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The Perceptions of Sixth Grade Students about Violence from Two Different Secondary Schools Representing Low Socioeconomic Level

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Violence as a universal phenomenon affects societies deeply and causes irrecoverable damages. Not being exposed to violence directly, children who witness violence may consider it as a way of problem-solving. This study shows 6th grade middle school students' definition of violence, which kind of violence they witness, what kind of people that give harm, what they feel when they meet violence and what can be done to prevent this violence. With this aim, 66 6th grade students from two different secondary schools (31 female %47, 35 male %53) that represent a low socioeconomic level were conducted a survey in Samsun to show their opinions about violence. In this study, a descriptive analysis technique was used and students define violence mostly as physical (n=58, %58) and emphasize it. Some of the children think that people who apply violence are bad (n:33, % 38.8), which leads to a conclusion that these students described their own feelings (n: 32, % 38) as being nervous and sad. When they were asked about their suggestions, mostly they gave an answer about model behavior and reconciliation (n=18, %23.7). As it's a learned behavior, parents, teachers, and media's effect is unavoidable to prevent violence.

Keywords: Child, Violence, Secondary school, Low socioeconomic level.

INTRODUCTION

Generally considered as a minor problem in society, violence with its changing aspects has become an enormous threat both to parents, educators and the society itself. Our world is in a constant changing process. Even though technology makes our lives simpler and presents us a number of opportunities and advantages, it also has an undeniable impact upon our habits, life styles and creates a threat on them (Çubukçu & Dönmez, 2012).

For the word sense, violence means material and emotional negativity against one's physical and psychological integrity. This negativity consists of two different terms: power and aggression (Ayan, 2006). Violence is a phenomenon which exists in every aspect of life and which can be found in every society on earth. The reason for why violence is considered in similar terms in all societies is that

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it gives severe harm both to individuals and to society (Teyfur, 2014). Violence is both a psychological and a social problem. A number of factors such as the abstraction of the youth from social life, inability to adapt to urban life, lack of the habits and opportunities for recreation, unemployment and the lack of economic opportunities may easily result in violence (Çubukçu & Dönmez, 2012).

Violence can be frequently encountered in different aspects of both individual and social everyday life. Torture, threat, suppression, injuring, murder, punishment, rebellion etc, can be regarded as types of violence which can be constantly seen in every society (Ayan, 2006).

In French, violence is defined as making someone do something out of will by applying force and pressure. Violent actions can be regarded as pressure, assault, brute force, physical or psychological pain or torture, injuring and hitting. Violence takes its roots from power. A healthy society is defined as an entity where the problems are tried to be solved habitually rather than a community where no violent actions occur (Kocacık, 2001). Violence is one of the most important factors which affect the physical and emotional developments of children. Children may encounter with violence either in family, in school or in friend groups (Deveci, Karadağ & Yılmaz, 2008).

Violence may choose individuals and train them involuntarily yet in a serious spirit, it begins in early ages, proceeds resolutely and chooses its own students (Güleç, Topaloğlu, Ünsal & Altuntaş, 2012). It can easily be stated that violent actions are the results of actions formed by the individual and social factors; the violent actions used against the individuals cannot be separated from the social conditions to which the individuals belong and likewise the violent actions in society cannot be thought differently from the individuals' personalities. Therefore, it is obvious that the individuals that grow up in healthy social conditions are supposed to create healthy social structures and the inefficiency of social conditions may lead to unhealthy personal developments, thereby creating individuals who perform aggressive and violent actions in their natural and social surroundings (Ayan, 2006). Having become one of the most studied and interesting research fields, violence has also become attractive to sociologists as well as to the researchers from other disciplines. Sociologists underline the fact that violence as a phenomenon can be analyzed within an integrated perspective, within the dynamics of social relations as the conflicts are seen between the individuals and groups with intimate relations. It must be kept in mind that aggression and violent actions are generally seen between individuals and groups with close relationships (Kocacık, 2001). As known for years, violence cannot be determined out of genetic constitution. Therefore, environmental factors have begun to be examined. It can be easily observed that humanly behaviors in society may transform into violent actions when encountered with distress. So, whether it is individual or social, violent behaviors are regarded as the same as the violent actions in primitive societies and in children (Güleç, et al., 2012).

The researches have presented that there are three main factors leading to violence. The first factor is family and environment, the second one is educational background and the last but not the least one is media. Undoubtedly, these institutions and apparatuses have an important impact on personal development and on the development of attitudes and behaviors towards violence and world views as the fanatical factors have an effect on developing violent actions in sports, religious and political world (Ayan, 2006). Today media is the most effective factor triggering violence. It is clear that media presents violence as a natural phenomenon and children are the most affected risk group. This results in children to conceptualize violence as a part of their everyday life (Teyfur, 2014). Researches have displayed that young people and especially children who are exposed to media tools are affected negatively and internalize violence. However, what is more threatening is that society becomes gradually numb against violence as a result of media's presenting it constantly (Zorlu, 2016).

