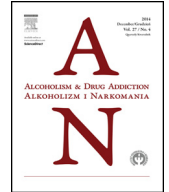




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## External evaluation of the school and academic achievements in relation to alcohol drinking and delinquent behaviour among secondary school students

*Wyniki zewnętrznej ewaluacji szkoły i osiągnięcia w nauce a picie alkoholu i wykroczenia gimnazjalistów*

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### ABSTRACT

**Introduction:** The aim of the paper is to evaluate the association between overall state school assessment and selected problem behaviours among secondary school students.

**Method:** The nationwide sample included 4085 students interviewed in 2015, from 70 randomly selected schools that had undergone comprehensive external evaluation. Two standardised scales describing alcohol drinking and delinquent behaviour taken from Polish version of CHIP-AE questionnaire (*Child Health and Illness Profile – Adolescent Edition*) were used. Hierarchical data structure was taking into account by comparison between a standard linear model and a mixed model with random intercept. The school assessment was based on 12 evaluation requirements and three categories of schools were distinguished (worse, average and better; 20%, 60% and 20% of the sampled schools respectively). Impact of gender, age, school achievements and family affluence on problem behaviours were analysed at the individual level.

**Results:** Among individual determinants, males and poor school achievements were a prediction of both problem behaviours (alcohol use and delinquent behaviour). A significant relationship between the results of school evaluation

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and alcohol use was demonstrated in preliminary analyses, but was weakly confirmed in multilevel models. However, the association between these results of school evaluation and the variability of delinquent behaviour index was revealed in the multivariate analysis, particularly in interaction with school achievements. *Conclusion:* Better school may reduce the negative impact of factors contributing to adolescence problem behaviour.

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## STRESZCZENIE

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### Słowa kluczowe:

picie alkoholu  
wykroczenia  
uwarunkowania szkolne  
czynniki chroniące  
analiza wielopoziomowa

*Wprowadzenie:* Celem pracy jest ocena związku między państwową oceną funkcjonowania szkoły a wybranymi zachowaniami problemowymi gimnazjalistów.

*Metoda:* Próba ogólnopolska obejmuje 4085 uczniów ankietowanych w 2015 r. w losowo wybranych 70 szkołach, które przeszły całościową ewaluację zewnętrzną. Zastosowano wystandaryzowane skale dotyczące używania alkoholu oraz zachowań o charakterze wykroczeń, pochodzące z polskiej wersji kwestionariusza CHIP-AE (*Child Health and Illness Profile – Adolescent Edition*). Uwzględniono hierarchiczną strukturę danych, porównując liniowe modele mieszane z losowym wyrazem wolnym z modelami tradycyjnymi. Gimnazja oceniano za pomocą indeksu opartego na 12 wymaganiach ewaluacyjnych i zidentyfikowano trzy kategorie szkół (gorsze – 20%, przeciętne – 60% oraz lepsze – 20%). Na poziomie indywidualnym analizowano wpływ płci, wieku, osiągnięć szkolnych i zamożności rodziny na zachowania problemowe. *Wyniki:* Spośród czynników indywidualnych, płeć męska i gorsze wyniki w nauce sprzyjają nasileniu obu negatywnych zachowań (picia i wykroczeń). Udowodniony w prostych analizach związek oceny funkcjonowania szkoły z używaniem alkoholu słabnie w modelach wielopoziomowych. Wpływ tej oceny na zmienność indeksu wykroczeń ujawnia się dopiero w analizach wieloczynnikowych, szczególnie w interakcji z osiągnięciami szkolnymi.

*Wniosek:* Lepsza szkoła może niwelować niekorzystne oddziaływanie czynników warunkujących zachowania problemowe młodzieży szkolnej.

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## Introduction

Factors related to the school environment are considered to be important determinants of health and problem behaviours among school-age youth. There are several alternative approaches to assessment of school environment and operationalisation of this term. Most of authors [1] point to the class social climate (and/or the school climate) or to the organisational aspects. The basic organisational characteristics of a school include its size (measured in terms of the number of teachers and students), as well as its location in relation to major economic and

cultural centres. The concept of school climate relating to educational relationships among teachers and students (and among students only) has been widely described in the literature including national publications [2, 3]. It has been repeatedly proven that a positive school climate creates a protective factor against psychoactive substance use and delinquent behaviour – all activities that can put young people in conflict with the law [4, 5]. A proper school climate does help in achieving the goals for which the school community was established. These include supporting students' comprehensive development, integrating education and teaching, maintaining the balance

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