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Violence at Primary Schools and Its Reflections on the Press and the Visual Media in Turkey

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Article Info	Abstract
<p><i>Article History</i></p> <p>Received: 25 October 2017</p> <p>Accepted: 26 June 2018</p> <hr/> <p><i>Keywords</i></p> <p>Violence Violence at primary schools Violence news</p>	<p>The purpose of this study is to identify the violence at primary schools by examining the news in the press and the visual media in Turkey. Qualitative research method has been adapted while making use of document review technique and violence news as documents. These news have been compiled from the websites of newspapers and television channels and also from video sharing websites. The data collection process has been carried out with various key words. Totally 140 news has been reached and descriptive analysis method has been used while analysing the collected data. The news concerning reported cases of violence at primary schools have been discussed within such parameters as “distribution by years”, “types of violence”, “distribution of individuals in terms of committing or exposure to violence”, “direction of violence”, and “legal actions against violence”. According to the research results, the news about violence have been classified as physical, oral-written, and sexual violence. The research results have demonstrated that persons prone to carry out violent acts are teachers, parents, principals (managers, deputy managers), students, school servants, school bus drivers, unknown individuals, and members of terrorist organizations. According to the results, the sources and causes of violence that occur in schools can be distinguished. To prevent violence, to reduce the number of potentially unwanted and dangerous events, new models and peaceful ways can be presented to students, teachers, or stakeholders.</p>

Introduction

One of societal problems today is violence that directly or indirectly affects the individuals both in the world and in Turkey. The problem is global mainly for this reason we are provided with various definitions, such as: violence is the use of force against oneself, other person, group, and community. Such actions as hurting, killing, psychologically harming, retention or deprivation exist within this use of force (World Health Organization [WHO], 2002). Violence is a social case changing in society and in time whatever its basic characteristics are. Like a violent event can have various meanings in different societies, it can be perceived in different ways in the same society in different times. Society change, furthermore, social norms as well (TBMM Research Report, 2013). Violence also includes damaging and devastating behaviours such as hitting, hurting, sexually abusing or molesting, verbally assaulting, ignoring, and menacing (Canadian Public Health Association [CPHA], 1997). Additionally, literature provides us with broad concept of violence. In WHO’s report (2002), violence was defined in three groups including self-directed, interpersonal and collective violence in terms of violence-oriented persons. It is observed that violence which has a broad concept is classified differently. The Ministry of National Education has also differently classified violence such as physical, verbal, sensual, and sexual. Physical acts of violence such as being punched, kicked, whipped or beat with an object, choked, smothered tried to drown, burned, scalded intentionally, or used or threatened with weapon such as a knife or other weapon. Sexual violence is defined as including all forms of sexual abuse and sexual exploitation of children. This encompasses a range of offences, including completed non-consensual sex acts, attempted non-consensual sex acts, abusive sexual contact, and non-contact sexual abuse. Emotional violence is defined as patter of verbal behaviour over time or an isolated incident that is not developmentally appropriate and supportive and that has a high probability of damaging a child’s mental health, or his/her physical, mental, spiritual, moral or social development. (United Nations International Children’s Emergency Fund [UNICEF], 2013). Violence in school is recognised as a major social problem that not only affects the well-being and educational achievement of students, but can undermine democratic values and education for citizenship (Smith, 2004).

Accumulation of an uncontrolled anger exists within the concept of violence. This type of anger turns into damaging behaviour and thus comprises violence. Accordingly, violence is a social phenomenon as a learnt manner (Yapıcı, 2006). Nowadays, violence can be witnessed or experienced in most places like violence could be seen everywhere today from streets to homes, offices to schools. In many European countries as well as in other countries around the world, violence at school has received quite a lot of attention in the scientific communities as well as in the public discourses and crime prevention plans (Elliot et al. 1998; Debarbieux & Balaya, 2001; Smith, 2003; as cited in Fuchs, 2008). School violence is now conceptualized as a multifaceted construct that involves both criminal acts and aggression in schools, which inhibit development and learning, as well as harms the schools' climate (Furlong & Morrison, 2000). School violence is a kind of behaviour that includes the general characteristics of violent behaviour, with the difference schools: in places where they are together for several hours a day all year (Estevez, Jimenez & Musito, 2008). Fagan and Wilkinson (1998) are due to different reasons:

