

Assessment of Primary School Teachers' Attitudes Regarding School Violence

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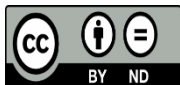


Keywords:

School Violence, Assessment,
Attitudes, Primary School Teachers.

ABSTRACT

School-based violence is one of the most visible forms of violence against children. School violence is pervasive, affecting a sizable proportion of adolescents and children in every country. It is mainly done by peers, on other hand teachers and other school personnel may also commit it. The aim of present study is to assess the attitudes of primary school teachers toward school violence and find out the relationship between teachers' attitudes with regard to demographic characteristics. A descriptive design was implemented through the current study with to assess the attitudes of primary school teachers toward school violence from September 15, 2020 to May 10, 2022. The researcher created an attitudes that includes (18) items to reach the study objectives. A purposeful, non-probability sample of (80) primary teachers was selected so that the data are representative and accurate. The sample size (80) teachers divided into two groups. The selected teachers were equally distributed to two groups (study and control) (40) participants per group. The results of the study showed that the study and control groups had negative attitudes toward school violence. Demographic characteristic including: Age, marital status, and educational level affected their attitudes toward school violence. Study and control groups had negative attitudes toward school violence due to lack of experiences to deal with this specific critical situation. Demographic characteristic including: Age, marital status, and educational level affected their attitudes toward school violence.



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1. Introduction

School-based violence is one of the most visible forms of violence against children. School violence is pervasive, affecting a sizable proportion of adolescents and children in every country. It is mainly done by peers, on other hand teachers and other school personnel may also commit it [7].

School violence manifests itself in a variety of ways, from physical to psychological. Bullying, intimidation, and repression are all often encountered manifestations [20]. Students' fights over corporal

punishment are one kind of physical violence; verbal abuse and other forms of psychological violence include cyber bullying and students' possession of firearms on school grounds [5].

According to Indicators of School Crime and Safety, a 2006 report by the US Departments of Education and Justice, the number of public schools witnessing violent incidents climbed from 71 to 81 percent between 1999 and 2004 [19].

According to studies on the prevalence of school violence in several countries, the grade ranges from 20% to 30% [6]. In Spain, aggressive behavior was found to be prevalent in a range of 10.2 percent to 19.6 percent of the population [11] Recently, Spain was determined to have the greatest rate of violent cases at a national level, with a percentage of 13.8 percent, putting it among the first areas of Europe [15]. According to [10], 1 at least 32% of students around the world have been exposed to classroom violence.

Despite the lack of agreement on the prevalence of violent behavior in the classroom, there appears to be agreement on sex differences, socioeconomic status, and the usefulness of violence prevention interventions [15].

Schools around the country have experienced an increase in aggressive behavior in recent years, bringing school violence to focus. School district administrators may establish prevention efforts or evaluate current school violence rules and programs if they have a better understanding of the problem [18].

Children are still the offspring of a marriage. As many as a billion young people around the world are subjected to various forms of abuse or neglect every day, in a variety of settings. children's mental and physical health, education, and general quality of life suffer as a result of this. The effects of violence on children are commonly passed down through generations, with those who have been abused as children being more possible to develop violent behaviors in their adulthood. This series has a long-term effect on a families [14].

Extremely violent incidents in schools raise awareness of programs aimed at preventing and reducing school violence. Although terrible, high-profile school shootings are fortunately uncommon. In the 1999-2000 school year, fewer than 1% of the over 2,000 school-aged child murders happened on school grounds. Additionally, victimization of school-aged children has reduced during the last decade, both in and out of the classroom. Nonetheless, antisocial behaviour is ubiquitous in classrooms. Seventy-one percent of public schools had a violent crime occur during the 1999-2000 school year, as reported by principals, and more than half of those schools implemented significant disciplinary measures against certain pupils [3].

When teachers interfere and bring a violent situation to an end, they send a message to students that violence is not acceptable, and as a result, pupils are less likely to excuse such behavior [13].

Overall, increased teacher self-efficacy increases the likelihood of identifying and comprehending victims' pain [8] increases the effort teachers put into intervention activities, and increases the effectiveness of such efforts [4]. Numerous studies demonstrate that when instructors believe they can contribute to the reduction of school violence, they intervene more frequently [2].

When teachers have a lack of expertise in a subject area, they may be less likely to intervene and so increase the amount of bullying in schools. There is a belief in the literature that instructors who have dealt with bullying difficulties and actively participate in preventative initiatives are better able to cope with

victimization concerns, have a more empathetic attitude toward victims and feel more secure working with families on these issues. These factors have been linked to a decrease in the occurrence [1].

2. METHODOLOGY

The study design: The study was conducted using a descriptive design. The study has been conducted on primary schools teachers study and control groups to assess their attitudes about school violence from the period of (15 September 2020 to 10 May 2022).

