Predictive Relations Between Peer Victimization and Academic Achievement in Chinese Children

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The goal of this study was to explore longitudinal associations between peer victimization and academic achievement in Chinese children. Participants were \( N = 805 \) 3rd-grade students (486 boys, 319 girls; \( M_{\text{age}} = 9.5 \) years, \( SD = 3 \) months) attending primary schools in Shanghai, People’s Republic of China. At Time 1 and Time 2 (2 years later), peers nominated classmates who were victims of peer maltreatment using the Chinese version of the Revised Class Play (Chen, Rubin, & Sun, 1992), and teachers rated students’ academic achievement. Among the results, peer victimization was negatively related to academic achievement at both time points. Also, peer victimization and academic achievement displayed considerable stability across the 2 years. Results from cross-lagged hierarchical analyses demonstrated that peer victimization at Grade 3 predicted lower academic achievement at Grade 5. However, academic achievement at Grade 3 was not predictive of peer victimization at Grade 5. These results suggest that peer victimization appears to function more as a precursor rather than a consequence of lower academic achievement. Results are discussed in terms of the cross-cultural similarities in the links between peer maltreatment and academic achievement and their educational implications.

Keywords: peer victimization, academic achievement, cross-lagged analysis

Peer victimization refers to the individual exposure of repeated negative or aggressive behaviors in relationships involving a real or perceived imbalance of strength and power between the victim and the perpetrators (Olweus, 1991). Past research has consistently shown that children who are physically, verbally, and relationally victimized by their peers tend to experience a range of adjustment difficulties as compared with nonvictims. For instance, victims of peer maltreatment tend to experience both greater internalizing problems (e.g., loneliness, depression, anxiety, low self-esteem; Reijntjes, Kamphuis, Prinzie, & Telch, 2010) and externalizing difficulties (e.g., hyperactivity, impulsiveness, aggression; Reijntjes et al., 2011).

Moreover, because many children are victimized by their peers at school (Dake, Price, & Telljohann, 2003), researchers have examined the links between peer victimization and students’ academic achievement. Empirical evidence suggests that children who are victimized by their peers tend to display lower academic achievement as compared with their nonvictimized counterparts (e.g., Buhs & Ladd, 2001; Risser, 2013). These studies typically have relied on cross-sectional designs to examine the concurrent associations between peer victimization and academic achievement among North American and European children. As such, whether peer victimization is a precursor to or consequence of lower academic achievement is
less understood particularly among children in other cultural contexts. Accordingly, the goal of this study was to examine the predictive relations between peer victimization and academic achievement in elementary school Chinese children over a 2-year period. We were particularly interested in elementary school-age children because (a) this is the developmental period when children’s victimizing behaviors toward others tend to increase and stabilize (Boulton & Underwood, 1992) among Western children; and (b) the heightened value placed on academic achievement in Chinese culture (see below) appears to arise in the early elementary school years (Stevenson et al., 1990).

**Importance of Academic Achievement in Chinese Culture**

Empirical findings indicate that peer victimization is prevalent among elementary school-age children in China (Chen & Yue, 2002; Zhang, Gu, Wang, & Wang, 2000). It may be of particular interest to explore links between peer victimization and academic achievement in China because of the extremely high value traditionally placed on academic achievement in Chinese society—which has remained a critical component of Chinese children’s lives to this day (Ho, 1986; Stevenson et al., 1990). In accordance with Confucian philosophy of filial piety, children’s high-academic achievement reflects their obligation to improve the status and reputation of their family (Fuligni, Tseng, & Lam, 1999). Consequently, children who display lower academic achievement may bring shame to their family.

Also, because there are limited opportunities for children to obtain a higher education in China, children tend to face pressure from their parents, teachers, and peers to achieve high grades in school (Chang, Schwartz, Dodge, & McBride-Chang, 2003). Relative to Western parents, Chinese parents generally are more focused on their children’s academic achievement, show more involvement, and have higher standards for their achievement (Chen & Stevenson, 1995; Crystal et al., 1994; Ng, Pomerantz, & Lam, 2007; Stevenson, Chen, & Lee, 1993; Stevenson et al., 1990). Outside of school, Chinese children spend more time devoted to studying and doing homework as compared with their counterparts in Western cultures (Crystal et al., 1994).

