

Patterns and Forms of Violent Behaviors Encountered Among Pupils in Turkish Public Schools¹

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Abstract: In this study, the types of behavior, within the context of violence, encountered among pupils studied. This study is considered important in the aspect of recognizing the types of violence encountered in schools and impeding them. The main purpose of this study is to find out the perceptions of the teachers about the types of behavior that they observe within the context of violence among pupils in school and the pupils' opinions about the types of the behavior they experience. The study was carried out with the teachers and the pupils in the primary and secondary public schools. 756 pupils and 131 teachers participated in the study. Consequently, the teachers stated that the pupils mostly experienced institutional violence but contrary to what the teachers said, pupils stated that they mostly encountered behaviors including physical, verbal, sexual, emotional violence.

Keywords: Violence, public schools, educational policy

One of the fundamental problems of contemporary societies is the phenomenon of violence. Because of this, violence has become one of the research fields of the social scientist and psychologist. The phenomenon of violence, which emerged with the humankind history, has a complicated structure together with a great deal of individual and social component. Violence is a phenomenon, which always exists and alters in line with the time and society (Coser, 1956; Lewin, 1945). This fact leads to define violence in different forms in different time, society, culture and belief models. It is possible to, individually, consider every sort of behavior, which is bad for health, causes pain, and obstructs the social and emotional development as "violence." Violence is actually a part of human nature and a kind of suppressed behavior. It is the exertion of the power and

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strength that individual has to himself/herself, other people, other groups or a society through threatening or employing it. Such behaviors may result in injury or lost (Bulut, 2008; Subaşı, 2001; Subaşı and Akın 2006; Benbenishty and Astor, 2009; Ögülmüş, 1995a, 1995b, 1996; Cornell and Mayer, 2010; Swearer, Espelage, Vaillancourt, and Hymel, 2010). A string of behaviors such as forcing, causing physically or psychological pain, hitting, beating, injuring and torturing are the most common types of violence.

Violence is a form of behavior that is related to aggression. In that sense, violence involves a provocative and wearing action, which is directed towards someone, but from time to time, it involves staying away from actions or being passive. In that context, the definition of violence not only involves all kinds of physical attacks but also includes some verbal actions. Aggression is defined as the totality of the behaviors, which are dashing, forcing and aggressive. According to Steinmetz (1986) violence is physical or any type of negative behaviors that lead an individual to be subjected to intimidation, be injured, and be provoked or be under emotional pressure. Violence is a kind of devastating and destructive aggression. It is a phenomenon, which involves injuring individuals or objects to some extent, is strong, uncontrolled, extreme, sudden and collective or individual (Yıldırım, 1998). Another description of violence is that it is the behaviors directed towards others to damage directly or indirectly their physical, ethical, moral, spiritual integrity, properties and cultural values by one of the sides or some of them. It does not matter to what extent it will cause damage. Such behaviors are common in mutual relationships (Michaud, 1991). Olweus (1999), defined violence as “the aggressive behaviors directed towards an object, another person or oneself to cause pain, injure and disturb.”

Violence depends on so many components in societal level and family and can emerge individually or between individuals. Violence can be broadly defined as not only the intentional physical behaviors against another person but also the unintentional verbal psychological pressure. In that sense, violence is seen as a type of behavior involves restricting the rights and liberties. Aggression, violent behaviors, chaos and terror deeply affect the overall society. The women who are under 30 and have children, girls, adolescent girls, women of all ages, all children, old people, people with disabilities, homeless people, refugees and immigrants, are the ones who are at serious risk of being exposed to violent acts. In societies not

only women, old people, people with disabilities, immigrants, homeless people, but also children seem to be one of the groups who are at the serious risk of being exposed to violent behaviors. It is certain that children are the ones who are the defenseless and mostly affected by the events within the scope of violence.

The behaviors related to violence emerge in the form of disobeying the law, injuring an individual, insulting, wounding someone's pride, disquieting, treating roughly, hurting, using force, overriding others' rights (Erten & Ardalı, 1996; Subaşı & Akın, 2006). One of the most important reasons of the violence is social relationships in society. Violence can be broadly defined as not only the intentional physical behaviors against another person but also the unintentional verbal psychological pressure. In that sense, violence is seen as a type of behavior includes restricting the rights and liberties (Şahin & Beyazova, 2001; Ergil, 2001). Violence, which shows itself in variety forms, is a phenomenon, which we can often encounter, both in individual and social dimensions nowadays. In every society pressure, torment, frightening, intimidation, killing, punishing, rebellion are the types of violence encountered in variety degrees and forms. When we look over violence with regard to its types, we come across physical, emotional psychological, verbal, sexual, economical and so many behaviors as types of violence.

