

DIFFERENCES IN TEACHERS' PERCEPTION ON FAMILY INFLUENCE ON VIOLENT BEHAVIOR AMONG LOWER SECONDARY SCHOOL STUDENTS

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ABSTRACT

This research with quantitative approach, main to highlight the differences in gender and academic level of teachers' perception on family influence on violent behavior among lower secondary school students. We raised the hypothesis that there will be differences in their perception regarding gender and academic level. There were 112 teachers who participated voluntarily in this research. 73 or 65.2 % were female and 39 or 34.8 % of them were male. Values obtained through the chi-square test showed that there are no valid statistical differences between male and female teachers [$\chi^2 (1) = 11,571, p = .000$], as well as the level of education [$\chi^2 (2) = 114 643, p = .000$]. The questionnaire for teachers contained 4 variables regarding the characteristics of our sample, and 40 variables (items) through which are collected the perceptions of teachers. With 40 variables exploratory factor analysis was conducted through which were earned 5 latent factors. Dealing with violent situations; Supervise poor family; The presence of domestic violence; The economic situation of the family; Violent games and the Internet. The analysis of the reliability of the questionnaire, provided the value of the Alfa Croanbach .681. To analyze the quantitative data collected statistical package SPSS for Windows, version 19 was used. Non-parametric tests were used. Mann-Whitney U test and Kruskal-Wallis H test were used to compare differences between two or more independent groups. The results showed no statistical differences in teachers' perception regarding their gender, while there are differences in their perceptions depending on the academic level, i only two of the family factors that contribute to the violent behavior of children. Such results determine the need for further and deeper studies.

Keywords: Students, violent behavior, teachers' perception, factor, family.

INTRODUCTION

In 1996, The World Health Organization declared violence as a worldwide public health concern. The World Health Organization defines violence as: 'intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation' (WHO, 2000:29). In Kosovo, the definition of the term 'violence in school' is used in the report of the Kosovo Centre for Gender Studies, "The prevalence of violence in relationships of adolescents' (2012), according to which: "Violence in schools, different types of violent incidents occurring within the school building, school yard and in its vicinity. Experiences of violence involving student violence against students, pupils and teachers to teachers to students "(p.11).

Violence continues to be increasingly seen as a concern, referring to the fact that it mainly affects children and youth, and that its negative consequences undermine the key goals of education (CDCP, 2004). The research indicates that the presence of violence in the school significantly hinders teaching and learning (CDCP, 2004). Youth violence is receiving increasing attention from all sides, researchers and practitioners (Acosta, et al., 2001).

School-based violence especially has received considerable attention in recent years. Schools also have been identified as key venues for the delivery of violence prevention programs (Farrell, et al., 2001), and in fact, there are over 200 documented evaluations of such programs (Wilson, Lipsey, & Derzon, 2003). However, meta-analytic reviews of school-based programs to prevent aggression have noted inconsistent to moderately positive effects (Wilson et al., 2003).

There are a lot of studies, which examining the association between family variables and violent behavior at school have shown that a negative family environment characterized by problems of communication between parents and children is an important risk, factor for the development of behavioral problems in adolescence (Estevez, Musitu, & Herrero, 2005a). Regarding the communication with parents, other studies point out that the quality of communication is closely related to adolescents' behavior and psychological adjustment (Liu, 2003); in particular, negative and offensive communication with parents may lead to misbehaviors in children (Lambert & Cashwell, 2003). Another variable is the family self-concept. A negative family self-concept, which is, moreover, strongly associated with a parent-adolescent negative communication style (Musitu & Cava, 2001; Musitu & Garcia, 2004), has been linked to violence in adolescence (Estevez, Herrero, Martinez, & Musitu, 2006).

Research has traditionally examined the influence of the mother on a child's adjustment while recent studies suggest that fathers and mothers may each independently contribute to the explanation for some behavioral problems in children (Veneziano, 2000). Along this line, some authors suggest that the closer association is between positive father-child relationship and adolescents' psychosocial adjustment (Rohner & Veneziano, 2001).