- Achieve or maintain a high social status. Some group leaders are the teenagers that stand out for their violent behaviour.
- Have power and control other students.
- Being “avenging” imposing their own law and social norms since they consider the existing ones unacceptable or unfair.
- Challenge the authority and oppose to the established social controls that they feel oppressive.
- Experiment new risky behaviours, therefore they choose environment where they can practice violent and antisocial behaviours.

The existence of violence at schools that are important places for children in terms of shaping their lives and place where they gain knowledge, skills and values create a dangerous situation for them. As gaining knowledge is not dangerous, the fact that this place is shared by many students is. The competition exists which is sadly resolved physically where in fact should be dealt intellectually. When viewed from this aspect, it is very important that schools should be secure places, children are not exposed to any kind of violence and do not witness any type of this action for children to grow up healthily. Primary school is the first step at which a child meets school experience. When it is considered that primary school serves as a foundation for upcoming knowledge acquisition for later learning and gives children the necessary study habits, children need to spend this period in a safe environment. Particularly, for the above-mentioned reasons, actions containing violence at primary schools should be carefully studied, analysed and discussed. If it is possible to examine the actions containing violence, all the relevant stakeholders could be informed about the requisite measures. Undoubtedly, this study is of great importance in terms of identifying news about violence at primary schools in the press and visual media. As provided examples – for many – may seem exaggerated or viewed as so called ‘typical childhood behaviours’. It is of essence to show its destructive influence on generations of children.

The Purpose of the Study

The purpose of this study is to identify the violence at primary schools by examining the news in the press and the visual media in Turkey. For this purpose, answers have been sought for the questions below:

- What is the distribution of the news about violence according to years?
- What are the types of violence news?
- What is the distribution of individuals in terms of committing or exposure to violence acts in the news?
- Which legal actions have been taken against the violence acts in the news?

Method

In this research qualitative research method has been adapted. The reason of adapting qualitative research method is to obtain more detailed and thorough information about the phenomenon/case/problem that has been researched by this method (Creswell, 2005; Woodside, 2010; Yıldırım & Şimşek, 2011; Yin, 2003). Document review technique has been used in this study. News about violence have been used as documents in this study and these news have been obtained from the websites of newspapers and television channels and also from video sharing websites.

Scope of the Study

Sample size in qualitative studies is determined considering the subject and purpose of the research, what is reliable and useful, resources and time at hand, and what could be done with these (Patton, 2002). The scope of the study is comprised of violence news at primary schools in the press and the visual media. The criterion for the study has been determined as the news published or broadcasted in the press and the visual media between January 2010 and December 2016 about violence at primary schools and these news have been examined and described. Consequently, the criteria for selecting the examined news within the study are (i) Level (Primary School), (ii) Date (January 2010-December 2016), and (iii) Media (Press and Visual).

Data Collection Process

The first step in data collecting process has been identifying the keywords and these are: violence against students, violence against principals, violence at primary school, violence against teachers, violence against parents, teacher and parent violence, teacher and student violence, student abuse, student harassment, sexual abuse, and words of sexual abuse at primary schools. Expert opinion has been taken before determining these keywords. The reason of identifying the keywords has been to comprehensively collect the data by reaching not only to national or large-circulation newspapers or websites but also to local media and websites without limiting the research data to only newspapers. Therefore, the news on the websites of national and local media that have been reached by typing the keywords into the search engine have been accepted as newsworthy - without trueness checking- and examined within the concept of violence at primary schools. A total of 147 news have been reached through this method.

