

# Assessment of Primary School Teachers' Attitudes Regarding School Violence

Ameer Salah-Aldeen Abdulrazaq<sup>1</sup>, Saja Hashim Mohammed<sup>2</sup>

<sup>1</sup> Assist lecture, in Psychiatric & Mental Health Nursing/ College of Nursing, University of Babylon, Babylon Province-Iraq

<sup>2</sup> Prof. Ph.D., Psychiatric & Mental Health Nursing, University of Babylon, College of Nursing – Iraq

Email: [ameer.alfadhel91@gmail.com](mailto:ameer.alfadhel91@gmail.com)

Email: [drgs54@yahoo.com](mailto:drgs54@yahoo.com)

## Abstract

**BACKGROUND:** 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. **Aim:** The current study's objectives are to evaluate teachers' views toward school violence and determine how such sentiments relate to teachers' demographic factors. **Methodology:** The current study used a descriptive methodology to examine primary school teachers' perceptions of school violence between September 15, 2020, and May 10, 2022. To meet the study's aims, the researcher developed an attitudes list of 18 elements. To ensure that the statistics are reliable and representative, an intentionally non-probability sample of (80) elementary teachers was chosen. Eighty teachers made up the sample, divided into two groups. The chosen teachers were equally divided between the study and control groups, each with 40 participants. **Results:** The study's findings showed that both the study and control groups had unfavorable views about school violence. Age, marital status, and educational attainment are among the demographic factors that have an impact on people's opinions toward school violence. **Conclusion:** Due to a lack of exposure to this particular grave circumstance, both the study and control groups had negative attitudes toward school violence. Age, marital status, and educational attainment are among the demographic factors that have an impact on people's opinions toward school violence.

**Keywords:** School Violence, Assessment, Attitudes, Primary School Teachers

## 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 (1). School violence manifests itself in a variety of ways, from physical to psychological. Bullying, intimidation, and repression are all often encountered manifestations (2). Students' fights over corporal punishment are one kind of physical violence; verbal abuse and other forms of psychological violence include cyberbullying and students' possession of firearms on school grounds (3). 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 (4).

According to studies on the prevalence of school violence in several countries, the grade ranges from 20% to 30% (5). In Spain, aggressive behavior was found to be prevalent in a range of 10.2 percent to 19.6 percent of the population (6). 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

(7). According to (8), 1 at least 32% of students around the world have been exposed to classroom violence.

There is no consistency on the prevalence of violent behavior in the classroom, but there appears to be consensus on sex differences, socioeconomic status, and the usefulness of preventive interventions for violence reduction (7). 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 (9). Children are still the offspring of a marriage. Millions of children throughout the world face neglect, abuse, exploitation, and violence every day in a variety of contexts, including their homes, buildings, associations, and workplaces. As a result, 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 cycle has a long-term effect on a families (10).

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 (11).

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 (12). Overall, increased teacher self-efficacy increases the likelihood of identifying and comprehending victims' pain (13) increases the effort teachers put into intervention activities, and increases the effectiveness of such efforts (14). Numerous studies demonstrate that when instructors believe they can contribute to the reduction of school violence, they intervene more frequently (15).

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 (16).

## 2. Methodology

**The study design:** Descriptive study design was used. 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:** To ensure that the statistics are reliable and representative, an 80-person convenience, non-probability sample of primary teachers was chosen. Eighty teachers made up the sample, divided into two groups. The chosen teachers were equally divided between the study and control groups, each with 40 participants.

### The Tools of the Study

One method for assisting in the data collection

necessary to produce the outcomes anticipated by the study is the questionnaire. The researcher built the questionnaire's items after thoroughly reviewing the relevant literature and books. To gather the following information from study participants, the researchers employed two tools:

First are the sociodemographic factors, which include (age, gender, social status and monthly income). and professional factors including position, years of experience, and educational level.

