

A CROSS-CULTURAL COMPARISON OF US AND CHINESE STUDENTS'
PERCEPTIONS OF SCHOOL SAFETY

by

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ABSTRACT

There is currently a lack of international cross-cultural research that compares students' perception of school safety. To address this, the current study compared US and Chinese high school students' perception of school safety. Participants ($N= 5,377$) were recruited from three high schools in China ($n= 1,289$) and 12 high schools in the US students ($n= 4,088$). To assess students' perceptions of school safety, each student was administered the Modified Delaware School Climate Survey-Student (Yang et al., 2013), a measure that includes a school safety subscale among others. For the cross-cultural purposes of this study, the instrument was translated into Mandarin Chinese using a double-back translation method. Using independent t tests, results indicated that Chinese high school students' perceptions of school safety were significantly higher than US peers. This finding was consistent across grade level and gender. Results are discussed in terms of important cross-cultural outlook dimensions that may account for the school safety perception differences.

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CHAPTER I

Introduction

Overview

The purpose of the current study is to gain a better understanding of US and Chinese high school students' perceptions of school safety. In the first section of the literature review, the importance of US school safety is introduced and the construct of school safety is defined. Next, the importance of international school safety is reviewed and corresponding research is presented. After, students' perceptions of school safety internationally, specifically the US and China will be reviewed. Finally, the purpose of this study and corresponding hypotheses are presented.

Importance of Perceptions of School Safety

Despite multiple studies that suggest that schools are comparatively safe environments, (e.g., Beres, 2008; Bracy, 2011; Cornell, 2015), US high school safety has received considerable attention over the past decades due in part to multiple high profile school violence incidents (e.g., Hong, Cho, Allen-Meares & Espelage, 2011; Newman & Fox, 2009; Stein, 2006). For example, there have been a variety of school shootings that have received national and international attention. In 1999, two US high school students in Columbine, Colorado shot and killed twelve fellow students and a teacher before killing themselves. In 1998, a fifteen-year-old high school student in Springfield, Oregon shot and killed two students and injured 25 others. High-profile high school shootings have also occurred in 2005 at Red Lake High School, in 2006 at Orange High School, and in 2007 at SuccessTech Academy. High school bullying has also received widespread attention with frequent reports of students being repeatedly victimized over

time. Researchers have reported that these cases sometimes result in homicides and juvenile suicides (Borowsky, Taliaferro & McMorris, 2013; Espelage & Holt, 2013; Ewton, 2014; King, Horwitz, Berona & Jiang, 2013; Klomek et al., 2013; Shireen, Janapana, Rehmatullah, Temuri & Azim, 2014). In addition to shootings and bullying, there are many other safety hazards that influence school safety such as “natural disasters, fires, thefts, acts of terrorism, hazardous materials spills, bus accidents, playground injuries, tornados, and many other possibilities” (Ewton, 2014).

These and other factors that threaten school safety have prompted policy makers and national organizations such as the National School Safety Center, the National Association of School Psychologists and the Centers for Disease Control and Prevention (CDC) to advocate for increased efforts to promote safe school environment and perceptions of school safety. For example, the National School Safety Center published two periodicals, namely, the School Safety Newsjournal (1984-1998) and the School Safety Update (1991-2002) to address concerns regarding US school safety (National School Safety Center, n.d.). In 2013, the National Association of School Psychologists released a call to action with recommendations for comprehensive school safety policies that address students’ physical and mental health (National Association of School Psychologists, n.d.). Likewise, in 1990, the CDC developed the Youth Risk Behavior Surveillance System and has been collecting data from 1991 though 2013 to monitor high school safety (Center for Disease Control and Preention, 2015). The CDC also launched the Crime Prevention Through the Environmental Design school project to increase safety and address issues such as school-associated violent deaths and school health

policies (Center for Disease Control and Prevention, 2015). Together, these and other efforts by national organizations highlight the increasing attention on US school safety.

Operational Definitions of School Safety

Though there are a variety of definitions of school safety, the construct is generally defined as an educational environment where students can engage in the learning process continuously without threat of harm, danger and disruption. For example, Cornell and Mayer (2010) noted that the definition of school safety is a purposeful term that goes beyond reductions in school violence. It is defined as a framework where physical and psychological security are warranted for those involved to meet their academic and psychosocial needs. Security is related to a variety of variables such as academic efficacy, education and risk factors within the learning environment. A broader definition of school safety could enhance positive school environment and respond better with students and family's needs. Gregory, Cornell and Fan (2012) also defined a safe school as an environment with limited possibilities of getting hurt or threatened. Despite the differences in definitions that are subject to interpretation to some degree, school safety has been recognized broadly as an important protective factor for the learning and development of children and adolescents (Ewton, 2014).

US High School Students' Perceptions of School Safety

As noted, research suggests that US high schools continue to be safe places for adolescents (e.g., Beres, 2008; Bracy, 2011; Cornell, 2015). Teens are three times more likely to experience violence outside of school compared to at school (Beres, 2008). Likewise, school violence has been documented as decreasing (Ewton, 2014). Despite this, teens' perceptions of school safety do not appear to match these findings. According

to the National Center for Educational Statistics (NCES), in 2011, there was a higher percentage of students' ages 12 to 18 that reported being afraid of getting harmed or attacked in school or on the way to school in comparison to when they were away from school (National Center for Education Statistics, 2013). Moreover, The NCES reported that six percent of students ages 12-18 avoid at least one school-related activity because of fear of harm or attack. Algozzine and McGee (2011) also reported a gap between the actual occurrence of school violence and perceptions of violence among students and educators in middle and high school students. Essentially, even though schools are relatively safe environments, students appear to perceive schools to be less safe than they actually are.

Recent US research has documented the importance of students' perceptions of school safety (Gietz & McIntosh, 2014; Goldweber, Waasdorp, & Bradshaw, 2013; Milam & Furr-Holden, 2010; Nijis et al., 2014). This body of research suggests that increased perceptions of safety are linked to a host of positive outcomes such as increased students' cognitive functioning (Ratner et al., 2006), better academic achievement (Milam & Furr-Holden, 2010; Ratner et al., 2006) and a delay in students' sexual debut (March & Atav, 2010). Furthermore, decreased perceptions of safety are associated with a number of poor outcomes and risk factors such as decreased school engagement, lower math and reading achievement scores (Ripski & Gregory, 2009), and lower sense of school connectedness (Bowen, Richman, Brewster, & Bowen, 1998).

