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## A STUDY ON THE UNIVERSITY STUDENTS' LEVELS OF TENDENCY TO VIOLENCE AND AGGRESSION IN RELATION WITH THE NEED THEY FEEL ABOUT RECEIVING INFORMAL ART EDUCATION (ERZINCAN CASE STUDY)

### ÜNİVERSİTE ÖĞRENCİLERİNİN İNFORMAL OLARAK SANAT EĞİTİMİ ALMA İHTİYACI DURUMLARINA GÖRE SALDIRGANLIK VE ŞİDDETE EĞİLİM DÜZEYLERİ ÜZERİNE BİR ARAŞTIRMA (ERZİNCAN İLİ ÖRNEĞİ)

**Orhan Taşkesen**  
Erzincan University, Turkey

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**Abstract:** This study was carried out to detect the university students' need levels of receiving art education informally, and to determine if there is a significant difference between the levels of tendency to violence and aggression levels according to the need they feel about receiving art education informally. This study was conducted with 182 (78 male, 104 female) students who study at Erzincan University. "Scale of need for receiving art education informally" developed by the researcher, "Aggression Scale" developed by Tuzgöl, "Scale of tendency to violence" developed by Göka, Bayat and Türkçapar were used respectively to measure the students' needs for receiving art education informally, to measure the levels of aggression, and to measure their "tendency to violence". In the analysis of the data, Kruskal Wallis H test, one of non-parametric tests, was used to compare scores belonging to the dependent variable of the unrelated sample and Person Correlation Coefficient was used to determine the relationship between the two variables. At the end of the study, according to the need they feel about receiving art education informally, no significant difference was found between the students' levels of aggression and tendency levels to violence. In a positive way, a significant relationship was found out between the students' levels of aggression and tendency levels to violence.

**Keywords:** *Art Education, Informal Education, Aggression, Tendency to Violence*

**Özet:** Bu çalışma üniversite öğrencilerinin informal olarak sanat eğitimi alma ihtiyacı düzeylerini belirlemek, informal olarak sanat eğitimi alma ihtiyacı duyma durumlarına göre saldırganlık düzeyleri ve şiddete eğilim düzeyleri arasında anlamlı bir fark olup olmadığını tespit amacıyla yapılmıştır. Araştırma Erzincan üniversitesinde öğrenim gören 182 (78 erkek, 104 kız) öğrenci ile yürütülmüştür. Öğrencilerin informal olarak sanat eğitimi alma ihtiyaçlarını ölçmek için araştırmacı tarafından geliştirilen "İnformal Olarak Sanat Eğitimi Alma İhtiyacı Ölçeği", saldırganlık düzeylerini ölçmek için Tuzgöl tarafından geliştirilen "Saldırganlık Ölçeği", şiddete eğilimlerini ölçmek için ise, Göka ve Bayat ve Türkçapar tarafından hazırlanmış olan "Şiddet Eğilim Ölçeği" kullanılmıştır. Verilerin analizinde ilişkisiz örneklemin bağımlı değişkene ait puanlarını karşılaştırmak için non parametrik testlerden KRUSKAL WALLİS H testi, iki değişken arasındaki ilişkiyi belirlemede ise, Person Korelasyon Katsayısı kullanılmıştır. İnformal olarak sanat eğitimi alma ihtiyacı duyma durumlarına göre, öğrencilerin saldırganlık düzeyleri arasında ve şiddete eğilim düzeyleri arasında anlamlı bir farklılık bulunmamıştır. Öğrencilerin saldırganlık düzeyleri ile şiddete eğilim düzeyleri arasında pozitif yönde anlamlı bir ilişki bulunmuştur.

**Anahtar Sözcükler:** Sanat Eğitimi, İnformal eğitim, Saldırganlık, Şiddet eğilimi

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As the World Health Organization states too (WHO, 2002a) violence has always taken place in humans lives. However, it is observed that globalization, communication tools' getting common, rising in the individual and public security demands, armament, renewal in the present arms according to the new developments in the area, individual and public financial problems, plans about getting near to the natural resources getting rare day by day are some of the reasons of individual, domestic and public violence's increase.