Data Analysis

Descriptive analysis method has been used while analysing the collected data. The data analysis frame has been themed as “distribution by years”, “types of violence”, “distribution of individuals in terms of committing or exposure to violence”, “direction of violence”, and “legal actions against violence” after reviewing the literature. A control list has been generated for these themes and it has been compared with those of other researchers. If there has been any conflict between the lists, the news has been examined again and an agreement has been reached. Therefore, the reliability of the study has been ensured. The collected data has been presented in tables and supported with images.

Findings

The findings have been presented in theme form as distribution by years, types of violence, distribution of individuals in terms of committing or exposure to violence, direction of violence, and legal actions against violence and supported with images within the study that covers the examination of news about violence published in the press and broadcasted on the visual media.

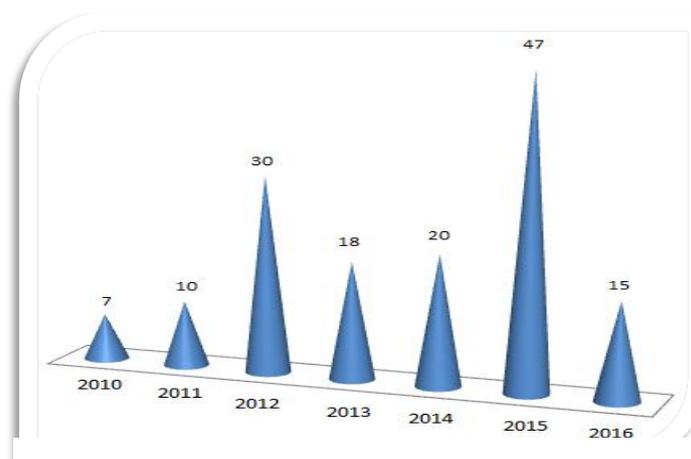


Diagram 1. Distribution of violence news by years

As seen in Diagram 1, among the violence news published or broadcasted between 2010 and 2016, most acts of violence have been observed in 2015 while the least acts have been observed in 2010. The reason of this difference between years could be the new measures about preventing violence. Besides, the campaigns of some non-governmental organizations and some institutions and the projects of different ministries could have raised the awareness of the public about what to do in case of being exposed to violence. In addition, there could be news that have not published on any kind of media or that could not have been reached within the limitations of the study.

Table 1. Types of violence news and occurrence

Type	Occurrence
Physical	Battery, fighting, ear pull, kicking, slapping, punching, man-handling, jostling, hair pull, head-butt, striking the head to the board, advancing upon, stabbing attempt, physical injury with stone, brass-knuckles, bat, firearm or knife, spraying pepper gas, nitric acid attack, bead-gun, hitting with glass, throwing bottle, damaging belongings, locking into the classroom, plastic handcuffs, blindfolding, lynch attempt
Verbal-Written	Insulting, insulting over WhatsApp, swearing, menace, menace with firearm, shouting at, scolding, quarrel, sniping, brickbat, offending, humiliation, mobbing
Sexual	Sexual harassment, sexual abuse, groping, verbal abuse, rape, attempt on kissing and harassment

According to the examined news, it is identified that “physical, sexual and verbal-written violence” types are experienced at primary schools. Table 1 shows the different types of these acts of violence; however, no exact differentiation has been made in classification of news concerning violence since more than one acts of violence could be seen in one case. For example, according to one of the news, while committing physical violence to other colleague, a teacher committed verbal violence act by swearing, also. This situation is shown in Figure 1.