The types of violence encountered in societal and daily life;

- Violence towards oneself: suicide, the behaviors that damage the body.
- Violence between people: the violence towards woman, child, elderly, violence in the family, dating violence.
- Systemized violence: international violence, collective violence, political violence, power violence, violence towards the power.
- Media violence: the violence which is caused by the sounds, the images and the articles in the written press and broadcast media.
- Other types of violence: gang violence, blood feud, street violence, body and human trade, pornography, violence towards homosexual and lesbian, violence towards minorities, violence in school, work and sport.

Due to being multi-dimensional phenomenon, violence can be classified in variety forms. Therefore, with its psychological, moral,

political, economical sides it can be discussed from different point of views. The reasons behind violence can be listed as biological reasons, reasons related to learning; use of violence as a tool of teaching, social reasons, reasons related to the interaction between people. In that case, it can be said that violence does not occur because of only one reason; it is a social problem and stems from the environment. In the last two decades, violence in school has become one of the subjects that is often confronted and receives a lot of attention. Violence in school, bullying and harassment incidents increase or decrease from time to time. Some factors such as increase in urbanization and schooling rates, becoming widespread of means of communication lead to increase in the number of some incidents consist of violence. In this regard, bullying and harassment have been put down on the country agenda. While a rapid urbanization, democracy, human rights and globalization are being experienced nowadays, the subjects related to violence take place on the agenda, too.

Violence in Schools

It is possible to see violence in education institutions both as the patterns and rules of the institution, as a form of teaching staff's, school administrators', teachers' behaviors and as a form of the behaviors among pupils who is schooling in the education institutions or as a form of school officials' manners to their own institution. The concept of 'violence in school' used in a sense that it defines the behaviors like aggression and crime which cause negative results on the school atmosphere, break the learning process of the pupils and obstruct their developments. Violence in school consists of so many intentional behaviors such as psychical and psychological injuries and giving damage to real estate. These incidents also involve the behaviors, which differ in severity and frequency. The behaviors like homicide, using gun, sexual harassment, fight, bullying, verbal threat, intimidation, whipping, gang violence, rape, hate violence, vandalism, physical or verbal harassment on the school way, behave harshly towards beloved can be seen as the behaviors, including violence, in schools (Astor and Meyer, 2001; Bulut, 2008; Çınkır & Karaman-Kepenekçi, 2003; Öğülmüş, 2006). In other words, violence in school emerges in the form of a threatening environment, physical harm, emotional pressure and this situation is a big handicap for pupils' success. Violence in school is one of the forms of emerging of adults' reactional

life. Children are both perpetrators and victims. The violence incidents can be prevented by the help of the effective curriculums that will be put into practice at the schools.

Studies indicate that, in the Turkish public schools, the types of violence experienced in schools emerge as a form of fighting, swearing, quarrel and verbal attacks. The types of violence that the pupils claim that they experience are as follow; the knife and gun fights result in injury, the fight are caused by the people out of school, the violence incidents which are caused by the gangs which are formed inside and outside of school, the violence incidents experienced to extort money, the fights that happen due to girl-boy friendship (Radikal, 2008). Other types of violence are common situations for both pupils and teachers. The way how the pupils and the teachers balance the incidents that happen in their schools will affect the ways of evaluating the violence problem in their schools. Within the context of a school, teachers', pupils' and the public's judgments about the size of the problem or security are not same as the estimations about the behavioral incidents. For example; although pupils and teachers might be able to be aware of the violence incidents frequently happen in their school, they might be able to be unwilling to admit that the school environment has a violence problem. If we look at from a realistic perspective, while a school may be safe from some aspects and within some sub-contexts, it may not be safe from other aspects. For example; during lessons classroom is considered a safe place, on the other hand, the cafeteria is considered dangerous. While some pupils totally avoid sub-contexts, others may be exposed to danger (Astor & Meyer, 2001).

