PREVENTION OF VIOLENCE IN EDUCATION THROUGH SOCIO-PEDAGOGICAL RECOMMENDATIONS BASED ON THE PERCEIVED LEVEL OF RISK

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Abstract

This research aims to establish socio-pedagogical recommendations for the prevention of violent behavior in education by assessing the perceived level of risk. The level of risk was assessed using a priori constructed questionnaire using the Google forms tool, that was afterwards distributed via e-mail and Facebook to the various respondents involved in the educational process. The group of 101 respondents (62 males and 39 females) is consisted of students, teachers, professors, athletes and sports workers. For the purpose of the research, a set of socio-pedagogical recommendations for prevention of violence in education, were created. Based on the obtained results, the authors propose several specific socio-pedagogical recommendations that are presented in the conclusions at the end of the paper.

Keywords: Socio-pedagogical Recommendations, Violence, Education, Risk level.

Introduction

This paper discusses socio-pedagogical recommendations directed towards the prevention of violence in education. These practices are derived from the results of the conducted survey which includes various respondents who are variously enrolled in the educational process.

In the beginning, it's important to imply that one of the main goals of social pedagogy is positioning the modern education as a factor of social cohesion, whose purpose it is to protect the differences of individuals and/or groups, but at the same time avoiding becoming the reason of social exclusion (Delors, 1996; Mylonakou - Кеке, 2012:169-176).

Theoretical background

This paper is based on multiple concepts presented in the title. Therefore, first we're going to define every concept separately.

Education (*guidance*) is the process of changing a person in the desired direction, with the adoption of different contents depending on the person's age. Prevention, means timely protection in order to prevent something bad from happening (ex. violence, illness, criminal act and so on). Thus, prevention is the most effective way to deal with child abuse. Violence is a more complex term, because it connects with institutions and behaviours that prevent the growth on a human's potential. Aggression is a behaviour that cause damage on another person's body and/or soul. Violence can be defined as a specific form of crime. Peer violence is a group phenomenon which occurs in the social context, where different factors serve to promote and maintain such behaviour. It is often manifested in the form of bullying. Bullying refers to aggressive behaviour which mostly occurs during middle childhood and adolescence. This type of behaviour includes threats, physical and verbal abuse, spreading disinformation and so on (Стојаноска Иванова, Фрицханд, Томевска Илиевска, 2019).

In the research of Anastasovski (2010:45-49.), what type of violence mostly occurs during the sporting events was examined. The results very clearly imply that people in the sporting events manifest mostly physical and verbal violence. Thus, physical violence, is the most visible form of violence and it includes punching, pushing, slapping, etc. On the other side, verbal violence mostly follows the physical abuse and it means insulting, constant teasing and so on.

Social pedagogy describes holistic and relational-central ways based on the interactive relations of care and education of people throughout their lives. In many countries in Europe, it has a long tradition like a field of practices and academic discipline which deals with social inequality (Hämäläinen, J. 2003:69-80). Hamalainen states that social pedagogy it is not a method or set of methods. Instead, every method is chosen based on social pedagogy consideration. He defines 3 (three) main methods: 1. Individual work, whose aim is to improve individual life circumstances, 2. Social group's work, developing social competencies, and 3. Community intervention work, developing social demographic structures. Social inequality, exist in every society. It is designed of a number of structural factors, such as status of the citizens and geographical location. Social inequality mostly occurs when the resources in a given society are distributed unevenly, who form specific lines of socially defined categories of individuals.

Material & methods

The subject of this research are concrete measures for preventing violence in education, operationalized through specific socio-pedagogical recommendations, based on the perceived level of risk of violence in the education*.*

Main aim of this research is to determine the set in socio-pedagogical recommendations for preventing violent behaviour in the educational process.

Specific aims in this research are: a) *assessing the perceived level of risk of violence in the education, and b) providing specific social-pedagogical recommendations.*

Hypothesis in the research are:

Zero hypothesis: There are NO differences among participants in their perceived level of risk of violence in education.