The fact that violence is a big and growing problem for the world was first accepted at 49<sup>th</sup> World Health Assembly in 1996.(WHO, 2002a) World Health Organization's study's results which was done after 6 years 1996shows that the violence acts are some of the most serious problems for individuals, families and public and these acts are still going on. According to the WHO's (2002a- p.9-10) report on violence and health in the year 2000, violence acts over the globe are the major reason for deaths. According to the report, every year 1.6 million people dies because of the violence and even more than these people suffer from sexual, psychological and mental problems because of this reason. Deaths related interpersonal violence is the half of the cases and deaths related suicide is the one third of all cases and deaths related war is the one fifth of all cases. Before the report, the research done by WHO in the year 2002 (p.9) shows that 10%interpersonal violence related, 6% war related, 16%self violence are the percentages of worldwide death reasons.

Another important point in the report is Turkey's being a place where suicide cases, are seen as both self violence and interpersonal violence, happening too often.

The scene seen in the WHO's report is in the same parallel with the statistics published by Turkish Statistical Institute (TSI) (2008). According to the TSI's research on the reasons of death, the number of deaths related killing someone on purpose and traumatism and judicial intervention is 333, and the number of deaths related suicide and traumatism is 1595. The number of deaths caused by traffic accidents is 1779 and when this information taken into consideration, the total number of just that two kind of violence related deaths' number is outnumbered the deaths caused by traffic accidents and traffic accidents are seen as the top reason for deaths.

According to the WHO's report (2002b, p.16), violence acts are taking place especially between the ages 15-29. Also, TSI's data are in the same parallel with this data. TIS's table on "according Turkish Penal Code and special laws, the settled cases and the age grouped suspects" shows that the 12-14 age group's number is nearly 31500, however when it comes to 15-17 age group the number is 82000.

It is stated that although it is a basic problem for human life, there is no exact and universal definition of violence. Michaud (1986, p. 5, 6, 12) states about violence that there is neither a universal coute nor a universal knowledge and this lack of knowledge about violence is the result of public's violence rooted acts' being seen as special norms of public and kinds of them. In the WHO's report (2002a, p.5) violence is defined as individual's destruction against himself/herself, another person or a group and acts ending up (or mostly ending up) hurting, killing, giving psychological damage, causing lack of growing up or negligence, power usage on purpose or threat of using.

When the reasons of violence and acts cause violence are searched, a chaotic table turned out. The reason of this chaos is thought as the complex structure of human psychology. Many researchers are in the opinion that the reasons of violence in public and sources of these reasons

have various roots and depend on many different factors and these factors have both positive and negative effects on individuals. Some of the researches claim that the aggression is an instinct and happens naturally inborn however some of them claims that it is a learnt thing through life experience. Uzman and Temiz (2007) state that if aggression was naturally inborn then it would be seen in the every family member however some of them can control the aggression. "Individuals can have both aggression and violence tendency however they do not turn into action unless the person loses the self control." (Uzman, E. & Temiz, E. 2007, p.88). In this context we can say that violence and aggression are not learnable act and controlling these acts is learnable. Kızmaz (2006 ; 1) says that relating whole violence acts to individuals factors is not true but family, peers and family factors should also be taken into consideration. Fromm ( 2008, p.17) states also that removing factors related to violence and putting changes related good behavior will be efficient on violence crimes.

Another factor resulting in aggressive behavior is inhibition. Moeller (2001, p.31) shows that inhibition has a major role in some kinds of aggression forms. It is claimed that aggression's expression suppress the inhibition feeling, when the individual's aggressive behaviors are set free, the next aggression will be less powerful and inhibition makes aggression more visible and cause a powerful instinct to act aggressively. Fromm (2008, p. 20) states that inhibition is a result of being inhibited and in case of any wishes or necessities are not came true, there are aggressive behaviors observed in animals, children and teenagers.