International School Safety Research

There is also an increasing concern about school safety internationally (Shaw, 2005). Multiple world organizations have worked cooperatively to address school safety

concerns (Shaw, 2005). For example, the World Health Organization launched the Global School Health Initiative to bolster local, regional, national, and global efforts to establish schools that provide healthy physical and psychosocial environments (World Health Organization, 2000). In addition, International Safe Schools has established eight certifying centers that provide and ensure school safety programs in designated schools in countries such as the US, Czech Republic, Korea, and New Zealand. Currently, these centers assist approximately 135 schools in achieving school safety goals and in maintaining the consistency and quality of various school safety programs (International Safe Schools, n.d.). Moreover, for over the past decade, the European Union has advocated for increasing school safety by supporting a number of initiatives such as the CONNECT project that links 17 countries together for better reporting and communication about school violence research and practice (Shaw, 2005). Together, these international efforts by predominate world organizations highlight the growing importance of increasing the safety of learners and educational personnel.

In addition to the aforementioned efforts of international organizations, a variety of countries and districts around the world have also developed various programs to prevent violence and ensure safety in schools (Shaw, 2005). For example, France has taken a preventative role against school violence by launching a national plan in 1997 to establish observatories that monitor data concerning school safety across the country. Denmark created the integrated system of councils (SSP) to better link schools together and other professionals such as mental health workers and police to decrease school-based crime and victimization. A predominant focus of the SSP is to increase students' social skills and conflict resolution skills. The United Kingdom launched the Crime

Reduction in Secondary Schools Project (CRSSP) and set goals for over 100 schools to reduce school-based violence and increase school safety. South African's has implemented a number of programs that seek to form alliances between schools, families, and communities. The programs have promoted a variety of resources such as establishing family resource centers and training centers that assist students and school personnel in conflict resolution. In Canada, Calhoun & Daniels (2008) indicated that a restorative approach, where students were held accountable for their own behaviors through counseling, programs on conflict resolution and mediation to reduce violence, was adopted in Canadian schools to address school safety concerns. In Australia, Commonwealth and state initiatives have attempted to formulate a national and systematic approach to promoting school safety. Some of the long-term programs have targeted using restorative approaches to enhance school safety across the country (Shaw, 2005).

Researchers have also begun to investigate students' perceptions of school safety from an international perspective. Though this body of research is fairly limited, these studies suggest that students in many different countries have concerns about their safety in school settings. For example, Bakioglu and Geyin (2009) reported that approximately ten percent of students attending Turkish high school ($N=1420$) perceived a number of school safety concerns such as theft, stealing, teacher abuse, gun violence, fighting inside and outside of school. Astor, Benbenishty, Zeira, & Vinokur (2002) reported that Israeli high school students' ($N=3,518$) low perceptions of school safety were linked to their school attendance. Furthermore, high school students' nonattendance appeared to be linked to school climate variables such as school violence, victimization, and observation of other students' risky behaviors. Furthermore, Nijs et al. (2014) surveyed 11,130

secondary school students in the Netherlands and documented an association between perceived school safety and students' self-reported mental health problems. That is, students who perceived school as unsafe were much more prone to also suffer mental health difficulties. Fabiansson (2007) reported that Australian students, ages 14-21 attending secondary high schools reported that feeling safe was a concern. Identified school safety problems included theft and stealing, abuse from teachers, firearms that were brought to school, and fighting inside and outside of the school. Overall, this expanding body of research demonstrates that school safety is a global concern among students.

Lack of Cross Cultural Research on Perceptions of School Safety

While there is a growing body of international research investigating students' perceptions of school safety, there are limited studies that utilize cross-cultural methods (Yablon & Addington, 2010). Ilesanmi (2009) defines cross-cultural research as a scientific method that systematically compares cultural differences and complex problems across the globe. Matsumoto & Yoo (2006) point out that the cultural variables inherent in cross-cultural studies are an essential consideration when studying human thought and behavior. Cross-cultural methods are generally recognized as important as they provide explanations and general principles for issues that are of global concern. In addition, they can assist researchers in understanding theories or explanations that do not fit into the experience within their own culture (Ember & Ember, 2001). With regard to cross-cultural school safety research, Smith (1999) stated that the cross-cultural research could provide a systematic method to analyze cultural variances in school safety. Findings can be beneficial in better understanding and tackling a variety of global

problems related to safety such as school bullying and other forms of violence. The findings could also be used to enhance the rights and safety of students and school personnel. Furthermore, Astor, Benbenishty and Marachi (2006) highlight that cross-cultural research has the potential to raise global awareness of the importance of school safety and promote policies for interventions that contributing to the school safety.

Lack of US and China Cross Cultural Research on Perceptions of School Safety

Currently, it appears there is a shortage of cross-cultural research that directly compares US and Chinese high school students' perceptions of school safety (Chen & Astor, 2011). This is a notable absence in the literature that needs to be more fully addressed. Researchers have compared some noticeable education aspects in US and China (Ahadi, Rothbart & Ye, 1993; Jessor et al., 2003; Jia et al., 2009; Jin & Cortazzi, 1998; Yang et al., 2013). For example, in comparison to US schools, Chinese school student-populations are generally larger and student-teacher ratios are higher (Jin & Cortazzi, 1998). Even so, there are less disruptive and aggressive behavior problems reported in China (Bear et al., 2016; Jessor et al., 2003; Weine, Phillips & Achenbach, 1995). Chinese student also hold more positive perceptions towards schools in comparison to US peers (Jia et al., 2009; Yang et al., 2013).

These differences in rates of school behavior problems and positive school perceptions may be influenced by important cross-cultural outlook dimensions, namely, collectivism versus individualism and social harmony and behavior regulation expectations. First, collectivism and individualism are commonly acknowledged differences in cultural outlooks between the US and China. Oyserman, Coon & Kemmelmeier (2002) explained that, in the US and other Western countries, more value

is placed on personal freedom, individual rights, and personal privacy compared to Eastern countries. In terms of educational functioning and views of school authoritative figures, the US emphasis on autonomy may lead students to make decisions and engage in school behaviors based on their own preferences rather than conforming to school rules, regulations, and authority figures. To some degree, this may explain the increased rates of US problematic school behaviors and more negative perceptions of schools in comparison to China. On the other hand, students in China and other eastern countries, place more emphasize on collective group values. This strong sense of collectivism and high respect for authorities is derived from Confucius cultural norms stemming from ancient China (Jin & Cortazzi, 1998; Triandis, Bontempo, Villareal, Asai & Lucca, 1988; Yang et al., 2013). Confucius, a Chinese philosopher, emphasized strongly respect for authority figures. He stated that “filial piety” (respect for parents, elders and ancestors) is the most important of all virtues.” In terms of educational functioning and views of school authority figures, Chinese students’ focus on filial piety may contribute to lower levels of students’ problematic behaviors and more positive perceptions of schools in comparison to US students.

