

ARTICLE BIBLIOGRAPHY



2019

School violence

Includes articles from Scopus-Open Access focused in school violence in different perspectives

ARTICLE BIBLIOGRAPHY

SCHOOL VIOLENCE

1.

Johns, M.M., Lowry, R., Andrzejewski, J., Barrios, L.C., Demissie, Z., McManus, T., Raspberry, C.N., Robin, L., Underwood, J.M.

Transgender Identity and Experiences of Violence Victimization, Substance Use, Suicide Risk, and Sexual Risk Behaviors Among High School Students - 19 States and Large Urban School Districts, 2017

(2019) MMWR. Morbidity and mortality weekly report, 68 (3), pp. 67-71.

[https://www.scopus.com/inward/record.uri?eid=2-s2.0-](https://www.scopus.com/inward/record.uri?eid=2-s2.0-85060562127&doi=10.15585%2fmmwr.mm6803a3&partnerID=40&md5=0891622d3d749c8c8ad907a10f967689)

[85060562127&doi=10.15585%2fmmwr.mm6803a3&partnerID=40&md5=0891622d3d749c8c8ad907a10f967689](https://www.scopus.com/inward/record.uri?eid=2-s2.0-85060562127&doi=10.15585%2fmmwr.mm6803a3&partnerID=40&md5=0891622d3d749c8c8ad907a10f967689)

ABSTRACT: Transgender youths (those whose gender identity* does not align with their sex†) experience disparities in violence victimization, substance use, suicide risk, and sexual risk compared with their cisgender peers (those whose gender identity does align with their sex) (1-3). Yet few large-scale assessments of these disparities among high school students exist. The Youth Risk Behavior Survey (YRBS) is conducted biennially among local, state, and nationally representative samples of U.S. high school students in grades 9-12. In 2017, 10 states (Colorado, Delaware, Hawaii, Maine, Maryland, Massachusetts, Michigan, Rhode Island, Vermont, Wisconsin) and nine large urban school districts (Boston, Broward County, Cleveland, Detroit, District of Columbia, Los Angeles, New York City, San Diego, San Francisco) piloted a measure of transgender identity. Using pooled data from these 19 sites, the prevalence of transgender identity was assessed, and relationships between transgender identity and violence victimization, substance use, suicide risk, and sexual risk behaviors were evaluated using logistic regression. Compared with cisgender males and cisgender females, transgender students were more likely to report violence victimization, substance use, and suicide risk, and, although more likely to report some sexual risk behaviors, were also more likely to be tested for human immunodeficiency virus (HIV) infection. These findings indicate a

need for intervention efforts to improve health outcomes among transgender youths.

2.

Ruiz-Hernández, J.A., Moral-Zafra, E., Llor-Esteban, B., Jiménez-Barbero, J.A.

Influence of parental styles and other psychosocial variables on the development of externalizing behaviors in adolescents: A sytematic review

(2019) *European Journal of Psychology Applied to Legal Context*, 11 (1), pp. 9-21.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85061080307&doi=10.5093%2fejpalc2018a11&partnerID=40&md5=a5fac7d5e8c9e53988e9e2bb696a7b28>

ABSTRACT: The main objective of this systematic review is to synthesize the available evidence on the influence of parental styles and dimensions on the development of adolescents' externalizing behaviors. As a novelty, this review offers an analysis of possible differences in paternal and maternal parenting practices and the role of gender in adolescents will be analyzed. The methodology used consisted of a systematic search of articles in databases (Medline, Cochrane, Academic Search Premier, PsycINFO, ERIC y PsycARTICLES) and their lists of bibliographic references published between 2010 and 2016. Initially, we located 31,169 studies, of which 31,019 were excluded because they were either duplicates or did not meet the inclusion and exclusion criteria. The remaining articles were again reviewed in full text and were subjected to the assessment of bias risk, of which 17 had an adequate level of methodological quality, and so were included in the systematic review. The results suggest that the parenting style most closely associated with externalizing problems is the authoritarian style. In contrast, the authoritative parental style and the dimensions of affection, communication, and autonomy promotion guarantee positive results. A larger number of studies are deemed necessary to establish firm conclusions about aspects such as differences between parents' parenting style or adolescents' gender. © 2018 Colegio Oficial de Psicólogos de Madrid.

3.

Ngidi, N.D., Moletsane, R.

Bullying in school toilets: Experiences of secondary school learners in a South African township

(2018) South African Journal of Education, 38, art. no. #1588, .

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85057782266&doi=10.15700%2fsaje.v38nsl1a1588&partnerID=40&md5=e6f2143f02d7ab2727ce32cb264819a7>

ABSTRACT: This article reports on a qualitative study that explored bullying in the learner toilets of a township secondary school in South Africa and the reasons for its persistence in this particular school. The exploratory study used focus group discussions to collect data to address the research question. Newman's 'defensible space' framework, which stipulates that the design of an area, as well as its physical settings, can facilitate violence, informs data analysis. In the study, learners experienced toilets as the most dangerous areas inside their school, reporting that they encountered a lot of bullying in these spaces. In particular, bullying in the school toilets was characterised by violence, including physical and sexual assaults, as well as criminal activity (mostly muggings) and threats of violence. According to learners, the toilets and what happened within them were removed and hidden from the teachers' view and supervision, leaving the victims at the mercy of the bullies and perpetrators of violence. Informed by these findings, we conclude that because of their physical design and location within the school, which made it difficult to exercise any supervisory duties or to enforce security measures and protect learners, the toilets in this school remained indefensible spaces. © 2018, South African Journal Of Education. All rights reserved.

4.

Winnaar, L., Arends, F., Beku, U.

Reducing bullying in schools by focusing on school climate and school socio-economic status

(2018) South African Journal of Education, 38, .

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85057876662&doi=10.15700%2fsaje.v38ns1a1596&partnerID=40&md5=23cfb7b4a5b1cc4d73151b356b4d48a>

ABSTRACT: This paper is a secondary analysis, using data from the South African 2015 cycle of the Trends in International Mathematics and Science Study (TIMSS). TIMSS is a trend study that assesses Mathematics and Science achievement and is designed to measure changes in the education system over time. The participants of the study included 12,514 learners from 292 schools, where a national sample of schools and learners are selected, making the study nationally representative. A multiple regression was conducted to respond to the main aims of the study, which is, firstly, to investigate the association between school climate and the prevalence of bullying in schools. Secondly, to determine if the socioeconomic status of the school is associated with incidences of bullying at the school. The results show that learners are less likely to be bullied when they feel a sense of belonging to the school they attend, they are confident, and when they are constantly engaged in the classroom. A significant gender bias exists where boys are bullied more often than girls. It has also been found that students who are often bullied obtain a significantly lower score in Mathematics than their counterparts. The findings demonstrate the need for schools to monitor the nature and frequency of bullying, so that targeted interventions can be designed, implemented and monitored on a regular basis. © 2018, South African Journal Of Education. All rights reserved.

5.

Dube, B., Hlalele, D.

Engaging critical emancipatory research as an alternative to mitigate school violence in South Africa

(2018) Educational Research for Social Change, 7 (2), pp. 74-86.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85062208387&doi=10.17159%2f2221-4070%2f2018%2fv7i2a5&partnerID=40&md5=b1483b8ea90e5819616f49a0911fd78c>

ABSTRACT: In this theoretical paper, we contribute to ongoing narratives that attempt to mitigate and curb school violence. We do this by critiquing school

relations through the lens of critical emancipatory research. Critical emancipatory research has the impetus to map skewed relations that exacerbate school violence in South African schools. In order to achieve our aim, we highlight various principles of critical emancipatory research that position the theory so that it relates to rebuilding school safety to achieve better schools for all stakeholders. The principles of social justice and social transformation, and the necessity to eliminate false consciousness, are discussed as critical elements of mitigating school violence. The article argues that critical emancipatory research, when it is used to frame relationships within the school milieu, has the impetus to forge new dimensions of, and responses to, conflict resolution—and to lessen school violence. © 2018 Bekithemba Dube and Dipane Hlalele.

6.

Wun, C.

