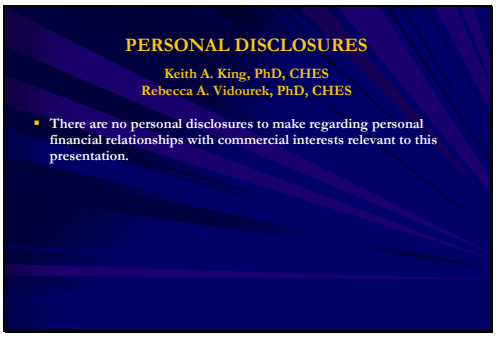
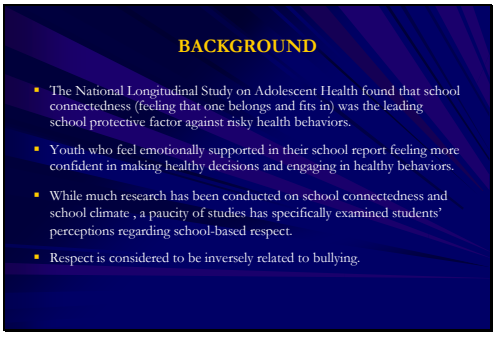
Slide 1

Slide 2



Slide 3



Slide 4

GAPS IN THE RESEARCH

- Various questions still exist regarding students':
  - Definitions of respect and disrespect
  - Perceived problems stemming from disrespect in the school
  - Factors contributing to school-based disrespect
  - Potential interventions to increase school-based respect
- Prior to this study, students in Greater Columbus schools completed a biannual survey on school climate and respect.
  - Results showed declines since 2000 in student-to-student respect and student-to-teacher respect.
- The present study was undertaken to address research gaps.

Slide 5

RESEARCH PURPOSE AND BACKGROUND

PURPOSE:

- The purpose of this study was to more thoroughly understand students' perceptions regarding school-based respect.

Slide 6

RESEARCH QUESTIONS

The following Research Questions were examined:

1) How do students define and show school-based respect?
2) How do students define and show school-based disrespect?
3) What do students feel causes or contributes to school-based disrespect?
4) How do students describe female-to-female disrespect, male-to-male disrespect, and disrespect between males and females?
5) How do students show disrespect to teachers?
6) What results if students feel disrespected?
7) What can schools do to improve school-based respect?

Slide 7

METHODS

Participants

- A purposive sample of middle and high school students in Greater Columbus area schools was used.
- School principals were provided with the overall aims and procedures of the study and requested to participate.
- Point persons in each school assisted the research team in obtaining samples of students for focus group participation.
- Efforts were made to recruit equal numbers of students from each grade level.
- A total of 9 focus groups were conducted:

Middle schools	High schools
1 public urban	2 public urban
2 public suburban	2 public suburban
1 non-public	1 non-public

- A total of 78 students in 9 different Columbus area schools participated.

Slide 8

METHODS

Procedures

- Focus group procedures were developed based on Krueger's (1994) methods.
- Questions were based on the student survey, a review of the literature, and tested for content validity by distributing them to a panel of experts (N = 5).
- Groups were facilitated by the PI, lasted one hour in length, were held in a school room away from teachers and school staff, and tape recorded.
- Potential reflexivity and dual issues of topics were addressed.

Data Analysis

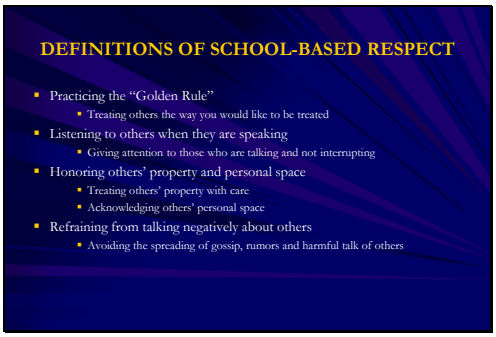
- Audiotapes were transcribed and analyzed to identify key themes.
- Student responses were coded as suggested by Strauss and Corbin (1998).
  - Open coding was used to provide a line-by-line analysis and labeling of responses.
  - Axial Coding was used to place data into appropriate categories.
  - Selective Coding was employed to accurately depict the major themes that emerged.