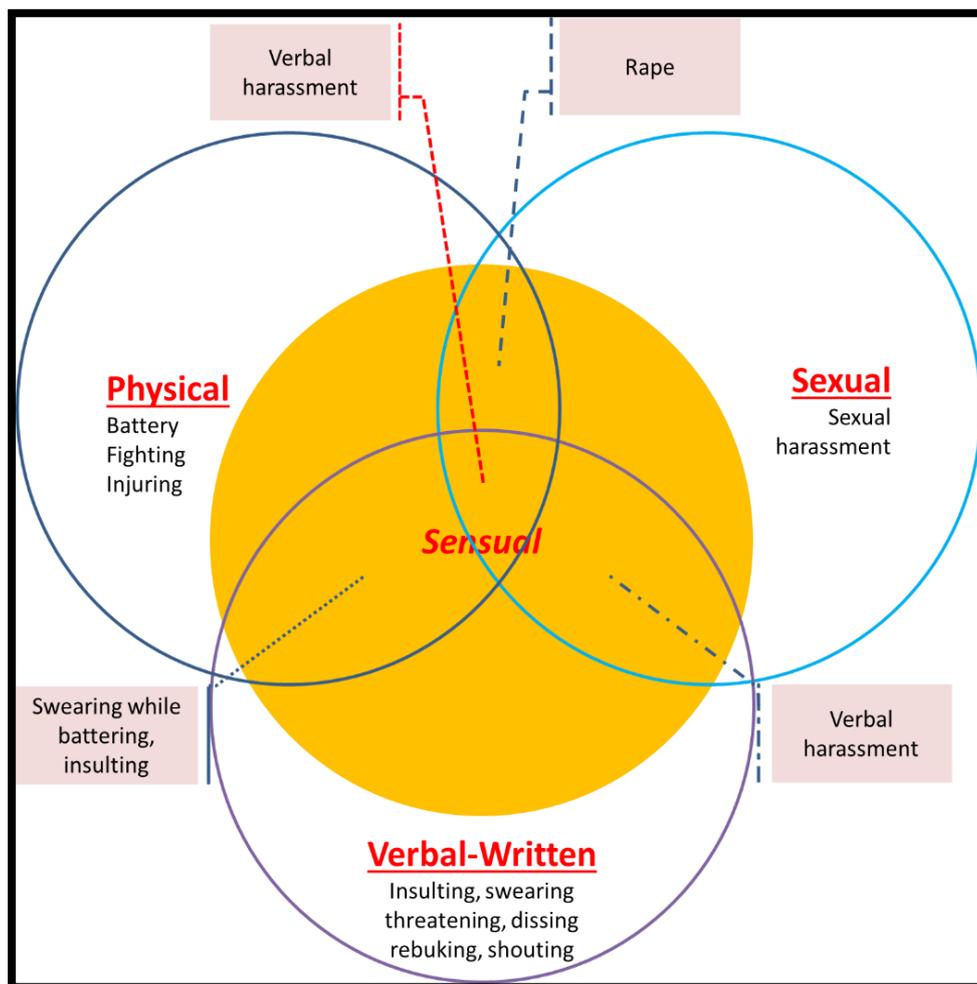


Figure 1. The correlation of violence types seen on the news

As seen on figure 1, it could be inferred that the common point of physical, sexual and verbal-written violence is sensual violence. In other words, it could be concluded that physical, sexual and verbal-written violence indiscriminately affects the victim emotionally and thus leaving the victim vulnerable to sensual violence. News 1, 2, 3 could be taken as an example for this situation. In the news 1, the teacher ties the student's hands with plastic handcuffs with the aim of sexual harassment and uses violence by blindfolding the student. After this bad experience, the students did not want to go to the school. According to the News 2, the teacher beats the students and makes them eat grass as punishment. Within this context, the students could have been emotionally offended by being forced to eat grass. The sexual violence in the News 3 could be claimed to cause emotional exhaustion and burn-out in the students that could pave the way for suicide. In the News 3, the teacher who has been said to abuse the students sexually has committed a suicide.

News 1. Unbelievable abuse allegations at primary school

It is alleged that a primary school teacher in a metropolitan has abused his students by tying their hands with plastic handcuffs. After being turned over to the police, the teacher has been disengaged by the solicitor and suspended.

News 2. Punishment Scandal at Primary School!