Angered: Black and non-Black girls of color at the intersections of violence and school discipline in the United States

(2018) *Race Ethnicity and Education*, 21 (4), pp. 423-437.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84994187969&doi=10.1080%2f13613324.2016.1248829&partnerID=40&md5=0c7d25d27579a5ca763ebdd0917cc9db>

ABSTRACT: While most research examining school discipline policies have focused on the experiences of boys of color, this article explores the relationship between violence and school discipline as they shape the lives of girls of color and their disciplinary records. Using in-depth interviews, this article re-narrates the experiences of Black and non-Black girls of color who have discipline records to explore their experiences. The author found that in addition to being subject to multiple, intersecting forms of violence outside of school, girls of color—particularly Black girls—are also subject to schools as sites of control that elicit their anger and resistance. This author contends that faculty should establish new ways of understanding Black and non-Black girls of color by accounting for the ways that intersectional violence shapes

the girls' lives and supports their 'anger', agency and resistance to violence.
© 2016 Informa UK Limited, trading as Taylor & Francis Group.

7.

Çalık, T., Tabak, H., Tabak, B.Y.

School violence: school administrators' perspectives and ways of solution in Turkey

(2018) International Electronic Journal of Elementary Education, 10 (5), pp. 611-620.

[https://www.scopus.com/inward/record.uri?eid=2-s2.0-](https://www.scopus.com/inward/record.uri?eid=2-s2.0-85058790355&doi=10.26822%2fiejee.2018541310&partnerID=40&md5=d32ddf54e3dc78a93ca1045eed40f95f)

[85058790355&doi=10.26822%2fiejee.2018541310&partnerID=40&md5=d32ddf54e3dc78a93ca1045eed40f95f](https://www.scopus.com/inward/record.uri?eid=2-s2.0-85058790355&doi=10.26822%2fiejee.2018541310&partnerID=40&md5=d32ddf54e3dc78a93ca1045eed40f95f)

ABSTRACT: The purpose of this study is to determine the ways primary education administrators solve events of violence as a problem. To this end, sample cases of violence were derived from the school violence news appearing on media organs in the last four years. They were categorized based on the type of violence. Data were collected via a semi-structured interview form developed by the researcher and administered to school administrators. In-depth data were collected in regard to the ways they would solve problems. The content formed by the obtained data was evaluated via systematic, descriptive analysis. To determine the problem of violence in school, school administrators mostly turn to teachers' and students' views and video-recording and sound-recording. To solve the problems, on the other hand, they resort to family/parent training and implement what is prescribed in the legislation. The administrators did not express any opinion about predetermined possible solutions. © IEJEE.

8.

Eke, C.I., Singh, S.

Social networking as a strategic tool in the management of school-based violence

(2018) South African Journal of Education, 38 (1), art. no. # 1320, 8 p.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85043606168&doi=10.15700%2fsaje.v38n1a1320&partnerID=40&md5=cc5522ff7bddc8730ca0432c99353544>

ABSTRACT: School-based violence is serious, and on the rise in South African schools. The violence affects learners, teachers, communities and the management of schools. Towards finding possible ways to manage school violence, this article presents social networking as a strategic tool in the management of school-based violence in high schools, based on the results of a study carried out in the uMgungundlovu district of KwaZulu-Natal, South Africa. The study adopted a qualitative approach as a result of the interpretative nature of the causes of school-based violence in high schools. The sample of the study was made up of 18 participants and in-depth interviews were the main data collection instruments in the study. Content analysis using NVivo was employed in analysing data collected in the study. The study revealed how school managers employ social networking as information gathering tool and as a support mechanism in the management of school-based violence in high schools. The information gathered by school managers through social networking enable them develop intervention strategies in high schools that reduce school-based violence and create school climates that promote teaching and learning. © 2018, South African Journal of Education. All rights reserved.

9.

da Silva, M., da Silva, A.G.

Teachers and students: The engendering of school violence [Professores e alunos: O engendramento da violência da esco-la.]

(2018) *Educacao and Realidade*, 43 (2), pp. 471-493.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85061332365&doi=10.1590%2f2175-623664089&partnerID=40&md5=38f69dc42053a433215451259e0717b0>

ABSTRACT: The school violence engendering is partially analyzed, considering the violence production in the school environment. This is a bibliographic research with quantitative and qualitative approach. Sources: 77 theses and 15 dissertations carried out in Brazil (2007 to 2012). Data collection and

organization: Content Analysis. Main reference: Bernard Charlot and Pierre Bourdieu. Results: the sources showed that Brazilian teachers participate effectively in the school violence engendering, contributing to violence production in the school environment. The students are the main victims. The teacher is less affected by physical and verbal violence. The symbolic power is the most perpetrated by the teacher against the student. The school also plays a major role in it. © 2018, Universidade Federal do Rio Grande do Sul, Faculdade de Educacao. All rights reserved.

10.

Perales Franco, C.

An ethnographic approach to school convivencia [Abordagem etnográfica à convivência na escola]

(2018) *Educacao and Realidade*, 43 (3), pp. 887-907.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85061350484&doi=10.1590%2f2175-623674800&partnerID=40&md5=3575d45bee4efde1flaba9cb6d9b7e2b>

ABSTRACT: Convivencia is a Spanish concept that addresses the ways of living together, living with others. School convivencia in particular is formed by the tapestry of social relations that construct the everyday life in schools, and it provides the relational elements and boundaries where the school experience is constructed. This article derives from an investigation of the relationships between two Mexican primary schools and their local communities and their implications for school convivencia. It presents two challenges of analysing school convivencia from an ethnographic perspective: the struggle between restrictive and comprehensive approaches and the tension between the specific and the complex in understanding convivencia. © 2018, Universidade Federal do Rio Grande do Sul, Faculdade de Educacao. All rights reserved.

11.

Valdés Cuervo, A.A., Quintana, J.T., Carlos Martínez, E.A., Wendlandt Amezaga, T.R.

Challenging behavior, parental conflict and community violence in students with aggressive behavior [Conducta desafiante, conflicto parental y violencia en comunidad en estudiantes con comportamiento agresivo]

(2018) International Journal of Psychological Research, 11 (1), pp. 50-57.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85041945317&doi=10.21500%2f20112084.1777&partnerID=40&md5=1e5286be7b9f81fed1be73b7a451dcd3>

ABSTRACT: The effects of the presence of challenging behavior problems, parental conflict and violence in the community were determined by the probability of occurrence of bullying behaviors in elementary students. 664 students participated in the study, of whom 80 (12.04%) were identified as aggressors. 80 students with no reports of attacks were later selected randomly for comparison. Using logistic regression, it was found that the variables studied manifest significant differences between the student groups with and without aggressive behavior toward peers ($R^2 = .39$). Challenging behavior ($OR = 7.83$), parental conflict ($OR = 3.77$) and Community Violence ($OR = 5.36$) increase the probability of belonging to the group of aggressors. We conclude that it is necessary to analyze the bullying from an ecological framework that considers variables located in the contexts in which individuals interact. Resumen Se buscó establecer la relación de la presencia de conductas desafiantes, conflictos entre padres y violencia en la comunidad con la probabilidad de ocurrencia de comportamientos de intimidación en estudiantes de primaria. En este estudio participaron 664, de los cuales 80 (12.04%) fueron identificados como agresores; posteriormente se incluyeron al azar 80 estudiantes sin informes de ataques como grupo control. Usando la regresión lógica, se encontró que las variables estudiadas manifiestan diferencias significativas entre los grupos de estudiantes con y sin comportamiento agresivo hacia los compañeros ($R^2 = .39$). El comportamiento desafiante ($OR = 7.83$), el conflicto parental ($OR = 3.77$) y la violencia comunitaria ($OR = 5.36$) aumentan la probabilidad de pertenecer al grupo de agresores. Concluimos que es necesario analizar el bullying desde un marco ecológico que considera variables ubicadas en los contextos en los que interactúan los individuos.

12.

Ramos-Jiménez, A., del Villar, Ó.A.E., Castro-Valles, A., Hernández-Torres, R.P., Murguía-Romero, M., Villalobos-Molina, R.