It is a widely known thought that art can help soul for purification and this thought dates back to Aristotle. Aristotle explains the aim of art is not just arousing aesthetics pleasure but also making a purification of soul from evil effects. "Tragedy's duty is purification of soul from passions and creating petty and thrill feelings." (Aristoteles 1993, p. 22). Today there are clues about aggression especially as a result of inhibition can be tolerated with the help of creativeness and productivity. Fromm says related to the topic (2008, p. 25) talking about the types of violence, if a man is weak, his productivity turns into violence and a man who cannot produce will want to destroy and when he destroys, he put a monster role on himself. Besides this, Freud (2007, p. 107) has the opinion that artists can be free from the aggression with the help of art and the pleasure they gave to audiences is helpful for decreasing the tension. Freud defines the artists' pleasure gave to the audiences as "seduction prize" or pre-pleasure" and claims that this pleasure is reducing the aggression in human soul. Again Buyurgan and Kumral (2007, p.99) states that art education could be efficient for peaceful, tranquil and relaxing mood against aggression. In a symposium arranged in 2007, Ozsoy states that there is not a single treatment for aggression but an early education in art, sports and counseling could have big effects on a healthily grown up individuals. This situation shows us that taking art classes should not be just in formal training but in daily life, too. Formal training has some boundaries and could not give response to every demand. Budak (2009, p. 697) mentions about the inadequacy of formal training and claims that goal and means incoherency, giving knowledge which will be used for once , giving importance to book knowledge, insufficiency of communication and IT knowledge, negative perception against learning by giving over importance to success, giving no importance to individual differences could be problematic. Budak also states that those insufficiencies are the reason of lifelong learning concept's getting common and this paradigm could put an end to encyclopedic knowledge obsession and illiteracy old fashioned teaching methods and excessive exportation. (Budak, 2009 697) As in every formal training field, art is also limited under these conditions. Giving just a forty minutes to art education in elementary education, not being compulsory in high school, the optional lessons being not that optional but choosing by the school management according to the schools' conditions, and also optional lessons like music and body training are less demanding and they are not requires so much financial and physical source so the management prefers such lessons over art education. Göksan, Uzundurukan & Keskin (2009)

states that lifelong education is not an alternative for formal training; it is a kind of compensation for the lack of formal training or discovering the abilities that are not discovered before.

In this context, when the studies on art education's positive effects on human soul and aggressive behaviors, it is thought that informal art education (exhibitions, friends, concerts, courses, magazines etc.) need level is whether change the aggression level and if there is a connection between them. Research;

- a) In which level the students need to take informal training on arts;
- b) If there is a meaningful difference between the students willingness to take art education and aggression tendencies;
- c) If there is a meaningful difference between the need of taking art education and violence tendency;
- d) It is aimed to research if there is a meaningful difference between violence tendency and aggression tendency in students.

## **Method**

### *Subjects*

This study is an appropriate associational survey model and done for if there is a difference between aggression level and violence tendency when the informal art education is in question in University of Erzincan students. The research is done with the attendance of students from Erzincan University Faculty of Arts and Sciences Department of Fine Art Education Musics Teaching (36 students), Department of Elementary Education Primary Teacher Teaching (50 students), School of Health Services Nursing and Care Services Child Development (40 students), Emergency and Disaster Management (34 students), Physical Education and Sports Teaching (22 students). (Total number 182)

### *The Instrument*

To get the required data, three different assessment and evaluation instruments are used. They are (1) Aggression Scale, (2) Violence Tendency Scale, (3) Informal Art Education Taking Scale.

