

Studying the Expansion of Violence in Educational Institutions

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ABSTRACT

During a prolonged period of time, the problem of violence among the minors in Russia did not receive enough attention, because the proportions of this phenomenon had not been very significant. Present work addresses students' representations of violence. Evaluating violence manifestations as a normative action or an action deviating from the accepted norm defines the reaction to it both in the direct participants and in the surrounding people. For a long time, this aspect has not been studied, which defines its novelty. Systemic approach is the methodic foundation of present study. We used survey as the main research method. The results are differentiated by students' age, gender and place of residence. The obtained data show that adolescents mainly see violence as openly aggressive behavior. The adequacy of violent actions is higher if the actions come from the peers, and lower if they come from adults. There are no significant differences between boys and girls in understanding violence, but the differences are significant between younger and older adolescents and between city and country residents. The results of the study would allow minimizing the risk related to violence.

KEYWORDS

violent forms of behavior, violent treatment,
students' representations of violence.

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1. Introduction

From the 1970s, scientific studies began specifically addressing the problem of violence and violent treatment of children. These studies aimed at studying the state of reasons for violence towards children; development of therapy programs for preventing violence in the family and in the educational environment; development and conduction of assistance programs for children, who

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experienced psychological trauma and children with post-traumatic syndrome; development of programs for early prevention of violence.

Current international and national literature considers violent treatment as one of the main reasons of asocial childhood. Studies address specific traits of children, who were left without a family, homeless and unattended children, children with defects in mental and physical development and children with deviant and delinquent behavior, as the consequences of various types of violence.

1.1. The problem of violence in school environment in the studies of international researchers

Many works of international researchers, such as D. Olweus (1993); A.D. Pellegrini (1993); T. Arora (1994); V.E. Besag (1989); D.P. Tattum (1988); D.A. Lane (1988); D.L. Espelage (2010; 2011); S.M. Swearer (2010); R.J. Hazler (1996); P.T. Slee (2015); G. Skrzypiec (2015) and others, address violent forms of behavior among the students of educational institutions.

For example, Fred Lunenburg (2010) notes that growing violence, bullying and disturbances become a routine for a constantly increasing number of school students. In the abovementioned study he attempts answering the following questions: how to free urban and country schools from violence and provide discipline in the classrooms; how frequent are the acts of violence in schools; which violent actions are most frequent in the educational institutions; to what extent the rupture between students of one grade is perceived as a problem by the students themselves and by the teacher; which types of violence are related to racial, class or gender differences.

He presents the following data in his study: approximately 6000 incidents of violence took place in the New York schools in 2007, which is 15% more than in the preceding years. School principals in over 1500 districts, under the management of researchers from the University of Cincinnati, state that violence is not a problem specific for urban schools: 64% of principals from the urban districts, 54% of principals from the suburban districts and 43% of principals in rural districts responsibly state that the violence in schools has increased during the past five years. The following data also catch the attention: approximately 40000 school students and 8000 out of 2 million school teachers experience physical violence in the American schools each month.

Similar aspects of violence expansion in the school environment are explored by other international researchers: W. Ayers (2009); C. Barter, D. Berridge (2011); N. Carlson (2011); D. Ellis (2011); K. Sullivan (2013); D.L. Espelage (2011); K.L. Lane (2011); T. Ludwig (2011); J. Scott-Coe (2011); O. Shapiro (2011); B.D. Mendler, R.L. Curwin, A.N. Mendler (2008); D.R. Dupper (2013); M. Mitka (2012).

David R. Dupper (2013) explores the problem of abuse and violence in broader sense. He states that victims of chronic abuse in school environment have worse grades, higher amount of unauthorized absences and elevated level of expulsion. They lose the sense of self-worth, experience the feeling of isolation, depression, and also have an increased risk of suicide.

Describing the results of representative surveys conducted by governmental organizations from 2005 to 2009, Mike Mitka (2012) showed that up to 28% of the youth, and first of all, primary- and secondary schools students, state that

they experienced abuse. The author thinks that it is necessary to establish cooperation between the departments of education and healthcare, social services and various federal organs in order to develop a single definition of abuse, which can be used in further research.