Parents have raided the school after the allegations of making their children eat grass and beaten as punishment. The gendarmerie has responded the incident. The parents demanded the necessary legal actions from district directorate of national education.

News 3. I did not abuse my children

A 32 years' teacher in a province of a metropolitan has committed suicide by hanging himself on a tree near his house after being released on conditions of trial without arrest upon the allegations of sexual abuse to his female students.

Some incidents on the news have not been clearly expressed and which type of violence has occurred in the course of event has not been stated in detail. For instance, no cases of insulting and swearing which are generally seen during physical violence acts have been told about. There is another story in the News 4 telling that a teacher has hanged cardboards on the necks of the students who has problems with pronouncing the sound of "Ş" and sent them home with these cardboards still hanging.

News 4. Teacher sends student with a signboard hanging on the neck!

A teacher in a village of a city has been complained of sending 2 students with a signboard hung on their neck on which has been written words beginning with "Ş" that the students having difficulty in reading.



Some news about sexual violence has been understood to occur several years ago and has been published after the judicial process has been completed. The reason of this delay is thought to be the perception towards these incidents since these experiences are believed as shameful events. News 5 is about an incident which occurred in 2009, in which a teacher abused his students, but published in 2015.

News 5. 5 years of jail to harasser teacher! - Last Update: 10.07.2015

A teacher in a metropolitan has been given 5 years of imprisonment after being heard upon allegations of sexually abusing two girls, 10 and 11 years of age, in 2009. The same teacher is being heard due to sexually abusing 9 other girls.

When the resources of the news are examined, it is observed that some news is indirectly mentioned within other news since non-governmental organizations, teachers, students and parent groups sometimes gather to protest violence acts with a press release. News 6 tells the story of the teachers who gathered to protest violence acts against a friend of theirs. The relevant violence act is seen to have been mentioned within the press release read during the protest.

News 6. Protest against the attack to a teacher

Dear Press Members,

Our friend was attacked and injured yesterday by a bandit with brass-knuckles, a type of weapon worn onto the fingers...

The distribution of individuals in terms of committing or exposure to violence and the types according to the examined news has been given in Table 2.

Table 2. The distribution of offenders and sufferers in the news about violence

	Physical		Sexual		Verbal-Written		Total	
	Offender	Sufferer	Offender	Sufferer	Offender	Sufferer	Offender	Sufferer
Parent (<i>alone or group</i>)	52	-	-	-	24	-	76	-
Teacher	36	54	34	1	5	20	75	75
Director (<i>Manager, Dep. Manager, Admin. Personnel, District Director of National Education</i>)	4	16	4	-	5	6	13	22
Student(s)	1	35	-	42	-	20	1	97
School Attendant (<i>Servant</i>)	-	3	4	-	-	1	4	4
Others (<i>School bus driver, unknown persons, terrorist organization member</i>)	11	-	1	-	3	-	15	-

As seen in the Table 2, among the persons committing or exposed to violence are parents, teachers, directors, students, school servants and other people. It could be inferred that the most violence committing persons are parents and teachers. According to the examined news, parents mostly commit physical violence while teachers commit mostly physical and sexual violence. The persons who are most exposed to violence are students and teachers. Besides, according to the examined news, the persons outside schools also commit violence acts to students and teachers. It could be said that parents are the persons who commit violence acts, not the sufferers. The examples for this deduction have been given in news 7, 8, 9, 10.

News 7. 7 months of imprisonment to teacher-beating parent

A parent came to the school to ask the teacher to find his child's glasses that was lost a day ago. Since the glasses was not found, he got angry and went to school again the following day and beat the teacher in front of the students. As a result the teacher got medical report and filed a criminal complaint about the parent.

News 8. A student cut throat of his friend with a sharpener blade

At a primary school in a metropolitan, two first grade students fought with each other due to a conflict concerning place in a queue. One of the students cut throat of his friend with sharpener blade which he broke during the fight.



