CAUSES OF VIOLENCE IN SCHOOLS

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INTRODUCTION

According to many researchers, violence is defined in different ways. In this study, there are various definitions of violence. Another dimension of violence appears in the school environment. What is violence in schools; there are answers to questions such as what are the causes of violence. In this study, we examined the violence that occurred especially in the school environment and the reasons for these events. "What are the causes of violence in schools?" We sought an answer. In this context, we evaluated the causes of violence at school with the four elements we discussed. These; individual factors and characteristics of the child, family-related factors, social factors and school-related factors

1. DEFINITION OF VIOLENCE

Violence has been defined in different ways. Some of these are given below.

The definition of violence in the 19th paragraph of the Convention on the Rights of the Child was adopted in the report of the independent expert of the United Nations on "Violence against children": "Physical or mental neglect, injury or mistreatment, neglect or negligent behavior, abuse or abuse all forms of sexual abuse, including sexual abuse" (United Nations, 2006).

As Krug (2002) stated, the World Health Organization (2002), violence; It defines it as "the use of physical force or threat against oneself, another person, a certain community or group, which may result in injury, death, physical harm, certain developmental disorders or deprivation" (Cited by Kızmaz, 2006).

"Violence means harshness, harsh and rude treatment, the use of force against the body, causing bodily injury, restricting personal freedom by force. In other words, violence is any form of behavior or treatment, physical or otherwise, that results in injury, intimidation or emotional pressure on an individual." (Kurt and Kandemir, 2006).

Violence, as a lexical meaning, expresses all kinds of material and spiritual negativity towards the physical and spiritual integrity of human beings. (Ayan, 2007)

According to the World Report on Violence and Health, it is defined as the use of physical force or threat against a person, a group or society that will result in injury, death, psychological harm, growth retardation or collapse (Kocacık)

The concept of violence is defined as harshness, harsh and rigid behavior, the use of brute force. Violent incidents are; It is defined as an event or attempt created to intimidate and frighten people (Yiğitalp, Ertem, & Özkaynak, 2007).

Violence in French means exerting force or pressure on a person; It is defined as doing or getting something done. Here, acts of violence include coercion, assault, brute force, physical or psychological suffering or torture, hitting and wounding.

In addition to these, the concept of violence is used by Marxist, syndicalist, etc., which meets the existence of political, social and economic systems or colonial administrations and argues that the current system will only disappear with counter violence and a new order will be adopted. are also presented in the comments. There are also views such as fascism that glorify violence and view it positively (Ünsal, 1996).

DESCRIPTION OF THE SCHOOL

School is the name given to all systems that produce education and are referred to by different names. All systems such as universities, faculties, institutes, high schools, primary schools, kindergartens, education centers are referred to as school.

The school has three main functions: unifying, clearing and balancing.

The unifying function of the school: It involves creating an environment in which complex information in various fields that are intertwined in daily life will be simplified and presented to individuals.

Cleaning function: It includes removing the useless, worthless and harmful features of the current environment.

The function of establishing a balance: It includes balancing various elements in the social environment and freeing the individual from the limitations of her immediate environment (Durmuş and Gürkan, 2003).

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According to Furlong and Morrison (2002); Aggressive and criminal-like behaviors that produce negative results on the school climate, harm students' learning processes and prevent their development are used in an undefined sense (Cited by Kızmaz, 2006).

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According to Mayer and Leone (1999); Many approaches to the problem of school safety and increasing violence have addressed the issue in the context of school-environment interaction. When we consider violence at school, the school environment plays a critical role that paves the way for violence and other disturbing behaviors to occur (cited in: Kurt & Kandemir, 2006).

Violence at school is a broad concept. While investigating the causes, there was a need to limit violence according to risk factors instead of collecting them under a single heading. These factors can be stated as follows:

a) Individual Factors or Characteristics of the Child
According to Buka and Earls (1993) and Flannery (1997); Variables that can be considered under this heading in relation to violent behavior can be specified as follows:
1) Presence of anti-social behavior,
2) Having low intelligence (especially low verbal ability),
3) Attention disorder/hyperactivity,
4) Learning disability,
5) Insufficient motor-skill development,
6) Complications before and after birth,
7) Some minor abnormalities (Kızmaz, 2006).

