

Personal, family, and school influences on secondary pupils' feelings of safety at school, in the school surroundings, and at home

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Overview

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1. Introduction

- Education, social integration and cohesion, social (un)safety
- Feelings, beliefs, attitudes, behaviour
- Prosocial / prevention: collaboration, social competences
- Antisocial: disturbance, aggression, bullying, violence, crimin.
- Influences: genetic, neurological, personality, family, other persons, neighbourhood, school, societal characteristics

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Risk and promotive factors

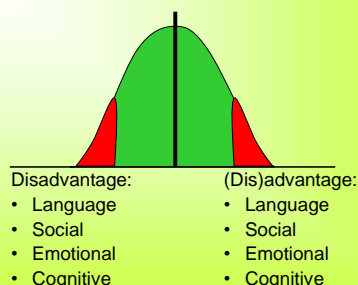
Loeber et al., 2008: Factors in the child, family, peer group, school or neighbourhood associated with:

- risk factors: an increased possibility of disruptive or delinquent behaviour in youth
- promotive factors:
 - a low probability of disruptive or delinquent behaviour in youth
 - and / or desistance of disruptive or delinquent behaviour in youth with such problems

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Systemic educational selection procedure

Risk - OK - Risk



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Research questions

Which risk and promotive characteristics and variables

- 1) should be integrated in a theoretical model to assess and predict a pupil's feelings of safety at school, in the school surroundings, and at home?
- 2) result from a large-scale empirical check of this model carried out with secondary pupils and their school contexts?
- 3) seem most promising in supporting school strategies to improve the pupils' feelings of safety at school and in the school surroundings?

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2. Theory

Multilevel social, emotional and cognitive learning processes and effects

- Social safety policy and measures including self-regulation
 - School or school location level
 - Teachers and other staff
 - Pupils
- Experience of social (un)safety
 - School or school location level: incidents
 - Teachers / other staff and pupils: experiences with six types of violent behaviour: own role, other(s), frequency, repetition, where, how, why (16 motives 'discrimination'), report, effect, effectiveness, satisfaction
- Background characteristics

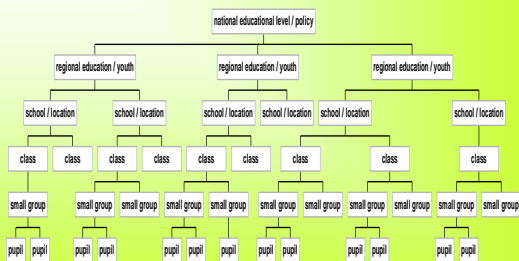
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Personal, family, and school variables possibly influencing feelings of safety

- Personal:
 - Age; Gender; Education level
- Family related:
 - Born in / feeling at home Netherlands; Being religious; Intactness
- School related problem behaviour:
 - Individual / of peers / types of violence experienced
 - Perceived school measures to improve safety
- Neighbourhood:
 - Urbanisation

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Education as a multilevel system model



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Pupil level: self-regulation and learning tasks

Zimmerman (2000):

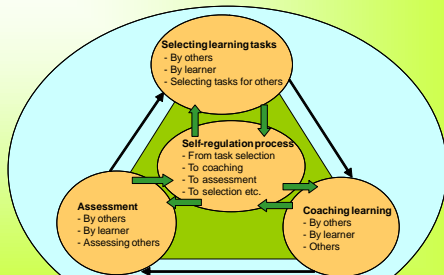
self-regulation: self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals

Competence-based learning requires curriculum differentiation:

- estimation of difficulty level of task - selection
- types of support or coaching of task execution
- assessment or evaluation of results

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Self-regulation cycle of learning task selection, coaching, and assessment



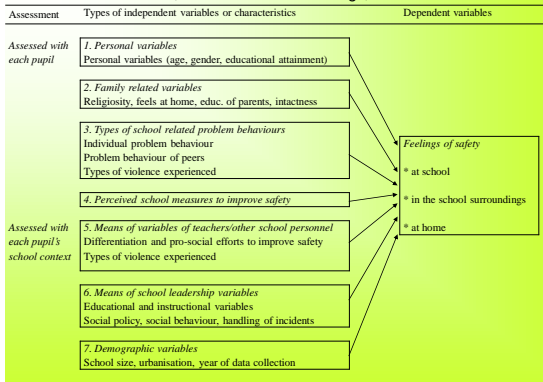
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School related variables

- Teachers and other school personnel
 - Curriculum differentiation
 - Pro-social behaviour measures
 - Types of violence experienced
- School leadership
 - Educational and social policy variables
 - School measures, community, incident handling
- Demographic variables
 - School size, urbanisation, year of data collection

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Theoretical model of potential influences on a pupil's feelings of safety at school, in the school surroundings, and at home



3. Method

- Two-yearly internet-based monitor (Ministry Ed.)
- All types of secondary education (reg. & special)
- Digital pilot questionnaires and study
- Organisation in collaboration with school locations
- National measurements: 2006, 2008, 2010
- Reliability and homogeneity (scale construction)
- Representativeness (type educ., urbanisation)
- Benchmarks: national and per school location

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Participation

	2006	2008	longit
# school locations	214	219	34
# managers	629	606	
# teachers / other	6.897	6.230	
# pupils	80.790	78.840	