Second, there are notable differences between social harmony and behavior regulation expectation in the US and China. Aaker & Smith (2014) postulate that in Western cultures social harmony may be more based on the notion of personal attainment of happiness (Ji, Nisbett & Su, 2001; Oishi, Graham, Kesebir & Galinha, 2013; Uchida, Norasakkunkit, & Kitayama, 2004). In that each person is responsible for their own happiness, social harmony in the West may be impacted less by conformity to group goals. In addition, this individualistic emphasis on personal happiness may have broad

implications. US students may strive for their personal fulfillment rather than harmony at school as a group goal, which may result in problematic school behaviors (Feldman & Rosenthal, 1991). In China, social harmony is more focused on community, obedience, and compliance. From an early age, children are encouraged to place group values over personal pursuits (Wei & Li, 2013). It is theorized that this strong emphasis on collective values and harmonious interpersonal relations implicate students' self-regulation. In striving for group goals, Chinese students may be less prone to violent and disruptive behaviors and more prone to engage in positive and harmonious school behavior (Forbes, Zhang, Doroszewicz & Haas, 2009; Yang et al., 2013). Essentially, differences in rates of school problematic behavior and perception of safety between the US and China may be impacted by the cross-cultural differences in social harmony and self-regulation expectations.

Perceptions of School Safety Research in US and China

Despite the lack of cross-cultural studies, there are some non-cross-cultural studies that have investigated students' perceptions of school safety in US and China individually. Below, examples of these studies are presented. Regarding US research, Ripski and Gregory (2009) examined whether US high school students' perceptions of school safety concerns (i.e., victimization and hostility), and school fairness predicted students' school engagement and academic achievement. High-school students ($N=10,102$) in the 10th grade from 635 high schools were administered a school climate survey that included scales examining students' perceptions of victimization and hostility. Researchers analyzed students' reading and math standardized scores and school teachers completed an engagement and academic achievement survey for each participant. Using

Hierarchical linear modeling and multilevel analyses, results indicated that high school students' perception of school safety concerns predicted students' engagement and achievement. Perceived victimization was associated with lower school engagement and achievement scores at the student level. In addition, perceived hostility was associated with lower engagement and reading achievement scores. In general, the researchers concluded that students' perceptions of school safety are important because as they are closely linked to students' behavior, specifically their engagement and academic success.

Swahn & Bossarte (2006) studied US high school students' perceptions of school safety by investigating the relationship between feeling unsafe at school and asthma episodes. Participants ($N=15,214$) US high school students from urban, suburban, and rural areas) were administered a youth-risk survey that included questions about students' asthma episodes. Using two logistic regression analyses, the results indicated that high school students' feelings of victimization or missing school out of safety concerns significantly increased the probability of experiencing episodes of asthma. In general, the researchers concluded that students' perceptions of school safety are an important factor to understand students' risks of asthma. More broadly, students' perception of school safety is linked to students' physical health.

With regard to school safety in China, Ho & Cheung (2010) focused on school safety perceptions by researching the impact of witnessing school violence and victimization on Chinese students' adjustment. Participants ($N= 442$ Chinese students from secondary schools) were administered self-report surveys to assess violence exposure, emotional stability, and symptoms of anxiety and/or depressive symptoms among other variables. Results indicated that witnessing school violence was

significantly correlated with increased symptoms of anxiety and depression. In terms of emotional stability, low stability strengthened the correlation. Likewise, participants exposed to violence with high stability were less likely to report anxiety and depression symptoms. In general, the researchers concluded that students' perceptions of school safety influenced students' social-emotional health. Students' negative perceptions of school safety associated with more emotional problems.

Cheng et al. (2010) investigated school safety perception research by examining the relationship between students' psychosocial adjustment and being bullied at school. Participants ($N=9,015$ from four Chinese middle schools in Beijing, Wuhan, Hangzhou and Urumqi) were administered a school-based health questionnaire, which was developed by a variety of international health organizations such as the the World Health Organization among others. Using logistic regression, the results indicated that students who perceived peers at their school as more friendly were less likely to report being bullied. In general, the researchers concluded that students' perceptions of school safety served as protective factors from those students being bullied at school. Together, these studies and others suggest that students' perception of school safety is an important area of investigation that is connected to the general physical, cognitive, and behavioral well-being of students.

Purpose of This Research

In order to address the shortage of cross-cultural research, the primary purpose of this study is to compare US and Chinese high school students' perceptions of school safety. This is important because school safety has gained increasing attention from policy makers and national organizations that continue to highlight US school safety

concerns based on high profile school violence incidents (Hong, Cho, Allen-Meares & Espelage, 2011; Newman & Fox, 2009; Stein, 2006). School safety is also of international concern with a variety of countries and world organizations now dedicated to improving school safety worldwide by establishing global school safety initiatives, monitoring school safety goals, and conducting research to increase school safety related information. (Calhoun & Daniels, 2008; Shaw, 2004). Part of this international focus is the need for more cross-cultural research to better understand students' perceptions of school safety (Astor, Benbenishty, & Marachi, 2006; Smith, 1999; Yablon & Addington, 2010). Specifically, more research is needed comparing US and Chinese high school students' perception of school safety (Chen & Astor, 2011). This is important as that there are noteworthy differences between the educational systems in the US and China (Bear et al., 2016; Jessor et al., 2003; Jin & Cortazzi, 1998; Weine, Phillips & Achenbach, 1995). Moreover, there are considerable cultural outlook differences between the US and China with regard to collectivism and individualism, social harmony, and behavior regulations. These differences taken together may impact students' perceptions of school safety. To investigate the potential differences in students' perceptions of school safety in the US and China, three hypotheses and a corresponding rationale is provided below:

Hypothesis one: Chinese high school students' rating of perceptions of school safety will be significantly higher than US high school students' ratings.

Hypothesis two: At each grade level (10th, 11th, 12th) Chinese high school students' rating of perceptions of school safety will be significantly higher than US high school students' ratings.

Hypothesis three: Both males and female Chinese high school students' rating of perceptions of school safety will be significantly higher than male and female US high school students' ratings.