This research with quantitative approach, has as main aim to highlight the differences in teachers' perception on family influence on violent behavior among lower secondary school students by gender and level of education. We raised the hypothesis:

H.1. There will be differences in gender, and level of education in teachers' perception on family influence on violent behavior among lower secondary school students.

METHOD

The participants

There were 112 teachers who participated voluntarily in this research. 73 or 65.2 % were female and 39 or 34.8 % of them were male. Full details are presented in the following table.

Table 1: *The data according to gender, level of education, and residence for students*

		<i>N</i>	<i>%</i>
Gender	Female	73	65.2
	Male	39	34.8
	Total	112	100
Education level	HPS	23	20.5
	Faculty	76	67.9
	Master study	12	10.7

Values obtained through the chi-square test showed that there are no valid statistical differences between male and female teachers [$\chi^2 (1) = 11,571, p = .000$], as well as the level of education [$\chi^2 (2) = 114 643, p = .000$].

The instrument and method of data collection

Questionnaire for teachers contained a total of 4 variables that have presented the characteristics of our sample, and 40 variables (items) through which are collected the perceptions of teachers on the influence of family on the emergence of violent behavior among students of grade eight and ninth. With 40 variables exploratory factor analysis was conducted using the method of the main components and rotation (orthogonal) VARIMAX [since our data are intervals]. The values of the KMO test and Bartlett's Test [Kaiser-Meyer-OLKI Measure of Sampling adequacy = .567; and Bartlett's Test of Sphericity Sig = .000], factor analysis showed us that it is valid and exploration. Factorial procedure variables through manifestos are condensed and therefore are earning 5 latent factors. The factors are: Dealing with violent situations; Supervise poor family; The presence of domestic violence; The economic situation of the family; Violent games and the Internet.

The analysis of the reliability of the questionnaire, provided the value of the Alfa Croanbach .681. The values obtained show that the questionnaire can be considered reliable.

Table 2: *Internal Consistenca (Cronbach α)*

	Male	Female	Total
	Cronbach α	Cronbach α	Cronbach α
Teachers questionnaire	.668	.696	.681

Data were collected through direct meetings with students, who previously has been announced for the purpose of the study and agreed to voluntarily participate in the research. The questionnaire was completed by each participant individually and returned to researcher within one week of receiving it. The questionnaire was anonymous.

Analyses

To analyze the quantitative data collected statistical package SPSS for Windows, version 19, was used. Since our data were not normally distributed, non-parametric tests were used. Mann-Whitney U test was used to compare differences between two independent groups. Test Kruskal-Wallis H (sometimes also called "ANOVA order") is an analysis nonparametric that can be used to determine if there are differences statistically significant, valid between two or more groups in a variable / variable and an independent variable with a continuous or ordinal variables. It is considered a non-parametric alternative to the ANOVA's direction, and an extension of the Mann-Whitney U test

RESULTS

The following table shows the values of the mean and standard deviation for family influencing factor in violence among students by teacher gender. As the table shows, some factor showed higher values of the mean for female teachers while other factor showed higher values of the mean for male teachers.

Table 3: Mean and Standard Deviation for the Influencing Factors by Teachers' Gender

The factors	Gender		Total
	Female	Male	
	MA (SD)	MA (SD)	MA (SD)
Dealing with violent situations	2.58 (0.64)	2.53 (0.51)	2.56 (0.59)
Poor family supervision	2.51 (0.58)	2.68 (0.66)	2.57 (0.61)
The presence of domestic violence	2.59 (0.57)	2.39 (0.49)	2.53 (0.55)
Economic situation of the family	2.42 (0.66)	2.58 (0.50)	2.47 (0.61)
Violent games and the Internet	2.55 (0.55)	2.39 (0.64)	2.50 (0.58)

To find out the differences between teachers perception regarding their education level, with our data, Kruskal-Wallis H test analysis were conducted. The results are presented in the following table.