Systematic validation of a self-administered questionnaire to assess bullying: From elementary school to high school and by sex

(2018) *Revista Electronica de Investigacion Educativa*, 20 (1), pp. 26-37.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85041825040&doi=10.24320%2fredie.2018.20.1.1535&partnerID=40&md5=f78697acf31f59e000a32469873fbdd1>

ABSTRACT: There is a need to develop and validate an instrument to assess school bullying in the Mexican population in order to evaluate the issue and intervene accordingly. This study validates a bullying assessment instrument named Bull-M in children from 5th to 12th grade. The Bull-M was administered to a sample size of 2,030 students from 5th to 12th grade in several schools in Ciudad Juárez, Mexico. A two-factor structure of the Bull-M was analyzed with confirmatory factor analyses across the whole sample and gender and educational levels. The confirmatory factor analyses indicate good model fits, strong factor loadings and adequate Cronbach's alpha values to assess internal reliability of the factors and scale. The Bull-M can be used to assess bullying in students from 5th to 12th grade in northern Mexico.

13.

Namy, S., Carlson, C., Norcini Pala, A., Faris, D., Knight, L., Allen, E., Devries, K., Naker, D.

Gender, violence and resilience among Ugandan adolescents

(2017) *Child Abuse and Neglect*, 70, pp. 303-314.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85021633270&doi=10.1016%2fj.chiabu.2017.06.015&partnerID=40&md5=0896c28992f8253b72008d35f7e75e27>

ABSTRACT: Resilience, commonly understood as the ability to maintain adaptive functioning in the face of adversity, has emerged as a salient entry point in the field of positive youth development. This study makes a unique contribution

by exploring dimensions of resilience among adolescents in Uganda, examining associations between violence from different perpetrators and resilience, and testing whether sex moderates these relationships. Analyses are based on data from 3706 primary school students. Exploratory factor analysis (EFA) identified five factors underlying the construct of resilience: Emotional Support; Family Connectedness; School Connectedness; Social Assets; and Psychological Assets. We used regression analysis to investigate associations between these dependent variables, background characteristics, and experiences of violence (including exposure to intimate partner violence against female caregivers). Results reflect a complex relationship between violence and resilience, with patterns varying by perpetrator (e.g., teacher, peers, caregivers) and some evidence that the sex of the student moderates these dynamics. Overall, there is a consistently negative relationship between all violence measures and Psychological Assets. In addition, teacher violence is associated with lower resilience across factors and both caregiver violence and exposure to IPV are consistently associated with decreased Family Connectedness. These findings suggest that adolescents experiencing (and exposed to) violence from adults may be particularly vulnerable to internalizing and/or externalizing behaviors and withdrawal from the family. Findings point to preventing violence from teachers complemented with enhancing family relationships as promising avenues for resilience-strengthening interventions, and also emphasize the need to consider gendered strategies to ensure girls and boys benefit equally. © 2017 The Authors

14.

Crespo-Ramos, S., Romero-Abrio, A., Martínez-Ferrer, B., Musitu, G.

Psychosocial variables and overt school violence among adolescents [Variables psicosociales y violencia escolar en la adolescencia]

(2017) *Psychosocial Intervention*, 26 (2), pp. 125-130.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85021057636&doi=10.1016%2fj.psi.2017.05.002&partnerID=40&md5=c5446e46c49f499d6a0df03ed811a07c>

ABSTRACT: The main goal of the present study was to analyze overt school violence and psychosocial adjustment –measured as self-esteem, loneliness, and

satisfaction with life— as a function of participation and community involvement. The sample consisted of 565 adolescents of both sexes (51% female and 49% male) aged 11-18 years ($M = 14.8$, $SD = 1.75$). Multivariate analyses of variance and t-tests were performed. The results showed that adolescents with significant involvement in the community scored the highest in global and social self-esteem and satisfaction with life, and the lowest on loneliness and school violence. In addition, adolescents with high levels of participation in the community obtained high scores for academic and social self-esteem and satisfaction with life, and low scores on loneliness. There were no significant differences in school violence. The results and their possible practical implications are discussed. © 2017 Colegio Oficial de Psicólogos de Madrid

15.

Wandera, S.O., Clarke, K., Knight, L., Allen, E., Walakira, E., Namy, S., Naker, D., Devries, K.

Violence against children perpetrated by peers: A cross-sectional school-based survey in Uganda

(2017) *Child Abuse and Neglect*, 68, pp. 65-73.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85017538156&doi=10.1016%2fj.chiabu.2017.04.006&partnerID=40&md5=4c87996e6a02ae19209c7c9982825834>

ABSTRACT: Violence against children by peers is a global public health problem. We aimed to assess factors associated with peer violence victimization among primary school children in Uganda. We conducted multilevel multivariable logistic regression analyses of cross-sectional data from 3706 primary students in 42 Ugandan primary schools. Among primary school students, 29% and 34% had ever experienced physical and emotional violence perpetrated by their peers, respectively. Factors strongly associated with both physical and emotional violence were similar and overlapping, and included exposure to interparental violence, having an attitude supportive of violence against children from school staff, not living with biological parents, working for payment, and higher SDQ score. However, we found that younger age, sharing sleeping area with an adult and achieving a higher educational performance score, were specifically

associated with physical violence. On the other hand, being female, walking to school, reporting disability and eating one meal on the previous day, were particularly associated with emotional violence. Interventions to reduce peer violence should focus on family contexts, school environments and those with poor socio-economic status may need extra support. © 2017

16.

Mathews, C., Eggers, S.M., Townsend, L., Aarø, L.E., de Vries, P.J., Mason-Jones, A.J., De Koker, P., McClinton Appollis, T., Mtshizana, Y., Koech, J., Wubs, A., De Vries, H.

Effects of PREPARE, a Multi-component, School-Based HIV and Intimate Partner Violence (IPV) Prevention Programme on Adolescent Sexual Risk Behaviour and IPV: Cluster Randomised Controlled Trial

(2016) *AIDS and Behavior*, 20 (9), pp. 1821-1840.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84965002936&doi=10.1007%2fs10461-016-1410-1&partnerID=40&md5=94e5ebaa5a8969117b25fad6b5f9ac06>

ABSTRACT: Young South Africans, especially women, are at high risk of HIV. We evaluated the effects of PREPARE, a multi-component, school-based HIV prevention intervention to delay sexual debut, increase condom use and decrease intimate partner violence (IPV) among young adolescents. We conducted a cluster RCT among Grade eights in 42 high schools. The intervention comprised education sessions, a school health service and a school sexual violence prevention programme. Participants completed questionnaires at baseline, 6 and 12 months. Regression was undertaken to provide ORs or coefficients adjusted for clustering. Of 6244 sampled adolescents, 55.3 % participated. At 12 months there were no differences between intervention and control arms in sexual risk behaviours. Participants in the intervention arm were less likely to report IPV victimisation (35.1 vs. 40.9 %; OR 0.77, 95 % CI 0.61-0.99; $t(40) = 2.14$) suggesting the intervention shaped intimate partnerships into safer ones, potentially lowering the risk for HIV. © 2016, The Author(s).

17.

Crochík, J.L.

Hierarchy, violence and bullying among students of public middle schools

(2016) *Paideia*, 26 (65), pp. 307-315.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84988311471&doi=10.1590%2f1982-43272665201608&partnerID=40&md5=c4ec7dd351e2b1ec6a557808b04338f3>

ABSTRACT: Hierarchies established in schools can lead to violence among students, particularly bullying, and this relationship is investigated in this study. A School Hierarchies Scale and a Peer Perception of Aggression Scale were applied to 274 9th grade students, both sexes, aged 14.08 years (SD = 0.81) old on average, attending four public schools in the state of São Paulo, Brazil. The students more frequently perceived to be popular, were among the best in physical education and/or among the worst in academic subjects were also more frequently perceived to be bullies, while those more frequently perceived to be unpopular and having the worst performance in physical education were also more frequently perceived to be victims. Therefore, teachers should reflect upon the issue and fight school violence that may arise from these hierarchies.

18.

Garaigordobil, M., Martínez-Valderrey, V.

Impact of cyberprogram 2.0 on different types of school violence and aggressiveness

(2016) *Frontiers in Psychology*, 7 (MAR), art. no. 428, .

