School disorder has been conceptualized as acts of invalidity prevented by a school's attitude toward students at risk (Gottfredson et al., 2005). In this study, measures of student suspensions and expulsions, as well as teacher reports of bullying and teasing, student help-seeking behaviors, and gangs at school were used as indicators of school disorder.

Measures of school suspensions and expulsions were collected from the state database. Because of their low frequency, long-term suspensions and expulsions at each school were summed.

The ninth grade teacher version of the school safety survey indicated perceptions of the extent of bullying and teasing among students (n = 78) and student willingness to seek help from adults at school for bullying-related problems (n = 82). These scales were designed to correspond with the student scales, with wording to reflect that they are teachers’ perceptions of bullying.

The majority of teachers were also asked “During the last 6 months, how often have gang members been involved in fights, attacks, or other violence at your school?” and “How often have you seen bullying from ‘Never’ to ‘Almost everyday.’” The average response across teachers in each school was used as an index of gang violence.

The findings in Study 2 demonstrate a correlational but not causal relationship between school climate and measures of school disorder. The relationship between school climate and measures of school disorder: Results from a national study of delinquency prevention in schools. References

Study 2. Relations Between School Climate Scales and School Disorder

Study 2. Participants. The sample consisted of 7,318 ninth grade students (α = .78) and student willingness to seek help from adults at school for bullying-related problems (n = 82). These scales were designed to correspond with the student scales, with wording to reflect that they are teachers’ perceptions of bullying.

The present study investigated aspects of school climate that are important to bullying prevention. Theoretically, in order to reduce bullying, schools must first ascertain the extent to which bullying is a problem by measuring student perceptions of teasing and bullying. In study 2, the school climate scales showed a reliable three-factor structure and MGCCA demonstrated stability across gender and race groups.

Study 2. Summary. A multiple regression analysis was conducted to assess the relationship between school climate scales and student help-seeking behaviors. The student Willingness to Seek Help scale was significantly correlated with teacher reports of a more positive school climate characterized by less bullying and gang violence. In order to reduce bullying, schools must first ascertain the extent to which bullying is a problem by measuring student perceptions of teasing and bullying. In study 2, the school climate scales showed a reliable three-factor structure and MGCCA demonstrated stability across gender and race groups.

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