

STUDY ON THE PERCEPTION OF SCHOOL VIOLENCE BY TEACHERS AND STUDENTS

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Abstract: *The world we live in is invaded by aggression because of the articles full of violence but especially because of the books propelling violence. In this context, the appearance of different forms of violence in school environment seems almost a fatality and becomes, often, an ordinary thing, that fellows coexist with, without even longer sense the danger. Even if it represents a delicate problem, taking possession of violence phenomenon cannot be done unless are known its causes, origins, manifestation forms and prevent possibilities. The problem of violence in schools can and must become a reflection theme for all those involved in the educational act. Especially since the school has, we believe, important resources for creating preventing violence programs and for breaking the vicious circle of violence in the school environment.*

Keywords: *school violence, aggression, aggressive behaviour*

1. INTRODUCTION

The school violence imposes itself more and more in the attention of the contemporary society and especially in the one of some specialised institution and of some non Government organisations, sensitised by the undisputed magnitude that this phenomenon gains, even in the absence of rigorous and comparative statistics, at different levels of globalizations.

A diversity of violence forms, easy or moderate, but also of tragic events, brought to the public knowledge represents the visible expression of a networking style and of a social behaviour that evaluates violence in the expense of some management strategies and solving conflicts.

The society, as a whole, but differentiated, charges with unrest the increasing of this phenomenon, including it in the complex problem of juvenile violence, considering it a factor that weakens or prevent a society that wants to be democratic. It is not a new phenomenon but in the past it has expressed mostly in the relatively autonomous school space; currently, the school world has acquired increased permeability, as institutional transparency, assimilating the tensions and difficulties faced by contemporary societies.

In the European context is acceptable and it promotes the idea that the school must be a privileged space of security, free of conflict and manifestations of societal violence.

Addressing violence in schools as a form of violence must take into account three factors: violence, school, age. Although age is also an important variable, school violence is not associated with juvenile delinquency, only to the extent that criminal offences of youth are taking place in the school perimeter or at most in its vicinity, criminals having student status. In this final case, violence in schools can be considered institutional youth violence and school violence phenomenon can be integrated in the youth criminality.

School violence can be considered a part of juvenile delinquency, it following and contributing to it: just so we can speak of minor criminality.

Own assumptions

Work Assumptions:

1. Main Assumptions:

Gender and status influence the perception of the violence intensity in the teacher-student relationship

1.1. Gender influences the perception of school violence intensity: there are significant differences between the masculine subjects and feminine subjects in terms of their perception of this form of violence intensity.

1.2. Status influences the perception of school violence intensity: there are significant differences between witness subjects and victim subjects in terms of perception of this form of violence intensity.

2. Secondary Assumptions:

2.1. If the student was a victim of physical or verbal aggression, then the possibility for him to adopt aggressive behaviour is very high.

2.2. The more school will get involved in the elaboration of anti-violence among students projects the more the chances of its reduction will increase.

3. The research design

The research variables

a. Independent variables:

- The subject gender: male / female
- The subject status: witness / victim

b. Dependent variables:

1. The perception of school violence intensity
2. The perception of school violence causes

The sample of investigated subjects

The research regarding the forms of manifestation of violence in the school environment has been carried out on a sample of students and teachers from several general schools in the city. The sample used included 100 students and teachers from a general school.

Before applying the instrument a documentary was made on the numbers of classes and on the distribution by gender.

In the first stage of the research we gathered data from subjects, we conducted a pre-test to identify the most common types and causes of violence / inappropriate behavior of teachers in relation to students.

In the second stage of the research behaviours, respectively identified causes were the basis for building a tool to investigate violence in this relationship, teacher-student.

In the third stage of research, the questionnaire application, first, was presented to the subjects a list of five relevant violent behaviours of teachers in relation to students, then they were asked to assess on a five-speed response scale (very often, often, sometimes, rarely, very rarely), the real presence of those in their group. Then, their opinion was request regarding the various causes of teacher-student violence. In this regard, it was presented a list of 12 possible causes of violence, following them to assess each case on the same response scale by the level that explains these behaviours.

2. DATA ANALYSIS AND INTERPRETATION

Comparative analysis of the responses of students and teachers show the same four forms of violence appreciated as the most serious: physical violence, drug use, sexual assault on students and alcohol consumption. But while students consider that the most serious form of violence is the sexual one, according to the teachers opinion drug use in school is the most serious form of violence.

There are no differences between students and teachers regarding the evaluation of verbal violence, damaging furniture, insults and threats to teachers, drawings and inscriptions on the school walls and desks and thefts between pupils, all these forms of violence are valued at a slightly level above average scale that measures the severity of actions. Differentiation appear with respect to appreciation of the less serious manifestations of school violence.

We notice from the data that students declare first that witnessed school violence, then victims and, finally, initiators of violence acts. We can say it is a natural tendency for self-protection, even if the answers were anonymous.

The data obtained show that the most common forms of school violence which pupils were victims are verbal violence (insults, offenses) and theft among students. The uncommon, as a victim, are sexual assault and drug consumption. As the aggressor, the first are school absenteeism and second place verbal violence.

3. CONCLUSIONS

In conclusion, following the statistical processing of the subjects results from the applied questionnaire, the two main hypotheses were confirmed. Thus, we proved that in the investigated group, subject gender and status influence both the perception of the intensity of violence in teacher-student relationship and the perception of its causes, being significant differences between the perceptions of boys and girls, respectively the witnesses and the victims of such behaviour, the phenomenon in question. Also it was tested whether there is a significant correlation between how is perceived the violence intensity and the perception of its causes.

The study on violence in schools revealed that concepts such violence "and" aggression "have many aspects and can designate diverse phenomena as manifestations and severity forms. Study results showed that events such as noise and indiscipline during classes, verbal violence between students (swearing, insults, humiliation), deterioration of school furniture, refusal to perform schools tasks have a high frequency and, we could say that are part of the daily school. For this reason, although they acknowledge the frequency of such events, both teachers and students, do not appreciate it as a significant increase in recent years of the phenomenon of school violence.

Based on the information suggested by this study it may develop an intervention program at the investigated school group level, that have to consider reducing the intensity with which is manifested the violent behaviour; also it can determine, based on the statistics obtained data if these identified causes are acting isolated or are grouped into causal structure (eg. cases reported in status, self-image).

Information on the issues revealed by this investigation, and respectively the assimilation of these recommendations at the school level, provides the optimum on the promotion of proactive and not reactive strategies.

This study was aimed at investigating the violence of teachers in relation to students, appearance reported to the investigated school group. The limits of this approach refers

to the size of the subjects sample, but also to the fact that did not work out all educational actors involved.

However, the main purpose of the study was realised, namely to provide an overview of the perception that students have over the presence, intensity and causality of this phenomenon among teachers, reported to the own school group.

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