Violence is a concept which varies by period and society. The aggressive instinct behind violence is acquired during the socialization process. Media accelerates this acquisition process (Kocacık, 2001). The students who fired guns in 'Paducah-Kentucky, Jonesboro-Arkansas, Littleton-Colorado' were playing violent video games. Before they killed themselves, Eric Harris and Dylan Klebold injured 23 people and killed 13 people in Littleton. They were students of Columbine High School and they played a bloody and violent video game named Doom. Harris even created a personal version of Doom. In this version, there were two hitmen, extra guns, unlimited ammunition and victims who could not fight back. The effects in the game looked almost virtual (Anderson and Bushman, 2001).

It should be remembered that in real life, aggression and violent actions happen between individuals and groups with intimate relationships. For an action to be accepted as violent in a society, it should be related with the social elements, cultural structure and standards of judgment (Kocacık, 2001). Even though Cain had his own reasons for killing his brother, in religious scripts it was reflected as the first murder and the symbol of evil. It was labeled as deviant and forbidden. Although Abel knew that his brother would kill him, he could not think of being banished from God's will and therefore he obeyed. The religious scripts show Abel's attitude as an example as he behaved wisely and was against violence. As a phenomenon dating back to pre-historical times, violence is such an important issue as it was in the past and undoubtedly it will be so in the future. As a social fact, crime rates increase day by day and thousands of people are imprisoned. Finding out what pushes individuals to commit a crime is a must for coping with the increase in crime rates. It should be taken into consideration that most of the criminals are thought to be exposed to traumas in their childhood and traumas in childhood and disassociation are closely related (Güleç, et al., 2012).

METHOD

Research Design

In this research, which was carried out to determine the point views of 6th grade students towards violence, a screening model is used. The point views of students towards violence are described based on the data gathered from the open-ended surveys.

Study Group

The study group consists of 66 students (31 female and 35 male) from two different secondary schools representing a low socio-economic level in Çarşamba, Samsun during 2015-2016 school year's fall semester. The secondary schools were categorized by their socio-economic level, and the schools in the research were chosen randomly. The sample of the research consisted of the students in these two schools.

Table 1.

Demographic information about the students

		f	%
Sex	Female	31	47
	Male	35	53
	Total	66	100
Mother's educational background	Illiterate	8	12,3
	Literate	7	10,7
	Primary School	37	57
	Secondary School	11	17
	High School	2	3
	University	-	-

	Total*	65	100
	Employed	8	12,2
Mother's job	Unemployed	58	87,8
	Total	66	100
	Illiterate	-	-
	Literate	7	10,6
	Primary School	34	51,5
Father's Educational Background	Secondary School	19	28,8
	High School	4	6,06
	University	2	3,03
	Total	66	100
	Employed	58	89,2
Father's Job	Unemployed	7	10,8
	Total **	65	100

Data Collection Tools

In order to collect data, an open-ended survey developed by the researcher was used. The survey has two different parts. The first part has 5 questions about the personal information of the students. The second part aims at analyzing the viewpoints of the students about violence and there are questions as follows:

1. What do you think violence is?
2. What kind of violent actions do you witness? Can you give an example?
3. What do you think about the people who commit violence?
4. When you encounter with violent actions (in your family, in your surroundings and on TV), what do you feel?
5. What should be done to prevent violence?

For the validation of the survey, the research was expertized and as a result of the critics, the study was reviewed and applied. For the reliability of the research, the answers were analyzed by the researcher and an expert. As a result, the answers were categorized under "Consensus" and "Disagreement" parts. Miles and Huberman's formula was used for the reliability of the research and as a result of the calculation, the research was accepted as reliable with a value of $P= 77$. In qualitative researches, if consensus is above 70%, it is accepted as sufficient for the reliability of the research.

The questions in the survey were answered in written form by the students. All 66 survey forms were analyzed. While carrying out the survey, the students were given an hour to answer the questions.

* One of the students did not write down his/her mother's educational background as his/her parents are divorced.

** One student's father is decedent.

The students were told that the survey forms were not exams so they did not need to look at their friends' paper as the papers would be graded. It was also expressed that the information would remain classified, thereby creating an environment of trust.

Evaluation and Analysis

While analyzing the data gathered from the survey, descriptive analysis technique, one of the qualitative research techniques, was used. During the analysis, the data was categorized into themes and interpreted. The data was presented with frequencies and tables and the viewpoints of the students were quoted. Some of the answers in the study were eliminated as some answers were irrelevant, some of them were unclear and some of them were unreadable because of students' handwritings.

(2) The answer to the 4th question was eliminated as the student used the verb 'think' and thinking is not regarded as a feeling/emotion. Student's answer: "Whatever s/he does, I think they are pervert and cruel"

(7) The answer to the 5th question was also eliminated as the student's answer was ambiguous: "They should spend time with some people"

(19) The answer to the 3rd question was also eliminated as the student used an unknown term (çingen, kapaduran).

(29) The answer to the 5th question was also eliminated as the student answered the question as such: "The person who will be beaten up should not cause any problems"

(30) The answer to the 5th question was also eliminated as the student answered the question as such: "If s/he has children, as the children have report cards, parents should be graded and given report card according to the performance and respect of children.