Rationale: These hypotheses are anticipated because there are important cross-cultural outlook differences between the US and China related to collectivism versus individualism, social harmony, and behavior regulation expectations. The existing literature also suggests that Chinese high school students generally engage in less problematic school-based behaviors and have more positive school climate perceptions in comparison to US students. Moreover, to thoroughly understand the potential cross-cultural differences, it is important to compare students' perceptions of school safety at the grade and gender level.

CHAPTER II

Methods

Participants and Procedures

High school students ($N=5,377$) in the US ($n=4,088$) and China ($n=1,289$) participated in the current study. US high school students, in grades 10, 11, and 12, were recruited from 12 schools in Delaware. The US sample consists of students who identify themselves as the following ethnicity: 40.9% were Caucasian ($n = 1,670$), 28.9% were African American ($n = 1,183$), 15.2% were Hispanic or Latino ($n = 623$), 11.0% were Multi-Racial ($n = 451$), 3.9% were Asian ($n = 161$). Based on the students' report of their gender, 46.5% were Male ($n = 1,899$), 53.5% were Female ($n = 2,188$).

The Chinese sample consisted of high school students, in grades 10, 11, and 12, that were recruited from three different schools in Hunan Province, China. The Chinese sample consisted of students who all identified themselves ethnically as Chinese. Participants were the following ages: (a) 2.2% were 14 years old ($n = 29$); (b) 20.8% were 15 years old ($n = 268$); (c) 29.6% were 16 years old ($n = 382$); (d) 31.0% were 17 years old ($n = 400$); and (e) 16.3% were 18 years old or older ($n = 204$). Based on the students' report of their gender, 49.0% were Male ($n = 658$), 51.0% were Female ($n = 658$).

Measure

Students' perceptions of school safety were assessed with the Modified Delaware School Climate Survey-Student that was developed for students, grades 6 through 12 (Yang et al., 2013). This original survey, i.e. Delaware School Climate Survey-Student, was developed in 2011 as a part of the Delaware Positive Behavior Project and consists

of 23 Likert scale items that measure a variety of school climate subscales, namely, Teacher-Student Relations (8 items), Student-Student Relations (4 items), Liking of School (4 items), Fairness of Rules (4 items), and School Safety (3 items). For the purposes of the current study, only the perception of school safety scale was utilized. This school safety scale consists of three items. The first was “Students know they are safe in this school.” The second was “Students feel safe in this school.” The third was “Students are safe in the hallways.” Participants were instructed to rate the items on a 4-point Likert-type scale that indicates perceptions of school safety, with 1 = *Disagree A Lot*; 2 = *Disagree*; 3 = *Agree*; 4 = *Agree A lot*; The total score for perceptions of school safety was obtained by summing the scores from the 3 items above.

To assess Chinese students’ perceptions of school safety, the Modified Delaware School Climate Survey-Student was translated into Mandarin Chinese. To do this, the researchers utilized the double-back translation method (Sechrest et al., 1972). This method is to help ensure the equivalency of the Modified Delaware School Climate Survey-Student used in US and Chinese high schools. First, the researchers translate the English into Chinese. Second, a different translator translated the Chinese back again into English. Third, revisions were made on the Chinese version based on the comparisons made between the previous two translation processes.

It is noted that the data for the current study is archival. This is, it was collected by other researchers at universities in Delaware, US and Hunan, China and used with permission (See Appendix C and D). In addition, US high school data is based on 10 -12 grades. Ninth graders’ data were not used because there are only three grades in Chinese high schools, namely, 10th to 12th. The US data was collected in Spring, 2013. The

Chinese data were collected in Winter, 2013. Classroom teachers in the US and China were provided instructions to administer the survey to their students. Students were notified that participation was voluntary and that all responses were anonymous. The survey required approximately 15 minutes to complete.

Data Analytic Plan

The differences in US and Chinese high school students' perception of school safety were measured by comparing the different mean scores of US and Chinese students' school safety scores from the Delaware School Climate Scales. A three way ANOVA was conducted to measure the difference between students of different grade levels and gender. Multiple *t* tests were conducted to compare the mean scores of US and Chinese students' perceptions of school safety. Additional t-tests were conducted to analyze comparisons by grade level and gender.

CHAPTER III

Results

Descriptive statistics, including sample sizes, means, and standard deviations, for US and Chinese high school students' perceptions of school safety by grade level and gender are presented below in Tables 1, 3 and 5. A three-way factorial (3 X 2 X 2) ANOVA was conducted in order to measure the overall differences between US and Chinese high school students' perception of school safety. The nationality level included two levels (US, China), grade level consisted of three levels (10th grade, 11th grade, 12th grade) and gender level consisted of two levels (male, female). The three-way ANOVA results indicated that there was significant difference between students' perception of school safety across grade level ($p < .001$). However, it reported that both US and Chinese high school students' perceptions of school safety were not significantly different by gender ($p > .05$).

The current study's first hypothesis was to compare US and Chinese high school students' rating of perceptions of school safety. To address this, one independent t -test was conducted. Results indicated that there was indeed a statistically significant difference in perceptions of school safety between US and Chinese high school students ($p < .001$; See Table 2). Using a family-wise alpha of .05, the Welch t test revealed that Chinese high school students' rating of perception of school safety ($M = 8.53$, $SD = 1.53$, $n = 1,281$) was significantly higher than US high school students' rating of their perceptions of school safety ($M = 7.76$, $SD = 1.83$, $n = 4,014$), $t(2,549.72) = 14.98$, $p < .001$, $d = .45$ (see Figure 1).

Table 1

Descriptive Statistics of High School Students' School Safety Scores

	<i>n</i>	<i>M</i>	<i>SD</i>
China	1281	8.53	1.53
US	4014	7.76	1.83

Table 2

Contrast of High School Students' School Safety Scores

China vs. US	<i>t</i>	<i>p</i>	<i>mean difference</i>	<u>95% CI</u>		<i>Cohen's d</i>
				<i>LL</i>	<i>UL</i>	
	14.98	<.001	0.77	0.67	0.87	0.45

*Note: CI = confidence interval of the mean difference;
LL = lower limit; UL = upper limit*

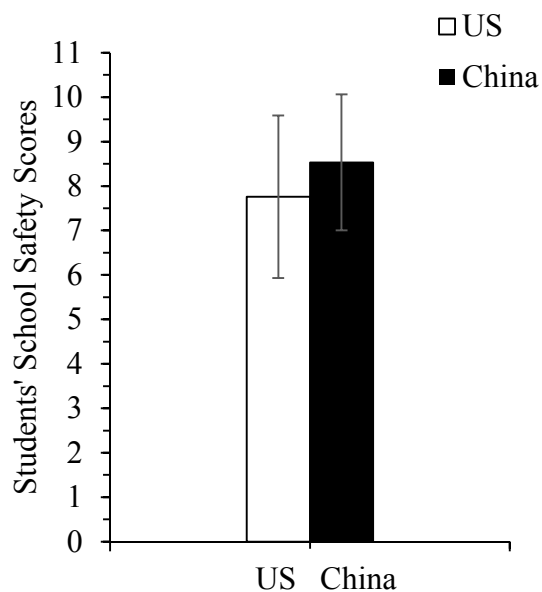


Figure 1: Comparison of US and Chinese High School Students' Perceptions of School Safety.