In the first stages of the process of socialization, children determine how to behave in some situations observing the people around them and imitating them. Within that context, when the behaviors involve violence are taken into consideration, it is possible to say that those types of behaviors can be learned. The point of view, which advocates that violence is a learned behavior, draws attention to the fact that it is also used as a method of teaching. The child who has witnessed the use of violence to secure discipline in school and home assimilates it as a role while solving a problem and sees it as a natural option. Family environment plays a significant role in the process of learning violence. Attitudes of parents, uneducated parents, education system, economical insufficiency of country, minority of art and sports centers for teenagers, computer games, imaginary violence that the internet websites consist,

publications including violence in the media are regarded as factors in the spreading of violence in schools. That subject has come to the fore because of the rapid developments in the communication technology and widely consumption of the mess media, which has a hold over the society. In the frame of the process of socialization, it is important not only to realize that aggressive behavior learned during childhood and adulthood emerge by the effects of the mess media but also to solve the problems that are caused by those behaviors. The problems, which are the results of the violence incidents among people who live in a society, should be seen as a part of social life. It is significant to understand and analyze. To be able to prevent people trying to solve their problems using force it is necessary to make individuals identify themselves and improve their empathy skills during their social life.

In recent years, violence in school is seen as a serious and multi-dimensional problem. The violence phenomenon, which has many dimensions including physical, emotional, sexual, political, and institutional, and severity has become a situation, which is frequently encountered in schools, as occurs in every part of society. That situation makes it necessary to debate on violence, do academic studies, take precautions according to the results of the researches. Teachers and administrators' views about school bullying were brought forward in public schools. Educators declares that pushing as a form of physical bullying, name-calling and teasing as a form of verbal bullying, giving damage to the properties as a form of emotional bullying, saying sexuality contented words as a form of sexual bullying are the most common types of bullying behaviors that were encountered in schools. The conclusion was that bullying occurs mostly in the school garden and boys use bullying to solve their problems because they do not know how to solve them. Kapçı (2004) indicates that the types and prevalence rates of bullying that 4th and 5th grade pupils are exposed, whether there is difference in the type of bullying depending on socioeconomic status, grade and gender, how the level of self-respect, depression, state and constant anxiety differs when a pupil is exposed and isn't exposed to bullying were explored. According to the research %40 of the pupils were exposed to physical, verbal, emotional and sexual bullying. It was also found that bullying was more related to psychological variables, rather than demographic ones. The studies further indicate that 7th and 8th grade pupil' views about the violence and the harassment, which was encountered in schools. In the

study, it was examined which behaviors pupils conceptualize as violence, which ones they conceptualize as harassment. According to the results of the research, the pupils categorized the violence as verbal, psychical and sexual.

Verbal violence involved disrespect, being humiliated, command, slander, lie, gossip; psychical violence involves fighting, blow, spitting, pulling and tearing out hair. In a study, by Akgün, Araz and Karadağ (2007), it was aimed to set up a training program for pupils to teach how to deal with disputes. This program was set to teach pupils to solve the disputes constructively, improve their dispute solving skills and to diminish their aggression tendencies. The research demonstrated that the training program for solving disputes had reduced the pupils' constructive dispute solving skills. While pupils' aggression tendencies and behavior disorders lessened in some classes at the end of the training, nothing changed in some classes. In the research done by Deveci, Karadağ and Yılmaz (2008) 5th grade pupils' perception of violence, the types of violence they face to face around them, suggestions for preventing violence, their feelings about violence were determined. At the end of the study, it was seen that pupils had defined violence in different forms such as fighting, beating, maltreating, swearing, yelling, injuring. At the same time, children described violence incidents they mostly came across around them as fighting, beating, snatching, extortion, burglary. To prevent violence children suggested some solving problems like by talking, calling police, and warning, being tolerant and lovely, and behaving respectfully. They also expressed their feelings about violence as sadness, fear, revenge, feeling bad and getting excited. With the help of school-parent cooperation, some necessary precautions should be taken to lessen the violence incidents pupils come across around them. According the results of the study 'Comparing the Proportion of Whipping in Schools Between 1992 and 2002' done by Gözütok, Er ve Karacaoğlu (2006), whereas the psychical punishment that the pupils mostly experience was slapping in 1992, pulling ear took its place in 2006. In addition, the study stated that the frequency of being exposed to physical punishment increased comparing to past. The result of the survey done with teachers who work at various primary and secondary schools, pupils study at these schools, teacher candidates demonstrated that whipping had been going on despite all prohibitions. According to the evaluation done at the end of the research, in Turkey parent and teacher authority, both adults and