(61) The answer to the 2nd question was eliminated as the student's handwriting was unreadable.

Ethics Committee Permit Information

Name of the Board Performing Ethical Evaluation: Ondokuz Mayıs University Social and Humanity Sciences Ethics Committee

Date of Ethical Evaluation Decision: 26.03.2021

Ethical Assessment Document Number: 2021/267

FINDINGS

In this part, the findings of the research are presented in tables and there are quotations from the students' answers. The first question of the second part of the survey is "What do you think violence is?". The answers and their frequency distribution are presented in Table 2.

Table 2.

The definitions of violence by students

Definitions of Violence	f	%
Physical Violence (Beating, slapping, pushing, battering)	58	58
Verbal Violence (Swearing, mocking, insulting, labeling)	23	23
Killing	8	8
Stabbing/Wounding	6	6

The answers to the question “What is violence?” are as follows: 58% of the students think that it is physical (beating, slapping, pushing, battering), 23% of them think that it is verbal (Swearing, mocking, insulting, labeling), 8% think that it is murder, 6% think that it is stabbing/wounding and lastly 5% think that it is treating someone badly.

When looked at the findings, it can be clearly seen that the students define violence as physical (beating, slapping, pushing, battering) at first, then define it as verbal (Swearing, mocking, insulting, labeling). The reason for why the rates of physical violence including beating, slapping, pushing, battering are higher is that physical violence can be regarded as the most widespread and observable kind of violence in society.

The students define violence with a broad perspective:

(1) S/He defined violence as “a very bad behavior towards someone”

(2) “Violence is a bad behavior. For example, one of my friends hits me or calls me an idiot. This is an example of violence but a small one. However, there is much more amount of violence”

(47) “I think violence is men’s beating and insulting women. That is exactly what violence is”

(48) “I think violence is hitting, beating someone without any reason, stabbing a friend and hurting them with hard objects”

Table 3.

The types of violent actions students witness

The Course of Violent Actions	f	%
Physical Violence (Beating, slapping, pushing, battering)	55	42,9
Verbal Violence (Swearing, mocking, insulting, labeling)	26	20,3
Stabbing	22	17,2
Killing	13	10,2
Fired Gun	6	4,7
Abduction/Hostage-Taking	3	2,3
Robbery	1	0,8
Thief	1	0,8
Tormenting	1	0,8

The students’ answers to the types of violent actions they witness are as follows: a majority of the students (42,9%) thinks that it is physical violence (beating, slapping, pushing, battering), 20,3% of them think it is verbal violence (swearing, mocking, insulting, labeling), 17,2% of them think it is stabbing, 10,2% think it is killing, 4,7% think that it is firing guns, 2,3% think that it is abduction/hostage-taking, 0,8% think it is robbery and thief and 0,8% think it is tormenting. Here are some expressions of the students:

(7) ‘More and more fight is happening’

(10) ‘Knife attack, armed attack, robbery and hostage-taking’

(18) 'I see a lot of knife attacks on TV'

(20) 'They took alcohol football field and fought'

(26) 'Someone sees a person, beats, hits and kills him/her'

In the study of Yörük, Koçyiğit and Turan (2015), it can be clearly presented that the number of knives, guns and other sharp objects drawn in the pictures, the description of dead and injured people put forward how the images of pc games and TV shows leave a mark on children's minds. Along with guns and sharp objects, the pictures have a lot of bullets, blood and characters depicted while smoking, which is very striking. Objects such as cigarette and bead are greatly seen in pictures which contain violence while the objects are not seen in non-violent pictures.

It can be explicitly seen that violence to which children are exposed through their environment and media may lead to negative learning and is internalized.

Table 4.

The characteristics of people who commit violence

The Characteristics of People Who Commit Violence	f	%
Bad People	33	38,8
Aggressive/Assaulting/Angry	14	16,4
Addicted/Alcoholic	11	12,9
Insane/Psychopath	6	7
Antisocial/ Psychopath	5	5,9
Disbeliever/Sinner	3	3,5
Having No Expectation	2	2,4
Ignorant	2	2,4
Having No Control	2	2,4
Thief	1	1,2
Bad Friend/Having a Social Environment	1	1,2
Being a Laughing Stock	1	1,2
Silent/Calm/Weak	1	1,2
Hypocrite	1	1,2
Pure-minded	1	1,2
Half Innocent	1	1,2

The answers of the students to the question "What do you think about the people who commit violence?" are as follows: They are bad people (38,8%), aggressive/assaulting/angry (16,4%), addicted/alcoholic (12,9%), insane/psychopath (7%), antisocial/psychopath (5,9%), disbeliever/sinner (3,5%), having no expectation (2,4%), ignorant (2,4%) and having no control (2,4%), thief (1,2%), bad

friend/having a social environment (1,2%), being a laughing stock (1,2%), silent/calm/weak (1,2%), hypocrite (1,2%), pure-minded (1,2%) and half-innocent (1,2%). Here are some statements:

(23) 'They are bad ad rude people'

(26) 'They cannot control their anger and they are bad people'

(29) 'They are bad, merciless and fearless people'

(30) 'They are furious people who got rid of life and had an unfortunate experience in the past'

(56) 'The people who commit violence are thieves and they have harmful habits'

Table 5.