This study's second hypothesis was to compare US and Chinese students' rating of perceptions of school safety by grade level (10th, 11th, and 12th). To address this, three independent *t*-tests were conducted. Since multiple *t*-tests were conducted, a more stringent alpha level of .05/3 was used for the grade lever comparisons. Results indicated

that there was a statistically significant difference between US and Chinese students' perceptions of school safety at each grade level. Specifically, Chinese high school students' rating of perceptions of school safety in 10th grade ($M = 8.42$, $SD = 1.60$, $n = 473$) was significantly higher than US high school students' rating of their perceptions of school safety in 10th grade ($M = 7.69$, $SD = 1.82$, $n = 1371$), $t(924.92) = 8.15$, $p < .001$, $d = .42$. This finding was also supported for 11th graders (China: $M = 8.53$, $SD = 1.54$, $n = 440$; US: $M = 7.77$, $SD = 1.81$, $n = 1347$, $t(862.94) = 8.64$, $p < .001$, $d = .46$) and 12th graders (China: $M = 8.67$, $SD = 1.94$, $n = 368$; US: $M = 7.82$, $SD = 1.86$, $n = 1296$, $t(774.12) = 9.62$, $p < .001$, $d = .52$.) (see Table 4 and Figure 2).

Table 3

Descriptive Statistics of High School Students' School Safety Scores by Grade Level

	<i>n</i>	<i>M</i>	<i>SD</i>
China			
10	473	8.42	1.60
11	440	8.53	1.54
12	368	8.67	1.39
US			
10	1371	7.69	1.82
11	1347	7.77	1.80
12	1296	7.82	1.86

Table 4

Contrast of High School Students' School Safety Scores by Grade Level

Contrast Group	<i>t</i>	<i>p</i>	mean difference	95% CI		Cohen's <i>d</i>
				<i>LL</i>	<i>UL</i>	
10 th Graders	8.15	<.001	0.72	0.55	0.90	0.42
11 th Graders	8.64	<.001	0.76	0.59	0.94	0.45
12 th Graders	9.62	<.001	0.86	0.68	1.03	0.52

Note: CI = confidence interval of the mean difference;
LL = lower limit; *UL* = upper limit

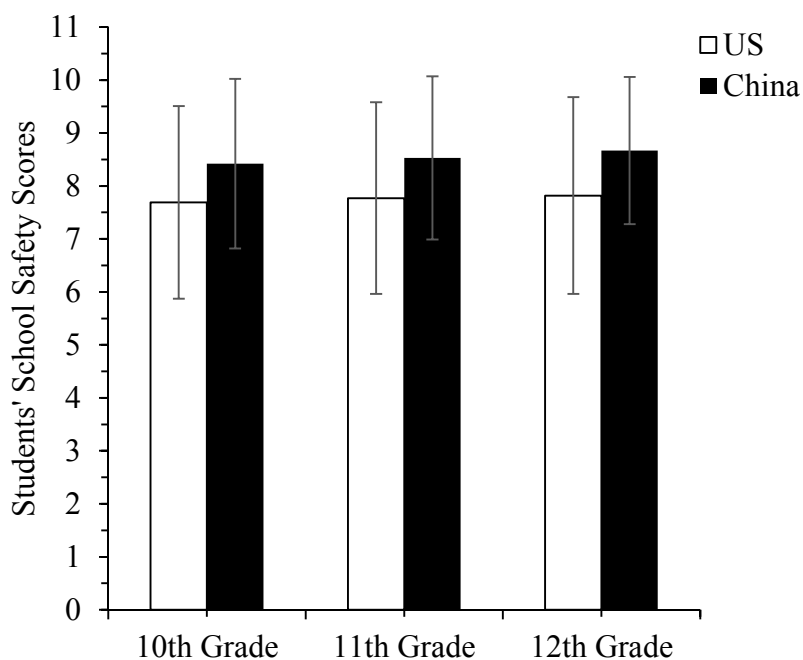


Figure 2. Comparison of US and Chinese High School Students' Perceptions of School Safety by Grade Level (10th, 11th, 12th).

The current study's third hypothesis was to compare US and Chinese students' rating of perceptions of school safety by gender. To address this, two independent *t*-tests were conducted. Since multiple *t*-tests were performed, a more stringent alpha level of .05/2 was used with gender level comparison. Results indicated that there was a statistically significant difference between US and Chinese students' perceptions of school safety by gender. Specifically, Chinese male students' ($n = 627$) rating of perception of school safety ($M = 8.49$, $SD = 1.69$) was significantly higher than US male students' ($n = 1,859$) rating of perceptions of school safety ($M = 7.85$, $SD = 1.78$, $t(1,131.70) = 8.13$, $p < .001$, $d = .48$). Results indicated the same for female students. Chinese female students' ($n=564$) rating of perceptions of school safety ($M = 8.56$, $SD = 1.35$) was significantly higher than US female students' ($n = 2154$) rating of perceptions

of school safety ($M = 7.68$, $SD = 1.86$, $t(1,473.35) = 13.36$, $p < .001$, $d = .70$ (see Table 6 and Figure 3).