Anti-social people are selfish and irresponsible people who cannot empathize, violate social customs and laws, do not respect the rights of others. Because they are extremely comfortable and want instant gratification, they can easily commit crimes. (Ankay, 1998)

In general, it is stated that anti-social behavior that occurs in early or early childhood is a precursor to acts of violence in adulthood.

In the report prepared by the Parliamentary Research Commission on Violence in Children and Youth, determinations were made regarding the results of the research conducted in secondary education institutions. The numbers revealed by the research show that one out of every 3 to 10 students attending secondary education institutions needs spiritual help. These problems can also mean that the young person has difficulty in communicating with himself and the people around him. It is known that communication difficulties and mental problems can be an important reason for the emergence of violent behavior. As can be understood from this research, we can say that anti-social people who are not strong communicators are more prone to violence. HaberX (16 June 2007) .

One of the individual factors associated with violent behavior is the level of intelligence. Numerous studies have identified a relationship between low intelligence and violent behavior. For example, Hirschi and Hindelang

(1977) argue that individuals with low intelligence will have low school success and this failure poses a risk for individuals to turn to violence or aggressive behavior (Kızmaz, 2006).

There is also a relationship between birth complications and violent behavior. Moffitt (1990) also argues that birth complications cause some brain damage in a way that leads to neurological and neuropsychological defects in the individual, which indirectly makes the individual prone to violence. In a sense, it can be said that neuropsychological problems that cause school failure are also effective in the individual's tendency to violence. Likewise, it can be said that neuropsychiatric defects associated with birth complications may be the basis of the tendency to violence stemming from low self-control. In addition, in relation to violent behavior; Factors such as hyperactivity, instinctiveness and having a difficult temperament are also stated (Kızmaz, 2006).

b) Factors Related to Family
One of the important factors to be considered in understanding the violence tendencies of students is their family structure. Children can be more aggressive and destructive when they are overwhelmed by pressures between their parents, such as marital disputes, divorce, unemployment, economic hardship, illness, or moving to a new city. (Yavuzer, 2000) points out that if a child has been physically, sexually or emotionally abused or neglected, aggression can be a call for help. Some children may act aggressively in frustration or anger when they feel that their expectations are not being met at home by their parents or teachers at school. (Kurt and Kandemir, 2006).

According to Buka and Earls (1993) and Flannery (1997); There are many family-related variables associated with violent behavior. At the beginning of these variables;
1) Insufficient parental supervision/supervision,
2) Insufficient parental involvement in children's socialization,
3) Lack of discipline,
4) The existence of criminal behavior among family members,
5) Parents mistreating or neglecting their children,
6) There are factors such as the weakness of marital relations between spouses, divorce and separation of parents.

It is observed that many factors play a role in the child's exposure to domestic violence. These factors are the product of the socio-cultural, economic, psychological and communicative characteristics of the environment in which the family lives, the fact that the child comes from a family with a low socioeconomic and cultural level, the problems of the parents related to marriage - separation, being a mother or father alone, etc. It is seen that factors such as the child's negative attitudes and behaviors towards their parents come to the fore in the child's exposure to domestic violence and showing aggressive tendencies, in other words, it increases the probability of the child being exposed to violence and being more aggressive. These features, which increase the child's possibility of being exposed to violence and being aggressive, are mostly seen as qualities that arise due to interaction with environmental factors. Because at the individual level, it is stated that violence occurs when the balance between the individual's increased aggressive impulses and internal control mechanisms is disrupted. It is stated that an individual may have aggressive tendencies and fantasies of violence, but these will not turn into action unless the person loses control, so that a problem of violence will not arise.

It is observed that children are exposed to various forms of violence in the nature of physical, sexual, emotional and neglect depending on the existence of negative socio-cultural, economic, communicative and psychological conditions. However, the studies on the subject in different cultures draw attention to the fact that the types of violence that are common in some societies are less common in other societies.

For example, it is stated that physical abuse is rare in China and Japan, because beating is not common among child-rearing methods in these countries, whereas physical violence is the first to be noticed and investigated among various types of abuse in the USA. According to the report of the Child Protection Association in the USA, it has been reported that more than 1.5 million children have been abused, of which 27% have been physically abused. (Ayan, 2007)

According to the report prepared by the Parliamentary Child and Violence Investigation Commission, the presence of children and young people in an environment of violence can cause them to display violent behaviors. The report states that "if young people have been exposed to violence before, they continue to be exposed to violence and show more violent behavior" HaberX (16 June 2007).