The feelings of the students about violence

	f	%
Worried/Anxious	32	38
Feeling Awful	20	23,8
Frightened	15	17,9
Empathetic	6	7,1
Furious/Angry	5	6
Pitiful	4	4,8
Unhappy	1	1,2
Prejudiced	1	1,2

When the students were asked how they feel about violence, they answered as follows: 32 of them (38%) feel worried/anxious, 20 of them (23,8%) feel awful, 15 of them (17,9%) feel frightened, 6 of them (7,1%) feel empathetic, 5 of them (6%) feel furious/angry, 4 of them (4,8%) feel pitiful, one of them (1,2%) feels unhappy and one of them (1,2%) feels prejudiced. Here are some statements:

(29) 'I feel frightened, worried and unhappy'

(59) 'I feel worried. I feel myself as if I was there'

(65) 'I feel pity for those who are exposed to violence, I sometimes cry'

(66) 'I feel awful because nobody wants to be hurt'

When students are faced with violence, it can be observed that they have negative feelings and they are badly affected by violent behaviors and attitudes.

Table 6.

Suggestions of students about how to prevent violence

	f	%
Showing exemplary behavior/Reconciliation	18	23,7
Calling the police/gendarmerie	14	18,4
Warning/Calming	10	13,1

Imprisonment	7	9,2
Fine/Penalty	4	5,3
Punishment	3	4
Informing the elders	3	4
Doctor/giving a psychological support	3	4
Training/Raising awareness	2	2,6
Rehabilitation	2	2,6
Death Penalty	1	1,3
Protesting	1	1,3
Legislation	1	1,3
Not answering back	1	1,3
Peacemaking	1	1,3
Police in the neighborhood	1	1,3
Immuring in	1	1,3
Conducting away from home	1	1,3
Monitoring	1	1,3
Curing with medicine	1	1,3

When students were asked about what should be done to prevent violence, their answers are as follows: They answered that they should show exemplary behavior or reconcile (n:18, 23.7%), they should call the police/gendarmerie (n:14, %18.4), they should be warned or calmed (n:10, %13.1), they should be imprisoned (n:7, %9.2), they should be given fine/penalty (n:4, %5.3), they should be punished (n:3, %4), they should inform the elders (n:3, %4), They should be given a psychological support (n:3, %4), they should be trained to raise awareness (n:2, %2.6), they should be rehabilitated (n:2, %2.6), they should be charged with death penalty (n:1, %1.3), they should protest (n:1, %1.3), they should make legislations (n:1, %1.3), they should not answer back (n:1, %1.3), they should peacemake (n:1, %1.3), there should be police in the neighborhood (n:1, %1.3), they should be immured in (n:1, %1.3), they should be conducted away from home (n:1, %1.3), they should be monitored with cameras (n:1, %1.3), they should be cured with medicine (n:1, %1.3).

(10) 'The people who commit violence must be told that violence is not a solution, a sweet talk should be used to solve problems'

(14) 'I use a sweet talk, intervene and call the police, if necessary I have a beaten-up'

(18) 'I prepare a protest about bewareing violence'

(20) 'We should calm down the angry people'

(26) 'I call the police, let the people around me know about the situation and I scream'

When the students' suggestions to prevent violence are analyzed, it can be seen that they make constructive suggestions such as showing exemplary behaviors/reconciliation, warning/calming,

letting the elders know, giving a psychological support, rehabilitation, not answering back and peacemaking and they also give some suggestions about calling the military and law-enforcement officers and punishments. As violence is considered as a negative behavior, it can be easily stated that the students make constructive suggestions to prevent violence.

DISCUSSION AND CONCLUSION AND SUGGESTIONS

When findings of the research are analyzed, it can be seen that students define violence firstly as physical (28 %) such as beating, pushing, slapping, and battering and secondly as verbal (23 %) such as swearing, mocking, insulting, and labeling. About what kind of actions the students witness, the answers are physical violence (42.9 %) such as beating, pushing, battering and verbal violence (20.9%) such as mocking, insulting, labeling in order. Physical violence is emphasized in the answers both with its definition and existence and this can contribute to the reason for why physical violence is the most widespread and apparent kind of violent actions in society.

The findings of the research have also matched up with the findings of other researches in literature. By World Health Organization, violence is defined as a phenomenon which results and is likely to result in physical injury, death, psychological damage or loss, applied by someone to himself/herself, to another person, to a group or a community physically and in an intentional way of using power or threat (Güleç, et al., 2012). On the other hand, George Gerbner and his colleagues, who have analyzed the samples of programs in prime time and weekend shows on American TV channels since 1967, define violence as a use of physical power or threat directed to himself/herself or the others including physical damage and death (Giddens, 2000: 394, as cited in Zorlu, 2016).