Slide 9

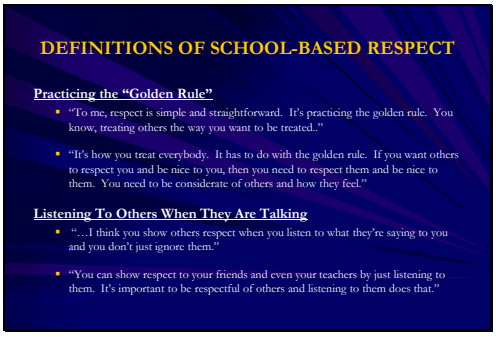
RESULTS

Slide 10

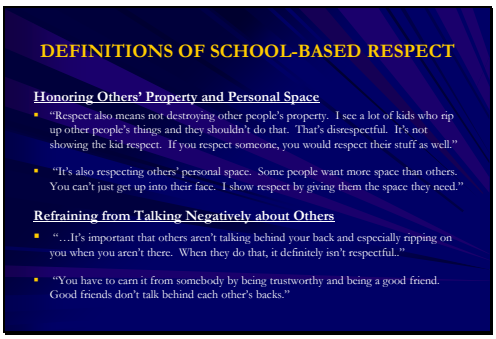
Slide 11



Slide 12

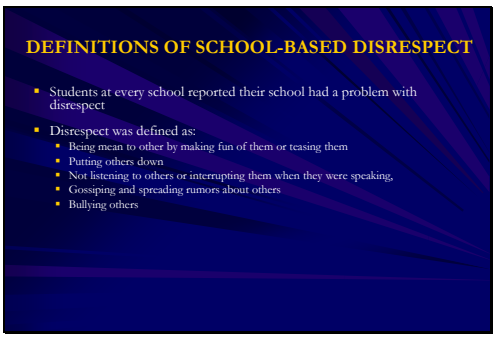


Slide 13

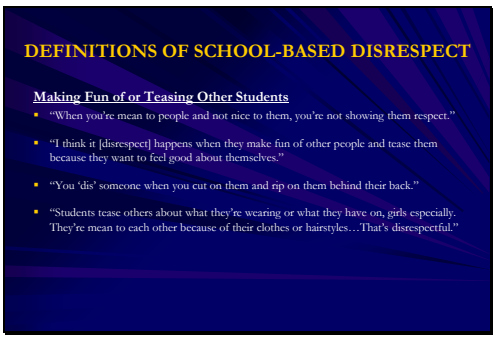


Slide 14

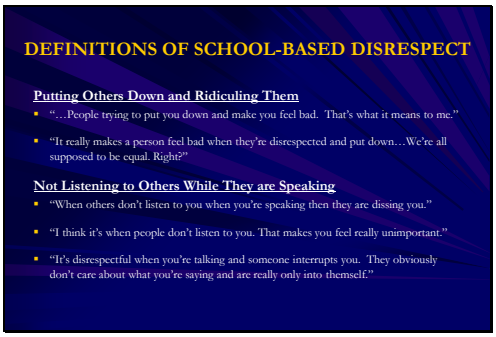
Slide 15



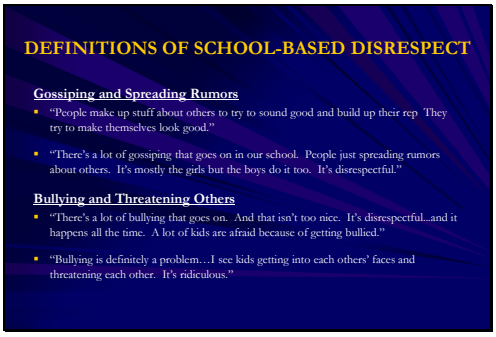
Slide 16



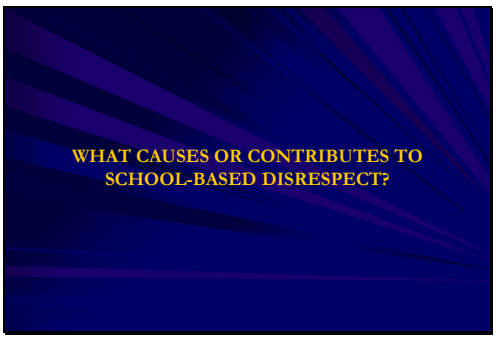
Slide 17



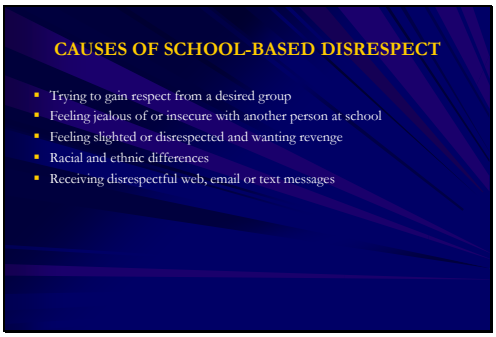
Slide 18



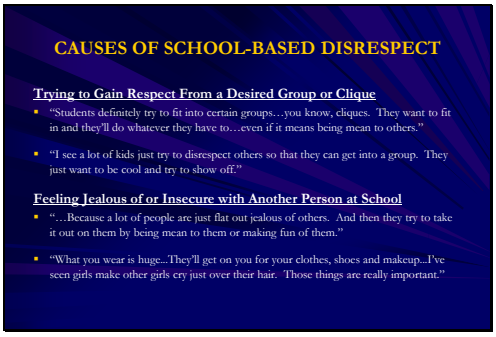
Slide 19



Slide 20



Slide 21



Slide 22

CAUSES OF SCHOOL-BASED DISRESPECT

Feeling Slighted Or Disrespected Themselves And Wanting Revenge

- "It happens because of revenge. You know, somebody might get mad and want to get back at the other person."
- "They're trying to get back at you for something. They want to try to get even."

Racial And Ethnic Differences

- "A lot of kids make fun of others because of their race. We have a lot of Somali kids here and they always get teased and made fun of."
- "They make fun of me because of what I wear and how I dress but that's just how everybody dresses where I come from. It's just the same as them making fun of the Mexican kids because they're speaking Spanish and no one knows what they're saying."