children assimilated the methods of pressure. The study done by Cowie, Hutson, Öztuğ and Myers (2008) found out that the influence of the grade and peer support on the pupils' perception of safety in school. According to the research results, there was a little difference between the perception of pupil with peer support and without peer support. Beside this, when the correlation between pupils' perceptions and their grades were examined it was found out that seniors defined school as a friendly place and comparing to others felt more safety in toilets and classes. In their study Marachi, Avi and Benbenishty, tried to find out the behaviors in the form of violence that the Arabian children had encountered. According to the research results, the behaviors including violence that the pupils encountered were in the form of force, dead threat, intimidation. Compared to girls, boys were more likely to experience violence. The research done by Motoko and Seunghye (2007) the participants were 150 schools from South Korea and 216 schools from United States. The research consisted of the directors, Math teachers who work at these schools and 8th grade pupils. According to the research results, the percentage of the violence incidents experienced in the United States was higher. According to the pupils of both countries, the percentage of the violence incidents was higher than the one that was reported by the school administration.

The purpose of the study

In this study, within the context of violence, the violent behaviors encountered among pupils in schools were explored. In other words, the main purpose of this study is to identify the views of the teachers, who work in Turkish public schools in the city of Eskisehir, about the forms of behavior within the context of violence and pupils' opinions about the forms of behavior they encounter. The following questions were tried to answer relying on this aim.

1. What do teachers think and feel about the concept of violence?
2. What do pupils think about the violent behaviors that they experience in school?
3. Does the type of violent behavior differ according to gender and grade?
4. What do teachers think about the violent behaviors experienced among pupils?
5. Is there any difference between teachers' and pupils' opinions about the violent behavior?

Methodology

The study was carried out with the teachers and pupils in primary and secondary schools in Eskisehir. 756 pupils and 131 teachers participated in the study. The information about sample group related to pupils was shown in Table 1.

Table 1
The information about sample group related to pupils

Variables	N	%
Gender		
Girl	389	51,5
Boy	367	48,5
Grade		
6	90	11,9
7	146	19,3
8	39	5,2
9	347	45,9
10	134	17,7
Total	756	100,0

It is proposed that bullying experienced in schools can be examined in four different categories like psychological (pushing, kicking etc.) verbal (name-calling, teasing etc.) emotional (excluding, damaging the properties etc.) sexual (harassment with hand, saying sexuality contented words etc.) (Elliot, 1997). The survey “The types of behavior encountered among pupils in schools” (2007) used in the study was upgraded in line with the classifications in the survey “Bullying and Violence” which was prepared by Çınkır and Karaman-Kepenekçi (2003). Two different surveys were prepared as a data collection instrument for teachers and pupils.

The survey applied to pupils had two parts. The first part involved items related to personal information. The second part involved totally 24 items related to types of behavior under five sub-dimensions (types of violence). The survey applied to teachers had two parts. The first part involved totally 26 items related to types of behavior under five sub-dimensions (types of violence). The second part involved an open-ended question, which asked teachers to express their feelings and opinions about the ‘violence’ concept. To test the reliability of the survey “The Types of Behavior Experienced among Pupils in Schools” for each group Cronbach Alpha coefficient was measured. The results of the measurement were shown in Table 2 and Table 3.

Table 2
Reliabilities and the Five Subscales (applied to pupils)

Type of behavior	Items	Reliability (alpha)
Physical	1, 2, 3, 4, 5, 6	,79
Verbal	7, 8, 9, 10, 11, 12, 13, 14	,86
Emotional	15, 16, 17, 18	,79
Sexual	19, 20, 21	,72
Institutional	22, 23, 24	,79
Total	24	,91

Table 3
Reliabilities and the Five Subscales (applied to teachers)

Type of behavior	Items	Cronbach's Alpha
Physical	1, 2, 3, 4, 5, 6	,829
Verbal	7, 8, 9, 10, 11, 12, 13, 14	,894
Emotional	15, 16, 17, 18	,881
Sexual	19, 20, 21	,800
Institutional	22, 23, 24, 25, 26	,818
Total	26	,940

Arithmetic mean, standard deviation etc were used to analyze the data in quantitative dimension. Together with descriptive statistics techniques, parametric statistics techniques were used in the comparison of binary heap. For independent groups with Equal Variances T-test and for comparison of heaps more than two One Way the Analysis of Variance (ANOVA) techniques were used. After the analysis of variance, when the statistics of the F-test was significant, the source of the difference was searched using the “Tukey HSD” test.