In their research which was carried out with 80 students between the ages of 9-11 Akbulut and Saban (2012) found out that the students drew pictures about a general state of violence applied physically in domestic sphere (the students did not draw pictures about themselves). Özkan and Çifci's research (2015) points out that 32,9% of 295 participants of the research were exposed to physical bullying. Baş and Kabasakal (2010) put forward in their research that the most frequent aggressive behavior among students is fighting. Yurtal and Artut (2008) make it apparent in their research that in 39% of the themes contain brute force, 28% of them contain using fired guns 25% of them contain stabbing, 7% of them contain hitting with a stick and 2% of them contain verbal assault in pictures. It is apparent that in pictures practices about physical violence are generally expressed. In the study of Totan and Yöndem, 2007, it is clearly stated that about the violent behaviors including bullying among students, 41,37% of them are verbal, 28,74% are social and 18,40% are physical violence. According to the Grand National Assembly of Turkey's Research Commission Report (2007) it is stated that of the students in secondary schools 22% of them encounter with physical, 53% encounter with verbal, 26,3% encounter with emotional and 15,8% encounter with sexual violence. In their research (Battaloğlu, İnanç, Çifci & Değer, 2013) state that the 13,1 % of the students explained their fathers applied physical violence at least for one time. 42,6% of the students were once exposed to physical violence and 30,7% of them are still and sometimes exposed to physical violence. In a research held in Hong Kong, it is stated that in order to discipline children physical punishment is used conventionally as a method and 95% of college students were exposed to physical punishment during their childhood. In a research held in Canada, 21,3% of children state that their mothers shout and yell at them for more than 6 times a year, 6,6% state that their mothers swear and curse them for more than 6 times a year and 5,8% state that their mothers threaten them with sending them away from home for once or twice a year. In a research in India, it is stated that 50% of mothers use verbal punishment and 42% use serious physical punishment as a way of disciplining their children. A great majority of Kuwaiti families state that when their children commit a serious crime, they beat them up until they are injured and some families state that they use such techniques of punishment as burning, locking them up in a dark room (Akduman Gültekin, 2010). According to results of the research carried out by Gözütok, Er and Karacaoğlu (2006), the most frequent physical punishment which students encountered in 1992 was slapping while in 2006 slapping left its place to ear pulling, which resulted in the increase in the frequency of being exposed to physical punishment. According to results of Teyfur's study in 2014, the rates of stabbing in schools increased from 1, 49% to 4, 23%. The most frequently observed violent element in programs for children is physical violence with a rate of 46%. In Şentürk and Turgut's study in 2011, the rate of using verbal violence by characters is 35%. In Teyfur's study in 2014, according to the newspapers, the most encountered tool used for committing violence in schools, physical strength is in the first rank in

newspapers with a rate of 36,92%. There are 28 news (43,08%) about using sharp objects and fired guns in violent actions. On the other hand, 13 news are use of verbal abuse while applying violence.

The reason for why rates of using physical violence is that it is the most frequent and apparent types of violence in society. Indeed, in the research of Güleç and others, physical punishment is regarded as a method of discipline in raising children in Turkish families and therefore it is widespread in our society. It is specifically stated that physical punishment methods are used in traditional families and in cities.

Özdemir states in his research in 2009 that the majority of the convicts in the study were graduate of primary school when they committed a crime. Kayatekin and his/her colleagues found out in their research which was carried out with 469 people diagnosed with mental problems and applied to forensic psychiatry service that 81% of the ill were either literate or graduate of primary school. When the demographic characteristics of the students in our research are considered, 7% of parents are literate, 8% of mothers are illiterate, 37% of mothers and 34% of fathers are graduate of primary school. Battaloğlu and his/her colleagues put forward in their studies that women who think that violence is a natural right of men, that deserve to be exposed to violence, that consider that violence is a part of their lives, that do not question violence, that have a low chance of choosing another life, that must be obedient are much prone to be exposed to violence and this group is seems less uneducated. The highest rate of violence exposed to mothers by their husbands belongs to the group of a low socio-economic level whose monthly income is under 1500 Turkish L. The rate of violent actions is the least in the group with the highest income amount.

The students expressed their feelings about violence such as “I get upset/afraid, I feel terrible, I sympathy with those who are exposed to violence, I feel angry/furious/ pitiful”. This finding matches with the finding in the research of Gözütok and others in 2006 (as cited in Deveci and others, 2008). Another prominent result of the answers in surveys in the research is as follows:

- (1) In the fourth question about how s/he feels about violence, the answer is that: “I feel terrible and I burst a blood vessel, I beat up the one who commits violence” The same student answered the fifth question as: “We should let the police know so that they put him/her up behind bars and beat him/her to death”
- (16) The student answered the third question as “I think no violent action is unreturned, if someone uses violence against someone, s/he is exposed to violence”, which can be considered as an answer to legalize, naturalize and normalize violence.