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84962040401&doi=10.3389%2ffpsyg.2016.00428&partnerID=40&md5=267977930fb0167e38aab38e33cc9960>

ABSTRACT: Some antibullying interventions have shown positive outcomes with regard to reducing violence. The aim of the study was to experimentally assess the effects on school violence and aggressiveness of a program to prevent and reduce cyberbullying. The sample was comprised of a randomly selected sample of 176 adolescents (93 experimental, 83 control), aged 13-15 years. The study used a repeated measures pre-posttest design with a control group. Before and after

the program, two assessment instruments were administered: the "Cuestionario de Violencia Escolar-Revisado" (CUVE-R [School Violence Questionnaire - Revised]; Álvarez-García et al., 2011) and the "Cuestionario de agresividad premeditada e impulsiva" (CAPI-A [Premeditated and Impulsive Aggressiveness Questionnaire]; Andreu, 2010). The intervention consisted of 19 one-hour sessions carried out during the school term. The program contains 25 activities with the following objectives: (1) to identify and conceptualize bullying/cyberbullying; (2) to analyze the consequences of bullying/cyberbullying, promoting participants' capacity to report such actions when they are discovered; (3) to develop coping strategies to prevent and reduce bullying/cyberbullying; and (4) to achieve other transversal goals, such as developing positive variables (empathy, active listening, social skills, constructive conflict resolution, etc.). The pre-posttest ANCOVAs confirmed that the program stimulated a decrease in: (1) diverse types of school violence-teachers' violence toward students (ridiculing or publicly humiliating students in front of the class, etc.); students' physical violence (fights, blows, shoves... aimed at the victim, or at his or her property, etc.); students' verbal violence (using offensive language, cruel, embarrassing, or insulting words... toward classmates and teachers); social exclusion (rejection or exclusion of a person or group, etc.), and violence through Information and Communication Technologies (ICT; violent behaviors by means of electronic instruments such as mobile phones and the Internet)-; and (2) premeditated and impulsive aggressiveness. Pre-posttest MANCOVA revealed differences between conditions with a medium effect size. This work contributes an efficacious intervention tool for the prevention and reduction of peer violence. The conclusions drawn from this study have interesting implications for educational and clinical intervention. © 2016 Garaigordobil and Martínez-Valderrey.

19.

Sherr, L., Hensels, I.S., Skeen, S., Tomlinson, M., Roberts, K.J., Macedo, A.

Exposure to violence predicts poor educational outcomes in young children in South Africa and Malawi

(2016) *International Health*, 8 (1), art. no. ihv070, pp. 36-43.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84964597643&doi=10.1093%2Finthealth%2Fihv070&partnerID=40&md5=db77e00ec9d845d0139e4d25b9888303>

ABSTRACT: Background: Violence during childhood may affect short and long-term educational factors. There is scant literature on younger children from resource poor settings. Methods: This study assessed child violence experiences (harsh punishment and exposure to domestic or community violence) and school enrolment, progress and attendance in children attending community-based organisations in South Africa and Malawi (n=989) at baseline and at 15 months' follow-up, examining differential experience of HIV positive, HIV affected and HIV unaffected children. Results: Violence exposure was high: 45.4% experienced some form of psychological violence, 47.8% physical violence, 46.7% domestic violence and 41.8% community violence. Primary school enrolment was 96%. Violence was not associated with school enrolment at baseline but, controlling for baseline, children exposed to psychological violence for discipline were more than ten times less likely to be enrolled at follow-up (OR 0.09; 95% CI 0.01 to 0.57). Harsh discipline was associated with poor school progress. For children HIV positive a detrimental effect of harsh physical discipline was found on school performance (OR 0.10; 95% CI 0.02 to 0.61). Conclusion: Violence experiences were associated with a number of educational outcomes, which may have long-term consequences. Community-based organisations may be well placed to address such violence, with a particular emphasis on the challenges faced by children who are HIV positive. © The Author 2015.

20.

Shamu, S., Gevers, A., Mahlangu, B.P., Shai, P.N.J., Chirwa, E.D., Jewkes, R.K.

Prevalence and risk factors for intimate partner violence among grade 8 learners in urban South Africa: Baseline analysis from the Skhokho supporting success cluster randomised controlled trial

(2016) *International Health*, 8 (1), art. no. ihv068, pp. 18-26.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84964684041&doi=10.1093%2Finthealth%2Fihv068&partnerID=40&md5=fb3d92f32d558d5111bba6fd67b6c291>

ABSTRACT: Background: Intimate partner violence (IPV) is a serious public health problem among adolescents. This study investigated the prevalence of and factors associated with Grade 8 girls' experience and boys' perpetration of IPV in South Africa. Methods: Participants were interviewed using interviewer-administered questionnaires about IPV, childhood violence, bullying, gender attitudes, alcohol use and risky sexual behaviours. Multiple logistic regression analysis was conducted to assess factors associated with girls' experience and boys' perpetration of IPV. Structural equation modelling (SEM) was conducted to assess the pathways to IPV experience and perpetration. Results: Results show dating relationships are common among girls (52.5%) and boys (70.7%) and high prevalence of sexual or physical IPV experience by girls (30.9%; 95% CI 28.2-33.7) and perpetration by boys (39.5%; 95% CI 36.6-42.3). The logistic regression model showed factors associated with girls' experience of IPV include childhood experience of violence, individual gender inequitable attitudes, corporal punishment at home and in school, alcohol use, wider communication with one's partner and being more negative about school. We found three pathways from childhood trauma to IPV experience and perpetration in both models and these are through inequitable gender attitudes and risky sex, bullying and alcohol use. Conclusions: Prevention of IPV in children needs to encompass prevention of exposure to trauma in childhood and addressing gender attitudes and social norms to encourage positive disciplining approaches. © The Author 2015.

21.

Knighta, L., Nakutib, J., Allena, E., Gannetta, K.R., Nakerb, D., Devriesa, K.M.

Are school-level factors associated with primary school students' experience of physical violence from school staff in Uganda?

(2016) *International Health*, 8 (1), art. no. ihv069, pp. 27-35.

[https://www.scopus.com/inward/record.uri?eid=2-s2.0-](https://www.scopus.com/inward/record.uri?eid=2-s2.0-84964573541&doi=10.1093%2finthealth%2fihv069&partnerID=40&md5=f52f3c026c12a9dc79eb1e0f1a4db334)

[84964573541&doi=10.1093%2finthealth%2fihv069&partnerID=40&md5=f52f3c026c12a9dc79eb1e0f1a4db334](https://www.scopus.com/inward/record.uri?eid=2-s2.0-84964573541&doi=10.1093%2finthealth%2fihv069&partnerID=40&md5=f52f3c026c12a9dc79eb1e0f1a4db334)

ABSTRACT: Background: The nature and structure of the school environment has the potential to shape children's health and well being. Few studies have

explored the importance of school-level factors in explaining a child's likelihood of experiencing violence from school staff, particularly in low-resource settings such as Uganda. Methods: To quantify to what extent a student's risk of violence is determined by school-level factors we fitted multilevel logistic regression models to investigate associations and present between-school variance partition coefficients. School structural factors, academic and supportive environment are explored. Results: 53% of students reported physical violence from staff. Only 6% of variation in students' experience of violence was due to differences between schools and half the variation was explained by the school-level factors modelled. Schools with a higher proportion of girls are associated with increased odds of physical violence from staff. Students in schools with a high level of student perceptions of school connectedness have a 36% reduced odds of experiencing physical violence from staff, but no other school-level factor was significantly associated. Conclusion: Our findings suggest that physical violence by school staff is widespread across different types of schools in this setting, but interventions that improve students' school connectedness should be considered. © The Author 2015.

22.

Kim, H.

Community and art: creative education fostering resilience through art

(2015) *Asia Pacific Education Review*, 16 (2), art. no. 9371, pp. 193-201.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84929712560&doi=10.1007%2fs12564-015-9371-z&partnerID=40&md5=72b1bb10cd12af56aae1b2c8aa2ea110>

ABSTRACT: While creativity is discussed as a core competence for talented people around the world in the twenty-first century, its exhibition is determined by one's character. Creativity and character education, therefore, should not be considered as separate matters, but the systematically related matters, and exhibition of creativity, can be carried away by character. The purpose of this study is to apply community-based education through art to elementary school students in an effort to enable the learners to experience the cultural

facilities of their community and to cultivate their creativity and personality, thus fostering resilience in the face of the trauma of school violence. This study focuses on the importance of the experience of creating art, which can contribute to the building of a happy and safe school environment and to the cultural development of the community. First, school violence and trauma are initially investigated based on a literature review. Second, I discuss the important role of art projects to promote creativity and foster resilience. Third, community-based art education is developed and applied to elementary school students. Finally, it is concluded that community-based art education can encourage adolescents to cultivate a healthy personality and good creativity, ultimately helping them to become well-rounded. The development of practical community-based convergence education through art can contribute to establishing a happy school culture by promoting creativity and fostering resilience to the trauma of school violence. © 2015, The Author(s).