Slide 23

CAUSES OF SCHOOL-BASED DISRESPECT

Disrespectful Web, Email or Text Messages

- "They use MySpace…99% of students are on it and a ton of rumors start there…and a lot of fights start on the Internet. That creates fights at school."
- "The person you made mad will tell everybody else and someone will post it [on MySpace] and then everybody will know about your problem."
- "A lot of kids text each other in class. They spread rumors through texts and you know it starts fights at school. My friend got in a fight in the hallway because of a text sent during class. It's a real big problem here."

Slide 24

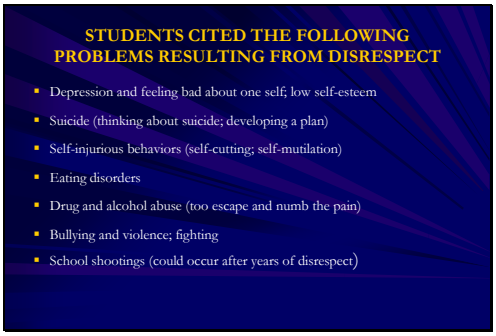
DISRESPECT BASED ON GENDER

- Students at all schools felt girls were worse than boys regarding disrespect, particularly that which involved gossiping, judging others and verbally harassing others because of clothing or attire.
- Students at all schools also felt that boys were more likely than girls to disrespect others based on race/ethnicity and engage in physical violence (including gun violence).
- Students at all schools felt that boys frequently used name-calling, particularly the term "gay" to disrespect others.