When children witness violence, they think that violence is a method of problem-solving, it is a part of domestic relationships and a way of controlling other people. It should be kept in mind that the physical punishments (such as beating up, deprivation) used in family, in school and in social environment of the children will trigger the violent actions of a child in future. Even though children are not exposed to direct violence in their families, schools and environments, the violent actions they witness can be regarded as an exposure to violence. Deveci, Karadağ and Yılmaz explain the negative impacts of physical violence on children in their research in 2006. One of the results of the research is the increase in turning into crime to beat a charge.

Physical punishments towards children and teenagers about their mistakes without understanding thoroughly and inquiring the reasons beneath may lead to the increase in aggressive behaviors. Children who cannot express themselves at home, in school and in social circle can generally choose violence as a way of expression. When children are not allowed to express themselves at home, in school and among friends and treat to be invisible in their social circle, this may lead to aggressive behaviors. In patriarchal societies (as in Turkish society) men can behave more destructively while solving problems, which is regarded as a display of masculinity and is often approved by adults. In male-dominated and oriental societies, these can be considered as reasons for using violence by men. When witnessed violence, children may perceive violence as a way of solving problems, that violence is a part of domestic relationships and a way of controlling other people.

A healthy relationship includes conflicts. What is important is how the problems are handled and resolved in a healthy and righteous way. Therefore, firstly individuals should know themselves and internalize the concept of empathy. These problems can be resolved by applying democracy to the

society beginning from families to government and reorganizing society with the rule of law principle. It should be remembered that physical punishments in domestic sphere, schools and social circles and verbal violence may trigger the violent actions of a child in future.

When anger management can be properly handled, violent actions will gradually decrease. Anger management plays a key role in preventing violence and violent actions as studies put forward that uncontrolled anger may turn into physical aggression.

Cultural transmission which used to be made face to face are made with mass media at present. However, researches put forward that along with positive effects, mass media help increase the anger, aggression and violent actions. The most vulnerable group to the damages of mass media is undoubtedly children. Television, internet and computer games prevent the socializing of children and their education, make children passive mentally and limits the social time activities of children such as spending time with friends.

In their research in 2015, Yörük, Koçyiğit and Turan put forward that the description of guns and sharp objects in pictures along with dead and injured people as an image show how computer games and soap operas have an effect on children's minds. Along with guns and sharp objects, the pictures have a lot of bullets, blood and characters depicted while smoking, which is very striking. Objects such as cigarette and bead are greatly seen in pictures which contain violence while the objects are not seen in non-violent pictures. In one of their another researches, it is clearly stated that although computer games and TV programs are not regarded as the mere impact on creating images on children's minds or forming their perception of violence, it should be kept in mind that students can/do not see or use the objects they describe in their real lives. In other words, it is very unlikely for a college student to see people killing each other with lightsabers or rocket launchers on streets. In this case, perhaps a majority of children would not have a set of violent images in their minds and subconscious about objects or actions that they have never seen. However, as a result of their favorite games and programs, nearly 50% of children had violent images on their minds and their perception of violence was formed.

In order to raise awareness in families, projects about gathering individuals in social networks in controlled ways can be carried out. The habits of watching television in families should be observed and parents should be informed about being selective while watching television with their children. Individuals, children at first, should be trained for reading and understanding the nature of media in order to be selective about what they watch, watch with a critical eye and become conscious about that mass media presents and creates fiction while watching television or surfing on the internet. The effect of parents, teachers and media on preventing violence as a learnt behavior is undoubtedly significant.

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Alt Sosyo Ekonomik Düzeyi Temsil Eden İki Ortaokulda Öğrenim Gören Altıncı Sınıf Öğrencilerinin Şiddete Bakış Açıkları

Genişletilmiş Özet:

Şiddet toplumda genel olarak küçük bir sorun olarak algılanırken, son dönemlerde şiddetin değişen yüzü, artık hem anne-babaları hem eğitimcileri hem de toplumun genelini kaygılandırarak bir boyuta ulaştı. Yaşamakta olduğumuz dünya, sürekli bir değişim içindedir. Gelişen teknoloji yaşamımızı kolaylaştırdığı gibi, alışkanlıklarımızı, yaşam tarzlarımızı etkilemekte, yeni fırsatlar ve kolaylıklar sağlamakla beraber bazı tehditler de oluşturmaktadır (Çubukçu ve Dönmez, 2012).

Şiddet, kelime anlamı olarak, insanın fiziksel ve ruhsal bütünlüğüne yönelik her türlü maddi ve manevi olumsuzluğu dile getirmektedir. Şiddet hem psikolojik hem de toplumsal bir sorundur. Gençlerin toplumsal yaşamdan soyutlanması, kent yaşamına uyum gösterememesi, boş zamanlarını değerlendirme alışkanlıklarının ve olanaklarının olmaması, işsizlik, ekonomik imkansızlıklar gibi birçok faktör şiddetin kaynağını beslemektedir.

Şiddet, çocukların bedensel ve duygusal gelişimlerini etkileyen en önemli etmenlerin başında gelmektedir. Çocuklar şiddetle bazen aile ortamında, bazen okul ortamında, bazen de arkadaş çevresinde karşılaşmaktadır (Deveci, Karadağ ve Yılmaz, 2008).