23.

De Albuquerque, P.P., Williams, L.C.A.

Impact of the worst school experiences in students: A retrospective study on trauma

(2015) *Paideia*, 25 (62), pp. 343-351.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84946568577&doi=10.1590%2f1982-43272562201508&partnerID=40&md5=20180a03e9531cd9e4203a3136858c07>

ABSTRACT: The literature indicates damage to students' mental health in cases of school violence. The aim of this retrospective study was to evaluate the psychological impact of school victimization in university students, and to analyze the association between PTSD symptoms and variables related to school victimization. 691 University students responded to the Portuguese version of the Student Alienation and Trauma Survey (SATS). Clinically significant scores in the subscales ranged from 4.7% (somatic symptoms) to 20% (hypervigilance), with frequent symptoms described in the literature resulting from school victimization, such as depression, hopelessness, cognitive difficulties, and traumatic event recollection. Additionally, 7.8% of participants presented PTSD symptoms after suffering their "worst school experience". Associations were

found between PTSD symptoms and the level of distress after the experience, as well as the perceived benefits after the event, and duration. The results confirm the potential detrimental effects of school victimization, and may be useful to further investigations on this topic.

24.

Carrasco, C., Alarcón, R., Trianes, M.V.

Effectiveness of an intervention programme based on social climate, school violence and sociometric tests in primary education [Eficacia de una intervención psicoeducativa basada en clima social, violencia percibida y sociométricos en alumnado de educac]

(2015) *Revista de Psicodidactica*, 20 (2), pp. 247-262.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84935135248&doi=10.1387%2fRevPsicodidact.13206&partnerID=40&md5=fefc47a9b4fbc0d2cea8705657306ec0>

ABSTRACT: This research aims to evaluate the effectiveness of the third module –Learning to Help and Cooperate– of the Programme for Developing Competent Social Relationships in Primary Education (Trianes, 2012) on a set of self-report variables (class social climate, school social climate, observed school violence and perceived school violence) and other variables with a sociometric format (physical aggressiveness, help and like). The study involved 78 participants (44 schoolboys and 34 schoolgirls) from 3rd and 4th grade at a public school in Malaga (Spain). In order to evaluate the effectiveness of the intervention, a pre-test/post-test control group design has been conducted together with covariance statistical analyses. Results showed that the intervention had a positive effect on the class social climate variables as well as on variables with a sociometric format. © UPV/EHU.

25.

Mokeyeva, E.V., Zakirova, V.G., Masalimova, A.R.

Tolerant pedagogic space as a condition of non-violence position education among elementary school pupils

(2015) *Review of European Studies*, 7 (4), pp. 216-220.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84922948808&doi=10.5539%2fres.v7n4p216&partnerID=40&md5=13873c9ebd7736a9112c2c86e6c565fa>

ABSTRACT: The purpose of article is to justify the necessity of tolerant educational space creation at elementary school as condition of non-violence position education of elementary school pupils. Essential characteristics of pedagogical ensuring education of non-violence position among elementary school pupils are revealed in the article. The features of tolerant educational space creation as conditions of non-violence position education among elementary school pupils in teaching and educational process at elementary school are revealed. Materials of the article can be useful for tutors and teachers of elementary schools, and also for the researchers dealing with problems of non-violence pedagogics. © 2015, *Review of European Studies*. All right reserved.

26.

Jacobs, L.

Framing of school violence in the South African printed media - (mis)information to the public

(2014) *South African Journal of Education*, 34 (1), .

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84902193591&doi=10.15700%2f201412120958&partnerID=40&md5=c83a758b7b0f409590e44aa3182eb4e1>

ABSTRACT: The way in which the media report on school violence influences public perceptions, gives rise to particular attitudes and can influence decisions by policy makers. The more frequently an issue is presented in a specific way, the more likely it is for readers to perceive the media's version as the truth. Although news is assumed to be reliable, comprehensive and unprejudiced,

journalism can be questioned. This study explores how school violence is framed in the South African print media. A framing analysis was done of 92 articles that appeared in 21 different public newspapers during one year. I found that the way in which the public is informed encourages the perception of school violence as being an individual, rather than a societal, problem and encourages the acceptance of assumptions and stereotypes. Typical 'blood-and-guts' reporting is popular, while issues such as emotional and sexual violence in schools appear largely unnoticed by journalists. I argue that the main frames provided to readers in South African newspapers fail largely to elicit social responsibility, while at the same time promoting civic indifference.

27.

Netshitangani, T.

Contradictions and ambiguities: School management teams' views on school-based violence in Urban South Africa

(2014) *Mediterranean Journal of Social Sciences*, 5 (27), pp. 782-791.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84916630826&doi=10.5901%2fmjss.2014.v5n27p782&partnerID=40&md5=b5e92f97dcf82b41b13d3ed41ec3290d>

ABSTRACT: This article discusses the findings of a study conducted in Gauteng, South Africa. This qualitative study examined principals' and educators' notions in understanding school-based violence and school safety. Individual and focus group interviews were utilised to collect data from the school management teams (SMTs) that included school governing bodies (parent component). Among the major findings of the study, was that principals and educators have a diverse understanding and perception of the concept of violence, school-based violence as well as safety. The findings also suggest that there are divergent views on bullying; some educators maintain it is a normal occurrence while others believe that it is a problem that needs to be resolved. School safety is not always perceived as urgent even though there might be frequent violent acts happening at the schools. The article recommends the development of school policies that address the different forms of school violence. In addition, there must be intensive training for school-based professionals in order for them to have

effective strategies to combat violence in schools. Violence affects teaching and learning; it is then crucial to underscore effective strategies that need to be pursued right from initial teacher education. © 2014, Mediterranean Center of Social and Educational Research. All rights reserved.

28.

Barnes, K., Brynard, S., de Wet, C.

Influence of school organisational variables on school violence in the Eastern Cape Province, South Africa

(2014) *Mediterranean Journal of Social Sciences*, 5 (20), pp. 1136-1146.

[https://www.scopus.com/inward/record.uri?eid=2-s2.0-](https://www.scopus.com/inward/record.uri?eid=2-s2.0-84907291510&doi=10.5901%2fmjss.2014.v5n20p1136&partnerID=40&md5=cb6fba2b02963476e5dceb1975c945ff)

[84907291510&doi=10.5901%2fmjss.2014.v5n20p1136&partnerID=40&md5=cb6fba2b02963476e5dceb1975c945ff](https://www.scopus.com/inward/record.uri?eid=2-s2.0-84907291510&doi=10.5901%2fmjss.2014.v5n20p1136&partnerID=40&md5=cb6fba2b02963476e5dceb1975c945ff)

ABSTRACT: This article reports the findings of a sequential mixed-method study about the influence of school organisational variables on school violence in the Eastern Cape Province. An adapted version of the California School Climate and Survey-Short Form (CSCSS-SF) was used as data collection instrument during the first phase of the investigation. The questionnaire was completed by 900 Grade 10-12 learners, half of which were from high-risk schools, and the rest from low-risk schools. During the second phase of the study, in-depth, personal interviews were conducted with eight learners from four schools: two high-risk schools and two low-risk schools from the Queenstown District. The purpose of the interview was to complement and elucidate the quantitative results. The results revealed that campus disruption, drug abuse and carrying weapons were realities at both the high-risk and the low-risk schools that participated in the study. However, statistically, respondents from high-risk schools felt significantly more unsafe than those attending low-risk schools. Furthermore, it transpired that statistically, significantly more respondents at high-risk schools, than learners at low-risk schools were the victims of school violence. These results were confirmed by the findings from the second phase of the study. The close connection between a positive school climate and culture and school safety not only transpires from the quantitative results, but also from the narratives. © MCSER-Mediterranean Center of Social and Educational Research.