In the analysis of the data in quantitative dimension, the answers of the teachers were examined one by one to identify the primary and secondary school teachers' opinions and feelings about violence. At the end of the examination each opinions and feelings that the teachers had claimed was entitled under a theme by the researchers and an expert. Researchers and the expert worked independently of each other while entitling the themes and sub-themes. The last form of the themes and sub-themes was drawn in line with common sense. The opinions and feelings had been obtained were presented with their frequencies in tables. 91 teachers of 131 primary and secondary school teachers participated in the qualitative dimension of the research.

Findings and Interpretations

The findings, which were grouped under sub-headings according to the survey questions, were interpreted and analyzed. Teachers' feelings and opinions about the concept of 'violence' were grouped under 10 themes. The frequency distribution of the 10 themes that had been identified was shown at table 4.

Table 4

Teachers' feelings and opinions about the concept of 'violence' (N=91)

Feelings and opinions	f
Immorality	23
Use of physical force	13
Inhuman treatment	11
Terror	11
Psychological pressure	9
Defense mechanism	7
Lack of love	6
Fear	5
Illiteracy	3
State	3

When the table 4 is examined, it is seen that twenty-three teachers see violence as immorality. The thought, which sees violence as exerting physical force, comes after that. The violent behaviors the teachers have described as exerting psychical force involve behaviors such as whipping, beating, thrashing, pulling ear. Eleven teachers have described violence as inhuman treatment and terror. As seen in table 4, nine teachers have described violence as psychological pressure. Seven teachers have seen violence as a kind of defense mechanism. Six teachers have described violence as a sign of lack of love. Teachers think that the individuals who do not have human love expose violence. Five teachers' opinions and feelings have gathered under fear theme. It can be thought that those teachers have expressed their opinions and feelings about that subject considering the individuals who are exposed to violence. Three teachers have described violence as the concept of 'illiteracy' which represents being ignorance and inexperienced. In addition, three teachers have described it as state, which is an organizational legal entity. When we examine the statements of the teachers who have described the violence as immorality, it can be said that they think that the ones who perpetrate violence do not take into consideration the forms of behavior and the rules that they have to obey in a society. Immortality can be defined as a kind of lack of good characteristics. Here are some examples of the teachers' feelings and opinions about the 'immorality' theme.

“All types of violence are the result of immorality. The fights that happen at court houses where justice and inequality were put into practice are the indicator of that. Rule of law is influenced by customs and traditions.”

“It is a kind of negative treatment towards someone’s around in the face of an event”

“Unnecessary acts which mustn’t happen”

“Neurotic behaviors which are not appropriate for human beings and are more common in the behaviors of uneducated, impatient, unskilled and selfish people”

“Not to respect people and their lives and opinions”

The teachers who have described violence as physical force agree that people have recourse to behaviors such as whipping, beating, and thrashing in the scope of violence. Here are some examples of the teachers’ feelings and opinions about the ‘use of physical force’ theme.

“Force exposed to others by someone”

“Slap, bullying”

“Physical pressure exposed to someone who is weak by someone who is strong”

The teachers who have described violence as inhuman treatment see it as an indication of becoming inhuman. Here are some examples of the teachers’ feelings and opinions about the ‘inhuman treatment’ theme.

“A concept that I want to think that it doesn’t belong to human beings”

“Whatever happens no body deserve it”

“It is equivalent of being human but not behaving as a human”

The teachers who have described violence as terror see the behaviors such as killing someone, frightening someone, damaging property as an indication of violence. Here are some examples of the teachers’ feelings and opinions about the ‘terror’ theme.

“Feelings such as animosity, hate, revenge”

“Emotionally and physically wearing behaviors that someone is exposed”

“Terror, pain, tears”

The teachers who have described violence as a kind of psychological pressure think that psychological pressure leave permanent trace, effects on individuals. Here are some examples of the teachers’ feelings and opinions about the ‘psychological pressure’ theme.