Çalışmanın Amacı: Evrensel bir olgu olma özelliğine sahip olan şiddet, günümüzde toplumları derinden etkileyen ve onarılması güç hasarlar bırakan bir olgu olarak değerlendirilebilir. Şiddete doğrudan maruz kalmasa bile, şiddete tanık olan çocuk şiddeti hayatında bir sorun çözme yöntemi olarak görebilmektedir. Bu çalışmada, ortaokul 6. sınıf öğrencilerinin şiddet tanımları, karşılaştıkları şiddet olaylarının hangi biçimlerde olduğu, şiddet uygulayan kişilerin özellikleri, şiddet olayları ile karşılaştıklarında neler hissettikleri ve şiddeti önlemek için neler yapılabilir noktasında görüşleri ortaya konulmaya çalışılmıştır

Yöntem: Çalışma betimsel tarama modeli ile yürütülmüştür. Çalışmanın katılımcı grubunu Samsun ili Çarşamba ilçesinde alt sosyoekonomik düzeyi temsil eden iki ortaokulda 6.sınıfa devam eden 31 kız (%47) ve 35 erkek (%53) olmak üzere toplam 66 öğrenci oluşturmaktadır. Çalışmanın verileri 2015-2016 eğitim öğretim yılında toplanmıştır. İlçedeki ortaokulların hangi sosyo-ekonomik düzeye girdiği belirlenerek, alt sosyo-ekonomik düzeyi temsil eden 2 ortaokul tesadüfi olarak tespit edilmiştir.

Araştırmada veri toplamak için araştırmacı tarafından geliştirilen açık uçlu anket kullanılmıştır. Bilgi toplama aracı olarak geliştirilen anket formu iki bölümden oluşmaktadır. Beş (5) sorunun yer aldığı birinci bölüm, öğrencilere ilişkin kişisel bilgiler ile ilgilidir. İkinci bölümde öğrencilerin şiddete bakış açılarını belirlemek üzere, öğrencilere aşağıda belirtilen 5 soru sorulmuştur.

1. Sence şiddet nedir?
2. Karşılaştığın şiddet olayları daha çok hangi biçimlerde oluyor, örnek verir misin?
3. Şiddet uygulayan kişiler sence nasıl kişilerdir?
4. Şiddet olayları ile karşılaştığında (ailende, çevrende, televizyonda) neler hissediyorsun?
5. Şiddeti önlemek için neler yapılabilir?

Anket formundaki sorular, öğrenciler tarafından yazılı olarak yanıtlanmıştır. Uygulanan 66 anketin tamamı (%100) değerlendirmeye alınmıştır. Anket uygulanırken öğrencilere sürelerinin 1 ders saati olduğu ifade edilmiştir. Bunun bir sınav olmadığı ve kimsenin kimseye bakmaya ihtiyacı olmadığı, anketlere (kağıtlara) not da verilmeyeceği, yazılanların sadece bu çalışma için kullanılacağı ve herhangi biri ile paylaşılmayacağı çocuklarla paylaşılmış, güven ortamı yaratılmaya çalışılmıştır.

Bulgular: Çalışmanın sonucunda öğrencilerin şiddeti daha çok fiziksel şiddet (n=58, %58) olarak tanımladıkları ve oluş biçimleri itibari ile de fiziksel şiddete (n=55, %42.9) vurgu yaptıkları görülmüştür. Şiddeti uygulayan kişilerden daha çok kötü kişiler (n=33, %38.8) olarak bahseden öğrenciler, şiddet karşısındaki duygularını en fazla (n=32, %38) ile üzüntü/endişe olarak ifade etmişlerdir. Şiddeti önleme noktasında öğrencilere önerileri sorulduğunda ise en fazla (n=18, %23.7) örnek davranış sergileme/uzlaşma olarak ifade etmişlerdir.

“Şiddet nedir?” sorusuna öğrencilerin 58’i fiziksel şiddet (dövmek, tokat atmak, itmek, darp etmek vb.) (%58), 23’ü sözel şiddet (küfür etmek, alay etmek, hakaret etmek, lakap takmak vb.) (%23), 8’i öldürmek (%8), 6’sı bıçaklama/yaralama (%6) ve 5’i kötü davranmak (%5) biçiminde yanıt vermişlerdir.

Öğrenciler, karşılaştıkları şiddet olaylarının hangi biçimlerde olduğu yönündeki soruya; öğrencilerin büyük bir kısmı fiziksel şiddet şeklinde olduğunu (dövmek, itmek, darp etmek, tokat atmak vb.) (n:55,%42.9), 26’sı sözel şiddet şeklinde olduğunu (küfür etmek, alay etmek, hakaret etmek vb.) (%20.3), 22’si bıçaklama (%17.2), 13’ü öldürme (%10.2), 6’sı ateşli silah (%4.7), 3’ü kaçırma/rehin alma (%2.3), 1’i gasp (%0.8), 1’i soygun (%0.8), 1’i de eziyet etme (%0.8) şeklinde olduğu yönünde yanıt vermiştir.

Şiddet uygulayanlar nasıl kişilerdir sorusuna öğrencilerin verdikleri yanıtlar şu şekildedir: Kötü kişilerdir (n:33, %38.8), agresif/saldırgan/sinirli (n:14, %16.4), bağımlı/alkolik (n:11, %12.9), akli dengesi yerinde olmayan/ruh hastası (n:6, %7), antisosyal/psikopat (n:5, %5.9), Allah korkusu olmayan (n:3, %3.5), hayattan beklentisi olmayan (n:2, %2.4), cahil (n:2, %2.4), kendine hakim olamayan/kontrolsüz (n:2, %2.4), hırsız (n:1, %1.2), kötü arkadaş/sosyal çevresi olan (n:1, %1.2), kendini komik duruma düşüren (n:1, %1.2), sessiz/sakin/güçsüz (n:1, %1.2), iki yüzlü (n:1, %1.2), saf (n:1, %1.2) ve bazen suçsuz (n:1, %1.2) kişilerdir şeklinde yanıt vermiştir.

Öğrencilere şiddet karşısındaki duyguları sorulduğunda ise öğrencilerin cevapları şu şekilde olmuştur: 32’si üzüntü/endişe hissettiklerini (n:32, %38), kötü hissettiklerini (n:20, %23.8), korku (n:15, %17.9), aynı şeyleri hissettiklerini (empati) (n:6, %7.1), öfke/kızgınlık (n:5, %6), acıma (n:4, %4.8), mutsuz (n:1, %1.2) ve önyargılı (n:1, %1.2) hissettiği yönünde yanıt vermiştir.

Öğrencilerin şiddeti engellemek için sundukları öneriler incelendiğinde, daha çok örnek davranışlar sergileme/uzlaşma, uyarmak/sakinleştirmek, çevreye/büyüklerle haber vermek, psikolojik destek vermek, rehabilite etmek, karşılıklılık gözetmemek, arabuluculuk yapmak gibi yapıcı önerilerde buldukları; ayrıca kolluk kuvvetlere haber verme, ceza yöntemlerini de öneri olarak sundukları görülmektedir. Şiddet istenmeyen, olumsuz bir davranış olarak değerlendirildiğinden öğrencilerin şiddeti önlemeye yönelik olarak daha çok yapıcı önerilerde buldukları söylenebilir.

Tartışma, Sonuç, Öneriler: Araştırma bulgularına bakıldığında, öğrencilerinin şiddeti ilk sırada fiziksel şiddet (dövmek, itmek, tokat atmak, darp etmek) olarak tanımlarken, ikinci sırada sözel şiddet (küfür etmek, alay etmek, hakaret etmek, lakap takmak gibi) olarak tanımladıkları görülmektedir. Öğrencilerin çevrelerinde karşılaştıkları şiddet olaylarının daha çok hangi biçimlerde gerçekleştiği yönünde ki yönündeki soruya ise fiziksel şiddet (dövme, itme, darp etme) ve sözel şiddet (alay etmek, hakaret etmek, lakap takmak vb.) olarak sıralamışlardır. Gerek şiddetin tanımını yaparken gerekse de oluş biçimleri itibari ile fiziksel şiddetin vurgulanması toplumda en yaygın ve görünür şiddet türlerinden birisi olması ile açıklanabilir. Çalışmada, öğrencilerin şiddetle karşılaştıkları ve istenmeyen bu durumdan dolayı olumsuz etkilendikleri zaman olumsuz duygular sergilediği görülmüştür. Bu nedenle öğrencilerin şiddeti önlemek adına daha yapıcı öneriler sundukları önem taşımaktadır. Çalışmanın bulguları alan yazındaki benzer çalışmalarla örtüşmektedir. Ailelerin farkındalığını arttırmak adına, bireyleri kontrollü bir şekilde sosyal ağlarda buluşturabilecek projeler geliştirilebilir, ailelerin televizyon izleme alışkanlıklarını gözden geçirerek, özellikle çocukları ile beraber izledikleri

programlarda seçici olmaları sağlanabilir, başta çocuklar olmak üzere, özellikle televizyon izlerken ve internet ortamında bulunurken sunulan her şeyi kabullenip pasif olarak izleme yerine; seçici davranma, eleştirel gözle bakma becerisi kazandıracak ve medyada sunulan pek çok şeyin kurgusal bir nitelik taşıdığı bilincini sağlayacak medyayı okuma, medyanın doğasını kavrama eğitimi yaygın ve etkin olarak verilmelidir. Öğrenilen bir davranış olması sebebiyle şiddetin önlenmesi noktasında başta ebeveynlerin, öğretmenlerin ve medyanın etkisi kaçınılmazdır. Öğrenilen bir davranış olması sebebiyle şiddetin önlenmesi noktasında başta ebeveynlerin, öğretmenlerin ve medyanın etkisi kaçınılmazdır.

Anahtar Kelimeler: Şiddet, Çocuk, Fiziksel Şiddet.