29.

Netshitangani, T.

The unprofessional conduct of educators in South African secondary schools and the escalation of violence

(2014) *Mediterranean Journal of Social Sciences*, 5 (20), pp. 1840-1846.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84907292150&doi=10.5901%2fmjss.2014.v5n20p1840&partnerID=40&md5=63398f22145a804954963040b4c39f73>

ABSTRACT: This article is based on a qualitative study that was conducted in South African schools to obtain insight into the prevalence of violence in schools. The study was based on the perceptions and experiences of teachers, learners, principals, support staff and School Governing Bodies (SGB). Semi-structured interviews, focus group interviews and observations were used to collect data. The study also employed 'quantitative' research methodology; therefore, questionnaires were administered in six provinces in South Africa. The study revealed that the unprofessional conduct of teachers; teacher absenteeism; nonattendance of classes; and unpunctuality contribute to violence. The study also showed evidence of unrealistic expectations of teachers who do not take the individual needs of learners into account. The findings further indicated that schools that are not well-managed are likely to experience more violence. This article recommends the improvement of management, school effectiveness and professional conduct of teachers in South African schools. Furthermore, teacher training needs to be more challenging in order to produce professional teachers. © MCSER-Mediterranean Center of Social and Educational Research.

30.

De Wet, C.

The Herald's portrayal of school violence in the Eastern Cape Province, South Africa

(2014) *Mediterranean Journal of Social Sciences*, 5 (16), pp. 490-499.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84904121476&doi=10.5901%2fmjss.2014.v5n16p490&partnerID=40&md5=e563c51a171098b992408ea77203d63d>

ABSTRACT: This study explores The Herald's portrayal of school violence in the Eastern Cape Province (ECP), South Africa. The article, therefore, sets out to report on findings from a qualitative content analysis of 28 news articles and one letter to the editor retrieved from the SAMedia database. The findings shed light on the victims and their victimisation, the perpetrators, as well as the space and locality of school violence. The study identifies demands to and dissatisfaction with the education authorities, educators' behaviour, the conduct and psyche of learners, the learners' home environment, as well as the socio-economic and cultural factors as reasons for violence in ECP schools. The study highlights the negative consequences of school violence on teaching and learning and the economy. The study underlines the importance of involving educators, parents, police services and the community in addressing the problem. It is concluded that although The Herald's atypical and stereotypical portrayal of the phenomenon may create the impression that school violence is endemic in the ECP, previous research on the topic shows that ECP schools are relatively safe places.

31.

Cuervo, A.A.V., Nenninger, E.H.E., Valenzuela, A.M.

Beliefs of teachers about bullying [Creencias de docentes acerca del bullying]

(2014) *Perfiles Educativos*, 36 (145), pp. 51-64.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84904012887&doi=10.1016%2fs0185-2698%2814%2970637-3&partnerID=40&md5=e6de36ea91af9ea3156f4cced0fe3479>

ABSTRACT: In this paper the results of an analysis on the beliefs held by basic-education teaching staff regarding bullying are analyzed; to carry out the analysis, the three public high schools with the highest incidence of 'bullying' by students in Sonora were selected; these results were from a previous study by Valdés et al., in 2013. From these schools, 15 teaching staff (from a total of 45) were interviewed; the remainder answered a survey with open questions.

Teachers defined 'bullying' as direct violence involving students or other stakeholders. The staff considered the factors associated with bullying as non-systemic; in their opinion, the family and social context were the explanation for the phenomenon. They placed the responsibility for 'bullying' on other actors and considered the intervention strategies to be isolated. The conclusion is that the beliefs of teachers regarding 'bullying' reduce the scope for action against this problem within the educational environment.

32.

Dumitriu, C.

School violence: A cross cultural analysis

(2013) *Mediterranean Journal of Social Sciences*, 4 (9), pp. 89-96.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84892556639&doi=10.5901%2fmjss.2013.v4n9p89&partnerID=40&md5=2865a04d2cb3d1a3894722c162641d63>

ABSTRACT: This research is part of an international project on disaster management planning for coping with acts of extreme violence in schools. The project was funded by the SSH Research Council of Canada and carried out by an academic team from University of Quebec at Montreal (UQAM). In this article, the author seeks to provide some insights on the matter of culture as a root-cause of school related violence, by conducting a cross cultural analysis of five school shooting events. The results show that some cultural factors at national/community/organizational level were among the root-causes of school's vulnerability to extreme violence. Further, these factors have played an important role in enhancing violence in schools and/or in delaying the intervention process. The results underline potentially critical cultural issues that relevant stakeholders - such as policy makers, educational institutions, communities, and families - should consider in order to proactively and effectively cope with new emerging risks related to extreme violence in schools.

33.

Albaladejo-Blázquez, N., Ferrer-Cascales, R., Reig-Ferrer, A., Fernández-Pascual, D.

Does school violence Occur in preschool and primary education? An assessment and Management Proposal [¿Existe violencia escolar en educación infantil y primaria? Una propuesta para su evaluación y gestión]

(2013) *Anales de Psicología*, 29 (3), pp. 1060-1069.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84884667990&doi=10.6018%2fanalesps.29.3.158431&partnerID=40&md5=3cacefelbddd53e5652fb7d5d0ef7120>

ABSTRACT: Traditional research on school violence has focused mainly on the later primary education grades and on secondary education, and has barely addressed the presence, characteristics, assessment, and intervention of interpersonal problems at early ages. The aim of this study was to construct and validate a questionnaire that identifies the onset and the most frequent forms of school violence in the first years of schooling in order to design effective prevention programs. The study participants were 195 children from the last year of preschool and the first stage of primary education. The research carried out demonstrates that the instrument, the Questionnaire for the Assessment of School Violence in the Preschool and Primary School (Cuestionario de Evaluación de Violencia Escolar en Infantil y Primaria, CEVEIP), has adequate psychometric properties. The instrument includes 27 self-report items that assess seven typologies of violence that occur in the school setting at early ages from three perspectives: observed violence, experienced violence, and perpetrated violence. The results reveal that violent behaviour of a low or moderate frequency and intensity is present, beginning in the first years of schooling. These levels of violence could be better managed in the educational setting in order to enhance students' personal development. © 2013.

34.

Chapman, R.L., Buckley, L., Sheehan, M., Shochet, I.M.

Pilot evaluation of an adolescent risk and injury prevention programme incorporating curriculum and school connectedness components

(2013) *Health Education Research*, 28 (4), pp. 612-625.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84884484107&doi=10.1093%2fher%2fcyt048&partnerID=40&md5=d84efd0e6463b0a121db527a7077cf8c>

ABSTRACT: School connectedness is an important protective factor for adolescent risk-taking behaviour. This study examined a pilot version of the Skills for Preventing Injury in Youth (SPIY) programme, combining teacher professional development (PD) for increasing school connectedness (connectedness component) with a risk and injury prevention curriculum for early adolescents (curriculum component). A process evaluation was conducted on the connectedness component, involving assessments of programme reach, participant receptiveness and initial use, and a preliminary impact evaluation was conducted on the combined connectedness and curriculum programme. The connectedness component was well received by teacher participants, who saw benefits for both themselves and their students. Classroom observation also showed that teachers who received PD made use of the programme strategies. Grade 8 students who participated in the SPIY programme were less likely to report violent behaviour at 6-month follow-up than were control students, and trends also suggested reduced transport injuries. The results of this research support the use of the combined SPIY connectedness and curriculum components in a large-scale effectiveness trial to assess the impact of the programme on students' connectedness, risk-taking and associated injuries. © 2013 The Author.

35.

Estrada, J.N., Gilreath, T.D., Astor, R.A., Benbenishty, R.