Table 5

Descriptive Statistics of High School Students' School Safety Scores by Gender

	<i>n</i>	<i>M</i>	<i>SD</i>
China			
Male	627	8.49	1.69
Female	654	8.56	1.35
US			
Male	1859	7.85	1.78
Female	2154	7.68	1.86

Table 6

Contrast of High School Students' School Safety Scores by Gender

Contrast Group	<i>t</i>	<i>p</i>	<i>mean difference</i>	<i>95% CI</i>		<i>Cohen's d</i>
				<i>LL</i>	<i>UL</i>	
Male	8.13	<.001	0.64	0.49	0.80	0.48
Female	13.36	<.001	0.86	0.76	1.12	0.70

Note: CI = confidence interval of the mean difference;

LL = lower limit; UL = upper limit

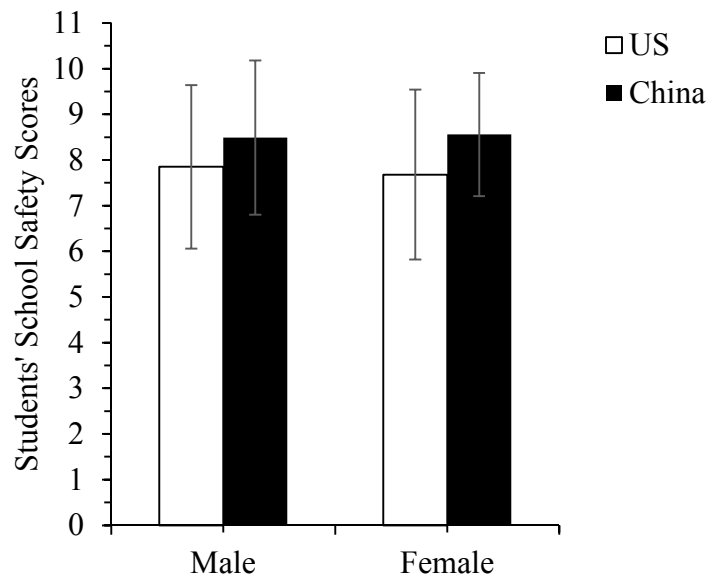


Figure 3. Comparison of US and Chinese High School Students' Perceptions of School Safety by Gender.

CHAPTER IV

Discussion

The main purpose of the current study was to compare US and Chinese high school students' perceptions of school safety. Each of the three hypotheses were supported. Regarding the first main hypothesis, overall, Chinese high school students' rated their perceptions of school safety higher than US high school students' ratings. That is, Chinese students indicated that they know and feel safer in school environments (e.g., hallways) compared to US peers. This is a noteworthy finding that has not been documented in previous research. The limited existing body of research has focused more broadly on school climate rather than school safety specifically. However, to some degree, our findings substantiate the previous US and China school climate research. For example, Jia et al. (2009) reported that Chinese students' have more positive perceptions of school climate than the US students. Similarly, Yang et al. (2013) reported that Chinese students' have more positive perceptions of teacher-student relationships, student-student relationships, and school fairness among other areas in comparison to US peers. Our findings generally support these findings, yet add needed specificity by focusing directly on one component of school climate, namely, school safety.

As discussed in chapter one, a potential explanation of Chinese students' more positive perceptions of school safety in comparison to US students may be related to important cross-cultural outlook dimensions such as collectivism versus individualism and social harmony and behavior regulation expectations (Forbes et al., 2009; Wei & Li, 2013; Yang et al., 2013). In the US, more emphasis is placed on individualistic cultural values such as personal freedom and individual rights (Aaker & Smith, 2014; Ji et al.,

2001; Oishi et al., 2013; Oyserman et al., 2002; Uchida et al., 2004). This focus on autonomy may contribute to decreased compliance with school rules and increased problematic behaviors (Feldman & Rosenthal, 1991). This may explain to some degree the comparatively lower students' perceptions of school safety. In China, more value is placed on collectivism, social harmony, and respect for authority figures (Jin & Cortazzi, 1998; Triandis et al., 1988; Wei & Li, 2013; Yang et al., 2013). Such a focus on harmonious interpersonal relationships may increase obedience to school rules and decrease problematic behaviors (Forbes et al., 2009; Yang et al., 2013). This too may partially explain Chinese students' more positive perceptions of school safety in comparison to US students.

Regarding the second hypothesis that focused on grade level, as anticipated, Chinese students' perceptions of high school safety were higher than US ratings at each of the three grade levels. Additionally, the ANOVA demonstrated a significant main effect for grade-level. Both analyses support to the first hypothesis' findings by documenting the same cultural difference for each grade level, 10th, 11th and 12th. This has not been documented in previous cross-cultural research. Previous US and China cross-cultural research has focused on the broader construct of school climate. For example, Yang et al. (2013) documented that Chinese students have higher global school climate ratings at each grade levels in comparison to US students. However, our study documents the narrower construct of school safety differences at each grade level.

Regarding the third hypothesis that focused on gender, as expected, both male and female Chinese students' perceptions of high school safety was higher than US ratings. Interestingly, the ANOVA failed to find a significant main effect for gender. These

analyses also support the first hypothesis by documenting the cultural impact for both female and male participants. Previous US and Chinese cross-cultural research has not documented this as clearly. Though Yang et al. (2013) indicated that Chinese males and females have higher school-climate ratings than US males and females, this was based on the more global construct of school climate rather than the more finite construct of school safety.

Overall, this study successfully documented that there are significant differences between US and Chinese high school students' perceptions of school safety. More specifically, Chinese high students' perceptions of school safety appear to be significantly higher than those of US students when analyzed overall and by grade level and gender. Though previous research has indicated significant differences between US and China in students' perceptions of school climate (e.g., Jia et al, 2009; Yang et al., 2013), this may be the first study that documents differences related to a core aspect of school climate, namely, school safety. The findings that Chinese high school students have higher ratings of perceptions of school safety have important implications to consider that may relate to cross-cultural outlook dimensions such as collectivism versus individualism and social harmony and behavior regulation expectations. Though these dimensions were not directly measured in this study, it is important to consider these cultural outlook dimensions as they have been identified by researchers as important in understanding some of the differences between US and Chinese educational systems (Ahadi et al., 1993; Jessor et al., 2003; Jin & Cortazzi, 1998; Yang et al., 2013). Moreover, cross-cultural investigations, such as the current study, can stimulate school safety global awareness and promote policy and practices to improve safety in

educational environments and communities (Benbenishty and Marachi, 2006; Smith, 1999).