Deductive processes in intra-school environment, related to acts of violence and violent treatment, take place with the background of current aggressive life context. Dehumanization of axiological reference points and increase of social, economic and political tension in the society has a negative influence of all educational process participants in the institutions. This pattern has also been noticed by many international researchers: R. Benbenishty (2011); W. Heitmeyer (2011); N. Böckler, T. Seeger, G.W. Muschert, M. Ragnedda (2011); R. Bondü, H. Scheithauer (2010); J.S. Hoffman (2012); C.C. Bell (2011); S. Harding, M. Palasinski (2016), and others.

Joan S. Hoffman, Lyndee M. Knox and Robert Cohen (Zauel, 2011) strive to highlight a global perspective of the efforts for preventing facts of violence among youth; they propose various programs for decreasing the level of violence expansion in the youth environment.

Carl C. Bell (2011) presents the data that 200000 young people in the age from 10 to 29 years old die annually in the USA because of interpersonal violence. Social healthcare experts constantly point to the high level of homicide in the country (12.9 from 100000).

Simon Harding and Marek Palasinski (2016) dedicated their monographic study to the problem of youth gangs and use of weapons by adolescents and young people. Their work presents the data of studying motivation, psychological and social bases of development and expansion of violence among children, adolescents and youth.

1.2. Analysis of the problem of violence towards children in Russia

Currently, in our country the problem of school violence, its reasons and means of prevention also gains significant amount of attention. However, we were not able to find studies, which addressed school students' representations of what can be considered as violence. Meanwhile, in order to prevent violence and provide well-timed help to children and adolescents, who experience violent treatment, it is necessary to consider their own evaluation of the actions performed towards them. Considering a certain behavior to be normal, children accept it, do not notify anybody and do not ask for help.

Current literature lacks a conventional concept of violence and there are significant variations in its interpretation. Lawyers, doctors and psychologists highlight the aspects of this phenomenon, which are specific to them. Many authors state that understanding violence depends on social norms (Tsymbal, 2007). There are no strict criterions, according to which it would have been possible to qualify certain behavior as violent. For example, is it possible to tell a child to behave by using physical or moral punishment, or not? If it is possible, then to what extent? If the adults shame the child and interrupt him during a conversation (variations of violent actions listed by the employees of and American non-profit organization (Smagina & Chernyavskaya, 2013)), should it be considered as violence?

In Russian culture, physical punishment (a slap, a hit with a belt) is considered to be a common and natural form of mentoring and is not seen as

violence (Zinovyeva & Mikhaylova, 2003). Authors of one of the works on the addressed issue note: “There are many wrong representations when people experience violence and do not consider it as violence, because they perceive power as a norm. In the majority of cases, people tend to attribute to violence only an insignificant amount of cases, when there is harm to a person’s health, i.e. which fall under the penal code” (Volkova & Balashova, 2004).

Therefore, one of the aspects of the problem of violence and violent treatment of children and adolescents, which require studying, is the representation of violence itself in subjects and objects of violent actions. The evaluation of action as normative or deviating from the conventional norm defines the reaction to it both in the direct participants and surrounding people. It is possible hypothesize that these representations differ in different cultures, social and age groups and are rather ambiguous. Do children and adolescents evaluate the actions of adults and peers in the same way? Which actions do they accept as appropriate and which – as violent? This question is currently not studied sufficiently. Our work is dedicated to studying this question; its novelty is defined by the absence of similar studies both in the national and international literature.

The aims of the study were defined as follows: to study representations of violence, of the expansion of cases of violence towards them from adults and peers and of the adequate reaction to violence in the adolescent students. We hypothesized that adolescents consider violence primarily as openly aggressive forms of behavior.

2. Methods

Participants in the study were 2610 students of 5th-9th grades of public schools in Penza and regional centers and villages in Penza region. Participants were 10 to 16 years old. During the data analysis participants were divided into the following groups: boys and girls (1270 and 1340 people); younger (10-13 years old) and older (14-16 years old) adolescents (1480 and 1130 people); urban and country school students (1100 and 1510 people).