Hypothesis 1: There are differences among participants in their perceived level of risk of violence in education.

Respondents in this survey are individuals who are enrolled in educational process in different ways and modalities. Hence, students, professors, and athletes are part in this research. This type of heterogeneity of respondents was chosen having in mind different modalities through which selected groups are involved in the educational process, as well as the different level of risk of their potential exposure to violence in the education. More detailed presentation of the groups of respondents is given in Graphic 1 (see below). The total number of respondents in this research is 101, of which 62 are male and 39 are females. The survey was conducted through an online Google tool, which was distributed to the respondents via e-mail and Facebook. The survey was conducted during the COVID/19 pandemic, when the whole population was in isolation. The response time was from April 1 to April 15, 2020.

The data is analyzed with the statistical package SPSS for Windows, version 22.0. The data processing was performed with contingency tables based on the values of the Chi-square test and the contingency coefficients, as well as the testing of their differences. Contingent tables are constructed by crossing on the variables for assessing socio-demographic status (in rows - horizontally), followed by frequencies (f) and percentage (%), and the respondents' answers (in columns-vertically), followed by frequency (f), and percentage (%) as well.
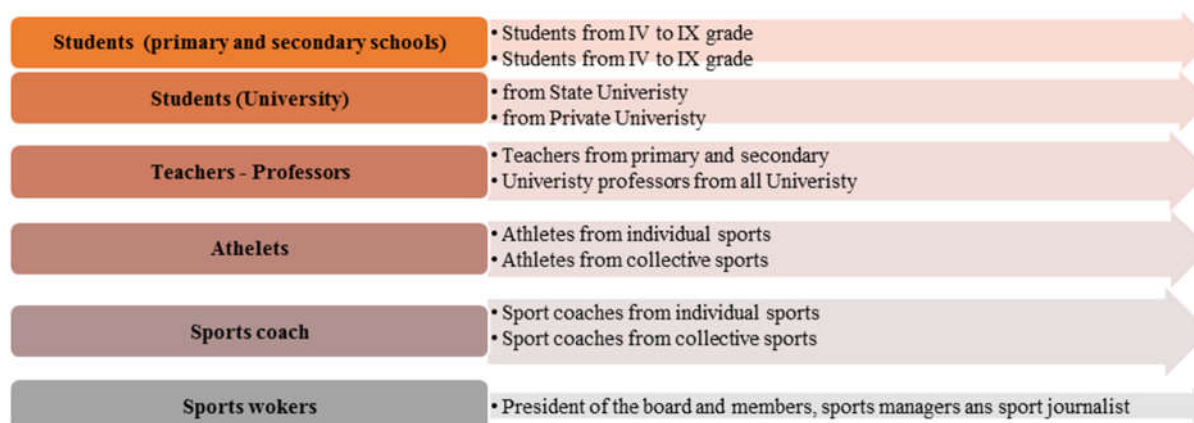
Graphic 1. Graphic display of the target group selected for this research

Assessment of the perceived level of risk of violence in education

According to the survey results, below is an overview of possible situations/contexts where violent behaviour in education might occur. In this sense, it is important to determine between whom the violence is taking place, as well as what kind of violence is being identified as more often present. Assessment of the perceived level of risk of violence in education has been made based on the answers of the respondents to the conducted internet survey. The questionnaire covers 10 (ten) different situations/contexts from the educational process where there is a possibility for peer violence to occur. The perceived level of risk is measured through three levels: low (1), intermediate (2) and high risk level (3). Respondents' answers presented in percentages are given in Table 1.

Table 1. Perceived level of risk of violence in education

Place and situations who are potential risk zone for violence between students in basic and secondary schools	EDUCATION											
	Respondents											
	Teachers and Professors			Athletes			Sports workers			Pupils (basic and primary schools) Students(University)		
	Level of risk											
	LR	MR	HR	LR	MR	HR	LR	MR	HR	LR	MR	HG
Situation 1: Assessing the risk of violence among students in the classroom during a major break.	42%					67%		57%				46%
Situation 2: Assessing the risk of violence among students in the classroom in physical education in the sports centers	55%					42%	54%					36%
Situation 3: Assessing the risk of violence among students on the way to school (by walking or with public transport).	42%					58%		46%				43%
Situation 4: Assessing the risk of violence among students during the major break time in the school toilets.	49%					50%	36%					64%
Situation 5: Assessing the risk of violence among students in the school in general.			53%			64%			44%			75%
Situation 6: Assessing the risk of violence among students in the school's courtyard during the major break.			41%			64%			41%			75%
Situation 7: Assessing the risk of violence among students during school excursions.	53%					55%	37%					46%
Situation 8: Assessing the risk of violence among students in the classroom during classes.	78%					46%	63%					42%
Situation 9: Assessing the risk of violence among students in the school corridors during the break.	44%					82%		50%				46%
Situation 10: Assessing the risk of violence among teachers and students in the schools.	59%					46%	63%					34%

*Source: research 2020 (Covid19 period)

From the results it can be seen that there are different perceptions of the level of risk of violence in education among respondents. Athletes and students respond by perceiving high level of risk on every 10 (ten) variables. Unlike them, teachers/professors perceive low level of risk of violence on 8 (eight) of the estimated situations/contexts (items 1, 2, 3, 4, 7, 8, 9, 10) in education. Sports workers, on the other hand, perceive low level of risk on 5 (five) of the estimated situations/contexts (items 2, 4, 7, 8, 10) in education. Hence, it can be concluded that teachers, professors and sports workers display a moderate attitude unlike the athletes and students/pupils whose responses clearly incline to the perception of high risk of violence in education in all assessed segments. This may be due to the age of the respondents, but also to the differences in the type of their involvement in the educational process.

Results & Discussion

The Chi-square test was used to test the research hypothesis, given the type of the data obtained. Thereby, only those examined aspects are shown below, for which statistically significant differences in the respondents' perceptions are registered. Hence, it can be concluded that hypothesis 1 has been partially confirmed.

In Table 2 and 3 are shown the results for the assessment of the risk of violence among students in the classroom during a major break. From here, it can be concluded that there is a statistically significant difference at the level of .01 (X^2 = 18,850; p =,004), i.e. that athletes (from collective and individual sports) and students/pupils perceive the classroom during a major break as a high-risk place for violence among students, while teachers/professors assess it as being of low-risk.

Table 2. Perceived level of risk of violence among students in the classroom during the major break

ARVCSDMB		Level of risk			Total
		Low	Intermediate	High	
Social status	Teachers or Professors	**14**	11	8	33
		42,4%	33,3%	24,2%	100,0%
	Athletes	2	2	**8**	12
		16,7%	16,7%	**66,7%**	100,0%
	Sports workers	9	**16**	3	28
		32,1%	**57,1%**	10,7%	100,0%
	Students (basic and secondary) Students (University)	8	7	**13**	28
		28,6%	25,0%	**46,4%**	100,0%
Total		33	36	32	101
		32,7%	35,6%	31,7%	100,0%

Table 3. Chi-square test for perceived level of risk of violence among students in the classroom during the break time

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18,850[a]	6	**,004**
Likelihood Ratio	18,852	6	**,004**
Linear-by-Linear Association	1,153	1	,283
N of Valid Cases	101		

Table 4 and 5 are present the results for the perceived level of risk of violence among students during all break periods in school toilets. Thus, it can be concluded that there is a statistically significant difference at the level of .05 (X^2 = 13,652; p =,034), i.e. that athletes (from collective and individual sports) and pupils/students perceive the school toilets during the breaks as high-risk places for occurring violence among students, while teachers/professors perceive them as a low-risk places.