Violence Scale is advanced by Tuzgol (1998) to be able to observe the high school students aggression tendencies. Tuzgol, (1998) says violence scale consist of 45 items which are prepared to evaluate the behaviors related to obvious, hidden, physical, oral and indirect violence acts, 15 items of the scale does not consist violence and other 30 items does consist violence. Scale has 5<sup>th</sup> gradable answer options. Individual marks the one which is most appropriate for his/her personality from the scale and the options are (5) Always, (4) Often, (3) occasionally, (2) rarely, (1) Never. Scale's 13 options are already have negative meaning so the marking are done according to this. Backwarded markers and the others' total gives us the individual's aggression point. The higher the test point result, the higher the aggression level in the individual. The researcher's test's repetition to control the liability is 0.85 Pearson Product-Moment Correlation Coefficient. Besides this, the scale's Cronbach reliability coefficient is 71. For the scale's discriminant validity study, a group of high school students having violence tendency and another group high school students having no violence tendency are compared to get points of scale and the difference between them shows that there is a meaningful difference and this scale can evaluate violence related acts.

Violence Tendency Scale (Turkish Republic, Prime Ministry, General Directorate of Family Research 1998, p. 46) Goka, is developed to use for a research called "Violence and

Aggression Tendency in High School Students" by Ministry of National Education. The scale has 20 statements to find out the violence tendency between students for research. The answers given to the scale are arranged according to 4 point Likert scale. All the assessments are done by giving 4 to totally relevant and 1 to completely irrelevant. All the statements are unilateral in the scale. According to this, a higher grade from the scale means higher violence tendency and a lower grade means lower tendency of violence. According to point based assessments, 1-20 points means there is very little tendency of violence act, 21-40 points means there is a little tendency of violence, 41-60 points means there is high tendency of violence and 61-80 points means there is a very high tendency of violence. Cronbach alpha value for the scale (0.76) shows that there is an inner balance of scale.

Informally Taking Art Courses Need scale has 25 statements to evaluate the need of taking art classes, interest and awareness in art fields like music, theatre, poetry, movies. Scale has 5th gradable answer options. Individual marks the one which is most appropriate for his/her personality from the scale and the options are (5) Always, (4) Often, (3) Occasionally, (2) Rarely, (1) Never. All the assessments are done by giving 5 to "Always" and 1 to "Never". According to this, a higher grade from the scale means higher need of taking art classes and a lower grade means lower need of taking art classes. Grouping done based on total points, lowest point (29) is deducted from the highest point (114) and the result is divided into the number of groups. According to this grouping, points between 29-50 means their necessity of taking art classes informally is low, points between 51-72 means average, points between 73-94 means good and points between 95-114 means there is a high necessity of taking art classes.

Informally Taking Art Courses Need Scale is surveyed to a 30 students group in 20 days interval and Cronbach alpha internal consistency reliability is 90 and 91. The scales reliability co-efficient to work itself is Cronbach alpha 88. Besides this, every 25 statements' are looked for distinctiveness (statement total test correlation) to find out which ones are working. For every statement in the scale, statement total test correlation is changing between 0.262 and 0.680.

### *Data Analysis*

Statics related to variables, correlation and variant analysis are tested with SPSS 15.00 programme on .05 significance level. Students' "Informally Taking Art Courses Need scale" points calculated to see how much they need to take informally taking art courses, "aggression scale" points are calculated to see how much the violence they have, "Violence Tendency Scale" points are calculated to see their violence tendency points. The relation between informally taking art courses need and students' aggression points are tested. In the research, KRUSKAL WALLIS test is used because the normality hypothesis could not be handled. Besides this, to test the correlation between Aggression point and Violence tendency points, one of the simple linear correlation techniques Pearson product-moment correlation is used.

### *Findings*

The findings of the study are presented in the order of the research questions.

*a) According to data on in which level the students need to take informal training on arts*

Figurative statistics on Students' need level to take informally art classes are given in table 1.

Table 1

*Figurative statistics on university students' need level to take informally art classes*

Level Groups	N	%
<i>Low</i>	10	5.5
<i>Average</i>	49	26.9
<i>Good</i>	78	42.9
<i>High</i>	45	24.7
<i>Total</i>	182	100

As it is seen from the table 1, 5.5% of 180 university students at low level, 26.9% of 180 university students at average, 42.9% of 180 university students at good and 24.7% of 180 university students at high level to take informally taking art classes. It is possible to say that getting a result like 42.9% of students need to take art classes' informally, this is above the expectations.