Moreover, whereas academic achievement is more likely to be attributed to ability in Western cultures, in Chinese culture, academic achievement is believed to be the result of motivation, effort, and hard work (Hau & Salili, 1991; Nicholls, 1984). Further, both teachers and peers in China evaluate students’ academic achievement and announce the results in public settings. This is based on the belief that embarrassing students will motivate and encourage them to work harder to improve their academic performance. Thus, children who achieve lower grades in school are often disgraced by their teachers, parents, and peers both publically and privately (X. Chen, Rubin, & Li, 1995). Chinese children who display higher academic achievement are praised by their parents and teachers and respected by their peers (Phillipson & Phillipson, 2007).

Given that high-academic achievement is strongly emphasized by adults and peers in Chinese culture, researchers have suggested that children’s academic achievement may play a particularly important role in their adjustment within the peer group (McCall, Beach, & Lau, 2000; Schwartz, Chang, & Farver, 2001). There is some evidence to suggest that children who deviate from established group norms may be more likely to become victimized by the group (e.g., X. Chen, Chang, & He, 2003). In this regard, assuming that group norms may be present in our sample, it can be further speculated that among children who are part of a peer group that values academic achievement, obtaining lower grades can be construed as violating group norms, which in turn, may place children at increased risk for victimization. Also, according to Olweus (1991), children who perform exceptionally low or high academically are more likely to be victimized by their peers. As such, in the cultural context of China, where high-academic achievement is traditionally valued (Stevenson et al., 1990), children who achieve lower grades in school may be perceived as deviant to their peers and more likely to become victims of peer maltreatment (Nakamoto & Schwartz, 2010). Accordingly, it can be speculated that peer victimization may arise as a direct consequence of low-academic achievement among Chinese children. However, to date, this postulation
has yet to be directly tested empirically in Chinese culture.

**Links Between Victimization and Academic Achievement**

Research conducted in Western cultures have consistently indicated a negative relation between peer victimization and academic achievement among elementary school-age children (e.g., Holt, Finkelhor, & Kantor, 2007; Risser, 2013). For example, in a cross-sectional study of third through fifth grade students, peer victimized children achieved significantly lower grades than their nonvictimized counterparts (Glew, Fan, Katon, Rivara, & Kernic, 2005). Results from a recent study by Nakamoto and Schwartz (2011) suggested that the relation between peer victimization and student achievement (in this case, grade point average) is mediated by school engagement. That is, victimized children may become less engaged in the classroom, which in turn hinders their academic success. It has also been postulated that reduced academic self-concept may partially account for the association between victimization and academic achievement in elementary school (Buhs, 2005). Notwithstanding, peer victimization appears to function as a stressor on children's emotional and cognitive resources that reduces their ability to cope with the demands and challenges of school (Ladd & Kochenderfer, 1996).

There have only been a few studies to date that have directly examined the association between peer victimization and academic achievement in Asian cultures that share the Confucian value systems—and all have been at a concurrent time point (e.g., Park & Cho, 1995; Yau & Smetana, 2003). In one study, the moderating role of positive peer relationships in the association between peer victimization and academic risk factors was examined among a sample of Chinese and South Korean children (Abouezeddine et al., 2007). Results indicated that low-academic achievement puts children at increased risk for experiencing peer maltreatment. However, this relation was mitigated for children who had positive relationships with their peers. A cross-sectional study on the correlates of peer victimization among Hong Kong Chinese children demonstrated that peer victimization was negatively associated with students’ academic achievement (Tom, Schwartz, Chang, Farver, & Xu, 2010). Moreover, Chinese and South Korean elementary schoolchildren who performed lower on subject areas were more likely to be victimized by their peers compared with higher achieving counterparts (Schwartz et al., 2001; Schwartz, Farver, Chang, & Lee-Shin, 2002).

Taken together, these cross-sectional studies in both Western and Asian cultural contexts demonstrate that peer victimization is concurrently associated with lower academic achievement. However, the causal mechanisms that may underlie the association between victimization and academic achievement remain unexplored in Chinese children. That is, whether peer victimization serves as a precursor, a consequence, or both, of low-academic achievement among Chinese is unknown.