“It happens in different forms. Physical, psychological, mental etc... I can say that the circumstances which have undesired permanent traces and wear someone’s body and soul out.”

“It is a psychological illness. Externalizing the feelings which are nice but incomplete and haven't been experienced, misdirecting the feelings”

The teachers who have described violence as a kind of defense mechanism support the assumption that it is observed in similar forms in different individuals and individuals cannot consciously comprehend it by themselves because it is unconscious and automatic. Here are some examples of the teachers' feelings and opinions about the 'defense mechanism' theme.

“It is a method used by the people who have internal problems. These people who exert violence are problematic; when they use violence against others, the victims become problematic individuals as well”

“It is defense mechanism of unhappy people. It is vicious circle of the people who cannot express themselves”

“They are reactional applications that someone does to live and continue his/her existence.

The teachers who have described violence as the indication of lack of love think that a person who is lack of love can have recourse to violence. Here are some examples of the teachers' feelings and opinions about the 'lack of love' theme.

“Horror, fights, misery”

“Love should take the place of the violence which still exists in our society. Love should take the place of the problems solved with violence”

“It is one of the most common illnesses whose medicine is love”

The teachers who have described violence as fear express their feelings thinking the individuals who are exposed to violence. They define the feelings against an encountered or expected danger as sadness, pain, anxiety. Here are some examples of the teachers' feelings and opinions about the 'fear' theme.

“A power I have never experienced, In addition I don't want to experience. When I hear the word 'violence' the first thing that comes to my mind is the husbands who beat their wives.”

“It is the thing that I am afraid of a lot”

The teachers who have described violence as illiteracy emphasize that those kinds of behaviors are illiteracy and inexperience. Here are some examples of the teachers' feelings and opinions about the 'illiteracy' theme.

“Something that illiteracy has caused”

“It shows that the person who use violence is helpless and miserable”

“It is a concept which mustn't be put into practice. If there is violence, there is no education”

The teachers who have described violence as state match violence with the state, which is an organizational legal entity. Here are some examples of the teachers' feelings and opinions about the 'state' theme.

“State”;

“State policy”

What do pupils think about the violent behaviors they have experienced in school?

To form an average opinion about pupils' views about the violent behaviors experienced in school, arithmetic mean and standard deviation of the answers were calculated. Findings were shown in table 5.

Table 5

Pupils' Views about the Violent Behaviors Experienced in School

Type of behavior	N	\bar{X}	S
Physical	756	4,70	,54
Verbal	756	4,32	,72
Emotional	756	4,43	,80
Sexual	756	4,60	,76
Institutional	756	4,66	1,18
Total	756	4,14	,58

When the finding is examined, it is seen that the pupils who has engaged in the survey have different opinions about the violent behaviors they experienced in school. When Table 5 is examined, it is seen that physical violence, which arrives at average of 4.70, has the highest average. Institutional violence which arrives mean 4,66 comes after that. The averages of other types of violence are as follow; Sexual violence arrives mean 4,60, emotional violence arrives mean 4,43, verbal violence arrives mean 4,32. Those findings demonstrate that pupils mostly experience physical violence such as beating, whipping, kicking, slapping, and pulling hair or ear, physical jokes. Institutional violence, which involves breaking tables and desk, drawing or writing something on the walls, polluting the shared areas and toilets, comes after that. It is seen that pupils rarely experience verbal violence. Pupils think that they are rarely exposed to teasing, name- calling and swearing.

Does the type of violent behavior experienced in school differ according to pupils' gender?

The variables in this study were gender and grade. The findings related to the distribution of different types of violent behavior that the pupils' experienced in school according to their gender were shown in table 6.

Table 6

The Types of Violent Behavior That the Pupils' Experienced in School According to Gender

Behaviors/Gender		N	\bar{X}	S	df	t	p
Physical	Girl	389	4.70	.48	754	.041	.968
	Boy	367	4.69	.58			
Verbal	Girl	389	4.33	.69	754	.601	.548
	Boy	367	4.30	.74			
Emotional	Girl	389	4.39	.79	754	-1.095	.274
	Boy	367	4.46	.79			
Sexual	Girl	389	4.64	.74	754	1.608	.108
	Boy	367	4.55	.78			
Institutional	Girl	389	2.54	1.09	754	-2.817	.005
	Boy	367	2.78	1.26			
Total	Girl	389	4.12	.54	754	-.854	.393
	Boy	367	4.16	.63			

When the types of violent behavior that pupils experience according to their gender in school are examined, it is seen that except institutional violence, other types of violent behavior exposed to both girls and boys are almost same. There is not a significant difference. That leads us to the conclusion that the types of violent behavior does not differ according to the pupils' gender. According to the findings, the use of institutional violence differs between boys and girls. A greater number of boys than girls damage the school property.