*b) Data on relation between the students' willingness to take art education informally and aggression tendencies;*

Students' aggression level and violence tendency points, average points and standard deviation points are given in Table 2.

Table 2

*Figurative Statistics on Aggression and Violence Tendency Level Related to Students Needs of Taking Art Classes Informally*

Level Groups	Variables	Violence Tendency			Aggression		
		$\bar{X}$	S	N	$\bar{X}$	S	N
<i>Low</i>		41.60	8.78	10	116.10	20.07	10
<i>Average</i>		42.80	9.33	47	114.29	20.49	48
<i>Good</i>		41.35	9.50	76	111.44	18.58	77
<i>High</i>		42.65	11.21	41	109.04	19.69	45
<i>Total</i>		42.06	9.79	174	111.86	19.41	180

In Table 2, when we compared the violence tendency and aggression points of university

students according to their need of taking art classes informally, we can see that students whose need to take art classes informal are low, have nearly the same violence tendency with other students. Besides this, it can be seen from the table that average points do not change in the same parallel with level rising ( $\bar{X}$  low=40.60,  $\bar{X}$  average=42.80,  $\bar{X}$  good=41.35,  $\bar{X}$  high=42.06)

It is seen that the average of aggression level is rising with the need of taking art classes informally. ( $\bar{X}$  low=116.10,  $\bar{X}$  average=114.29,  $\bar{X}$  good=111.44,  $\bar{X}$  high=109.04 ) . Kruskal Wallis H test is used to test whether there is a meaningful difference in average points statistically and the results are given below.

According to students need to take art class informally, aggression points' Kruskal Wallis test results are given in Table 3.

Table 3

*Kruskal Wallis Test Results on Aggression Level Related to Students Needs of Taking Art Classes Informally*

Variable	Level Groups	Row Average	N
Aggression	<i>Weak</i>	103.65	10
	<i>Average</i>	96.14	48
	<i>Good</i>	88.18	77
	<i>High</i>	85.54	45
Total			180

Aggression	
Chi Square	1,759
Df	3
P	.624

As it is seen in Table 3, there is no meaningful difference between students' needs of taking art classes informally and their aggression levels. [ $\chi^2$  (3)= 1.759,  $p>.05$ ]. This evidence can be accepted as evidence and we can say that there is no reasonable difference between groups which are divided according to their needs to take art classes informally in their aggression levels.

*b) Data on relation between the students' willingness to take art education informally and violence tendencies;*

According to students need to take art class informally, violence tendency points' Kruskal Wallis test results are given in Table 4.

Table 4

*Kruskal Wallis Test Results on Violence Tendency Level Related to Students Needs of Taking Art Classes Informally*

Variable	Level Groups	Row Average	N
Violence Tendency	<i>Low Level</i>	81.60	10
	<i>Average Level</i>	91.22	47
	<i>Good Level</i>	84.10	76
	<i>High</i>	90.98	41
Total			174

	Violence Tendency
Chi-Square	.937
Df	3
P	.816

As it is seen in Table 4, there is no meaningful difference between students' needs to take art classes informally and their violence tendency. [ $\chi^2(3) = .937$   $p > .05$ ]. On such an evidence it is possible to see that there is no difference between students' needs to take art classes informally and their violence tendency.

*d) Evidences on Correlation Between Students' Aggression and Their Violence Tendency Level*  
Correlation between students' aggression and their violence tendency level is given in Table 5.

Table 5

*Pearson Correlation Coefficient on Correlation Between Students' Aggression and Their Violence Tendency Level*

		Violence Tendency	Aggression
Violence Tendency	Pearson Correlation	1	<b>.685**</b>
	N	180	172
Aggression	Pearson Correlation	<b>.685**</b>	1
	N	172	174



In Table 5, it is seen that there is a meaningful, average and positive relation between variables ( $r = .685$ ,  $p < .01$ ). According to this, it could be said that as violence tendency is getting higher, the aggression level is also getting higher. When determination number ( $r^2 = 0,46$ ) is taken into consideration, 46% of violence tendency total variant (changeability) can be explained by aggression or 46% of total variant (changeability) in aggression can be explained by violence tendency.