In order to solve the set tasks, we developed a survey, which included multiple-choice questions of the following nature:

- 1) Which behavior from the proposed list do adolescents consider as violence;
- 2) How often have they encountered such situations;
- 3) How, in their opinion, should they react to violence towards them.

In some questions the survey allowed adding respondents’ own response (question 3).

The survey was conducted by the research assistance in the absence of teachers, who could have influenced students’ answers. The survey was anonymous.

During the analysis of the results we calculated the frequency of choice of each response alternative in the percentage of the number of respondents. The significance of between-group differences was evaluated with Fisher’s ϕ^* test.

3. Results and discussion

We present school students’ responses to the survey questions, divided in the

abovementioned groups. The results of urban and country students are presented separately.

3.1. Adolescents' representations of violence

The adolescents' representations of violence (response to the question: *Which behavior can be called violence?*) are presented in tables 1 and 2.

Table 1. Representation of violence in urban school students (%)

Gender Age	Boys			Girls			Total
	Younger	Older	Total	Younger	Older	Total	
Parents							
Hit the child for a bad action	65	69	70 ^a	48*	72* ^a	63	65 ^{a a}
Hit the child without a reason	65	89	81	71	78	75	78
Insult the child for a bad grade	24*	61* ^a	49*	9** ^a	39**	28*	38 ^a
Insult the child for bad behavior	29*	58* ^a	49*	9*	31*	23*	35
Insult the child for lying	35*	64* ^a	55* ^a	33	39*	37*	45 ^{a a}
Insult the child without reason, because of bad mood	47**	89**	75* ^a	48	61*	56*	65
Intimidate, threaten so that the child fulfills their requirements	29	56 ^a	47**	52	64	60**	54
Abuse, call the child names if he did something wrong	47	44	45	43	56	51	48
Constantly shout at the child	29	50 ^{a a}	43	19* ^{a a}	44*	35	39
Refuse to buy the child the things he really needs	29	31	30	29	39	35	33 ^a
Do not allow the child to go out, communicate with friends	29	31	36	33	47	42	39

Forbid the child to be friends with whoever he wants	24	33	30	14*	44*	33	32
Do not speak to the child if he did something wrong	35	19	25	14 ^a	22	19	22
Constantly ignore the child's demands	24	25	25	9 ^a	25	19	22
Demand something from the child that he cannot do despite trying	41	44	43	43	53	49	46
Teacher							
Shouts at the student, abuses him	35 ^a	58*	70	48*	75* ^a	65	66
Puts a student down, laughs at him	35** ^a	76**	66	57*	81*	72	69
Gives clearly unfair grades	35*	53*	47	9** ^a	42**	30	38
Gives a failing grade not for the lack of knowledge but for breaking the discipline	18	39	32	14	25	21	26
Does not want to hear the student out	35	36	36	33	44	40	38
Threatens to call the parents to school, send to the principal	18	39	32	19	33	28	35 ^a
Children							
Hit the peer	53*	89* ^a	77	62**	89** ^a	79	78 ^a
Abuse him	65	78	68	71	81	77	75
Take his things, money	47**	92** ^{a a}	77	67	81 ^a	75	76 ^a
Call him names, insult	53	39	43	29	44	39	41

him							
Laugh at him in the presence of other children	53	47	49	24** a	58**	46	47
Reject him, do not communicate with him, do not want to sit with him during the lessons	24**	56**	45	14* a	39*	30	37

Here and further: * - the differences are significant with $p \leq 0,05$; ** - the differences are significant with $p \leq 0,01$; differences between students of urban and country schools: ^a - are significant with $p \leq 0,05$, ^{a a} - are significant with $p \leq 0,01$.

First of all, it is necessary to point out that there is not a single situation that was considered as violence by all of the adolescents, even such seemingly unambiguous situations as beating; although these are the situations that adolescents consider to be violence more often than others: *parents hit the child* (65%), *children hit the peer* (79%).