News 9. A male teacher beat a female teacher whom he wanted to kiss!

In a province in a metropolitan, upon having been resisted, a male teacher beat a female teacher whom he wanted to kiss.

News 10. Teacher was beaten by school-bus drivers

A teacher in a province of a metropolitan was beaten in front of the students by school drivers who got into a conflict with the teacher. While the teacher got hospitalised, 3 drivers were taken into custody by the police.

The News 7 tells the story of a teacher who was beaten by a parent in front of the students. The News 8 lets us know about a student who cut throat of his friend during the class with a sharpener blade. There is news about a male teacher who committed both physical and sexual violence to his colleague in the News 9.

Table 3. Direction of violence in examined news

Offender	Sufferer	Teacher	Director (<i>Manager, Dep. Manager., Admin. Personnel, Dist. Director of Nat. Edu.</i>)	Student	School Attendant (<i>Servant</i>)
	Parent		x	x	
Teacher		x		x	
Director (<i>Principal, Manager, Dep. Manager., Admin. Personnel, Dist. Director of Nat. Edu.</i>)		x		x	
Student				x	
School Attendant (<i>Servant</i>)				x	
Others (<i>School-bus drivers, unknown persons, members of terrorist organizations</i>)		x	x	x	

In the News 10, a teacher was committed physical violence by school-bus drivers. It is pointed out in all the examined news that the acts of violence were committed by teachers, students, directors, servants and other

persons. It is a very dangerous and harmful situation that acts of violence have and are still experienced in places like schools whose main functions are to prepare students to fit into society and earn them the necessary knowledge, skills and values since it is possible that the acts of violence could be perceived as normal and regular patterns of behaviour by students and other members of society. A student who witnesses an act of violence by parents, teachers or friends may think violence as an enforceable and feasible action since the parents and teachers do the same. The direction of violence which indicates that between whom acts of violence take place in examined news has been given in Table 3.

When the Table 3 is examined, it is observed that parents commit acts of violence against teachers, directors defined as district director of national education, school managers and deputy managers, school attendants while they do not engage in violence against students. Furthermore, it has been determined that teachers commit acts of violence towards other teachers and students; students towards other students, school servants towards students, and unknown persons towards teachers, and students. The relevant news has been given in News 11, 12, 13.

News 11. Teacher was beaten due to getting students wet! A teacher in a province of a metropolitan sent the students home early due to cloudy sky. But he got battered by a group of 7-8 persons since they thought the responsible person for children's getting wet was the teacher.
News 12. Teachers fought with each other in front of parents and students Two teachers at a primary school in a metropolitan fought with each other in front of parents and students due to a classroom discharge problem. One of the teachers got injured and said that he would file a claim against other teacher.
News 13. That teacher appeared in court! A 64-year-old primary school teacher and school director started to be heard with a demand of 120 years of imprisonment after having been detained upon allegations of making 6 of his female students 'watch pornographic films' and 'sexually abusing' them.

The News 11 tells the story of parents who thought that a teacher committed violence by sending students home early. The News 12 is about two teachers who engaged in violence towards each other due to a classroom discharge problem while the News 13 states that a deputy manager sexually abused a student. It could be inferred that the direction of violence varies from person to person. For instance, a teacher was the sufferer in one incident while being the offender against a student in another incident. Likewise, a student committed an act of violence against a friend of his in one news. It is observed that parents engaged in acts of violence towards school directors, teachers, and school attendants except students. It is also very striking that teachers committed violence acts towards each other. No matter who engages acts of violence, it is the students who are mostly exposed to violence acts. Students who witness violence acts at school may engage in these activities later in their life. When the developmental characteristics of primary school students are considered, adopting someone as a role model is an apparent feature. If the teacher who has been adopted as a role model, parents or friends engages in acts of violence, it may be inevitable for the student to do the same actions. Therefore, it is of much importance for schools to be safe and secure places and for students not to witness violence acts at schools.

