



Pergamon

Journal of School Psychology
42 (2004) 135–155

Journal of
School
Psychology

Direct and relational bullying among primary school children and academic achievement

Sarah Woods^{a,*}, Dieter Wolke^b

^a*Department of Psychology, University of Hertfordshire, UK*

^b*Department of Community Based Medicine, University of Bristol, ALSPAC, UK*

Received 28 March 2003; received in revised form 30 July 2003; accepted 8 December 2003

Abstract

The association between bullying behaviour and academic achievement was investigated in 1016 children from primary schools (6–7-year-olds/year 2: 480; 8–9-year-olds/year 4: 536). Children were individually interviewed about their bullying experiences using a standard interview. Key Stage I National Curriculum results (assessed at the end of year 2) were collected from class teachers, and parents completed a behaviour and health questionnaire. Results revealed no relationship between direct bullying behaviour and decrements in academic achievement. Conversely, higher academic achievement at year 2 predicted bullying others relationally (e.g. social exclusion at year 4). Relational victimisation, Special Educational Needs (SEN), being a pupil from a rural school or small classes and low socioeconomic status (SES) predicted low academic achievement for year 2 children. Findings discount the theory that underachievement and frustration at school leads to direct, physical bullying behaviour.

© 2004 Society for the Study of School Psychology. Published by Elsevier Ltd. All rights reserved.

Keywords: Bullying; Victimization; Academic achievement; Special needs; Primary school students

According to Olweus (1993, 1999), victimisation refers to a student being exposed to negative actions on the part of one or more other students' with the intention to hurt. Bullying must be a repeated action and occur regularly over time (Olweus, 1999) and it usually involves an imbalance in strength, either real or perceived (Craig, 1998; Whitney & Smith, 1993). Bullying can be physical, verbal, or relational (Björkqvist,

* Corresponding author. Computer Science Department, University of Hertfordshire STRC, Hatfield Campus, College Lane, Hatfield, Herts AL10 9AB, UK. Tel.: +44-1707-281-133; fax: +44-1707-285-073.

E-mail address: s.n.woods@herts.ac.uk (S. Woods).

1994; Björkqvist, Lagerspetz, & Kaukianen, 1992), whereby relational victimisation is defined as the purposeful damage and manipulation of peer relationships leading to social exclusion (Crick & Grotpeter, 1995). The first two forms of victimisation have sometimes been labelled as “direct bullying” as they include direct aggressive acts such as hitting, kicking, pinching, taking belongings or money, pushing or shoving, or direct verbal abuse (name calling, cruel teasing, taunting, threatening, etc.). In contrast, relational or “indirect” bullying refers to social exclusion by spreading malicious gossip or withdrawal of friendships (Wolke, Woods, Bloomfield, & Karstadt, 2000). The prevalence of physical and verbal victimisation in primary schools has revealed ranges from 8% to 46% and for bullying others between 3% and 23% across countries worldwide (Smith et al., 1999; Wolke & Stanford, 1999; Wolke, Woods, Schulz, & Stanford, 2001).

Initial research studies into the characteristics of bullying behaviour solely considered those children who were ‘pure’ bullies or ‘pure’ victims. However, more recently, research has revealed that a sizeable group of children cannot be simply classified as ‘pure’ bullies or ‘pure’ victims but both bully other children and are victimised at other times, and have been termed bully/victims (Kumpulainen et al., 1998; Sutton & Smith, 1999; Wolke & Stanford, 1999; Wolke et al., 2000). Bully/victims have been found to be a distinct group of children in terms of their behavioural characteristics (Schwartz, 2000) and are rated as being the least popular by peers (Forero, McLellan, Rissel, & Bauman, 1999; Wolke & Stanford, 1999), easily provoked, provoke others and are hot tempered (Schwartz, 2000). Furthermore, bully/victims are characterised as having more behaviour problems with hyperactivity, impulsivity, and conduct problems compared to ‘pure’ victims, ‘pure’ bullies, or neutral children (Duncan, 1999; Kumpulainen et al., 1998; Wolke et al., 2000).

Less is known about the characteristics of those children involved in relational bullying and an inconsistent profile emerges. Children who are relationally aggressive have been found to be less liked by other children (Crick & Grotpeter, 1995, 1996) and there is also evidence that relational aggression is related to maladjustment in terms of depression, loneliness, anxiety, and social isolation (Björkqvist, 1994; Crick, Casas, & Hyon-Chin, 1999). In contrast, other findings have revealed that those children who are relational ‘pure’ bullies are physically healthy, enjoy going to school, have few absenteeism’s from school, have few behaviour problems in terms of hyperactivity and conduct problems, but are characterised by low prosocial behaviour (Wolke et al., 2000; Wolke, Woods, Bloomfield, & Karstadt, 2001; Wolke, Woods, Schulz, et al., 2001).

Bullying behaviour is a social, group process that is prevalent in the school environment and there are well documented findings regarding the behavioural and health consequences of bullying behaviour at school for both direct and relational bullying profiles (Kumpulainen et al., 1998; Owens, Slee, & Shute, 2000; Williams, Chambers, Logan, & Robinson, 1996; Wolke et al., 2000). However, there is a dearth of research that has considered the association between bullying behaviour per se and academic achievement among primary school children.

Olweus (1978, 1983) first speculated that aggressive behaviour of bullies towards peers could be considered as a reaction to frustrations and failures at school. However, data from a large sample of boys from Greater Stockholm provided no evidence to

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات