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VIOLENCE IN SCHOOLS: A SOCIOLOGICAL APPROACH

Mohamad JABARIN[1,2]

Abstract

The social approach considers the environment of the children which can encourage violence. The environment includes parents, teachers, peers and etc. The antisocial behavior can be aggravated to violence that can be aggravated to delinquency. In an effort to understand more clearly the sociological differences, there is a subdivision of the non-members of groups of peers according to their predominant reference group. In effect, there is an attempt to find out from the children themselves whether they regarded their own values as being closer to the values of their parents, or closer to the values of the other children in the school class. This enabled us to classify children roughly into those who were more apt to use parents as a reference group or to use peers as reference group.

Keyword: school violence, environment, children, peers, behavior, teachers.

Introduction

Any person who behaves in order to protect, promote or maintain their health, regardless of his understanding of his health, is considered to have a healthy behavior (Eglite, Vintila, Grinfelde, & Kantike, 2012). Throughout their lives, people are confronted with events, different life situations, and challenges that they have to deal with and develop their existence (Tudorel, Macsinga, & Vîrga, 2013). Children's ability to participate meaningfully in the community life of the school derives from their emotional/social capacities. Children's emotional/social developments is grounded in their early interactions with significant others. Attachment theory maintains that children internalize a set of beliefs about self, others, and the nature of relationships (termed working models) that determines the step for future social behavior. The theory posits that children who have positive, secure, reciprocal interactions with significant adults explore the world readily, thus developing sophisticated coping repertories and perceptions of personal agency. Secure attachment relationships promote a willingness to engage in social endeavors and orient the child towards valuing social relationships. The reciprocated support from the attachment figure nurtures the child's sense of self-acceptance and esteem and belief that he/she is worthy of attention from others. The child's

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working model develops across childhood and provides the frameworks though which social behavior is interpreted and organized. There is ample empirical evidence that children's attachment histories affect their social behavior, including their relationships with teachers and peers at school and their adaptation to the school setting (Baker, 1998). It has been proved that social support could be view as a protective factor, for example, a higher level of social support can improve the capacity to face the stressful life events and a lack of social support could lead to isolate themselves, feel loneliness and depression (Tudorel & Vintila, 2018).

Self-presentation or impression management is an important aspect of a social control explanation. When a person has been attacked or wronged in some other way some audiences may expect an aggressive response. By retaliating the actor saves face or maintains "honor". The use of violence in order to maintain honor has been identified as a critical element of the subculture of violence. Further, both experimental and survey research show that audiences have strong effects on violent behavior. Thus, it is instructive to distinguish between social control and socialization processes with explaining sub-cultural effects. It is necessary to examine the role of social control by assessment of the direct effect of school-level values on individual violence controlling for individual values (Felson, Liska, South, & McKulty, 1994).

School violence has been an issue of national concern throughout the last decade of the 20th century as public has repeatedly witnessed horrifying shooting incidents in USA public schools. The influence of the widespread coverage of these violent incidents is difficult to measure, but surveys of pupil and teacher concerns show a pervasive pattern of fear of violence. Despite the fact that some national-level statistics indicate that social violence has generally decreased since the early 1990s, worries about school violence appear to have increased. This pattern is not limited to the United States but can be seen in other nations as well. Although many Americans perceive the USA public school system as one of the most violent in the world, many other nations around the world face very similar problems (Akiba, 2002).

Definition of the Sociological Approach

In an effort to understand more clearly the sociological differences, there is a subdivision of the non-members of groups of peers according to their predominant reference group. In effect, there is an attempt to find out from the children themselves whether they regarded their own values as being closer to the values of their parents, or closer to the values of the other children in the school class. This enabled us to classify children roughly into those who were more apt to use parents as a reference group (i.e., to share parent values), or to use peers as reference group (i.e., to espouse peer values as they perceived them) (Riley & Riley, 1951). A sociological approach to the attitudes of the adolescent and pre-adolescent should take into account at least two important social groups: his/her parents and his/her friends or peers. Particularly, all children belong to the family groups. Only particular children belong to groups of peers, however, so that we have to analyze children as either members or not members of the groups of peers (Riley & Riley, 1951).

Characteristics of Violence

Social studies of the socio-demographic correlates of domestic assault reveal higher rates of violence among younger, poorer, less educated, unmarried, and in USA, African American, Hispanic and urban couples. The connections between domestic violence and education and non-White ethnicity, however, are inconsistent. Some researchers suggest that socio-demographic factors influence violence through the greater stress or social isolation which is experienced by individuals of lower socio-economic status or non-White ethnicity. Studies of social isolation find weak empirical support for the isolation hypothesis. Other studies suggest a connection between stress and domestic assault. However, the causal order of this connection has been difficult to establish because stress or social isolation could result from violence within a family relationship (Anderson, 1997).

Other scholars emphasize the effects of socio-demographic characteristics on couple dynamics. The resource theory which is proposed by Goode (1971) suggests that violence in an ultimate resource which is used to derive power within relationships. Goode argued that individuals lack other means of power, such as income or education status, will be mole likely to rely on violence in order to achieve greater power within the relationship. From this perspective, it is the power differences between partners, rather than individual socio-demographic position that influences propensities for violence (Anderson, 1997).

Also, remarks about the body appearance of a person can lead to body dissatisfaction and even violence. It has been shown that there is a negative correlation between body dissatisfaction and body appreciation. Body appreciation means that the body is accepted and respected as it is, despite the pressures of family, peers or the media toward an ideal look (Swami, Tudorel, Baron, Goian, & Vintila, 2017).

Characteristics of Children

Children's attachment histories are hypothesized to underlie individual differences in the ability to perceive social support from others. Children's expectations about the supportiveness of the social environment become part of their internalized working model. The importance of the interactions between the child and his/her social environment is underscored from this developmental perspective (Baker, 1998).

Those children who belong to family groups but not in groups of peers are suggested a set of adult value by their parents. This often means that they are expected to assist at home, to be good pupils at schools, to study how to strive in order to achieve, and in general to prepare for a future life as adults. For many ten- and twelve-year-old children these purposes may usually seem difficult, or even completely unattainable. Small wonder, then that they like to read about little animals like Bugs, Bunny, whom they perceive as the complete negation of the purposes and conventions that were established by adults. "He is rascal", they say about him, "lazy", "happy-go-lucky, yet "he gets away with it". Because he is only a rabbit, he successfully evades adult standards, much as the children themselves

would doubtless like to be able to evade them. On other hand, the members of the peer group, though still tickled by his humor, are less engrossed by Bugs Bunny (75 percent as compared with 92 percent). This is perhaps because they have less to defy parent values, since as they as members of the both group have a choice between two sets of values – those of their parents and those of their peers. The values of the peers are often far less discouraging, having to do with being just like the group (not too poor but also not too good in anything), and involving certain routines of keeping up with baseball and with the latest tunes, hanging around with gang and seeing the funny side of things. Thus the child who belongs to the group of peers is proposed relatively easy set of peer purposes, and is also a better position to accept his/her parents' purposes voluntarily only when they seem fair or legitimate to him/her. This can throw some light on his/her differing media selection (Riley & Riley, 1951).

Children who tend to violence are at risk of failing to engage in the community life of the school. They do not forge social relationships at school that enable them to perceive an ethic of care and a sense of belonging to the school community. From this relational perspective, children's psychological affiliation to school mediates their expression of non-normative behavior, (i.e., violence), at school. The assumptions are: (1) violence-tending children have fundamentally different orientation towards, and skills to negotiate, social experiences; (2) schooling is a social endeavor and exerts specialized social demands on children; and (3) violence at school is an expression of poorness of fit between children's developmental capacities and the social context of the school. From this perspective, violent pupils are disadvantaged in their ability to participate meaningfully in school community. Moreover, schools may actively contribute to the expression of problem behavior and the eventual alienation and disengagement from schooling of these pupils. It is not the intent to understate the complexity of the issue of the importance of multimodal approaches to intervention by isolating this one aspect of the violence problem. Adequate responses to violence among children have to include child-family and community-centered initiatives. However, our efforts to curb school violence will be enhanced by considering the social context of the school and complex social interactions that mediate the expression of violent behavior in this framework (Baker, 1998). The significance of human actions is reflected in how they interact one with each other. To create a good relationship is to choose from the range of possible behaviors, those who provide harmony with the other person (Goian, Vintila, & Bucur, 2012).

School Violence

According to Abu Abid, Vlaicu, Balauta & Buica (2018), violence is a deviant behavior, and also a negative social phenomenon. Children bring their social developmental histories with them to school. The social environment at school determines to what extent violence is exhibited in that framework (Baker, 1998).

TIMSS provided the first large-scale data on school delinquency of seventh

and eighth grades from 37 nations that included both developing and developed countries. It is unique not only in its size but also in the nature of the data, which focuses on violent behavior of pupils inside the school. Although the TIMSS data lack many of the individual-level factors that are used in studies of violence and delinquency, these data propose several new pathways for research on school violence and violence prevention. First, we need to understand in more specific ways how violence in school is similar to or different from violence outside the school. Moreover, to certain types of violence in school (e.g., sexual assault) more closely resemble community levels of violence in the terms of frequency of occurrence than other forms of violence (e.g., physical assault)? Second we need to understand how different or similar pupil, teacher, principal perceptions of violence are in order to account for seeming discrepancies in the reporting of violence and in terms of increasing the efficacy of violence prevention. Third, we need to look more closely at the difference between violence and perception of violence, understanding that pupil actions may be motivated by perceptions of the chance of violence that are not congruent with actual chances of encountering violent behavior. Fourth, we need to look more closely at the role that poor instruction plays in promoting violent behavior. Fifth, we need to understand how specific organizational mechanisms (like tracking) act in different systems and how these may be related to the production of violent behavior (Akiba, 2002).

School violence is probably best conceptualized as a range of antisocial behaviors on school campuses that ranges from opposition ability and bullying to assaults. School psychologists have been actively involved in addressing problems of violence in schools. We have approached the problem firstly through skills-building prevention and intervention approaches for children and their families. However, we are increasingly recognizing the importance of interactions between individuals and their environments in order to understand and to intervene in problems of violence. Within psychology, relatively little attention has been paid to the context and characteristics of schools and how they may contribute to violence in this framework (Baker, 1998).

By the time children get to first grades there is an assumption that they have acquired a key set of social competencies that cultivate adaptation to schooling. These include valuing social exchange, trusting the intent adults, the ability to "read" complex patterns of social behavior, willingness to take positive risks, age-appropriate self-regulatory skills, and developing sense of worth, self-acceptance and personal agency. These capacities are cultivated within children's social relationships. However, children with tendencies towards violence have different developmental trajectories. They come at the schoolhouse door ill equipped to negotiate the complexities of school life in order to engage in a meaningful way with the community of the school (Baker, 1998).

School violence at the national level shows some important policy implications for the American educational system. The strong connection between achievement variation and school violence indicates the potential that providing equal access to high quality instruction may mediate school violence. Many effective national school systems produce small between pupil variations in achievement. Small variation in the achievement between pupils is also associated with less violence models that take into account other social indicators. It is likely that large variation

in pupil achievement, at the national level, means higher percentages of pupils perceiving themselves as failures relatively to other pupils (Akiba, 2002).

The perspective is that school violence is a global phenomenon that influences one of the core institutions of modern society to some degree in virtually all nation-states. However, most studies about violence, particularly studies of delinquency or bullying, have traditionally focused on individual-level variables and psycho-social models of causation, not on system-level variables and socio-cultural models of causation. Despite widespread international concern, we know very few about school violence in the terms of its system-wide expression across a range of nations. Cross-national studies of general crime (e.g., murder) tend to focus on national-level predicators of crime rates but do not attempt to study how national or system-wide characteristics of schools may affect levels of violence within a nations' school system. As leading researchers in the field have noted: "Despite pleas from many researchers, relatively few empirical studies have systematically examined the relationship between macro-level community characteristics and crime and violence in schools" (Akiba, 2002).