The majority of the listed actions from the parents are considered as violence by less than 50% of adolescents. For example, offends from the parents are considered normal by the majority of the urban school students. The same can be said about constant raising of voice, forbidding to communicate with friends and independently choose friends, putting down and setting unfulfillable demands. The adolescents almost do not consider violent the behavior that manifests in neglecting the child: *do not speak to the child if he did something wrong* and *constantly ignore the child's demands* (22% of choices on each). This is the lowest score among the urban school students in general.

There are significant differences in evaluation of teacher's behavior towards the students: approximately two thirds of the respondents consider shouting, name-calling and abuse as violence, while the rest of actions are considered violent by a significantly less number of adolescents (from 21% to 40%).

Peers' behavior is generally evaluated more unambiguous, although not unanimous and only in regard to the direct manifestation of aggression: *hitting, abusing, taking things and money*. Milder forms of violent behavior, common in adolescents' communication, are chosen less frequently: rejecting – 30%, name-calling – 39%, laughing in the presence of others – 46%.

By comparing the results of boys and girls, it is possible to notice the following: there are no pronounced differences between gender groups, i.e. the patterns described above are present in both boys and girls. Among the differences it is worth focusing on attitude towards intimidation and threats from the parents (60% of girls and 47% of boys consider them as violence, differences are significant with $p \leq 0,01$) and towards insults – boys are more sensitive to them (about one fourth of girls' choices and about a half of boys'

choices, differences are significant with $p \leq 0,05$). There are not significant differences in evaluating teachers' and peers' behavior.

Age differences are more pronounced than gender ones. Firstly, older adolescents more frequently evaluate all of the actions listed in the survey as violent in comparison with younger adolescents. This pattern is equally presented in boys and girls. It is especially true for the actions of adults – teachers and parents. For example, younger adolescents consider parents' insults as violence much less often than older adolescents. The same can be said about the proportion of the amount of younger and older adolescents' choices of such forms of teacher's behavior as insult and abuse of students, unfair grades. There are also differences between younger and older adolescents in the evaluation of the types of peers' behavior: higher number of older adolescents (both girls and boys) consider beating a peer (89% in older adolescents) and being rejected by peers as violence. Such results are naturally explained by the urge for equal-rights relationships with adults and self-affirmation in the relationships with peers that are common for adolescents.

Table 2. Representation of violence in country school students (%)

Gender	Boys			Girls			Total
	Younger	Older	Age	Younger	Older	Age	
Parents							
Hit the child for a bad action	49	46	49 ^a	43	43 ^a	43	46 ^{aa}
Hit the child without a reason	74	85	76	71	64	69	72
Insult the child for a bad grade	25	15 ^{aa}	23	33 ^a	36	34	28 ^a
Insult the child for bad behavior	28*	8* ^a	24	27	29*	27	26
Insult the child for lying	20	15 ^{aa}	19 ^a	27	21	25	22 ^{aa}
Insult the child without reason, because of bad mood	52	62 ^a	54 ^a	53	57	55	54
Intimidate, threaten so that the child fulfills their requirements	44*	23 ^a	41	61*	43	55	54
Abuse, call the child names if he	43*	15*	38	57	57*	55	45

did something wrong							
Constantly shout at the child	25	8 ^{aa}	22	51 ^{aa}	43	48	35
Refuse to buy the child the things he really needs	21	15	20	24	25	25	23 ^a
Do not allow the child to go out, communicate with friends	34	23	32	49*	29*	42	37
Forbid the child to be friends with whoever he wants	30	23	28	33	32	32	30
Do not speak to the child if he did something wrong	26	15	24	41 ^a	25	35	29
Constantly ignore the child's demands	18	23	19	29* ^a	11*	22	21
Demand something from the child that he cannot do despite trying	33*	15	30	57*	43	52	41
Teacher							
Shouts at the student, abuses him	61 ^a	38	57	57	54 ^a	56	56
Puts a student down, laughs at him	59 ^a	62	59	71	64	69	64
Gives clearly unfair grades	41	31	39	35 ^a	36	35	37
Gives a failing grade not for the	18	31	20	31	18	26	23

lack of knowledge but for breaking the discipline							
Does not want to hear the student out	34	23	32	37	36	36	34
Threatens to call the parents to school, send to the principal	26	8	23	22	21	22	23 ^a
Children							
Hit the peer	67	46 ^{aa}	64	73	68 ^a	71	68 ^a
Abuse him	62	69	64	73	64	70	67
Take his things, money	67	46 ^{aa}	64	71 ^a	57 ^a	66	65 ^a
Call him names, insult him	48 [*]	31	45	24 ^{*a}	43 [*]	31	38
Laugh at him in the presence of other children	48	38	46	53 ^a	57	52	40
Reject him, do not communicate with him, do not want to sit with him during the lessons	33	46	35	37 ^a	43	39	37