Slide 25

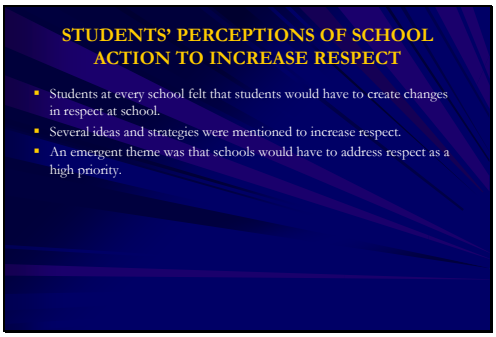
Slide 26

Slide 27

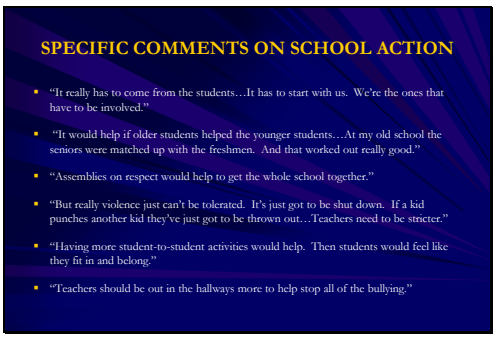


Slide 28

Slide 29



Slide 30



Slide 31

SPECIFIC COMMENTS ON SCHOOL ACTION

- "If we had more opportunities to work with other students and kids in other grades. That would help."
- "The school needs to promote nonviolence. It should be a violence-free school."
- "Let students know how important respect is and why we all need to treat others like we want to be treated."
- "Have people go to a counselor immediately and talk about their problems."
- "Teachers need to stop being scared of the kids."
- "The school could give leadership programs and mentor programs."
- "We need more activities, games and team projects."

Slide 32

CONCLUSIONS

- Findings indicated that disrespect is a prevalent problem in the school.
- Students understood the issues and definitions of respect and disrespect.
- The most common types of disrespect included:
  - showing poor attitudes toward other students; gossiping; making fun of others; interrupting others; not listening; putting others down; making fun of students' dress/attire; being mean; and showing disrespect because of cliques.
- Many students currently use web, email and text messaging to disrespect peers and spread rumors and gossip.
- Students felt that several steps should be taken at their schools to address issues of respect.

Slide 33

CONCLUSIONS

- Overall, all students felt that lack of respect was a problem at their school and that it contributed to problems during school.
- Students at every school believed students would have to create changes in respect at school.
- Many students felt school activities/programs could be developed to increase respect.
- Students cited several strategies that schools could use to help increase school-based respect.

Slide 34

LIMITATIONS

The following limitations to this study should be noted:

1) Participants were delimited to students attending a sample of Greater Columbus schools.
2) Since the study employed a focus group design, only a small sample of students participated.
3) The study was delimited to students in middle schools and high schools and thus no information was obtained from elementary school children. Therefore, caution should be exercised in attempting to generalize findings.

Slide 35

RECOMMENDATIONS

The following recommendations are offered:

1) Students, teachers, administrators, and other school personnel should work cooperatively to enhance school-based respect
2) Schools should use the findings of this study to assist in developing and implementing educational programs, events and campaigns aimed at increasing respect
3) Programs aimed at enhancing school-based respect should be thoroughly evaluated and shared.
4) Future studies should investigate parents' and teachers' perceived needs in increasing school-based respect.

Slide 36

CONTACT INFORMATION

For additional information on student respect, school connectedness, positive youth development, and how to implement and evaluate school-based programs, please feel free to contact:

Keith King, PhD, CHES
University of Cincinnati
Cincinnati, OH 45221-0068
Phone 513-556-3859
Email: keith.king@uc.edu

Rebecca Vidourek, PhD, CHES
University of Cincinnati
Cincinnati, OH 45221-0068
Phone 513-556-3857
Email: rebecca.vidourek@uc.edu