Table 4: Differences of Factors According to Teachers' Gender

The factors	Gender	Mean Rank	Mann-Whitney U	Sig.
Dealing with violent situations	M	52.89	1269.000	.324
	F	58.35		
Poor family supervision	M	62.00	1197.000	.140
	F	53.68		
The presence of domestic violence	M	50.01	1159.500	.084
	F	59.83		
Economic situation of the family	M	60.39	1258.000	.303
	F	54.50		
Violent games and the Internet	M	51.83	1228.500	.214
	F	58.90		

The following table shows the values of the mean and standard deviation for family influencing factor in violence among students by teacher education level. As the table shows, this factor showed higher values of the arithmetic average for teachers with high pedagogic scholl

Table 5: Mean and Standard Deviation for the Influencing factors by Teacher's level of education

The Factors	HPS		Faculty		Master	
	MA	SD	MA	SD	MA	SD
Dealing with violent situations	2.70	0.56	2.59	0.57	2.17	0.72
Poor family supervision	2.65	0.49	2.59	0.62	2.25	0.75
The presence of domestic violence	2.70	0.56	2.54	0.55	2.17	0.39
Economic situation of the family	2.39	0.66	2.50	0.58	2.42	0.79
Violent games and the Internet	2.39	0.58	2.54	0.55	2.42	0.79

To view the differences between teachers perception regarding their education level, Kruskal-Wallis H test, were conducted. The results are presented in the table below.

Table 6: *Differences of Factors According to Teachers' Education Level*

The Factors	Education Level	Mean Rank	Chi-Square (df 2)	Sig.
Dealing with violent situations	HPS	62.39	6.208	.045
	Faculty	56.83		
	Master	38.50		
Poor family supervision	HPS	59.41	2.836	.242
	Faculty	56.95		
	Master	43.42		
The presence of domestic violence	HPS	64.43	7.505	.023
	Faculty	56.45		
	Master	37.00		
Economic situation of the family	HPS	52.61	.425	.809
	Faculty	57.03		
	Master	56.00		
Violent games and the Internet	HPS	50.43	1.216	.544
	Faculty	57.82		
	Master	55.17		

Results of Kruskal-Wallis analysis presented in the table above show that the factor "Dealing with violent situations" there were statistical differences in the subgroups that present teacher education level ($p = .045$). Also, this analysis has found the value of statistical significance factor for the presence of domestic violence ($p = .023$). To determine which of the groups differ statistically between them, ran Tukey HSD post hoc analysis, the results of which showed that the differences are statistically valid for two factors, between teachers with HPS and teachers group with master level of education.

DISCUSSION

The present study aimed to analyze and find out the differences in gender and academic level of teachers' perception on family influence on violent behavior among lower secondary school students, on family variables in relation to adolescent's involvement in violent behavior at school. We raised the hypothesis that there will be differences in their perception regarding gender and academic level. The results showed no statistical differences in teachers' perception regarding their gender, meaning that male and female teacher have similarities in perceptions for factors related to family such as dealing with violent situations, poor supervision, domestic violence, family economic status and time spent on TV and electronic games on children engagement in violent behavior.

On the other side, there were found differences in their perceptions depending on the academic level, but only for two of the family factors that contribute to the violent behavior of children, dealing with violent situations and the presence of domestic violence. Issues of assessing family violence are of great importance to the researcher and the practitioner alike. Both family strain and family support are significantly related to violent behavior. Family

context is a powerful contributor to emotional distress, school engagement, and peer ties as well as violent behaviors (Banyard et al., 2006, Harachi et al., 2006). A meta-analytic review by Gershoff (2002) confirmed that parental corporal punishment was associated with the child's aggressive behaviors. In contrast, open and fluent communication between parents and children, characterized by respect and affect, had a protective effect against the development of adolescents' delinquent behaviors (Connell, et al., 2011).

This study provides results that confirm the importance of studying school and especially family environment in analyzing violent behaviors in adolescence.

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