General tendencies in the representations of violence in country school students do not differ significantly from the ones in their urban peers, although it is necessary to point out that their results are more undifferentiated in general, there are much less significant differences between age and gender groups. The majority considers violent such parents' behavior as using physical force with reasons (for a quarter of respondents, child's bad action allows not considering beating as violence). Less open aggressive actions, as well as rejection by adults and peers as evaluated as violence by much fewer adolescents.

Interestingly, the differences between younger and older adolescents are

less pronounced than in urban school students: the scores of younger country adolescents are slightly higher and of older adolescents – slightly lower than of their urban peers. Gender differences with the age sub-groups are also rather small.

The results of urban and country school students differ significantly. Higher number of urban adolescents consider the following actions as violence (the differences are statistically significant): *parents hit the child, insult him, the teacher threatens to call the parents to school, children hit the peer, take his things and money.*

3.2. Experience of encountering the situations of violence

The next question that was explored in the study is related to the experience of encountering the situations of violence towards oneself or other people. The same situations as in the first question were presented for evaluation. The respondents had to answer how often did they have to encounter such situations. The response had four grades: never, rarely, sometimes, often. Tables 3 and 4 present the results of urban and country school students. The results of boys and girls are analyzed separately, as well as a general result of urban and country schools.

Table 3. Frequency of violence facts presence in the experience of urban school students

Gender	Boys				Girls				Total			
Frequency of presence												
Родители												
Hit the child for a bad action	0 ^a	8 ^a			4	2	4		2	5	1	
Hit the child without a reason	7				0	0			8	0		
Insult the child for a bad grade	5	5			4	4	0		9	0		
Insult the child for bad behavior	8* ^a	* ^a			1*	7*	0		0	7 ^a		
Insult the child for lying	9*	8*			0*	2*			9	0		
Insult the child without reason, because of bad mood	2				0 ^a	^a			6			
Intimidate, threaten so that the child fulfills their requirements	6*	**			9* ^a	7** ^a	4		8	1	1	
Abuse, call the child names if he did something wrong	3	1			2	4			2	3		
Constantly shout at the child	6	5	^a ^a	*	5	9		*	1	2		
Refuse to buy the child the things he really needs	7	7	* ^a		4	0 ^a _a	2* ^a		5	4		
Do not allow the child to go out, communicate with friends	3	1			4 ^a	4	^a		3	3		

Do not speak to the child if he did something wrong	7*	1**			3*	3**	a		5	2	a a	
Constantly ignore the child's demands	3**	1*	*		1**	7*	2*		2	9		
Demand something from the child that he cannot do despite trying	4	5*	5		1	3*	0		8	3	3	
Teacher												
Shouts at the student, abuses him	9	6	6 ^a		8	8	4	0	3	2	5	0
Puts a student down, laughs at him	8	3	3* ^a		7	1 ^a	*		3	7		
Gives clearly unfair grades	5	3	3 ^a		8	4	0		7	4	1	
Gives a failing grade not for the lack of knowledge but for breaking the discipline	3	1	1	5	4	9	9		9	0	0	1
Does not want to hear the student out	7**	8*	8* ^a	7*	0**	2*	2*	*	8	0	0	2
Threatens to call the parents to school, send to the principal	1* ^a	8	8* ^a	3	0*	2	2*		6	5	0	
Children												
Hit the peer	0*	8	8* ^a		2*	4	* ^a		2	6	7	
Abuse him	4*	5*	5*		8 ^a *	2* ^a _a	2*		6	8 ^a	8	
Call him names, insult him	0	2	2 ^a		7	3	0	0 ^a	4	3	5	^a
Laugh at him in the presence of other children	1	5	5 ^a		0	8	0	2	8	1 ^a	2	
Reject him, do not communicate with him, do not want to sit with him during the lessons	2	5	5		7	7	4	^a	0	1	4	

Legend: 1- never, 2 – rarely, 3 – sometimes, 4- often.