**Direction of Effects**

**Precursor or consequence.** Results from longitudinal studies conducted in Western cultural settings suggest that victimization appears to precede lower academic achievement and not arise as a consequence of lower academic achievement. Some of these findings are based on the premise that children respond in the face of peer victimization with increased psychological distress such as anxiety and depression (Reijntjes et al., 2011) that, in turn, could reduce their abilities to concentrate and focus at school (e.g., Buhs, 2005; Juvonen, Nishina, & Graham, 2000). In other words, the experience of psychological distress is thought to mediate the relation between peer victimization and low-academic achievement.

A 1-year longitudinal study was conducted to examine the direct and indirect associations between peer victimization, symptoms of depression, and academic achievement among third and fourth grade students (Schwartz, Gorman, Nakamoto, & Toblin, 2005). Findings revealed that peer victimization directly predicted lower standardized achievement and grade point averages. However, there was no empirical support for the reverse postulation - that academic achievement might predict peer victimization over the 1-year period. Moreover, a high level of depression was found to partially account for the predictive relations between peer victimization and lower standardized achievement and lower academic achievement.
grade point averages. Similarly, the direct effects of peer victimization in elementary school age children’s school adjustment were assessed over a 2-year period (Morales & Guerra, 2006). Results indicated that peer victimization at Time 1 (when children were in Grades 1–4) directly predicted lower students’ subject scores at Time 2 (when children were in Grades 3–6). Finally, peer victimization among children in Grades 1 and 3 were found to predict lower academic achievement approximately 18 months later (Iyer, Kochenderfer-Ladd, Eisenberg, & Thompson, 2010). Further, the relationship between peer victimization and academic achievement was mediated by lower levels of school engagement.

The Current Study

Results from a small number of longitudinal studies suggest that peer victimization functions as a precursor (both directly and indirectly) to lower academic functioning within North American settings. However, these associations seemingly have not been explored previously in non-Western cultures. Thus, the purpose of this study was to examine the predictive relations between peer victimization and academic functioning among Chinese children over a 2-year period. In particular, we sought to explore whether peer victimization functioned as a precursor or a consequence of low-academic achievement.

Previous research conducted in North America has demonstrated that peer victimization predicts later academic difficulties both directly (e.g., Morales & Guerra, 2006) and indirectly (e.g., Schwartz et al., 2005). Experiences of peer victimization are thought to result in cognitive, emotional, and psychological difficulties that, in turn, lead to lower academic achievement (Juvonen et al., 2000). Given evidence that peer victimization has also been associated with indices of psychological distress among elementary children in Asian cultures (e.g., Schwartz et al., 2002; Yang, Kim, Kim, Shin, & Yoon, 2006), we similarly predicted that peer victimization in Grade 3 would directly predict lower academic achievement in Grade 5.

However, in China, high-academic achievement is valued culturally and is encouraged by adults and peers (Chang et al., 2003; Ho, 1986). Chinese children who achieve lower grades in school may also be at increased risk for experiencing peer victimization, particularly if they are perceived by their peers as deviant (Nakamoto & Schwartz, 2010) or straying from the peer group’s goal (e.g., X. Chen et al., 2003) of meeting high-academic achievement standards. Accordingly, it was further postulated that low-academic achievement in Grade 3 would also lead to greater peer victimization in Grade 5. Although no a priori prediction was made regarding the influence of child gender, we tested for gender effects given that Chinese boys are more likely than Chinese girls to be both the aggressors and victims of peer maltreatment (e.g., Schwartz et al., 2001).

Method

Participants

At Time 1, participants were 894 third-grade children (535 boys, $M_{age} = 9.5$ years, $SD = 3.06$ months) in five randomly selected ordinary primary schools in Shanghai, People’s Republic of China. Unlike a small number of key schools or private schools in the city in which students were often selected from different areas based on their school performance, the ordinary public schools children attended were located nearby where they lived. The children were from 25 classes (with 30–40 students in each class), 91% were only children, 92% were from intact families. Among parents, 56.8% of had high school education, and 43.2% had university education. Almost all children were of Han nationality, a predominant ethnic group (over 90% of the population) in China. The demographic data for the sample were similar to those reported by China State Statistics Bureau concerning urban population in China (e.g., National Bureau of Statistics of China, 2011).