There are noteworthy limitations in this study. First, the school safety perceptions subscale used in the current study was comprised of only three items taken from a broader school climate measure. Future school safety studies may consider using a more targeted school safety perceptions survey. Second, geographical locations were somewhat restricted in the current study. Only one data collection location was used in the US and China respectively. Ideally, more locations across each country should be used. Third, this study compared overall perception of school safety by grade level and gender. Future studies may consider investigating other demographic factors such as race, social economic status, and school size among others. In addition, the translated Chinese version of the school safety measure needs further research to demonstrate acceptable psychometric properties. Though research has documented this for the English version, more work is needed to establish the Chinese version. Finally, though this study postulated that cross-cultural outlook dimensions contributed to the differences in US and Chinese school safety perceptions, these cultural outlooks were not directly measured. Moreover, the perceptions of school safety differences maybe a result of other important factors that future research should consider more closely such the difference between US and Chinese rates and exposure to school violence, weapon restriction policies, and physical layout of educational environments.

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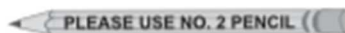
APPENDICES

APPENDIX A: SURVEY

Delaware PBS School Climate Survey – Student Version

• Please use only a No. 2 pencil.

• Fill circles completely like this: ●



1. School Name: _____

2. Mark which you are:

Boy

Girl

3. Mark your race:

American Indian or Alaskan Native

Asian

Black

Hawaiian

Hispanic/Latino

Multi-Racial

White

4. Mark your grade:

6 10

7 11

8 12

9

5. Room # you
are in now:

--	--	--

This survey is about how you feel about your school. Please fill in one circle that best shows how you feel about each item. Do NOT give your name. No one will know who answered this survey. Please answer every item.

PART I: ABOUT ME AND MY SCHOOL

IN THIS SCHOOL...

	Disagree A LOT	Disagree	Agree	Agree A LOT
1. Most students pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teachers treat students of all races with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This school is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Rules in this school are made clear to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Most students try their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teachers care about their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The consequences of breaking school rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students threaten and bully others in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students know how they are expected to act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

Please turn page and continue. →

PART I: ABOUT ME AND MY SCHOOL
IN THIS SCHOOL...

	Disagree A LOT	Disagree	Agree	Agree A LOT
11. Students are friendly with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Adults in this school care about students of all races.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students know they are safe in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students worry about others bullying them in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Students know what the rules are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Students care about each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Teachers listen to students when they have problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The school's Code of Conduct is fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Students feel safe in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. This school makes it clear how students are expected to act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Students respect those of other races.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Adults who work in this school care about the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Most students follow the school rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. In this school, bullying is a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Most students turn in their homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The color of a person's skin doesn't matter to <i>students</i> in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. The color of a student's skin doesn't matter to <i>teachers</i> in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Classroom rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Most students work hard to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Students treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Students get along with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Students like their teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Teachers like their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Students are safe in the hallways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Students bully one another in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I am telling the truth in this survey.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART II: ABOUT MY SCHOOL

IN THIS SCHOOL...

	Disagree A LOT	Disagree	Agree	Agree A LOT
1. Students are punished a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students are praised often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students are taught to feel responsible for how they act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students are often sent out of class for breaking rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Students are often given rewards for being good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students are taught to understand how others think and feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students are often yelled at by adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Teachers often let students know when they are being good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students are taught that they can control their own behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Many students are sent to the office for breaking rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Classes get rewards for good behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students are taught how to solve conflicts with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students are taught they should care about how others feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART III: ABOUT ME AND MY SCHOOL

Since September, how often has the following been done to you by another student (or other students) at this school? Please mark the response that best describes how often.

	Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday
1. I was teased by someone saying hurtful things to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was pushed or shoved on purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students left me out of things to make me feel badly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. A student said mean things to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I was hit or kicked and it hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. A student told/got others not to like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I was called names I didn't like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. A student stole or broke something of mine on purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. A student got others to say mean things about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Hurtful jokes were made up about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. A student threatened to harm me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students told another student not to be friends with me because the other students didn't like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I was bullied in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART III: ABOUT ME AND MY SCHOOL

Please mark the response that best shows how often another student did this either in or out of school.

	Never	Sometimes	Once or Twice a Month	Once a Week	Several Times a Week	Everyday
14. A student <i>sent me</i> a mean or hurtful message about me using email, text messaging, instant messaging, or similar electronic messaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. A student <i>sent to others</i> a mean or hurtful message about me using email, text messaging, instant messaging, or similar electronic messaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. A student <i>posted</i> something mean or hurtful about me on a social media website, such as Facebook, Twitter, or Myspace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. A student <i>pretending to be me</i> sent or posted something hurtful or mean about me or others using text messaging, a social media website, email, or a similar method.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. A student <i>sent me</i> a mean or hurtful text message, email, or posting for me to see about another student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART IV: ABOUT ME AND MY SCHOOL

	Disagree A LOT	Disagree	Agree	Agree A LOT
1. I pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel happy in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I follow the rules at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My school is a fun place to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I try my best in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I like this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I turn in my homework on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I like most of my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I get good grades in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I like students who go to this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I answered all items truthfully on this survey.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking time to complete this survey.

APPENDIX B: SURVEY--CHINESE

SCS

此问卷调查主要针对您对您所在学校的感受，请针对每个题干勾出最符合您想法的那个选项。您不需要给出您的姓名，没有人会知道谁回答了此问卷调查，请务必回答每个题目。

第一部分：有关我和我的学校 在学校里.....	非常 不同意	不同意	同意	非常 同意
1. 大部分学生在课堂上都能集中注意力。				
2. 老师对所有的学生都给予同样的尊重				
3. 学校的规章是合理的。				
4. 这所学校校园里是安全的。				
5. 这所学校的校规很明确地传达给了学生。				
6. 大部分学生（在学习、活动等中）尽力以达最佳。				
7. 老师们关心他们的学生。				
8. 违反学校规章的处罚是合理的。				
9. 在这所学校里，有学生威胁、欺负其他学生。				
10. 学生们知道他们在学校里应该做什么。				
11. 学生们彼此友好。				
12. 不同背景的学生得到学校里成人们同样的关心。				
13. 学生们知道他们在这所学校里是安全的。				
14. 学生们担心在学校里会受其他人欺负。				
15. 学生们了解学校的规章制度。				
16. 学生之间相互关心。				

17. 老师倾听学生的疑惑和困难。				
18. 学校的行为规范是公平的。				
19. 学生们在学校感觉安全。				
20. 关于学生应该怎样表现，学校很明确的告知给了学生。				
21. 不同背景的学生相互尊重				
22. 在学校里工作的成人们关心学生				
23. 大部分学生遵守校规。				
24. 在这所学校里，欺负弱小成为了一个校园问题。				
25. 大部分学生上交家庭作业。				
26. 学生的背景对学生而言不重要。				
27. 老师无差别的对待不同背景的学生。				
28. 课堂规则是公正的。				
29. 大部分学生努力学习以取得好成绩。				
30. 学生们交往时相互尊重。				
31. 学生们相处和睦。				
32. 学生们喜欢他们的老师。				
33. 老师们喜欢他们的学生。				
34. 学生们在走廊上是安全的。				
35. 在这所学校里，学生们相互欺负。				
36. 在这项问卷调查中，我表达了我的真实想法。				