Second, teachers' perspectives on how much violence is exposed to children: which had (18) items, each of which was scored on a scale of 1 to 3 (agree, neutral, disagree)

**Questionnaire Validity:** The questionnaire was given to 15 professionals for evaluation in order to make sure it was as valid as feasible. In particular, experts were given the opportunity to provide their comments and recommendations on each of the study questionnaire's items, keeping in mind the appropriateness of the language used, the relationship between the item and the dimension of study variables to which it was assigned, and the context of the study population. The comments from the experts suggested making minor adjustments to a few areas, and those changes were made in accordance with their recommendations before the final draft was finished and prepared for the research.

### Reliability of the Study Tool

The test-retest method was used by the researcher to apply it to a random exploratory sample of 10 teachers, where each teacher was given a number from 1 to 10 and the questionnaire was distributed to them without prior knowledge that they are a sample to measure the stability of the tool. After an interval of approximately two weeks, 10 questionnaires were redistributed to the same exploratory sample, where the members of this sample were later excluded from the analysis. reliability coefficient using a Cronbach Alpha sample coefficient with a degree of 0.721.

**Data Analysis:** SPSS version 25 was used to analyze and describe the data. They used frequency, proportion, and ways to define it. Statistically descriptive measures (Frequency, Percentage, and Mean). The t test, analysis of variance (ANOVA), and inferential statistics were used.