Time 2 data were collected 2 years later and were available for 805 children (90%, 486 boys). Results from attrition analyses indicated that the percentage of missing data for peer nominations and teacher reports was quite small (1.24%), and there were no significant differences between children who participated versus did not participate at Time 2 in terms of gender, parent educational level, Time 1 victimization, and academic achievement.

In Chinese schools, one teacher is designated to be in charge of a class. This head teacher
often teaches one or two major courses and takes care of the classes’ social and daily activities. The teacher usually instructs the same group of students over several years and thus, is very familiar with the students. In this study, the same teacher instructed the same group of students from Grades 3–5.

**Procedure**

The design of this study was reviewed and approved by the institutional review board at Shanghai Normal University. School approval and parental written informed consents for their children to participate were obtained prior to data collection. Each classroom completed a group measure of peer assessment of peer victimization within the classroom. Teachers completed a rating scale that assessed their perception of the academic achievement for each participant. The same procedure was used in the two waves. The members of our research team carefully examined the items in all measures, using various formal and informal strategies (e.g., repeated discussion in the research group, psychometric analyses). The measures of peer victimization and academic achievement have been previously used in China (e.g., X. Chen et al., 2003; X. Chen, Chang, Liu, & He, 2008; X. Chen, Rubin, & Sun, 1992). The administration of the measures was carried out by psychology teachers and graduate students at Shanghai Normal University.

**Measures**

**Peer assessments of victimization.** A Chinese version of the *Revised Class Play* (RCP; X. Chen et al., 1992; Masten, Morison, & Pellegri, 1985) was used to assess children’s experiences of peer victimization. This technique has been found to be particularly useful for assessing children’s social functioning in different contexts because children may have knowledge of their peers’ social behaviors that outsiders (i.e., adults) are not aware of it. Consistent with the procedure outlined by Masten et al. (1985), the administrator reads each behavioral descriptor and students nominate up to three classmates who could best play the role if they were to direct a class play. When all students completed their nominations, they turned to the next item and continue, until nominations for all items are obtained. Subsequently, nominations received from all classmates were used to compute each item score for each student. The item scores were standardized using *z* scores within the class to adjust for differences in the number of nominators.

The complete revised RCP measure included 22 items, including the original subscales of aggression (seven items), prosocial (three items), sociability (three items), and shyness–sensitivity (four items), as well as an additional subscale to assess victimization (five items).Confirmatory factor analysis (CFA) using LISREL 8.80 was conducted to evaluate the five-factor model. Results indicated a good fit of the data, $\chi^2(146) = 316.83$, $\chi^2/df = 2.17$, $p < .001$ (normed fit index = .97, nonnormed fit index = .97, comparative fit index = .98, goodness of fit index = .96, incremental fit index = .98, root-mean-square error of approximation = .04). The factor loadings for each item are more than .40.

Although data on all items were collected, only the victimization subscale was of interest in this study. Adapted from Ladd and Kochenderfer-Ladd (2002), the victimization subscale assessed direct, overt as well as indirect, relational types of victimization (“Get picked on or teased by other kids,” “Get hit or pushed by other kids,” “Other kids make fun of him/her by calling names,” “Gets left out on purpose during activity or play time”). The measure’s reliability and validity have been established for Chinese children (e.g., X. Chen et al., 2008; X. Chen et al., 1995). Internal reliabilities of the victimization subscale in this study were $\alpha = .78$ at Time 1 and $\alpha = .84$ at Time 2.

**Teacher-rated academic achievement.** The head teacher used a three-item questionnaire to rate each student’s current academic achievement in Chinese, mathematics, and English on a 5-point scale (1 = very poor; 5 = very good). Chinese, mathematics, and English were the three main subjects that were common in Chinese schools. Grades in each subject area were significantly intercorrelated ($rs = .84–.88$ at Time 1; .82–.84 at Time 2, all $p < .001$) and were summed and standardized using *z* scores within each class to form a single index of academic achievement.
Results

Preliminary Analyses

Descriptive statistics and intercorrelations among peer victimization and academic achievement at Time 1 and Time 2 are presented in Table 1. Of particular note, peer victimization at Time 1 was skewed. Although this was not a major concern given our sample size (see Moore & McCabe, 1996), log transformation was applied. The findings did not change significantly, and as such, the following analyses were computed using the untransformed peer victimization scores.