The presented data demonstrate that the majority of respondents do not often encounter situations of violence: answers “never” and “rarely” dominate, while the answer “often” is rather uncommon. Generally, more urban school students have encountered the listed actions at least rarely from the teachers (from 47% to 54%) and other students (from 40% to 66%), in comparison to the actions from parents (except for *setting unfulfillable demands*, from 12% to 41%).

There are significant differences in boys' and girls' responses.

More boys than girls have sometimes encountered parents' constant shouting and insulting for lies. More girls have sometimes encountered or witnessed compulsion to fulfill the requirements by intimidation and threats,

insults for bad behavior, ignorance towards the child as a punishment for wrong behavior, refusal to fulfill child's demands; they have often encountered the refusal to buy necessary things. Such tendency is more pronounced in girls of older age group in comparison with the same age group in boys. The latter can be explained by the real frequency of such situations occurrence in girls, as well as their higher sensitivity and susceptibility to such situations.

In the situations of interaction with teachers, as we have already pointed out, both boys and girls have encountered the listed actions more frequently and the number of such students is higher, but among boys there are 52-73% of such respondents, while among girls they are much fewer – 30-46%. Teacher's unwillingness to hear a student out was noticed much more often than the other actions: only 27% of the boys have never encountered such situations, while among girls it is 70%. We can suggest that these data are explained by the gender specificity of adolescents' communication with adults, which the teachers do not regard for enough.

During the communication with other students, boys encounter the situations where the peers beat up a student and abuse him significantly more frequently than the girls, although only single students choose to respond "often", among both boys and girls.

Table 4. Frequency of violence facts presence in the experience of country school students

Gender	Boys			Girls			Total		
Frequency of presence									
Родители									
Hit the child for a bad action	6* ^a	2* ^a	1	4*	6*		5	4	0
Hit the child without a reason	2			5			9		
Insult the child for a bad grade	3	9	*	1	8	7*	6	9	1
Insult the child for bad behavior	0 ^a	3 ^a	4	9	0	6	0	1 ^a	5
Insult the child for lying	6	5	5	5	7	4	5	6	5
Insult the child without reason, because of bad mood	6	*		7 ^a	6* ^a		2		
Intimidate, threaten so that the child fulfills their requirements	7	0	^a	3 ^a	8 ^a		5	4	
Abuse, call the child names if he did something wrong	9	1		3	5		6	3	
Constantly shout at the child	3	5	^{a a}	4	9		8	7	
Refuse to buy the child the things he really needs	4	9	2 ^a	8	5 ^a	^a	6	2	

			a			a						
Do not allow the child to go out, communicate with friends	9*	4	*		8* ^a	6	2* ^a		9	0		
Do not speak to the child if he did something wrong	1	1	*		0	6	4* ^a _a		6	3	0 ^a _a	
Constantly ignore the child's demands	1	8			0	7	0		5	3		
Demand something from the child that he cannot do despite trying	5	3	2	0	2	0	0		3	7	1	
Teacher												
Shouts at the student, abuses him	8*	6	1* ^a		8*	1	2*		7	9	7	
Puts a student down, laughs at him	4	8	0 ^a		4	8 ^a			4	8		
Gives clearly unfair grades	2*	9	1* ^a		4*	7	7*	2	3	8	9	0
Gives a failing grade not for the lack of knowledge but for breaking the discipline	9	1	6	4	4	3	2	1	1	3	9	7
Does not want to hear the student out	0*	9	1* ^a	0	6*	3	2*		3	1	7	
Threatens to call the parents to school, send to the principal	7 ^a	1	2 ^a	0	4	8	6	2	6	9	4	1
Children												
Hit the peer	7	6*	* ^a	0	7	8*	9* ^a		2	7	3	
Abuse him	4	4	* ^a		3 ^a	5 ^a _a	7*		8	5 ^a	2	
Call him names, insult him	8	2	8 ^a	2*	4	7	7	2* ^a	1	9	3	7 ^a
Laugh at him in the presence of other children	7	7**	* ^a		5	1**	1*	3	1	3 ^a	5	1
Reject him, do not communicate with him, do not want to sit with him during the lessons	3	8		1	1	9	0	0 ^a	2	8		1

Legend: 1- never, 2 – rarely, 3 – sometimes, 4- often.