There can be conducted further studies and testing of one possible remedy for school violence: Equalize the quality of education that all pupils accept. Increasing school effectiveness measured by level of overall national achievement and variation in pupil achievement seems the most likely national policy intervention that can be currently identified. Educational policies that encourage a higher overall level of achievement with less variation would likely ease safer school environments as well as provide a better environment for learning for all pupils in the United States (Akiba, 2002)

An important actor in reducing school violence is the school social worker, a professional that provides support to both students and their families, for managing negative situations that can have an impact on educational achievements. (Balauta, Borcovici, Vlaicu, 2017)

Juvenile Delinquency

Aggregates that are based on race or class, and regions may not provide the necessary conditions for such a subculture to develop. Indeed, the survey research literature proposes that violence and delinquency are not valued by blacks more than whites, by southerners more than non-southerners, or by poor more than the rich (Felson, Liska, South, & McKulty, 1994).

According to the societal response definition of delinquency, for an act and / or an actor which is defined as deviant or delinquent, an audience should perceive and judge the behavior in question. The audience is the social group or society to which the actor belongs or aspires to belong. In the case of Juvenile delinquency, significant and representative members of the social group – parents, teacher, neighbors, police officers or others may perform the audience function by having knowledge of witnessing the act and making the societal conclusion and response. It is even possible for the juveniles, who commit law-violating behavior to identify their actions as delinquent and in a sense, to act as their own social audience.

The social consequences of delinquency are not experienced, however, unless the deviant perception is shared by authoritative and influential others who can affect the life of adolescent. A youth is finally and officially defined as juvenile delinquent when this status is conferred upon the youth y court. Societal response to behavior – the official judgment regarding normative expectations and the actor's conforming or deviant act is the last and determines dimension to be integrated into a more complete societal definition of juvenile delinquency. This process may be importantly affected by the media (Thompson, & Bynum, 2016).

Regarding juvenile delinquents, a social worker and other specialists must pay attention to the language that it is used in all professional-beneficiary interactions, as some linguistic differences and various concepts (in either formal or informal language), can enhance marginalization. (Goian, 2010)

Hence, we formulated the following hypotheses:

H1. There is a negative correlation between the level of physical violence and self-realization.

The higher the level of self-realization, the less physical violence decreases.

H2. There is a negative correlation between verbal violence and self-realization.

The higher the self-realization index, the less verbal violence decreases.

H3. There is a significant positive correlation between physical violence and verbal violence.

As one of the two types of violence rises, the second increases respectively.

Methods

Population and Sample

The population is the all youth in Israel. The Sample is Pupils of two high schools: 120 pupils at two high schools, 60 at each school.

The Research Tools

The research tool is valid and reliable that may examine the quality the educational climate in the middle school in Israel is built and validated by the educational psychological service and with the level of reliability of 0.89. The tool is made of four parts and each part has variables that is may examine including, the all parts represent the variable of optimal educational climate. An annotative research will be based on questionnaires. Observation will also be conducted. The data will undergo statistical processing through SPSS software and Excel Sheets. In this study we used the T test for independent variables and r Pearson Test.

Results

H1. There is a negative correlation between the level of physical violence and self-realization.

According to the results (Table 1), the hypothesis is confirmed. The results highlighted that a higher level of self-realization correlates with a lower level of physical violence ($r = -.41$, $p < .01$).

H2. There is a negative correlation between verbal violence and self-realization.

According to the results, the hypothesis is not confirmed (Table 1). The results highlighted that are not significant correlation between self-realization and verbal violence ($r = -.06$, $p > .05$).

H3. There is a significant positive correlation between physical violence and verbal violence.