Gang membership of California middle school students: Behaviors and attitudes as mediators of school violence

(2013) *Health Education Research*, 28 (4), pp. 626-639.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84884490771&doi=10.1093%2fher%2fcyt037&partnerID=40&md5=83ea9c897c5115e0fe79550da41fde3e>

ABSTRACT: Empirical evidence examining how risk and protective behaviors may possibly mediate the association between gang membership and school violence is

limited. This study utilizes a statewide representative sample of 152 023 Latino, Black and White seventh graders from California to examine a theoretical model of how school risk (e.g. truancy, school substance use and risky peer approval) and protective (e.g. connectedness, support and safety) behaviors and attitudes mediate the effects of gang membership on school violence behaviors. The dataset was collected in the 2005-2006 and 2006-2007 academic school years using the ongoing large-scale California Healthy Kids Survey conducted by WestEd for the State of California. Approximately 9.5% of the sample considered themselves to be a member of a gang. The findings indicate that school risk behaviors and attitudes mediate the association between gang membership and school violence behaviors. Although the direct negative association between gang membership and school violence perpetration is weak, the positive indirect effect mediated by school risks behaviors and attitudes is strong. This indicates that when gang members engage in school risk behaviors, they are much more likely to be school violence perpetrators. Implications for further research, theory and practice for both gang and school violence researchers are discussed. © 2013 The Author.

36.

Von Reininghaus, G.N., Castro, P.J., Frisancho, S.

School violence: Subjective theories of academic advisory board members from six chilean schools

(2013) *Interdisciplinaria*, 30 (2), pp. 219-234.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84904704951&doi=10.16888%2finterd.2013.30.2.3&partnerID=40&md5=63077b815a78c17e0b88b719a6584eff>

ABSTRACT: This study analyzes the subjective theories regarding school violence held by six school officials of the city of Coquimbo (Chile). School violence is action carried out by a member of a school community that intends to cause harm against any member of that community. The study's main objective is to identify and interpret the various subjective theories regarding school violence held by the school officials as well as to explore whether there is a moral dimension to their subjective theories. We are interested in the moral dimension

of the problem because research has shown that processes such as moral reasoning, moral identity, or moral motivation are linked to students' behavior in schools. Furthermore, social interactions are critical for the development of more advanced levels of moral reasoning. The study focuses on six members of the academic advisory board from six different schools, three municipal (public) schools and three subsidized private schools in the region of Coquimbo (Chile). Because the role of the administrative team is becoming increasingly important in the proper functioning of educational institutions, characteristics of school officials such as their leadership skills, negotiation skills, or abilities to solve conflicts, have a direct impact on the success or failure of any educational program. Due to the qualitative approach of this study, each participant was interviewed using an individual semi-structured interview followed by a self-report questionnaire. Results were analyzed, organized, and interpreted based on grounded theory, which has been shown to be useful in analyzing subjective theories. Participants' explanations regarding school violence were reconstructed using the semantic categories that emerged in their interview responses. Results indicate that participants view school violence as an important social problem that should be contested; however, at the same time participants feel that it is not prevalent at their own educational institutions. Moreover, all participants believe that school violence takes place because of social influences, such as socialization processes at home, family values, quality of education, and influence of mass media, among others. This shows that participants hold a concept of the individual as merely responsive to environmental forces, lacking a rational process and agency to discern and make moral judgments as a base for their actions. This is problematic because school violence has a moral dimension, as it involves issues of fairness, cooperation, conflict, negotiation with others, justice, and welfare. Results show that none of the participants understand violence as related to morality. Consequently, participants support traditional approaches to combat school violence aimed either at making students behave as it is prescribed by school norms or at enhancing students' social skills. However, such approaches disregard any moral education or moral discernment, even though research has identified moral values, the main variable in the study of social behaviour (Delfino & Zubieta, 2011), and moral development as factors related to violence. In general, school officials regard violence as externally originated, caused mainly by social forces and cultural factors. They also have subjective theories that hold the causes of school violence to be external and unmanageable,

minimizing their responsibility and their sense of efficacy in dealing with the problem. Assuming that a major role of education is to facilitate a better understanding of the world and knowing that teachers' beliefs are very important into explain teachers' behavior, the results of this study are discussed regarding its implications for education, particularly moral education and the prevention of violence.

37.

Ncontsa, V.N., Shumba, A.

The nature, causes and effects of school violence in South African high schools

(2013) South African Journal of Education, 33 (3), .

[https://www.scopus.com/inward/record.uri?eid=2-s2.0-](https://www.scopus.com/inward/record.uri?eid=2-s2.0-84881572487&doi=10.15700%2f201503070802&partnerID=40&md5=febb30b9b44fdc78747a47055030f003)

[84881572487&doi=10.15700%2f201503070802&partnerID=40&md5=febb30b9b44fdc78747a47055030f003](https://www.scopus.com/inward/record.uri?eid=2-s2.0-84881572487&doi=10.15700%2f201503070802&partnerID=40&md5=febb30b9b44fdc78747a47055030f003)

ABSTRACT: We sought to investigate the nature, causes and effects of school violence in four South African high schools. A purposive sample of five principals, 80 learners and 20 educators was selected from the four schools used in the study. A sequential mixed method approach was used in this study; both questionnaires and interviews were used. The design is divided into two phases, beginning with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data. The overall purpose of this design is that the qualitative data help explain or build upon initial quantitative results from the first phase of the study. The advantage of the design is that its two-phased nature makes it uncomplicated to implement and to report on. A combination of both quantitative and qualitative methods provides a better understanding of the research problem than either approach alone. A pilot study of the questionnaire was conducted in a school outside the province in which the study was done. Cronbach's alpha coefficient of the questionnaire was 0.72. This was a high positive coefficient and implied that the questionnaire used was reliable. The study found that bullying, vandalism, gangsterism, indiscipline, intolerance, and corporal punishment were prevalent in schools. Furthermore, the study found that school violence had the following effects on learners: loss of concentration; poor academic performance; bunking

of classes; and depression. The implications of these findings are discussed in detail.

38.

Imonikhe, J., Aluede, O., Idogho, P.

A survey of teachers' and students' perception of sexual harassment in tertiary institutions of Edo state, Nigeria

(2012) *Asian Social Science*, 8 (1), pp. 268-274.

[https://www.scopus.com/inward/record.uri?eid=2-s2.0-](https://www.scopus.com/inward/record.uri?eid=2-s2.0-84857606070&doi=10.5539%2fass.v8n1p268&partnerID=40&md5=1b2c2a5e4f0062135af260f3bc8a266b)

[84857606070&doi=10.5539%2fass.v8n1p268&partnerID=40&md5=1b2c2a5e4f0062135af260f3bc8a266b](https://www.scopus.com/inward/record.uri?eid=2-s2.0-84857606070&doi=10.5539%2fass.v8n1p268&partnerID=40&md5=1b2c2a5e4f0062135af260f3bc8a266b)

ABSTRACT: The study examined how teachers and students of tertiary institutions in Edo State of Nigeria perceived sexual harassment. The design of the study was descriptive (survey) research. The sample of the study consisted of two hundred lecturers and two hundred students of tertiary institutions in Edo state. A questionnaire, entitled "Lecturers' and Students' Perceptions of Sexual Harassment Scale" was used to gather data for the study. The results indicated that majority of the respondents agreed that sexual harassment is prevalent in schools and that sexual harassment impacts negatively on the academic performance of victims. Based on the findings, it was recommended among others that tertiary institutions should provide the framework where teachers and students can dialogue on issues bothering on students' and lecturers' relationships.

39.

Barnes, K., Brynard, S., de Wet, C.

The influence of school culture and school climate on violence in schools of the Eastern Cape Province

(2012) *South African Journal of Education*, 32 (1), pp. 69-82.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-84857836924&doi=10.15700%2fsaje.v32n1a495&partnerID=40&md5=72f3fa23428f616f31635a51e5e6c1cb>

ABSTRACT: This article reports on research undertaken about the influence of school culture and school climate on violence at schools in the Eastern Cape. An adapted California School Climate and Survey - Short Form (CSCSS-SF), which was used as the data-collection instrument, was completed by 900 Grade 10 to 12 learners. With the assistance of Pearson's product moment correlation coefficient, it was found that the better the school culture and school climate are at a school, the lower the levels of school violence. On the other hand, a lack of school safety contributed to learners experiencing higher levels of violence at schools. The results of hierarchy regression analyses indicated that school culture and school climate can be used to explain a significant percentage of variance in school violence. The f^2 values indicate that, with the exception of two aspects of the variance physical and verbal harassment, the results did not have any practical value. The article concludes with a few suggestions on how the results can be used to address school violence. © 2012 EASA.

