

Poster Abstract

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Links between school climate, victimization by peers and diplomation in high school.

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In the province of Quebec, the diplomation rate is worrying because until 2008, 29% of the high school students leave school without diploma (Statistiques Canada, 2009). The decision to drop out seems to be a long term process which can take many paths. It is also well known that school difficulties and the quality of the school experience influence school perseverance (Janosz et al., 2002). About that personal experience, many researchers showed that victims of violence by peers in school, problem which affects between 7% to 23% of students, constitute one of the factors which contribute to the dropping out of many students (e.g., Lessard et al., 2008).

As we know, many risk and protective factors can influence school achievement, diplomation and victimization. **That poster presentation**, based on an exhaustive literature review from a doctorate project, will try to demonstrate the importance of school factors, and especially school climate, linked to victimization by peers and achievement (diplomation) in high school. Also, we know that problems lived by students in the school system can have many repercussion on diplomation. That's why constant efforts have to be made to give a positive, safe and stimulating learning climate to students. Moreover, researchers have already prove the influence of school climate on victimization (Benbenishty et Astor, 2005) and on school achievement and students' perseverance (Fallu et Janosz, 2003; Woolley et Bowen, 2007).

School climate can be define with different components. We chose to define school climate with four characteristics which are very frequent in the scientific litterature. The feeling of security and justice of students (Carra, 2009; Cohen et al., 2009; Gottfredson et al., 2005 ; Janosz et al., 1998), the respectful and supportive relationships with peers and adults in school (Carra, 2009 ; Sanders & Phye, 2004) and the collaboration and participation of students in school life (Cohen et al., 2009; Sanders & Phye, 2004) can greatly define school climate. Those components largely influence the violence rate in a school and, at the same time, the school achievement and perseverance of students.

This literature review allow us to see that some school climate components influence both victimization by peers and school achievement. For example, supportive and positive relationships between students and teachers, clear and precise school rules, safe and fare environment and rigorous disciplinary system are some of the school climate components that help to reduce victimization by peers in school and improve achievement for students.

Based on that facts, the main goal of that thesis project is to analyse school climate factors which influence, at the same time, victimization by peers and achievement in high school. We questionned 2403 students of 7 high schools near Quebec City in that thesis project. To collect datas, we used an online survey which evaluate victimization and school climate perception of students (QSVE ; Beaumont & Paquet, 2010). The diplomation rate of each school was obtained by the Ministère de l'Éducation, du Loisir et du Sport (education ministry of Quebec).

After the data analysis, we hope to provide new theoretical knowledge about school climate and its influence on victimization, achievement and diplomation and to have a possible influence on the government's actions and programs settled in schools. Also, we want to provide concrete interventions in schools, based on specific school climate factors, that will, at the same time, reduce victimization rate and improve achievement and perseverance in school.