According to the results (Table 1), the hypothesis is confirmed. The results highlighted a positive correlation between physical violence and verbal violence ($r = .52$, $p < .01$).

Table. 1. Correlation between variables

Variables	Physically violence	Verbal violence	Self-fulfillment
Physically violence	-	.52**	-.41**
Verbal violence	.52**	-	-.06
Self-fulfillment	-.41**	-.06	-

** *Correlation is significant at the 0.01 level (2-tailed).*

Discussion

The mapping of violence shows that there are high levels of pupils' response; there are moderate levels of population hit; there are high levels of timing of violence; the location of violence is high in one school and moderate in the other; and in the school where the location of violence is high, the pupils' reactions are low and in the school where the location of violence is low, the pupils' reactions are high. The mapping and the response was a reference to the place of violence in the school space, time and timing and this affects populations and pupils' responses, all predict that there are violence, violent pupils and high violence areas in the school building. This means there is required interactions management, and one of the examined groups is with more severe symptoms of violence that the other. The violence ranges from 1.00 to 2.61, this is relatively low level. The average is 1.3486 and the standard deviation is 0.394456.

Other research examined 287 pupils from two middle schools. The first school constituted 139 of both genders 89 boys who constitute 64% and 50 girls who con-

stitute 36%. From the other school participated 147 pupils, 87 of them are boys and they constitute 59.5% and 59% are girls and they constitute 40.4%. The average respect and self esteem in one school is 2.66 and in the other 2.47. These are also low levels. The average senses of capability are also low are low in one school 2.3 and in the other 2.1. The average senses of autonomy are relatively high in the one school is 3.5 and in the other 3.2. And the average senses of self-realization are moderate to high 3.33 in the one school and 3.2 in the other.

The average levels of verbal abuse are low 2.6 in one school and 2.3 in the second. This is not support the hypotheses that high levels of sense of belonging and self-esteem reduce the verbal violence, since the average level of verbal violence is higher in the school in which the values of climate are higher. The levels of physical violence are also low 2.02 in the one school and in the other 2.12. It slightly supports the hypothesis because in the school with slightly lower climate values the level of physical violence is slightly higher. The injury is slightly higher among boy than among girls and the verbal violence is significantly higher among boys and the physical violence is slightly higher among boy. This supports the prejudice that boys more violent than girls.

There is significant difference between the two genders in all levels of violence the average values of levels violence significantly higher among boy. Between the two schools there are no significant differences in all three levels of violence. The educational atmosphere is high moderate in the one school 3.12 and high in the other 3.62. Since the verbal violence is higher in the school where the educational atmosphere is lower we can conclude that good educational atmosphere reduces verbal violence. But the physical violence is slightly higher in the school with higher educational atmosphere. So we cannot conclude that good educational atmosphere reduce physical violence. But the levels of the educational atmosphere are high and the levels of physical violence and injuries are very low. So we can conclude that better educational atmosphere reduce the physical violence.

The Importance of the Approach

The importance of the social context of development is also evident within cognitive psychology. Within Vgotskian perspectives on learning, the responsiveness of social environment is critical for children's acquisition of complex thinking skills. Learning and cognitive developments are promoted by interactions with the social environment. From this perspective, learning and cognition, traditionally the "stuff" of school, is entirely dependent on the social context (Baker, 1998). The contextual effects of the subculture of violence, whereby a boy's violence and delinquency are related to the values which are prevalent in his school, independent of his own values, are observed consistently in all analyses. When group-level values predict behavior, independent of individual-level values, it suggests the operation of a social process. Delinquency involves public compliance and impression management, rather than private acceptance of internalization of one's schoolmates' values (Felson, Liska, South, & McKulty, 1994).

The Limits of the Work

Violence harms the reputation of the school and all pupils know that violence is considered as bad thing, and therefore the answers can be false information. The 9th graders are also youth, but the high school population is only 10th – 12th graders. The sample of two schools and 120 pupils cannot be representative for the all population in Israel.

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