The legal consequences of acts of violence in the news have been given in Table 4.

Table 4. The situation of violence acts in the news in terms of legal actions

Period Type	Before legal action		During legal action					Approval
	Claim	No legal action	Hearing (complaint, denunciation)	Release (acquittal, trial without arrest)	Arrest	Trial	Sentence	Supreme court
Physical	59	4	20	7	-	4	5	-
Sexual	-	-	4	4	10	4	11	4
Verbal	12	1	4	3	-	1	2	1

When the legal action periods of violence acts in the news has been examined, it is observed that most news is of allegation type. While the offenders in some acts of violence has been heard with or without arrest, the judicial process of some violence acts has been terminated. However, it has been observed that no information has been provided concerning about judicial process of violence acts in some news. It is obviously seen that most physical violence cases are of allegation type while sufferers have resorted to the jurisdiction in some cases. In very few cases, the judicial process is in the period of hearing and penalisation; however, none of them have passed through Supreme Court process. Most sexual violence cases are in the period of hearing and 4 of them have passed through Supreme Court and have been concluded. The examples of this situation have been given in News 14 and 15.

News 14. Student almost lost his sight because of a book thrown by teacher

A third-grade student in a metropolitan fought with a friend and was late for the class. According to allegations, the angry teacher threw a book to the late student. The student got injured when the binder of the book hit one of the eyes which was sutured later.

**News 15. 5 years of imprisonment to harasser teacher**

A primary school teacher in a metropolitan has been punished with 5 years of imprisonment after he was heard upon allegations of sexually abusing two girls, 10 and 11 years of age, in 2009.

It is stated in the News 14 that an investigation against a teacher who committed physical violence towards his students has been started. Although the violence incident in the News 15 occurred in 2009, it is observed that the news about this incident was published in 2015 and the judicial process is in progress. It is significant that the journalist who reported and published this news shared the legal action about the acts of violence with the public. It could be effective to be able to decrease acts of violence that the judicial process of an act is followed and shared with the public.

Discussion, Conclusions, and Recommendations

The following results have been obtained through this study whose purpose has been to describe the acts of violence with their reflections on the press and visual media. It has been observed that most acts of violence have been occurred in 2015. It has also been observed that different acts of violence took place at primary schools. These violence acts have been classified as physical, verbal-written and sexual. The physical violence contains such actions in forms of kicking, punching, beating, and hair-pull. The verbal violence includes oral actions like swearing, insulting, and menacing while sexual violence is composed of abusing and rape. Besides, the constituent of physical, verbal-written and sexual violence is sensual violence since the sufferer is exposed to sensual violence while being committed verbal-written and sexual violence.

The offenders of violence acts at primary schools have been determined as teachers, parents, directors (managers and deputy managers), students, school attendants (servants), school-bus drivers, unknown persons, and members of terrorist organizations while the sufferers are teachers, students, directors (managers and deputy managers), and school attendants. Students are almost always sufferers except one incident. While parents commit acts of violence mostly towards teachers, students are exposed to violence acts mostly by their teachers. In the incidences which are mentioned in the news, it has been inferred that the direction of violence varies from person to person. It has been observed that parents commit violence towards directors, teachers, and school servants; teachers towards other teachers and students; directors towards teachers and students; students towards other students; school servants towards teachers and students, and unknown individuals towards teachers, directors and students. It has been concluded at the end of the study that the sufferers are teachers and students. When the acts of violence in the news are examined in terms of judicial process, it has been observed that while no information has been given about some cases, others are given information through such statements as “the investigation procedure has started, or responsible ones arrested.”

The life quality and education opportunities at the 21st century have increased but in the meantime, people come up against a violence phenomenon that affects their lives. Acts of violence occur at home, offices, hospitals, on streets, in fitness centres, shortly everywhere people exist. It is also observed that violence acts take place at schools which provide the continuity of societies and shape educational, social and vocational lives of children (Akbaba-Altun, Yerin-Güneri & Erdur-Baker, 2006, Arslan, 2015; Çubukçu & Dönmez, 2012; Durmuş & Gürkan, 2005; İnan, 2005; Ögülmüş, 2006; Terzi, 2007). Violence acts have been observed at primary schools within this study that describes violence news published in the press and broadcasted on the visual media.