## 3. Results

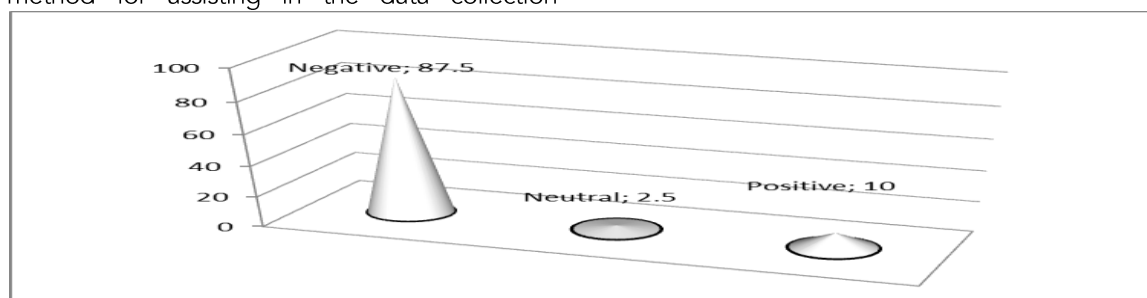


Figure 1. Pre-test study group attitudes towards School Violence

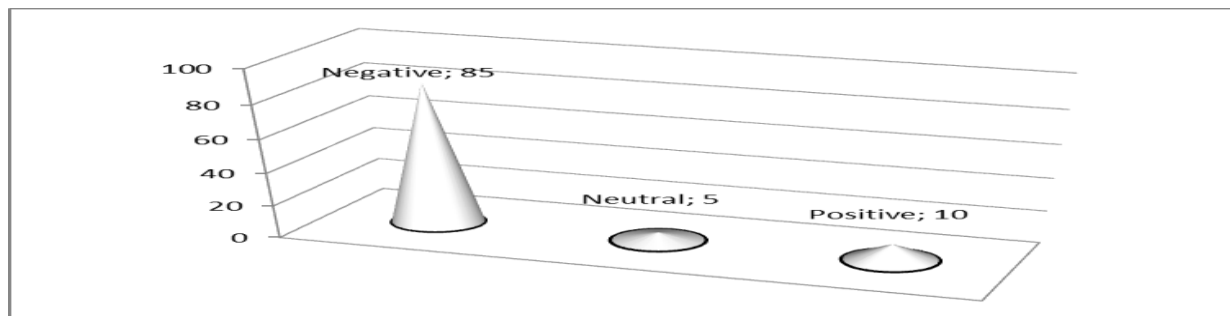


Figure 2. Pre-test control group attitudes towards school violence

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

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

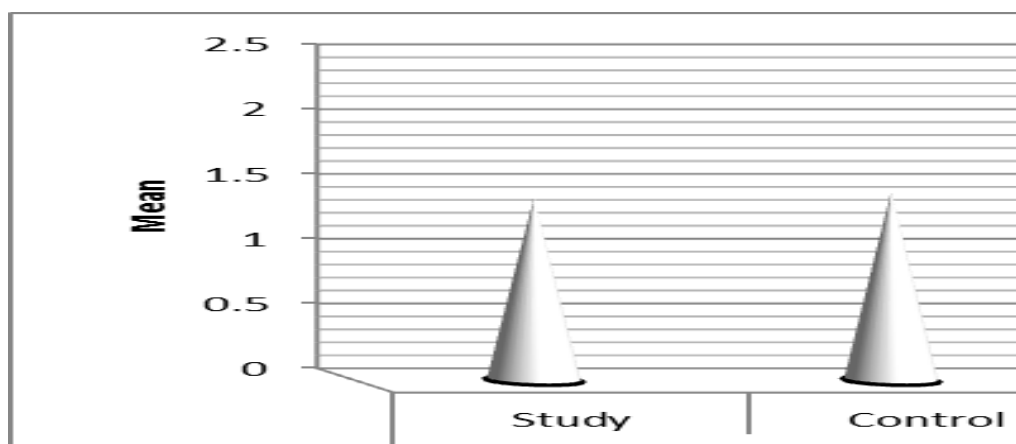


Figure 3: Attitudes in the overall study and control groups

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

Age	Source of variance	Sum of Squares	d.f	Mean Square	F	$p \leq 0.05$
Pre-test attitudes	Between groups	.987	4	.247	1.746	.042 Sig.
	Within Groups	4.945	35	.141		
	Total	5.932	39			

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

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	.039 Sig.
	Within Groups	4.885	36	.136		
	Total	5.932	39			

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

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	.055 Sig.
	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 ( $p=0.055$ ).

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 (16). The researchers revealed that the primary school teachers expressed a negative

#### 4. Discussion

Figure (1): Justification may take the form of a

attitudes towards school abuse and violence. Current study is also supported by the study conducted by (17) indicated that majority of primary school instructors had negative attitude regarding child violence. Whereas this is incongruous with the conclusion of (18) which revealed that 95 percent of the teachers had a good attitude, this may be attributable to cultural differences.

Table (1,2,3): Current study found that middle people were more likely to have negative attitudes than younger adults. It is possible that this is related to a lack of knowledge and experiences regarding how to contract with children and how to tackle the difficulty that they are experiencing. On the other hand, the vast majority of respondents who had positive sentiments were married. This could be related to the fact that married people have more experience dealing with children. There were no significant difference between primary school teachers income, gender, and years of experience, while there were significant differences between educational level and teachers attitudes toward school violence. The majority who had a negative attitudes toward school violence have diploma education, This may be related to a decline in the level of information concerning violence during the course of their study; nonetheless, there is little doubt that increased knowledge has a good effect on attitudes. The previous study's findings are in line with (19) who found there is a highly significant difference between the age of primary school teachers who have the number of children (1-6) and their attitude. These findings were found to be consistent with the findings of the previous study. It is also consistent with the findings of (20) who discovered that all of supervisors had a positive attitude; nevertheless, they discovered that there was no correlation between attitudes, including the demographic variable that was chosen. The results of this study also contribute to our growing body of knowledge by offering critical insights into how teachers' self-efficacy in handling violence is affected by programs designed to reduce school violence. However, due to the sample size being so tiny, making conclusions is challenging. Additionally, the current study did not explore the potential significance of factors like teachers' perceived degree of self-efficacy, the connection between various forms of violence and interventions, or the teacher's position within the school. It makes sense to assume that when tackling other forms of violence, such as indirect aggression or vandalism, instructors approach them with a different level of self-efficacy. These limitations underscore the need for additional research to better understand how school violence prevention training programs affect teachers' ability to cope with violent situations.

## 5. Conclusion

Study and control groups had negative attitudes toward school violence due to lack of experiences to deal with this specific critical situation. Age, marital

status, and educational attainment are among the demographic factors that have an impact on people's opinions toward school violence.

## 6. Recommendations

It will be feasible to better educate primary school teachers for dealing with violent occurrences by including courses in school violence prevention as an essential component of the teacher training curriculum. ensuring that the social and psychological specialist's role is activated in elementary schools to address the causes and manifestations of violence The education directorate should run educational programs for various social groups, present lectures, and set up focus groups to discuss a convention on school violence that could help to end the violence.

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