Rešerše z databáze Taylor & Francis

1.

FLETCHER, Edward C. a Tony Xing TAN. A Comparative Analysis of School and Student Characteristics on Bullying in Urban Career Academies and a Large Comprehensive High School. *Journal of School Violence*. Routledge, 2021, roč. 20, č. 2, s. 114–126. ISSN 1538-8220. DOI: 10.1080/15388220.2020.1850463.

> In this study, we examined the relationship between school type and students' victimization and observations of bullying in their schools. We compared student perceptions (N = 1,283) of bullying in three urban career academies with different school configurations (e.g., magnet and school-within-a-school) and a large, urban comprehensive high school. We found that compared to their counterparts in the large comprehensive high school, students in two of the career academies – operated as magnet schools – were significantly less likely to experience bullying as a victim or to observe it in their respective schools. However, compared to students in the comprehensive high school, there were no significant differences in bullying among students in the career academy operated under a school-within-a-school model. It is plausible that students in career academies that operate as magnet schools are significantly less likely to become victims and observe bullying.

2.

GANOTZ, Tanja, Susanne SCHWAB a Mike LEHOFER. Bullying among primary school-aged students: which factors could strengthen their tendency towards resilience? *International Journal of Inclusive Education*. Routledge, 2021, roč. 0, č. 0, s. 1–14. ISSN 1360-3116. DOI: 10.1080/13603116.2021.1879949.

> Resilience is the capacity to cope successfully with various threats. This paper aims to adapt the Resilience-Scale of Schumacher et al. (2004. Die Resilienzskala – ein Fragebogen zur Erfassung der psychischen Widerstandsfähigkeit als Personmerkmal. [The Resilience Scale – A Questionnaire to Measure Mental Resilience as a Personal Characteristic]. Zentrum für Klinische Psychologie, Psychiatrie und Psychotherapie) to measure the tendency of being resilient even before a threat occurs. Since primary school students are exposed to various threats at school, 535 4th grade students of Austrian primary schools were surveyed for the study. The reliability of the short-scale was found to be acceptable (Cronbach's α = .66), and the tendency towards resilience can be explained by the students' perception of their social inclusion in class (F $(1,252)$ = 15.11, p<.05) and the relationship with their mothers (F $(2, 251)$ = 10, 02, p<.05). The stability of the students' tendency of being resilient was only moderate. A similar correlation between resilience and school-wellbeing for victims and non-victims of bullying can be reported. Future studies should focus more on primary school students' resilience and related protective factors.

3.

The aim of the study was to examine Swedish school pupils' perspectives on why some pupils engage in bullying, support bullying or avoid standing up for the one(s) being bullied, despite a shared understanding that bullying is wrong. Through the use of focus group interviews combined with two bullying vignettes, a total of 74 pupils from grades 5 and 6 (i.e. 11–12 years of age) from two public primary schools in socioeconomically diverse areas were asked for their perspectives on various participant roles in bullying. In interpreting the vignette scenario, the participants emphasised the importance of perceived coolness, as well as the risk of being bullied. In seeking to avoid becoming a 'victim' of bullying, the situational roles of 'bully', 'assistant', 'reinforcer' and 'outsider' were understood as potential means for promoting, maintaining or protecting one's own social position. The findings of the study challenge previous understandings of bullying as an act of harmful or aggressive intentionality and rather highlight the relational and situational aspects of bullying.