>	<i>145.3 ***</i>	<i>110.2 ***</i>

*Notes: *** $p \leq .000$*

Table 2: Number of respondents in the groups associated with bullying behaviour

the group of bully	% (N)
Normative contrasts	36.1 (1 334)
Passive victims	33.6 (1 243)
Aggressive non-victims	11.2 (413)
Aggressive victims	19.1 (704)

Notes:

Normative contrasts - those who neither bully nor are bullied;
 Passive victims – those who were bullied;
 Aggressive non-victims – those who bullied;
 Aggressive victims – those who bullies and who are also bullied

Table: The effect of the pupil - peer and pupil - teacher relations on two factors of self-esteem in four profiles associated with bullying separately controlled for gender influence

Normative contrasts	'positive self-esteem' factor	'negative self-esteem' factor
	F value	F value
pupil - peer relationships	- 3.3 ***	4.2 ***
pupil - teacher relationships	- 1.8 ***	1.3 ns
gender	63.1 ***	27.0 ***

Notes: *** $p \leq .000$; ** $p \leq .01$; * $p \leq .05$

Table: The effect of the pupil - peer and pupil - teacher relations on two factors of self-esteem in four profiles associated with bullying separately controlled for gender influence

Passive victims	'positive self-esteem' factor	'negative self-esteem' factor
	F value	F value
pupil - peer relationships	- 4.9 ***	3.1 ***
pupil - teacher relationships	- 1.6 **	1.3 **
gender	40.3 ***	31.6 ***

Notes: *** $p \leq .000$; ** $p \leq .01$; * $p \leq .05$

Table: The effect of the pupil - peer and pupil - teacher relations on two factors of self-esteem in four profiles associated with bullying separately controlled for gender influence

Aggressive non-victims	'positive self-esteem' factor	'negative self-esteem' factor
	F value	F value
pupil - peer relationships	- 1.9 **	1.6 *
pupil - teacher relationships	- 1.2 ns	1.1 ns
gender	7.4 **	9.7 **

Notes: *** $p \leq .000$; ** $p \leq .01$; * $p \leq .05$

Table: The effect of the pupil - peer and pupil - teacher relations on two factors of self-esteem in four profiles associated with bullying separately controlled for gender influence

Aggressive victims	'positive self-esteem' factor	'negative self-esteem' factor
	F value	F value
pupil - peer relationships	- 1.4 **	1.7 *
pupil - teacher relationships	- 1.5 ns	0.6 ns
gender	27.9 ***	36.1 ***

Notes: *** $p \leq .000$; ** $p \leq .01$; * $p \leq .05$

results

- o the relationships experienced on school environment are strongly associated with self-esteem
- o the association of these relationships with self-esteem is different in separated groups of bullying behaviour
- o in the group of those who bullied others this association disappear



results

- o both self-esteem factors are significantly influenced by pupil – peer relationships in all groups
- o the relationships between pupil and teacher do not play the important role on self-esteem among **'aggressive non-victims'** and **'aggressive victims'**



conclusion

Bullying is the ulcer which can't be removed using surgical operation.

The whole organism has to be healed.

(Rican, 1998)



conclusion

Bullying prevention may be effective only when the whole community (school in connection with family and classes) participates.

Today's children are tomorrow's parents.



Thank you for your attention

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