General patterns in the results of urban school students are also present in country adolescents: the majority of them has not encountered such situations and the “often” responses are very rare – from 1% to 17%. Violence from the parents is mentioned less often and by a smaller number of adolescents. Over a half of adolescents have not encountered such actions from their parents (except for one type of behavior, 55-92%); 49-68% have never encountered such actions

	r			r		e	
Parents							
Endure, keep silent	35**	14*	21	5**	22*	16	18
Avoid such situations, hide, not tell	18	28	25	14	28	23	24
Try to do everything that the parents ask so that they do not get angry	35	35	34	43	32	35	35
Run away from home	18	17	17	.* a	19*	12	15
Ask specialists for help	41	58 ^{a a}	53	67	69	68	61
Teacher							
Endure, keep silent	41*	28	32	14*	32	25	28
Avoid such situations	47	39*	42*	38	17*	25	33
Try to do everything that the teacher asks, no matter how hard it is	35	14	21	29	11	18	19
Do not go to school	6	8	8 ^a	.* a	17	11	9
Do not listen to the teacher, be rude in response	6 ^a	11	9	.* a	14	9	9
Ask the parents for help	53	50 ^a	47*	67	64 ^a	65	58
Ask specialists for help	24*	53* ^a	30*	57*	53 ^a	54	43
Peers							
Endure, keep silent	18	6	9 ^{a a}		14	9	9
Avoid such situation, hide	24	22*	23*	10	8*	9*	15
Hit back, pay with the same coin	59	47	51	33	39	37	44
Gather one's own friends and take revenge	12 ^a	22	19 ^a	19	22	21	29
Do not go to school	6	3	4	10	11	11	7
Try to become	35	44	42	33	50	44	42

somebody who nobody can offend							
Ask parents and teacher for help	35	31*	32 ^a	33	53* ^a	46	39
Ask specialists for help	24	25 ^{aa}	25*	48	47 ^a	47	36

In the situations with the parents the option to *ask specialists for help* was the most frequently chosen in all age and gender groups. The second place is taken by passive adaptation and avoidance (*do everything that the parents ask and endure*). The option of *running away from home* is the least chosen one (from 12% to 17%).

In the relationships with the teacher going to a specialist is no longer on the first place, although it is still chosen by many students (43% at average). More often the adolescents prefer to talk to their parents. The options of adapting to the situation are also chosen quite frequently. Aggressive resistance (being rule, not obeying) and the extreme type of avoidance (not going to school) are chosen rarely, in single cases.

Violence from the peers provokes an active reaction more often compared to the adults: the options of *hitting back* (57%) and *trying to become somebody who nobody can offend* (51%) are chosen more frequently than others. Asking a specialist for help is often chosen by girls (both older and younger) and not boys. It can be hypothesized that such type of behavior towards a peer for a boy is considered as a manifestation of failure and is not accepted.

Significant differences between gender groups are not high. Girls are more prone to asking specialists for help with the problems with teachers and peers and asking the parents in the conflicts with the teacher. Boys chose the avoidance strategy in response to violence actions from the teacher and peers more often. Interestingly, 10-13-year-old boys chose the option of *enduring and staying silent* in the relationships with parents and teachers much more often than girls, while 14-16-year-old boys chose to avoid such situations with teachers and peers much more often than their female peers.