Table 4. Perceived level of risk of violence among students on the break time in the school toilets

ARVASBTST		Level of risk			Total
		Low	Intermediate	High	
Social status	Teachers or Professors	**16**	6	11	33
		48,5%	18,2%	33,3%	100,0%
	Athletes	2	4	**6**	12
		16,7%	33,3%	**50,0%**	100,0%
	Sports workers	**10**	**10**	8	28
		35,7%	**35,7%**	28,6%	100,0%
	Students (basic and secondary) Students (University)	7	3	**18**	28
		25,0%	10,7%	**64,3%**	100,0%
Total		35	23	43	101
		34,7%	22,8%	42,6%	100,0%

Table 5. Chi-square test for perceived level of risk of violence among students on the break time in the school toilets

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,652[a]	6	**,034**
Likelihood Ratio	13,674	6	**,033**
Linear-by-Linear Association	3,857	1	**,050**
N of Valid Cases	101		

Table 6 and 7 show the results for the perceived level of risk of violence among students during school excursions. It can be concluded that there is a statistically significant difference in level .05 (X^2 = 14,176; p =, 028), i.e. that athletes (from collective and individual sports) and students/pupils perceive school excursions as high-risk situations for occurring violence among students, while teachers/professors perceive them as low-risk situations.

Table 6. Perceived level of risk of violence among students during school excursions

ARVASGSE		Level of risk			Total
		Low	Intermediate	High	
Social Status	Teachers or Professors	17	12	3	32
		53,1%	37,5%	9,4%	100,0%
	Athletes	2	3	6	11
		18,2%	27,3%	**54,5%**	100,0%
	Sports workers	10	9	8	27
		37,0%	33,3%	29,6%	100,0%
	Students (basic and secondary) Students (University)	5	8	11	24
		20,8%	33,3%	**45,8%**	100,0%
Total		34	32	28	94
		36,2%	34,0%	29,8%	100,0%

Table 7. Chi-square test for perceived level of risk of violence among students during school excursions

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,176[a]	6	**,028**
Likelihood Ratio	15,270	6	,018
Linear-by-Linear Association	7,977	1	,005
N of Valid Cases	94		

Table 8 and 9 show the results for the perceived level of risk of violence among students in the classroom during classes. Thus, it can be concluded that there is a statistically significant difference at the level of .01 ($X2 = 20,221$; $p = ,003$), i.e. that athletes (from collective and individual sports) and students/pupils perceive the classroom during classes as high-risk place for occurring violence among students, while teachers/professors perceive it as a low-risk place.

Table 8. Perceived level of risk of violence among students in the classroom during classes

ARVASCDCT		Level of risk			Total
		Low	Intermediate	High	
Social status	Teachers or Professors	**25**	5	2	32
		78,1%	15,6%	6,3%	100,0%
	Athletes	3	3	**5**	11
		27,3%	27,3%	**45,5%**	100,0%
	Sports workers	**17**	7	3	27
		63,0%	25,9%	11,1%	100,0%
	Students (basic and secondary) Students (University)	8	6	**10**	24
		33,3%	25,0%	**41,7%**	100,0%
Total		53	21	20	94
		56,4%	22,3%	21,3%	100,0%

Табела 9. Chi-square test for perceived level of risk of violence among students in the classroom during classes

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20,221[a]	6	**,003**
Likelihood Ratio	20,583	6	,002
Linear-by-Linear Association	8,833	1	,003
N of Valid Cases	94		

Table 10 and 11 show the results for perceived level of risk of violence between students in school corridors during the break time. It can be concluded that there is a statistically significant difference at the level of .01 ($X^2 = 20,915$; $p = ,002$), i.e. that athletes (from collective and individual sports) and pupils /students perceive school corridors during breaks as high-risk places for occurring violence among students, while teachers/professors perceive them as low-risk places.