### Discussion and Conclusion

In this research, there is a comparison between students' violence tendency and aggression levels who takes art classes informally and who do not. Research aims at examining the relation between aggression and violence tendency and students' willingness to take art classes informally. According to the results of the research, there is no difference in aggression levels and violence tendency level for students who takes art classes informally and who do not take art classes informally. In the research, it is found out that university students' willingness to take art classes informally is at a good level, 42.9%. It is not at its optimum level but it is still giving hope for art education.

Besides these results, it is known that the researches on art education's effects on aggression and violence acts are not enough. Ucan (2007, p.23) states that "the humanistic, educative and civilizative effect on violence problem at schools is ignored." Even the number of them is not efficient; there are works on art education's effect on different behavioral levels. For example, a research done by Toy (2006) shows that between high school students who take art classes and who do not there is a difference when it is come to their personality development and art classes effects it positively and also there is a statistically meaningful relationship between adolescent social harmony and self development in who do not take art classes. These results by Toy are for both adolescent group and formal training. In this study the objects' being university students and art training's effect on them may cause not being able to get the differences which Toy get from his research.

Researches are done by Uzman and Temiz at university level (2007). In this study, 72 students from Canakkale Onsekiz Mart University, Faculty of Education, Department of Arts Education, Fine Art Training Programme and Music Teacher Training Programme students and Science Education 4<sup>th</sup> grade students get the "Aggression Inventory" and "Self Control Scale" so their aggression levels and self control levels are examined. It is seen that there is no meaningful difference between students' aggression and self control levels. The reason of not finding a meaningful difference by the researchers could be university life style and aggression inventory points' being low could be the result of regression after adolescent period and diminishing level of aggressive behaviors. Keltikangas-jarvinen and Pakaslahti's (1999) work shows that regression through the last times of adolescent period could be a result of aggressive behaviors' getting diminish. (Akt. Uzman and Temiz, 2007, p. 97). Besides this, researchers think that this research is done in a small environment and if the population is bigger, there will be more meaningful results.

The results of this study are in the same parallel with the results of Uzman and Temiz's research. However it is different from other works in the field of art education's effect on aggressive behaviors.

Coraklı, Barsamyan and Tuzcuoglu's study (2007) on relationship between music training students' success at piano classes and their personalities shows that there is a positive meaningful relation between the students' personalities and stress tolerance, spirit, sensibility,

being open minded and perfectionism. According to this statement, it is stated that there is a positive change in individual's personality in accordance with the success at art education.

Smith (2000) says in his "Art and Violence" study while researching the relation between art and violence that art classes thought at schools can give students humanistic value awareness, with different way of learning violence attitude could be changed. Also he argues that with the help of art education, teachers can recognize students' intellectual and emotional features.

Another research on formal art education's effect on aggression and violence behaviors is done by Taşkesen (2011) on Fine Arts and Sports Training High School, Painting Department students and General High School students to understand the difference of their aggression and violence tendency levels. Fine Arts and Sports Training High School Painting Department students' tendency of aggression and violence tendency levels are dramatically lower than General High School students' level. Besides this, Fine Arts and Sports Training High School Painting Department students' class levels are affecting their violence tendency and aggression levels and it has a dramatic positive reduction and also at 4<sup>th</sup> grade there is a little increase due to the exam stress. There is no difference between students' violence tendency level and their class grades. The statements like on high school level formal art education affects aggressive behaviors in this research is in the same parallel with abovementioned studies.

Besides this, there is a positive and meaningful relation between students' aggression levels and violence tendency levels. Taskesen's findings on high school students' violence tendency and aggression levels relation's having a real correlation is in the same parallel with this statement.

As a result, formal art education at adolescent period is effective in violence and aggression levels, but at post-adolescent period it does not make meaningful difference.

Besides researching formal art educations' effects on aggression and violence behaviors, making comparison between their need to take art education especially at adolescent period and their aggression and violence points could be helpful to find important statements.

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