Table 6. Country school students' representations of an adequate reaction to violence

Gender Age	Boys			Girls			Total
	Younger	Older	Age	Younger	Older	Age	
Parents							
Endure, keep silent	26	23	26	15	19	16	21
Avoid such situations, hide, not tell	34	38	35	29	33	31	33
Try to do everything that the parents ask so that they do not get angry	46* ^a	8**	39	27*	41**	32	36
Run away from home	16	8	15	17 ^a	7	13	14
Ask specialists for help	48*	15* ^{aa}	42	69	48 ^a	61	52

Teacher							
Endure, keep silent	30	38	31	21	15	17	25
Avoid such situations	44	46	45	33	23	33	29
Try to do everything that the teacher asks, no matter how hard it is	31	15	28	31	30	^a 31	30
Do not go to school	21	8	19 ^a	15 ^a	7	12	15
Do not listen to the teacher, be rude in response	11	-* ^a	9	15 ^a	11*	13	11
Ask the parents for help	49*	15* ^a	43	54	37 ^a	^a 48	46
Ask specialists for help	33*	23 ^a	31	60*	30* ^a	49	40
Peers							
Endure, keep silent	26	23	26 ^a	17 ^a	7	13	19
Avoid such situation, hide	18	31*	20	15	7*	12	16
Hit back, pay with the same coin	65	54	62	52	48	^a 51	57
Gather one's own friends and take revenge	44 ^a	31	42 ^a	29	26	28	35
Do not go to school	15	-*	12 ^a	8	- ^a	5	9
Try to become somebody who nobody can offend	48	38	46	52	63	56	51
Ask parents and teacher for help	21	8	19 ^a	44	30 ^a	39	29
Ask specialists for help	28*	-* ^a	29	44	19 ^a	35	29

The general patterns described above are also true for the country school students. However, they do not have any significant differences between gender sub-groups in general; the difference presents only considering the age. Younger boys are more prone to adapting to their parents in order to avoid their anger, while older girls do this less. Older boys are more predisposed to hide from violence from their peers.

The most pronounced differences are observed in the reaction to violence from other students: girls from county schools, in comparison to the girls from urban schools, choose active aggressive behavior (*hitting back, paying with the same coin*) more often and are almost equal to boys in this respect. On the other hand, in comparison to their urban peers, country school female students are less prone to asking for help from the specialists, as well as from their parents and teachers.

4. Conclusion

The conducted study allows making the following conclusions.

The concept of violence in adolescents mainly spreads to the forms of openly aggressive behavior (beating, abuse). Neglect and refusal to communicate are not considered as violence. Adults' behavior, including the one that has obviously violent nature (beating, insulting) is evaluated as violent less often

than peers' behavior.

There are no significant differences in violence representation in boys and girls, whereas these differences are present between younger and older adolescents: older adolescents are less prone to see more forms of adults' and peers' behavior as violence, which may be explained by their urge to establish equal-rights relationships with adults and by self-affirmation in the relationships with the peers.

Similar differences were revealed between urban and country sub-groups: country school students more frequently accept some of the listed forms of behavior as normal. This can be a reflection of actually present differences, as well as an inconsistency in the subjective representations of violence.

The majority of adolescents have rarely encountered violent actions; moreover, it is possible to notice gender differences: 1) in the relationships with parents, girls and boys encounter different forms of violent actions (for girls they are less aggressive than for boys); 2) in the relationships with teachers and peers such actions are more often aimed at boys, rather than boys. These results can easily be explained with the consideration that girls demonstrate socially-normative behavior.

After encountering violence from the adults, the adolescents find it appropriate to ask specialists for help or to adapt to the situation. The first of these options is undoubtedly can be considered to be an adequate reaction. In case of violence from other students, both older and younger adolescents prefer more active reactions – not only aggressive but also constructive (work on oneself).

The obtained results confirm our hypothesis that modern consider only openly aggressive actions as violence and accept many forms of essentially violent behavior as normal. Because of this, one of undoubtedly important directions in preventing violence towards the children and adolescents is the development of adequate representations of acceptable and unacceptable forms of social behavior and mentoring the sense of self-worth, which does not allow accepting violence towards oneself as a given.

Perspectives of the study might lie in comparing violence representations in adolescents and adults (teachers and parents), exploring the sources of the development of these representations and obtaining the objective data about the expansion of violent forms of behavior among Russian youth in the educational institutions.

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