Among the results, peer victimization and academic achievement were significantly intercorrelated at both Time 1 and Time 2. Moreover, peer victimization and academic achievement all displayed considerable stability across the 2-year span. Further, intraclass correlation coefficients (ICCs) were calculated using HLM to determine whether the nesting structure within classrooms had an impact on Time 1 and Time 2 peer victimization and academic achievement scores. The ICCs for each of the variables at Time 1 and Time 2 were nonsignificant (.00) which suggests that the nested structure was not a concern.

Predictive Relations Between Peer Victimization and Academic Achievement

A series of hierarchical regression analyses were conducted using SPSS version 19.0 to examine the predictive relationships between peer victimization and academic achievement. For the first regression, the dependent variable was Time 2 academic achievement. Variables were entered using the following criteria: child gender was entered at Step 1; Time 1 academic achievement was included at Step 2 (to control for its stability); Time 1 peer victimization was entered at Step 3; and finally the interaction between child gender and Time 1 peer victimization was entered at Step 4 (to assess the moderating effect of gender on relations between peer victimization and later academic achievement). The second regression predicted Time 2 peer victimization, with child gender entered at Step 1, Time 1 peer victimization at Step 2, Time 1 academic achievement at Step 3, and the interaction between child gender and Time 1 academic achievement at Step 4.

Results indicated a significant effect of child gender for academic achievement ($B = 0.38$, $t = 5.73$, $\Delta R^2 = 0.04$, $p < .001$). Compared with girls, boys displayed lower academic achievement. The effect of child gender for peer victimization ($B = 0.07$, $t = 1.04$, $p > .05$) and a Gender $\times$ Academic Achievement interaction were not significant.

Predictive relations between peer victimization and academic achievement are displayed in Figure 1. Peer victimization at Time 1 negatively predicted academic achievement at Time 2, $B = -0.13$, $t = -4.49$, $\Delta R^2 = 0.02$, $p < .001$. However, academic achievement at Time 1 did not predict peer victimization at Time 2, $B = -0.01$, $t = -0.22$, $\Delta R^2 = 0.00$, $p > .05$.

Discussion

This study was intended to address a noticeable gap in the literature by examining whether peer victimization functioned as a precursor or a consequence of lower academic achievement in Chinese children. This study seemingly was the first study to specifically examine the longitudinal relations between peer victimization and academic achievement in the Chinese cultural context. We used cross-lagged panel analysis, a statistical technique that characterizes temporal

Table 1
Descriptive Statistics and Intercorrelations Study Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Boys $M$ (SD)</th>
<th>Girls $M$ (SD)</th>
<th>Range</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. T1 Peer Victimization</td>
<td>0.10 (1.06)</td>
<td>-0.10 (0.88)</td>
<td>-1.17 to 5.62</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>2. T1 Academic Achievement</td>
<td>-0.11 (0.97)</td>
<td>0.20 (0.96)</td>
<td>-3.50 to 2.21</td>
<td>-23***</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>3. T2 Peer Victimization</td>
<td>-0.03 (0.97)</td>
<td>0.06 (1.00)</td>
<td>-1.32 to 4.94</td>
<td>53***</td>
<td>-.09*</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>4. T2 Academic Achievement</td>
<td>-0.39 (2.77)</td>
<td>0.73 (2.68)</td>
<td>-2.85 to 2.07</td>
<td>-25***</td>
<td>.60***</td>
<td>-16***</td>
<td>—</td>
</tr>
</tbody>
</table>

Note. Values in boldface type represent stability coefficients. T1 = Time 1; T2 = Time 2.

* $p < .05$. ** $p < .01$. *** $p < .001$. 

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relations between data collected on two variables at two time points (Kenny, 1975, 1979), to determine whether (a) academic achievement influenced changes in peer victimization over time or (b) peer victimization influenced changes in academic achievement. Results indicated that peer victimization was both concurrently and longitudinally related to children’s academic achievement. Moreover, whereas victimization influenced lower academic achievement over time, lower academic achievement did not influence later victimization. This finding is consistent with research on Western samples.