Sample of the study: A purposeful, non-probability sample of (80) primary teachers was selected so that the data are representative and accurate. The sample size (80) teachers divided into two groups. The selected teachers were equally distributed to two groups (study and control) (40) participants per group.

The Tools of the Study:

The questionnaire is one of the methods used to collect data that will help the study achieve its goals. The questionnaire's questions were developed by the researcher after a thorough review of relevant books and other sources of information. Data was gathered from study participants using the following two methods: First one is the socio-demographic variables such as (age, gender, social status and monthly income). And occupational variables such as (educational attainment, years of experience and position.

Second one Teachers' attitudes towards child exposure to violence: Which composed of (18) items measured on 3-point 3,2,1 respectively (agree, neutral, disagree)

Questionnaire Validity: In order to assess the validity of the questionnaire, it was distributed to 15 experts to ensure that it was as valid as possible. Specifically, Each item on the study questionnaire was given the opportunity to receive comments and suggestions from experts, taking into account their language appropriateness, their association with the dimension of study variables to which they were assigned, and their suitability for the study population. The experts responses indicated that minor changes should be done to some items and it's were made according to their suggestions, then the final draft was completed to be ready for conducting the study.

Reliability of the Study Tool

To measure the tool's stability, the researcher used a random exploratory sample of 10 teachers and distributed a questionnaire to each one of them without telling them that they were part of a test-retest sample. After an interval of about two weeks, 10 questionnaires were redistributed to the same exploratory sample. The members of this sample, however, were later excluded from the test-retest sample, which was then retested. Cronbach Alpha sample coefficient reliability coefficient of 0.721.

Data Analysis: To describe the data, SPSS version 25 was used to analyze it. Frequency, percentage, and means were utilized to describe it. The descriptive statistical measures (Frequency, Percentage, and Mean). The inferential statistics (, t. test and Analysis of variance (ANOVA) were applied.

3. Results

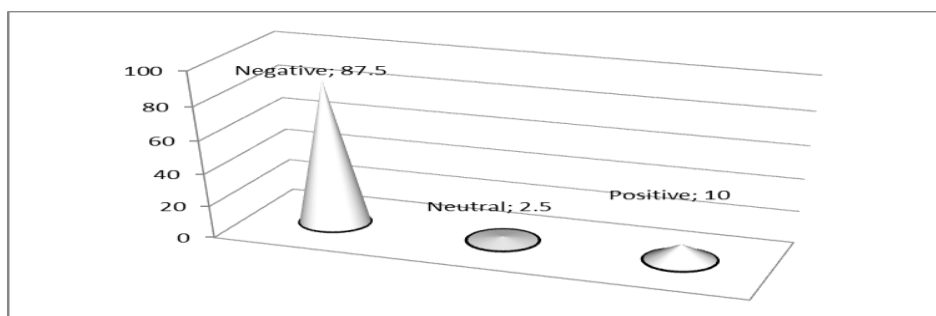


Figure 1 Pre-test study group attitudes towards School Violence

Findings illustrated that the teachers (n=35; 87.5%) in the study group has negative attitudes at the pre-test towards school violence (M ± SD=25.57 ± 7.088).

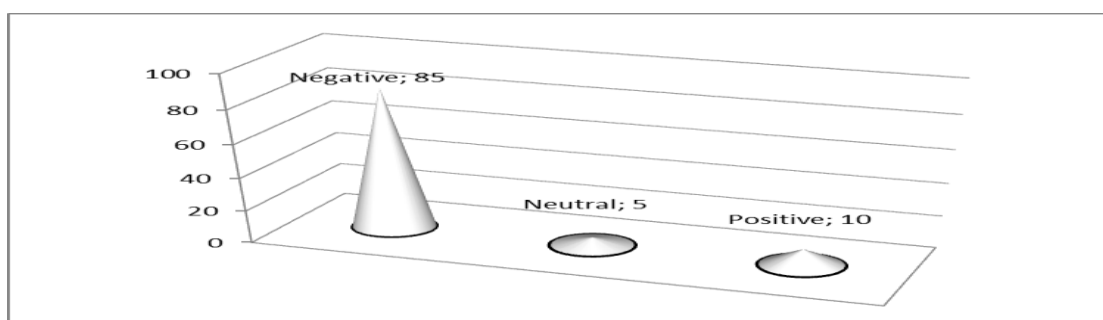


Figure 2 Pre-test control group attitudes towards school violence

Findings illustrated that the teachers responses (n=34; 85.0%) in the control group at the pre-test had negative attitudes towards school violence (M ± SD=26.45 ± 7.379).