The acts of violence at primary schools has been classified as physical, sexual, and verbal-written within this study. It has been observed in other studies in the literature that violence acts at schools are mostly physical, verbal and sexual (Çinkır & Kepenekci, 2003; Teyfur, 2014). Espelage, Anderman, Brown, Jones, Lane, McMahon, Reddy and Reynolds (2013) have stated that violence acts at schools are of verbal or non-verbal menace and physical violence. According to the news examined within this study, the types of violence at primary schools are physical, verbal and sexual. Furthermore, Güneysu Eyidoğan, Küçüküran, Tanju, Demirtaş and Kogar (2010) have confirmed the existence of violence at schools and indicated in their study that students have committed acts of violence by their friends or teachers, directors, and school attendants. According to the results of this study, it is the students and teachers who are mostly exposed to acts of violence.

In the study that was carried out in 2013, Süngü examined the news about violence acts in national media between 2009 and 2012 and stated there were different types of violence at schools. Likewise, Çubukçu and

Dönmez (2014) have indicated in their studies that according to the news published between 2005 and 2010 in the press about acts of violence, there were physical, verbal and sexual violence at schools and the sufferers were teachers and students. Therefore, even if the year range is changed, there has always been acts of violence at schools and the persons (students, teachers, directors, and parents) relevant to these violence acts has not changed. Besides, it could be indicated that offenders are sufferers in some acts of violence. Within this context, it could be inferred that since violence is a learnable behaviour, a student witnessing acts of violence in his immediate vicinity could notice the existence of violence and it could be committed towards others and show a tendency to violence in his/her later life.

When the studies about violence at schools are examined, the news about violence has been obtained from newspapers and the websites describing them; however, the relevant news for this study has been gathered through keywords. No matter what the resource of the news, acts of violence are experienced at schools. It is particularly striking that acts of violence take place at the first-grade schools. Violence acts have also been examined within different year ranges and different school types within studies. According to the results, it could be deduced that as the grade of school increases, so do the acts of violence. Violence acts have been observed to take place also at primary school level within this study.

Since acts of violence occur at schools that are the places responsible for the education of students, schools could be thought as insecure places. Schools should be places where children must feel themselves secure who try to become acclimatised to a different environment after when being away from their home and family. However, it has been observed that violence acts take place at schools and these incidents are made public through the media. This situation is worrying for both parents, children and other stakeholders. Because education is a multifaceted and multi-component process, it is also happening officially in schools. any problems that occurred with one of these components affects the entire process. The violence occurred at the school affects not just students and their families, but also other components such as teachers and administrators. As a result, schools and educational processes lose on their attractiveness due to this insecurity environment.

Taking into consideration all gathered data violence is a multi-dimensional phenomenon and the reasons of violence are based on various factors. As well as familial, these factors could be societal, biological, and economical. Acts of violence could be seen in every stage of life; therefore, it is observed also at schools which are a part of life. The reasons for the acts of violence at schools could be examined and the features of students and teachers could be found out for this purpose. Peaceful methods could be taught to students, teachers and other stakeholders to prevent violence and suitable models could be presented within this context. Anger management techniques could be taught to students, parents and other school staff. Security measures could be tightened, and students could be informed about them with the purpose of preventing sexual violence at schools. Students and parents could be told it is not their fault having been exposed to sexual violence and there are always people willing to help when such an incident takes place. The acts of violence at schools could be archived. It may not be possible to prevent all acts of violence at every stage of life; however, all the stakeholders should cooperate with each other to prevent violence at schools. Furthermore, various studies could be figured based on different models related to violence.

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