Table 10. Perceived level of risk of violence among students in the school corridors during the break time

ARVASHDBT		Level of risk			Total
		Low	Intermediate	High	
Social Status	Teachers or Professors	14	12	6	32
		43,8%	37,5%	18,8%	100,0%
	Athletes	1	1	9	11
		9,1%	9,1%	**81,8%**	100,0%
	Sports workers	6	13	7	26
		23,1%	**50,0%**	26,9%	100,0%
	Students (basic and secondary) Students (University)	9	4	11	24
		37,5%	16,7%	**45,8%**	100,0%
Total		30	30	33	93
		32,3%	32,3%	35,5%	100,0%

Table 11. Chi-square test for perceived level of risk of violence among students in the school corridors during the break time

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20,915[a]	6	**,002**
Likelihood Ratio	21,031	6	,002
Linear-by-Linear Association	1,469	1	,226
N of Valid Cases	93		

Overall, the results indicate that there are significant differences among teachers, athletes, sports workers and students in their perception of potential situations/contexts for the manifestation of violence between students in educational process. In this sense, it is important to emphasize the differences that have been registered between the perceptions of teachers and those of students. Namely, the teachers/professors evaluate the classrooms during the classes and during the major break, the school corridors during the break time, the school toilets, but also the school excursions as situations/contexts with low-risk of manifesting violence among students. In contrast, students perceive these situations/contexts as highly-risky for occurring peer violence in education. Such completely opposite perceptions may be one of the main reasons for the untimely recognition and prevention of violence among children and adolescents in schools. Research focus and space constraint of this paper do not allow this finding to be discussed more extensively, but the results clearly indicate the need for further detailed examination.

Socio-pedagogical recommendations for preventing violence in education

Based on the perceived level of risk of violence assessed in this survey, authors suggest several socio-pedagogical recommendations (SPR) in order to increase the prevention of violence in education. This recommendations' main aim is to guide and construct policies for early recognition and prevention of violence among students in school settings.

SPR1: In order to prevent violence in education, it's important to form a team for protection of students in each school, which will involve professors, parents and the students themselves.

SPR2: To prepare a code of conduct in the school, with the possibility of pronouncing pedagogical measures.

SPR3: Organizing trainings for non-violent communication and conflict transformation for both the teaching stuff and students, as well as for the parents themselves.

SPR4: Encouraging cooperation between the council of parents, the teachers, the public transport companies and other relevant parties for more efficient ways of preventing violence in education.

SPR5: During the physical education and health classes in primary schools and high schools, specific programs should be prepared in order to prevent violence, with whom the professors for Physical Education will be firstly introduced, after which it will be presented to the students and the parents as well.

Conclusions

From the results, it can be concluded that the research hypothesis is partially confirmed. Therefore, the following observation have been made:

1. Curriculum should include both theoretical and practical parts. The theoretical part should consist of the above mentioned theoretical considerations, with a possible explanation for the occurrence of violence in sport. Also, the importance of sport culture should be emphasized.
2. The practical part in the program should be conceived from examples of aggressive and violent

behaviours in different domains, such as education and sport events. Then, it should be announced that the whole approach for this development will form a multidisciplinary teams consisting of educators, sociologist, pedagogics and psychologists.

3. It is very important that the relevant stakeholders in the educational process get familiar with the theoretical and practical problems in the area of violence in education and sports.

4. Similar problems could be implemented in primary schools and high schools, as well as in various sport clubs and associations, as a form of continuous education for different professions in education and sport. In our country, violent behaviour manifested from the parents towards the professors often happens. It is also common for some parents to demonstrate violent behaviour towards the sport coaches and referees in sport events as well. Furthermore, it also happens that a child gets verbally and physically assaulted by their parent, just because they did not live up to their parent's expectations in the game.

Due to all the above mentioned, the professors and sport educators should work together with the parents and children for further development of sport culture and ethics through the models of interactive education.

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