According to Kızmaz (2006), individuals who commit acts of violence grow up in family environments where they are more exposed to domestic violence compared to individuals who do not exhibit violent behavior.

c) Social Factors

How violence is presented and accepted by the society is also important. Because accepted violence is also legitimate. In fact, if violence is generally adopted as a way of life, it is not seen as a problem and is approved as a means of problem solving. In countries that are not traditional but have not completed their development, incompatibilities and problems are experienced due to huge internal and external forces, cultural shifts, anomie. Collective anger fed by feelings of alienation, feeling of emptiness or devaluation can turn into sudden violence in the lower parts of the society. (Ergil, 2001)

The factors that should be considered under the title of social factors in connection with school violence can be stated as follows:
1) Presence of weapons or easy possession of weapons,
2) Obtaining and using drugs,
3) The prevalence of violence,
4) Existence of criminal fellowship/gang formations,
5) The effect of mass media,
6) High levels of temporary population and economic deprivation.
7) The existence of a cultural structure that allows violent behavior to be seen as ordinary and normal (Kızmaz, 2006).

In cases of violence, it is seen that sometimes guns and drugs combine to function. Alcohol use and substance use can cause violence by causing the individual to lose self-control. Alcohol and substance abuse are involved in more than half of murders and rapes. (Oner, 2008)

The most painful and worrying thing is that violence is now taken for granted in society as a daily, ordinary event. The media's handling of violence and criminal behavior also affects people. Some TV programs push and even break the boundaries between concepts that society has developed with long efforts. (Oner, 2008)

d) School-related Factors

In discussing the relationship between school and violent behavior, the most important variables that can be considered school-related can be stated as follows:
1) Low academic achievement,
2) Low level of commitment to school,
3) School conditions and climate,
4) Join the gang

According to Sprague et al. (2001, 497) [items 1-6] and Welsh (2000, 94) [items 7-15], the factors that make the school environment unsafe are:
1. Ineffectiveness of teaching and thus student failure,
2. Inconsistent and punitive administrative practices,
3. Inadequacy of teaching opportunities and lack of opportunities for student self-control,
4. Unclear expectations for desired behaviors,
5. Failure to show the necessary sensitivity to the implementation of the rules,
6. Failure to individualize the teaching in accordance with the individual differences of the students,
7. The rules are not clear, fair and consistent,
8. Teachers and administrators are not aware of the rules,
9. Ignoring wrong behaviors,
10. Students do not believe that the rules are legitimate,
11. The size of the school,
12. Insufficient resources for teaching,
13. Weakness of teacher-administrator cooperation,
14. Passivity of the manager,
15. Punitive teacher behavior (TÜBA Science Ethics Commission)

The common opinion of the school principal, guidance counselor, branch teacher, inspector and national education directors about the students involved in violence is as follows: "Almost all of those who start fights, tend to gang up and have indiscipline, have a low socio-economic level, do not have a university goal, do not study, are lazy and consists of unsuccessful students." For example, one of the two students involved in a knife fight at Istanbul Gaziosmanpaşa Habipler High School has 12 weak and the other 13 weak. An inspector

working at the Ministry of National Education counts the general lack of supervision in schools and the failure of school disciplinary boards to be among the causes of violence. Time (March 28, 2006)

RESULT

In order to understand the causes of violent behavior, the socio-economic status of the person, the environment and culture in which he lives, and the situation of family members should be considered. If we look at it this way, especially; We have to give importance to family, school, socio-economic status and socialization factors. These elements; Determining how violence affects the moral development, worldview, psychological state, and individual preferences of individuals who turn to violence will contribute to the understanding of their violence patterns.

In general, on the basis of student violence; It is a fact that there are many factors such as family problems (domestic violence, economic problems, divorces, indifference of the family, etc.), wrong friendship and wannabe, weak self-control, communication incompetence, drug use, the effect of mass media, and school failure. Approaching the event from such a point of view will make our work easier.

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