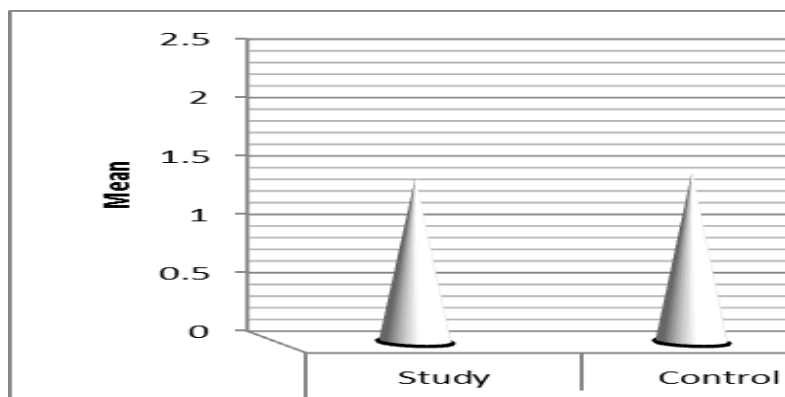


Figure 3 Attitudes in the overall study and control groups

This figure shows that there is a non-significant difference between study (M ± SD= 1.41±0.390) and control (M ± SD= 1.46±0.409) groups (p=0.578)

Table 1 Significant Differences in attitudes towards school violence and teacher's age (n=40)

Age	Source of variance	Sum of Squares	d.f	Mean Square	F	<i>p</i> ≤ 0.05
Pre-test	Between groups	.987	4	.247	1.746	.042

attitudes	Within Groups	4.945	35	.141	<i>Sig.</i>
	Total	5.932	39		

Findings illustrated there were significant differences in attitudes towards school violence with regard teacher's age ($p=0.042$).

Table 2 Significant Differences in attitudes towards school violence and teacher's Marital Status (n=40)

Marital status	Source of variance	Sum of Squares	d.f	Mean Square	F	$p \leq 0.05$
Pre-test attitudes	Between Groups	1.047	3	.349	2.571	<i>.039 Sig.</i>
	Within Groups	4.885	36	.136		
	Total	5.932	39			

Findings displays that there is significant differences in attitudes towards school violence ($p=0.039$).

Table 3 Significant Differences in attitudes towards school violence and teacher's education qualification (n=40)

Education	Source of variance	Sum of Squares	d.f	Mean Square	F	$p \leq 0.05$
Pre-test attitudes	B. groups	.186	2	.093	.598	<i>.055 Sig.</i>
	Within Groups	5.746	37	.155		
	Total	5.932	39			

Findings indicate there were significant differences in attitudes towards school violence regard teacher's education qualification ($p=0.055$).

4. Discussion

Figure (1): Justification may take the form of a deficiency of information and understanding of signs and symptoms of child violence, as well as reporting processes, which can limit their capacity to report doubted abuse situations and do not appreciate the extent of the problem, because school violence is a neglected aspect. This finding is consisted with study done by [1]. The researchers revealed that the primary school teachers expressed a negative attitudes towards school abuse and violence. Additionally, a previous study [17] found that the majority of primary school teachers had a negative attitude toward child violence. Despite the fact that [16] found that 95% of teachers had a positive attitude, this could be due to cultural differences.

Table (1,2,3): According to a recent study, middle-aged adults have more negative attitudes than younger adults. Some of this may be due to a lack of experience working with children or a lack of understanding of the difficulties they are facing. People who had positive feelings about marriage, on the other hand, were almost universally married. People who are married may have more experience with children, which could be a factor. Income, gender, and years of experience of primary school teachers were found to be unremarkable, but differences in educational attainment and teachers' attitudes toward school violence were. When asked about their views on school violence, the vast majority of those polled said they had a diploma, Even if this is due to a decrease in information about violence during their studies, there is little doubt that knowledge has a positive effect on attitudes. [12] found a highly significant difference between the age of

primary school teachers who have the number of children (1-6) and their attitude, which is in line with the findings of the previous study. Findings from the previous study were found to be in agreement with these results. According to [9], all supervisors had a positive attitude; however, they found that attitudes, including the demographic variable that was chosen, had no correlation with each other. In addition, the results of this study add to our understanding of the impact of school violence training programs on teachers' self-efficacy in dealing with violence. However, because the sample size was so small, it is difficult to draw conclusions. Additional variables such as teacher perceptions of their own self-efficacy, the relationship between different forms of violence and interventions, or even the teacher's position within the school were not examined in this study. When confronted with acts of physical violence, instructors' self-efficacy is different than when dealing with other forms of violence, such as indirect aggression and vandalism. These limitations highlight the need for additional research into the impact of school violence prevention training programs on teachers' self-efficacy in dealing with violent incidents.

5. Conclusion

Study and control groups had negative attitudes toward school violence due to lack of experiences to deal with this specific critical situation. Demographic characteristic including: Age, marital status, and educational level affected their attitudes toward school violence.

6. Recommendations

Primary school teachers need to take courses on how to prevent school violence as part of their training, so that they can be better prepared to deal with violent events. In order to combat violence in all of its forms, the social and psychological specialist must be fully activated in primary schools. The directorate of education needs to conduct education programs on various groups of society to deliver lectures and organize focus group discussions in favor of the convention on school violence, which could have a positive impact on eliminating the violence.

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