



WCLTA 2013

Victims or Bullies – Students or Teachers

PhD Bisera Jevtic^a *, PhD Zorica Stanisavljevic Petrovic^a, Ass Zoran Stankovic^a

^a Department of Pedagogy, Faculty of Philosophy, University of Nis, University Square 2, 18 000 Nis, Serbia

Abstract

The problem of violence in schools has been considered globally through teachers' assessments of violence in schools-sometimes of the actual state of violence in the schools where they work; of the representation of the form of violent behavior and the reactions of students in the situations where they find themselves in the spectator role of a violent scene. This work is the result of research which serves to empirically confirm the representation of violent behavior of both students and teachers in verified, controlled (part of the *School without violence* network) and unverified elementary schools of the Rasina District in Serbia, as well as the attitudes of teachers on violence and on personal competence to suppress the aforementioned phenomenon. The beginning results of the research on the problem of violence- in the past and at present have shown a tendency for the increase in violence in educational institutions. Through a longitudinal consideration of subjective assessments of teachers on violence in the previous and current period, we come to a conclusion that the greatest percentage of teachers points out that the problem of violence today is the same or greater in relation to earlier periods. Further analysis of the results has contributed to the conclusion that the teachers' awareness of the presence of violence is greater in schools which are a part of the *School without violence* network, which caused the display of a greater degree of violence in these schools.

© 2014 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Selection and peer-review under responsibility of the Organizing Committee of WCLTA 2013.

Keywords: Violence, victim, bully, aggression, prevention;

1. Introduction

Violence is a multidimensional phenomenon and it's hard to draw a straight line when discussing different forms because those different forms of violent behaviour appear and manifest together. Bullies often apply different forms of violence on their victims which makes it difficult to define this phenomenon. So as to define the phenomenon of violence more easily, authors use different divisions of violence. In this manner, we come to differentiating between new forms of violence we were not familiar with before (Greene, 2003; Jenson & Dieterich, 2007; Carey, 2003;

* Corresponding author name. PhD Bisera Jevtic, Tel.: +38164-801-33-73
E-mail address: bisera.jevtic@filfak.ni.ac.rs

Olweus, 1998). In accordance with this, Olweus points out the existence of both physical and verbal violence, but also, he draws out the existence of a third form of violence “without physical contact or words, and that means that, by using nonverbal signs, deliberate excluding from the group and other means, violent acts can be performed” (Aluede, 2006, p.34).

One of the problems is surely denial or minimization of the violence that is happening in schools by those who are in charge of propagating and education of the children on tolerance, culture of nonviolence, proper and assertive relationships with other students etc. Violence in the school is more present than what the official administration or the school management would accept (Ballard, Argus, Remley, 1999). This further increases the difficulty of the situation and creates the basis for further spread of violence. Thus, necessary changes must encompass work with children in relation to prevention of violence, but also work with all the carriers of the educational process.

The data shows (Jevtic, 2012) that in the expression of violence among children; the highest percentage is that of the group of older students, in other words, the abusers are usually older than the ones they abuse. Approximately 39% are students that are older, 34% are of the same age, and 14% are adults, and from this we can conclude that the abusers are to be differentiated by some characteristics, and also that the victims are from a certain milieu, for example, age group, there are differences in the physical appearance compared to other children, there is some physical or mental handicap etc.

The research in Serbia related to the project *School without violence* in its initial phase had the goal to demonstrate a realistic image of violent behaviour in elementary schools, that is, much of the research concerned the commonness and forms of violence. Within the wider *School without violence* project, supported by the UNICEF and Ministry of education and sport, a research was conducted and the goal was to find out: a) the degree of representation of peer group violence and to measure this, different criteria was used; also, the percentage of students who could, by the given criteria, be considered as victims, bullies, victimized bullies and not involved, and also the degree of representation of violence of students toward adults and reverse; b) the expression of individual forms of peer violence and violence of adults towards students; c) the connection between the degree of representation of violence and individual forms of violence, with the age and sex of students (Popadic & Plut, 2007, p. 314). The number of participants in this research amounts to 26.628 students from grade 3 to 8 from 50 elementary schools across Serbia. The results of this research showed the following: most common forms of peer violence are insulting (45.6%), scheming (32.6%), hitting (19.2%) and threats (16.9%). Touching (that is, sexual harassment), taking things, destroying property and forcing are the forms of violent behaviour which are less expressed (under 10%). This data speaks of the victims of violence and the expressions of individual forms of violent behaviour that they have experienced up to three months before the day of the questioning.

Teachers as bullies. The research shows that, if we follow the criterion that the students have experienced some form of violence from the teachers or some other employee, we get the fact that 35.7% of the examinees were victims of violence. There is also a tendency for the older students to talk more about the violence of adults towards younger students.

Teachers as victims. The growth and the trend of peer violence and violence in the social environment are confirmed through the testimony of existing incidents with tragic outcomes. In the era of modern communications, it is possible to document peer group violence on video recordings, but also the violence of students towards teachers, which is additionally worrying, because it points to the trend of weakening of the basic authorities in the educational process. About 42% of students in the examined sample were witnesses of verbal aggression of their peers towards a teacher.

Violence in schools stands for a serious subject to the researchers due to significant social responsibility that inevitably arises. Research can significantly contribute to shedding light on many facts that follow the problems of a modern school and in an adequate way they affirm programs of violence prevention in schools. It is considered that “the application of programs specifically intended for prevention of unaccustomed and violent behaviour of students in schools, is in our conditions a relative novelty, while experience in the world points to their positive effects” (Stanisavljevic Petrovic, Cvetkovic, 2012, p.282). As Nansel and associates (2001) show, the problem of school violence is a conceptually complex phenomenon which puts forward many questions related to the educational opinions in the family, to the social skills of children, to the basic dimensions of the personality. In this context, longitudinal overview of all facts is inevitable if we are to identify all aspects of violent behaviour. The data in the world and here show a rise in school violence and based on this we conclude that dynamical changes concerning the prevention of violence are inevitable.

Download English Version:

<https://daneshyari.com/en/article/1113295>

Download Persian Version:

<https://daneshyari.com/article/1113295>

[Daneshyari.com](https://daneshyari.com)