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4. Results

1. National benchmarks
2. Aggregation to school location level: check of hypotheses about simultaneous relationships / social cohesion by principal factor analysis
3. Combining data 2006 - 2008:
 - a. Comparison national benchmarks 2006 – 2008
 - b. Check 2006 - 2008 = test of evidence-based “enhancement of social safety” per school location
4. Present analysis: multiple regression results

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Overview of risk variables regarding pupils' feelings of safety and safety policy scores

Independent variables	Dependent: Feelings of safety			Policy score (0=no, 1=yes)*
	at school	surround	at home	
Weapons were sold at or around school (pupil information)	-.091	-.056	-.076	1
Pupils of school used weapons (pupil information)	-.073	-.066	-.028	1
Social violence indicated by pupils (pupil scale)	-.062	-.072	-.013	1
Sexual violence indicated by pupils (pupil scale)	-.056	-.036	-.067	1
Feel at home in (0=–Netherlands, 1=other country) (pupils)	-.054	-.040	-.046	1
Severe physical violence indicated by pupils (pupil scale)	-.047	-.030	-.029	1
Took drugs into school myself (pupil information)	-.038	-.011	-.066	1
Severe physical violence indicated by staff (teacher scale)	-.036	-.038	1	1
Pupils in class possessed weapons (pupil information)	-.026	-.024	1	1
Took weapons into school myself (pupil information)	-.026	-.012	-.044	1
Curriculum differ. based on learning differences (teacher scale)	-.022	-.023	-.015	1
Pupils in class possessed drugs (pupil information)	-.019	-.013	-.015	1
Material violence indicated by pupils (pupil scale)	-.017	-.019	-.011	1
Drugs were sold at or around school (pupil information)	-.014	-.025	1	1
Gender (pupil information)	-.014	-.022	-.013	0
External institutions involved form. of rules conduct (man. scale)**	-.014	-.011	1	1
Education attainment level mother (0=no – 9=university)	-.014	1	0	0
Sexual violence indicated by staff (teacher scale)	-.013	1	-.015	1
Material violence indicated by staff (teacher scale)	-.012	1	1	1
Degree pro-social form. and check rules of conduct (teacher scale)	1	-.024	1	1
Pupils in class played truant (0=no, 1=yes)	1	-.021	.019	1
School clear safety policy and registrat. incidents (man. scale)	1	-.015	1	1
Religious (1=no, 2=baptised, 3=attend church, mosque etc.)	1	-.008	0	0

Overview of promotive variables regarding pupils' feelings of safety and safety policy scores

Independent variables	Dependent: Feelings of safety			School safety policy score (0=no, 1=yes)*
	at school	surround	at home	
Education level of pupil (pupil information)	.072	.049	.058	1
Pupils of school used drugs (pupil information)	.047	.026	.050	0
Year of data collection	.046	1	.072	0
Verbal violence indicated by pupils (pupil scale)	.045	.032	.032	0
Age in years (young–old)	.034	.037	-.011	0
School measures against playing truant (pupil information)	.033	.023	.020	1
Family is intact (pupil information)	.028	.018	.038	0
Mild physical violence indicated by pupils (pupil scale)	.024	.020	.016	0
Degree pro-social form. and check of rules of conduct (pupil scale)	.024	.019	1	1
School measures against weapons (pupil information)	.018	1	.014	1
School size, number of pupils in school	.015	.015	0	0
School attentive to pupil involvement in school (man. scale)**	.014	.016	1	1
Played truant myself (pupil information)	.009	.020	-.018	1
External procedures and police assist with incidents (man. scale)	1	.025	1	1
Degree of urbanisation of school location (1=city – 4=rural)	1	.017	0	0
School has tailored Dutch language policy (management item)	1	.010	1	1

Answers to research questions:

- 1: See model with independent and dependent variables
- 2: Feelings of safety at school, 10% of the variance is explained; other dependent variables 6%.
Risk and promotive overviews: characteristics and variables assessed with the pupils are most relevant, followed by the contextual variables of teachers and other staff.
School leadership variables are relatively most important reg. the pupils' feelings of safety in the school surroundings, then at school, but they do not influence the pupils' feelings of safety at home.

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Answers to research questions:

- 3: Most promising school strategies to improve the pupils' feelings of safety at school and in the school surroundings:
 - * enhancement of pupils' level of attainment
 - * taking measures against playing truant and weapons
 - * stimulating pro-social formulation and shared control of rules between teachers and pupils
 - * attention to pupils' involvement in school
 - * involvement of external institutions and the police in school safety procedures
 - * having a tailored Dutch language policy in the curriculum.

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5. Discussion

- Reliability, homogeneity, representativeness
- Interdependence of social, cognitive, and emotional learning processes and effects per school location
- Self-regulation: more emphasis in intervention research on promotive strategies: collaboration to
 - * enhance pupils' level of educational attainment
 - * take measures against playing truant and weapons
 - * stimulate pro-social formulation and shared control of rules between teachers and pupils
 - * pay attention to pupils' involvement in school
 - * involve external institutions and police in school safety procedures
 - * have a tailored Dutch language policy in the curriculum.

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Some references

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