第二部分：关于我的学校 在这所学校里.....	非常 不同意	不同意	同意	非常 同意
1. 学生们经常被处罚。				
2. 学生们经常受表扬。				
3. 学生们被教导为自己的行为负责。				
4. 经常有违反规定的学生被赶出教室。				
5. 学生们经常由于表现良好而得到相应回报，如获得老师、家长的肯定等				
6. 学生们被教导如何理解他人的想法和感受。				
7. 学生们经常被大人们大吼大叫。				
8. 老师总会让学生知道他们何时表现好。				
9. 学生们被教导：他们能控制自己的行为。				
10. 许多学生因为违反规定被叫到办公室。				
11. 因为学生表现良好，整个班级取得一定回报，如班级评比加分、取得流动红旗等。				

12. 学生们被教导怎样解决和他人的冲突。				
13. 学生们被教导应该关心其他人的感受。				

第三部分：关于我和我的学校 从九月份以来，在这所学校里，由于其他学生，以下行为多久发生在你身上一次？请标示最准确描述该频率的选项。	从没有	偶尔	一个月一两次	一星期一次	一星期多次	每天
1. 我被其他人嘲弄，他们说了一些很伤人的话。						
2. 我被其他人刻意推搡。						
3. 同学们把我排除在一些事情之外，这使我感到很难过。						
4. 有同学对我说了一些很卑鄙的话。						
5. 我被人恶意的用拳头打过或用脚踢过。						
6. 有同学告诉或怂恿其他人不要和我做朋友。						
7. 我被取了一些我不喜欢的外号。						
8. 有同学刻意弄坏或偷取我的东西。						
9. 有同学怂恿其他人说我的坏话。						

10. 有同学对我开了些伤人的玩笑。						
11. 有同学威胁说要伤害我。						
12. 有同学以另外的同学不喜欢我为由，要其他同学不要和我交朋友。						
13. 我在这所学校被欺负了。						
14. 有学生用电子邮件，手机短信，即时短信或其他类似的电子通信给我发了与我有关的卑劣或伤人的信息。						
15. 有学生用电子邮件，手机短信，即时短信或其他类似的电子通信给其他人发了有关我的卑劣或伤人的信息。						
16. 有学生在社交网站，比如人人，微博或我的空间，发布了一些有关我的卑劣或伤人的消息。						
17. 有学生假装是我利用短信，社交网站，电子邮件或相似途径发布了一些有关我或其他人的卑劣或伤人的消息。						
18. 有学生给我发了一条有关其他同学的卑劣或伤人的短信，电子邮件，或状态留言。						

第四部分：关于我和我的学校	非常 不同意	不同意	同意	非常 同意
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1. 我上课专心。				
2. 我在学校感到快乐。				
3. 我在学校遵守纪律。				
4. 我的学校是个令人愉快的地方。				
5. 我在学校尽我所能。				
6. 我喜欢这所学校。				
7. 我准时上交家庭作业。				
8. 我喜欢大部分的老师。				
9. 我在学校成绩良好。				
10. 我喜欢这所学校里的同学。				
11. 我在这个问卷调查中诚恳得回答了所有问题。				

APPENDIX C: PERMISSION LETTER FOR USE OF DATA (US)

PERMISSION FOR USE OF DATA

May 1, 2016

George G. Bear, Ph.D.
College of Education and Human Development School of Education
University of Delaware
Newark, Delaware 19716

Dear Dr. George Bear:

I am a graduate student in Middle Tennessee State University's school psychology program working with my thesis chair Dr. Seth Marshall. We are requesting permission to use your archival school climate data that has been collected in Delaware. If you agree to this use, please confirm your agreement by completing the acknowledgment included below.

Thank you for collaborating with us.

Sincerely,

Seth J. Marshall, Ph.D.
Assistant Professor
Middle Tennessee State University
Department of Psychology
seth.marshall@mtsu.edu
(615) 898-2581

Rong Gong
Rg2x@mtmail.mtsu.edu
1301 Hazelwood Drive
Murfreesboro, TN 37130

Agreement

I have authority to grant permission for the use requested above and I grant permission to Seth Marshall and Rong Gong to analyze the archival data collected from the Delaware PBS School Climate project expressly for the research project titled, "A Cross-Cultural Comparison between US and Chinese High School Students' Perception of School Safety." Personal identifiers in the data provided to Seth Marshall and Rong Gong were removed.

Signature of copyright holder or representative:



George Bear, Ph.D.
gbear@udel.edu
College of Education and Human Development School of Education
University of Delaware, Newark, Delaware 19716
Date: (2016/May/03)

APPENDIX D: PERMISSION LETTER FOR USE OF DATA (CHINA)

PERMISSION FOR USE OF DATA

May 1, 2016

Jiashu Xie, Ph.D.
School of Educational Science
Hunan Normal University
Changsha, Hunan 410000

Dear Dr. Jiashu Xie:

I am a graduate student in Middle Tennessee State University's school psychology program working with my thesis chair Dr. Seth Marshall. We are requesting permission to use your archival school climate data that has been collected in Hunan, China. If you agree to this use, please confirm your agreement by completing the acknowledgment included below.

Thank you for collaborating with us.

Sincerely,

Seth J. Marshall, Ph.D.
Assistant Professor
Middle Tennessee State University
Department of Psychology
seth.marshall@mtsu.edu
(615) 898-2581

Rong Gong
Rg2x@mtmail.mtsu.edu
1301 Hazelwood Drive
Murfreesboro, TN 37130

Agreement

I have authority to grant permission for the use requested above and I grant permission to Seth Marshall and Rong Gong to analyze the archival data collected from the School Climate project expressly for the research project titled, "A Cross-Cultural Comparison between US and Chinese High School Students' Perception of School Safety." Personal identifiers in the data provided to Seth Marshall and Rong Gong were removed.

Signature of copyright holder or representative:

Jiashu Xie 谢宇材

Jiashu Xie, Ph.D.
School of Educational Science
Hunan Normal University, Changsha, Hunan 410000
Date: (2016/05/02)