Does the type of violent behavior experienced in school differ according to grade?

The findings related to the distribution of different types of violent behavior that pupils experience in school according to their grade were shown in table 7.

Table 7
The Types of Violent Behavior That the Pupils' Experienced in School According to

<i>Grade</i>						
Behaviors/Grade	N	\bar{X}	S	df	F	p
Physical						
6	90	4.47	.57	751.4	7.438	.000
7	146	4.62	.49			
8	39	4.65	.46			
9	347	4.79	.43			
10	134	4.71	.73			
Total	756	4.70	.53			
Verbal						
6	90	4.11	.72	751.4	10.172	.000
7	146	4.12	.77			
8	39	4.05	.77			
9	347	4.43	.63			
10	134	4.47	.75			
Total	756	4.32	.71			
Emotional						
6	90	4.26	.68	751.4	7.106	.000
7	146	4.20	.91			
8	39	4.23	.82			
9	347	4.54	.71			
10	134	4.53	.85			
Total	756	4.43	.79			
Sexual						
6	90	4.68	.49	751.4	1.705	.147
7	146	4.56	.79			
8	39	4.33	.90			
9	347	4.62	.73			
10	134	4.60	.89			
Total	756	4.60	.76			
Institutional						
6	90	2.35	.94	751.4	2.590	.036
7	146	2.57	1.21			
8	39	2.52	1.20			
9	347	2.77	1.16			
10	134	2.70	1.32			
Total	756	2.66	1.18			
Total						
6	90	3.98	.48	751.4	6.959	.000
7	146	4.01	.62			
8	39	3.96	.66			
9	347	4.23	.51			
10	134	4.20	.70			
Total	756	4.14	.58			

When the types of violent behavior that pupils experience according to their grade in school are examined, it is seen that grade has influence on the types of violent behavior such as physical, verbal and sexual violence. It can be said that there is significant difference among the types of behavior. The findings demonstrate that grade has influence on the frequency of exposure to the violent behaviors. How pupils' feelings and thoughts are affected by those violent behaviors is also associated with grade. It can be said that their age, peer relationships, individual differences has influence on their evaluation of the violent behaviors they experience.

What do teachers think about the violent behaviors they encounter in school?

To form an average opinion about teachers' views about the violent behaviors they observe among pupils in school, arithmetic mean and standard deviation of the answers were calculated. Findings were shown in table 8.

Table 8
Teachers' Views About the Violent Behaviors They Observe Among Pupils in School

Behaviors	N	\bar{X}	S	df	t	p
Physical	131	2.46	.75	885	41.034	.000
Verbal	131	2.69	.75	885	23.770	.000
Emotional	131	2.56	.86	885	24.376	.000
Sexual	131	1.91	.81	885	36.761	.000
Institutional	131	3.00	.85	885	-3.208	.001
Total	131	2.60	.64	885	28.502	.000

When the finding is examined, it is seen that the teachers who participated in the survey has different opinions about the violent behaviors they observe among pupils in school. When Table 8 is examined, it is seen that institutional violence which arrives at average of 3, 00 has the highest average. Verbal violence, which arrives at average of 4, 66 come after that. The averages of other types of violence are as follows; Emotional violence arrives at average of 2, 56, physical violence arrives at average of 2,46, sexual violence arrives at average of 1,91. The findings demonstrate that teachers agree on that pupils mostly engage in institutional violence, which involves behaviors that damage the institution such as breaking tables and desk, drawing or writing something on the walls, polluting the shared areas and toilets. Verbal violence, which included teasing, name-

calling, swearing, slandering, threat, and gossip, came after that. Teachers think that they rarely observe sexual violence among pupils.