Victimization and Academic Achievement in Chinese Children

Individual differences in children’s victimization (as assessed through peer nominations) were moderately stable across a 2-year span from Grades 3–5. This finding is consistent with previous research on the stability of peer victimization in North American elementary schoolchildren using peer reports (e.g., Schwartz et al., 2005). Students’ academic achievement also was considerably stable over this same time period. Taken together, these findings suggest that similar to North American children, problems in Chinese children’s social and academic functioning tend to be enduring at this developmental stage (e.g., Hanish & Guerra, 2002).

Consistent with some previous research (e.g., Schwartz et al., 2002), a gender difference on academic achievement was found, with girls scoring higher than boys. However, other studies have found that gender plays no influential role on Chinese children’s academic achievement (e.g., Schwartz, Lansford, Dodge, Pettit, & Bates, 2013). Tsui and Rich (2002) suggested that Chinese parents are more likely to provide financial resources and parent–child interactions that facilitate their children’s academic competence because of the one-child policy in China. Further, we did not find any interaction effect between child gender and academic achievement. Future research that focuses on the role of gender on children’s academic achievement in this cultural context is needed.

Previous research conducted in Asian cultural settings on the relationship between peer victimization and academic achievement in elementary school demonstrate that peer victimization is negatively associated with students’ academic achievement (e.g., Schwartz et al., 2001, 2002; Tom et al., 2010). Our findings of the concurrent negative association between peer victimization and academic achievement add to the extant literature.

Moreover, results from previous longitudinal research conducted in North America indicate that peer victimization among elementary schoolchildren (e.g., Morales & Guerra, 2006) influences subsequent lower academic achievement. Our results confirm this in Chinese children. After controlling for the stability of academic achievement, peer victimization in Grade 3 influences lower academic achievement in Grade 5 (2 years later). This finding provides preliminary evidence for the generalizability of the negative academic effects possibly attributable, in part, to peer victimization in both Western and Chinese cultural contexts.

We hypothesized that, in contrast to North America findings (e.g., Schwartz et al., 2005), Chinese children who exhibit lower academic

**Figure 1.** Predictive relations between peer victimization and academic achievement.

\[ * p < .001, \quad a \text{ refers to regression coefficients; } b \text{ refers to correlation coefficients.} \]
performance also are somewhat more likely to be victimized over time. However, contrary to hypotheses, the victimization of Chinese children was unrelated to their displaying academic achievement years later. This result was somewhat surprising. Students in our sample may have placed a high value on academic performance.

**Limitations and Future Directions**

Our study provided an initial exploration of the longitudinal relationship between peer victimization and academic achievement among elementary school age Chinese children. However, some limitations should be considered in the interpretation of the findings. First, the measure of the children’s experience of peer victimization was based solely on peer nominations. One advantage of using victimization nominations from many classroom peers is that researchers are able to obtain more reliable estimates of the children who are identified as victims (e.g., Perry, Kusel, & Perry, 1988). However, the validity of the nominations may be compromised because of relational biases (e.g., social standing within the peer group; Hymel, Wagner, & Butler, 1990) and if peers are not aware of, or knowledgeable about, the specific behaviors of interest. Future research could use multiple informants such as the self and peers to identify children’s status as victims. Additionally, our study may be limited by the use of teacher reports to assess their perceptions of children’s academic achievement rather than using a more objective measure such as students’ subject grades. Another limitation is that we did not include other variables that could explain children’s academic achievement. For example, children’s IQ has been found to predict their academic achievement (e.g., Lai, Pullman, & Allik, 2007).

Moreover, although our study found peer victimization influenced students’ lower academic achievement, the effect size was small. This may indicate that there are other factors involved that influence students’ lower academic achievement. As well, we did not examine children’s peer group norms regarding academic achievement in Chinese culture. Future research should consider directly assessing the influence of the peer group’s desired academic standards as a link between peer victimization and academic functioning. Finally, we did not consider the conceptual mechanisms that may underlie longitudinal association between peer victimization and low-academic functioning. For example, children’s symptoms of depression have been found to mediate associations between peer victimization and low academic achievement (e.g., Juvonen et al., 2000; Schwartz et al., 2005). However, these studies have been conducted in the Western cultural settings. Thus, further research examining possible mediators of the link between peer victimization and academic achievement within China is needed.

**References**


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