40.

Eggerman, M., Panter-Brick, C.

Suffering, hope, and entrapment: Resilience and cultural values in Afghanistan

(2010) *Social Science and Medicine*, 71 (1), pp. 71-83.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-77953614192&doi=10.1016%2fj.socscimed.2010.03.023&partnerID=40&md5=169822d88666361595908105996dde02>

ABSTRACT: A critical health-related issue in war-affected areas is how people make sense of adversity and why they show resilience in a high-risk environment. In Afghanistan, the burden of poor mental health arises in contexts of pervasive poverty, social inequality, and persistent violence. In 2006, we conducted face-to-face interviews with 1011 children (age 11-16) and 1011 adult caregivers, randomly selected in a school-based survey in three northern and central areas. Participants narrated their experiences as part of a systematic health survey,

including an open-ended questionnaire on major life stressors and solutions to mitigate them. Responses were analysed using an inductive thematic approach and categorised for quantitative presentation, producing a conceptual model. For adults, the primary concern is repairing their "broken economy," the root of all miseries in social, educational, governance, and health domains. For students, frustrations focus on learning environments as well as poverty, as education is perceived as the gateway to upward social and economic mobility. Hope arises from a sense of moral and social order embodied in the expression of key cultural values: faith, family unity, service, effort, morals, and honour. These values form the bedrock of resilience, drive social aspirations, and underpin self-respect and dignity. However, economic impediments, social expectations, and cultural dictates also combine to create entrapment, as the ability to realise personal and social aspirations is frustrated by structural inequalities injurious to health and wellbeing. This study contributes to a small but growing body of work on resilience in public health and conflict settings. It demonstrates that culture functions both as an anchor for resilience and an anvil of pain, and highlights the relevance of ethnographic work in identifying what matters most in formulating social and public health policies to promote a hopeful future. © 2010 Elsevier Ltd.

41.

Van Der Laan, A.M., Veenstra, R., Bogaerts, S., Verhulst, F.C., Ormel, J.

Serious, minor, and non-delinquents in early adolescence: The impact of cumulative risk and promotive factors. The TRAILS study

(2010) *Journal of Abnormal Child Psychology*, 38 (3), pp. 339-351.

<https://www.scopus.com/inward/record.uri?eid=2-s2.0-77953289441&doi=10.1007%2fs10802-009-9368-3&partnerID=40&md5=5fc56ea71f6dbce48b4513274bdd62>

ABSTRACT: This study uses a social-ecological approach to the development of delinquency. The authors emphasize that a balance between eliminating risk and enhancing protection across domains is essential in reducing problems and promoting competence. The cumulative risk and promotive effects of temperament, family and school factors in preadolescence were examined on different groups

of delinquents (based on self-report) in early adolescence. Data from the first two waves of the TRAILS study (N=2,230) were used. The results provide evidence for a compensatory model that assumes main effects of risk and promotive factors on problem behavior. Accumulation of risks in preadolescence promoted being a serious delinquent in early adolescence, with the strongest effects for temperament. Accumulation of promotive effects decreased being a delinquent and supported being a nondelinquent. Furthermore, evidence is found for a counterbalancing effect of cumulative promotive and risk factors. Exposure to more promotive domains in the relative absence of risk domains decreased the percentage of serious delinquents. Our results did not support a protective model. Implications for prevention and intervention are discussed. © The Author(s) 2009.

42.

Weems, C.F., Carrión, V.G.

Brief report: Diurnal salivary cortisol in youth-clarifying the nature of posttraumatic stress dysregulation

(2009) *Journal of Pediatric Psychology*, 34 (4), art. no. jsn087, pp. 389-395.

[https://www.scopus.com/inward/record.uri?eid=2-s2.0-](https://www.scopus.com/inward/record.uri?eid=2-s2.0-65349150068&doi=10.1093%2fjpepsy%2fjsn087&partnerID=40&md5=a51c95025065a8f11765485906fff581)

[65349150068&doi=10.1093%2fjpepsy%2fjsn087&partnerID=40&md5=a51c95025065a8f11765485906fff581](https://www.scopus.com/inward/record.uri?eid=2-s2.0-65349150068&doi=10.1093%2fjpepsy%2fjsn087&partnerID=40&md5=a51c95025065a8f11765485906fff581)

ABSTRACT: The purpose of this study was to clarify the nature of diurnal salivary cortisol dysregulation in youth who experience posttraumatic stress (PTS). Method Diurnal trends in salivary cortisol secretion were examined in a sample of 41 youth aged 10-16 years (26 youth exposed to interpersonal traumas and 15 control participants with no PTS) using hierarchical linear modeling. Results Cortisol levels were characterized by curvilinear trends in secretion (i.e., sharp declines from prebreakfast to prelunch followed by smaller decreases from prelunch to predinner with a leveling-off or slight increase from predinner to prebed assessment). Results further indicated that youth with PTS had sharper morning declines and relatively higher evening levels (i.e., a greater curve in the daily trend) than nontraumatized youth. Conclusions Findings help to elucidate the physiological basis for altered arousal patterns in youth with

PTS. Traumatized youth showed wider daily fluctuations in cortisol levels when these trends were modeled in a curvilinear fashion. The findings help to describe the nature of stress dysregulation in trauma-exposed youth and may have implications for clarifying some of the apparent inconsistencies in the literature.

43.

White, K.S., Farrell, A.D.

Anxiety and psychosocial stress as predictors of headache and abdominal pain in urban early adolescents

(2006) *Journal of Pediatric Psychology*, 31 (6), pp. 582-596.

[https://www.scopus.com/inward/record.uri?eid=2-s2.0-](https://www.scopus.com/inward/record.uri?eid=2-s2.0-33745684703&doi=10.1093%2fjpepsy%2f31%2f6%2f582-596)

[33745684703&doi=10.1093%2fjpepsy%2f31%2f6%2f582-596](https://www.scopus.com/inward/record.uri?eid=2-s2.0-33745684703&doi=10.1093%2fjpepsy%2f31%2f6%2f582-596)

ABSTRACT: Objective: To examine the relations among anxiety, psychosocial stress, and headache and abdominal pain complaints within the context of the Biobehavioral Model of Pediatric Pain. Methods: Adolescents from urban schools serving a predominantly African-American population completed measures of pain, anxiety, witnessing violence, problem situations, and victimization at the end of the seventh grade (N = 502) and 6 months later (longitudinal N = 289). Results: A high prevalence of weekly headaches (40%) and abdominal pain (36%) was reported. Anxiety partially mediated relations between psychosocial stress and pain at Time 1, particularly for problem situations. Longitudinal models showed that adolescents reporting higher levels of pain at Time 1 reported greater increases in victimization and anxiety at Time 2. Changes in pain were positively correlated with changes in anxiety and stress variables. Conclusions: Implications for understanding the causes and correlates of headache and abdominal pain in normal children are discussed. © The Author 2005. Published by Oxford University Press on behalf of the Society of Pediatric Psychology. All rights reserved.

44.

Kaiser, D.A.

School shootings, high school size, and neurobiological considerations

(2006) *Journal of Neurotherapy*, 9 (3), pp. 103-117.

https://www.scopus.com/inward/record.uri?eid=2-s2.0-33746484075&doi=10.1300%2fJ184v09n03_07&partnerID=40&md5=e579c241ed67e3ed41226a7d705425ba

ABSTRACT: In the last decade 17 multiple-injury student school shootings have occurred in the United States, 13 at high schools and 4 at middle schools. Research suggests that high schools function best academically as well as socially at enrollments around 600 (150 students per grade), the natural group size of humans. Eleven of 13 high school shootings occurred in schools with enrollments over 600 students, and many with over 1,000 students. Violent and antisocial behavior is associated with deficits in social information processing, which is necessarily exacerbated by complex social environments. School shootings may be in part a response to the unprecedented social complexity of large schools. Median public high school enrollment now stands at 1,200 in suburbs and 1,600 in cities despite the fact that smaller schools are superior to large schools on nearly all academic and social measures of success including graduation rate, student satisfaction, conduct infractions, athletic participation, absenteeism, and dropout rate. Educational institutions should adapt to the neurobiological limitations of children instead of forcing children to adapt to the unnatural requirements of such institutions.

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