The differences between the teachers and pupils' views about the types of violent behaviors encountered in school

The findings related to the differences between the teachers and pupils' views about the types of violent behaviors encountered in school were shown in table 9.

Table 9
The Differences Between the Teachers' and Pupils' Views

Behaviors	Teacher			Pupil			df	t	p
	N	X	S	N	\bar{X}	S			
Physical	131	2.467	.752	756	1.300	.538	885	41.034	.000
Verbal	131	2.693	.752	756	1.677	.719	885	23.770	.000
Emotional	131	2.568	.866	756	1.569	.796	885	24.376	.000
Sexual	131	1.918	.811	756	1.397	.764	885	36.761	.000
Institutional	131	3.007	.853	756	3.339	1.187	885	-3.208	.000
Total	131	2.601	.648	756	1.753	.588	885	28.502	.000

When the finding is examined, it is seen that teachers who participated in the survey agree on that pupils mostly employ institutional violence. Contrary to teachers' views, pupils agree on that they mostly experience physical, verbal, sexual and emotional violence.

Results and Recommendations

Results

While teachers were expressing their feelings and opinions about the concept of 'violence', they stated that they had mostly observed incidents such as beating, slapping, bullying, fighting, snatching, usurping, burglary, injuring the animals, stabbing, yelling. In addition, they mentioned the violent incidents in movies, series and murder incidents in television. In addition, they referred to feelings like animosity, hate, revenge, terror and tear. Finally, they defined violence in different forms such as immorality, exertion of physical force, inhuman treatment, terror, psychological pressure, defense mechanism, lack of love, fear, illiteracy, state.

The types violent that the pupils experience in school are physical, institutional, sexual, emotional verbal violence. The influence of grade and gender on the types of violent behaviors pupils experience in school were examined. According to the correlation between gender and violence, the exertion of institutional violence differs between boys and girls. A greater number of boys than girls damage the school property. According to the correlation between grade and violence, grade has great influence on the types of violent behavior such as physical, verbal and sexual violence. The types of violent behavior pupils experience vary between primary and secondary school.

The teachers have lined the types of violent behaviors they have observed among students up from the more to the less as follow; institutional, verbal, emotional, physical and sexual behaviors. Teachers and pupils have different point of views about the types of violent encountered in school. Teachers agree on that pupils mostly employ institutional violence. Contrary to teachers' views, pupils agree on that they mostly experience physical, verbal, sexual and emotional violence.

Recommendations

It is important that parents and school should be in cooperation to lessen and prevent the violent incidents in schools. School administrator, teachers and parents should do something, which is good for pupils. Parents and teachers should work together to create a convenient learning environment. Pupils will be more successful if their learning experiences at home support their attempts to learn at school. For example parents should give their children freedom of choose, support their ideas, opinions and interests, be a model being citizen, behave equal, debate on local, national, international events, bring magazines, newspapers, encyclopedias, books at home, support children to watch appropriate television programs.

In primary school, which is the obligatory stage of Turkish Education System, pupils consciously gain knowledge, skills, attitudes, values. Thus, education in primary school is considered an advantage against the violence incidents. Several lessons in Primary School Curriculum aim to get comprehend the basic citizenship rights and responsibilities to pupils. As a result, pupils learn how to behave in a society. They realize which behaviors they should and should not do. Program involves some conscious learning activities, which are carried out to prevent violence

incidents. It is a fact that such activities will be effective to reduce violence incidents in future because today's pupils are tomorrow's adults.

Specialists in educational psychology service are responsible for preventing violence incidents in school. Educational psychologists have important duties such as to prepare educational programs about 'compromise' and 'solving disagreements without using violence', to give seminars on such kind of subjects to pupils, teachers, and administrators, school's staff, to teach problem solving skills. All of them will contribute to preventing violence incidents that happen in our schools.

Violence is an individual, social and educational problem. It is seen as an important field of study on behalf of parents and educators. It tries to identify the risk factors which cause it, the long-term and short term effects of violence. According to those findings it tries to plan avoidance strategies. Educators expect that experts will do new researches related to that study field. The results of such kind of research should be discussed and investigated in lessons related to educational sciences. Thus it will be a great advantage for teacher candidates to improve their perspectives related to their roles in future. In that context, it can be suggested that case studies, which exemplify real life applications, should be investigated more often in the theoretic lessons, which are presented in the frame of pre-service teacher training program.

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