Middle school teachers' featured attitude, behavior for prevention of violence in schools; a sudy, development scale in Turkey

1 author:

Nazan Savas

Mustafa Kemal University

49 PUBLICATIONS   **214** CITATIONS

Araştırma / Research Article

Ortaokul öğretmenlerinin okullarda şiddeti önlemede öne çıkan tutum ve davranışları; Türkiye'den bir ölçek geliştirme çalışması

Middle school teachers' featured attitude, behavior for prevention of violence in schools; a sudy, development scale in Turkey

Nazan Savaş, Tacettin İnandı, Ersin Peker, Ömer Alışkın

ÖZET

Amaç: Ortaokul öğretmenlerinin okullarda şiddeti önlemede öne çıkan tutum ve davranışlarını belirleyerek ölçek geliştirmek amaçlanmıştır. **Gereç ve Yöntem:** Antakya evrenini temsil eden 232 öğretmen seçilerek, araştırmacıların geliştirdiği anket ve ölçek uygulanmış, geçerlilik ve güvenilirlik analizi yapılmıştır. **Bulgular:** Ölçeğin Kaiser-Mayer-Olkin değeri 0.873, Barlett test sonucu 2505.7 (p<0.001), Cronbach Alfa güvenilirlik katsayısı ise 0.902'dir. Ölçekte varyansların toplam açıklama oranı %61.9 olup, 7 faktörden oluşmaktadır. Sırasıyla bu faktörler; 1.Öğrenci merkezli, öğrenci katılımını sağlayan uygulamalar yaparak bunları düzenli değerlendirmek. 2. Veli merkezli uygulamalarla öğrencinin iletişim becerilerini ve özgüvenini geliştiren eğitimsel bir çevre oluşturmak. 3.Okulda şiddet için riskli yer, zaman ve durumlara müdahale ederek öğrencilerin şiddete karşı savunuculuk becerilerini geliştirmek. 4.Şiddeti önleme programlarına katkı sağlamak. 5. Öğrencilerle birlikte sınıf kurallarını belirlemek ve kurallara uymak. 6. Öğrencilerle bir arada şiddete karşı aktiviteler yapmak. 7. Öğrencilere önyargılı olmamak ve şiddet olaylarını saklayıp görmezlikten gelmemek. **Sonuç:** Öğretmenlerin veli, öğretmen, öğrenci ve okul çevresini bir arada içeren tutum ve davranışları okuldaki şiddeti önlemede önemli yer tutmaktadır. Bu tutum ve davranışları içeren ölçekle öğretmenlerin şiddet önlemedeki durumu değerlendirilebilir.

ABSTRACT

Aim: The aim was to determine the middle school teachers' featured behavior to prevent violent and to create a scale. **Method:** 232 teachers who represent population of Antakya participated. The Scale that is created by the researchers were performed. The validity and reliability analysis were done. **Result:** Kaiser-Mayer-Olkin value of the scale is 0.873, result of the Barlett test is 2505.7 (p<0.001) and Cronbach Alpha reliability coefficient is 0.902. The rate of total variance explained on this scala is 61.9% and it consist of seven factors. These factors, respectively; 1.There were student-centered exercises, which enable students to participate, and evaluation of exercises regularly. 2.There were creating educational environment that improve the students' communication skils and their self-confidence with exercises that are parent-centered. 3.It was about improving students' social relations and their defence skils against violence with teachers' response in the time, place and situation which carry risk for students. 4.There was teachers' contribution to programs that prevent to violence. 5.There were establishing class rules together and taking part in applying these rules. 6.There was a teachers' exercise to make students come together to do an activity against violence. 7.It includes teachers being not prejudiced towards their students and not hiding violent events. **Conciliation:** As a result theachers' attributes and behaviors which include parents, theachers, students and school environment take an important place to prevent violance in schools. Theachers' situation that is about preventing the violence can be evaluated with the scale that includes these attributes and behaviors.

INTRADUCTION

Violence Prevention Alliance (VPA) has defined violence "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation "in the *World report on violence and health"* (WRVH) (1). According to Center for the Prevention of School Violence in the North Carolina Department of Juvenile Justice and Delinquency Prevention; "school violence" is "any behavior that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions, and disorder" (2). A person who use violence and whose aim that arm bodily to victim consciously in which underlie physical violence that damage to life (3). On the one side of this violence, there is small act enough to hurt someone such as tearing hair and pulling ears, on the other side there might be violence that leads to physical injury and death

(4). According to a research carried out in high schools in three different sociodemographic areas of the capital of Turkey by Sarp et al; 56.8% of students exposed to physical violence in the schools or outside of the schools are injured which was founded (5).

Bullying involves repeated physical, verbal or psychological attacks or intimidation directed against a victim who cannot properly defend himself or herself because of size or strength, or because the victim is outnumbered or less psychologically resilient (5). It has two key components: Repeated harmful acts and an imbalance of power (5). A large body of research shows the extent and impact of this form of school violence. According to an international HBSC (Health Behavior in School-aged Children) study carried out in 2008 in 18 Council of Europe member states, one in five adolescent boys between 11 and 15 years of age had been a victim of bullying, with the rate exceeding 40% in four European states (6). There are considerable national differences (less than 10% in Sweden and over 40% in Lithuania) and even local differences; according to H. Feltesse, this phenomenon affects 50% of pupils in some schools (7). A number of researchers believe that bullying occurs due to a combination of social interactions with parents, peers and teachers (8). The history of the parent-child relationship may contribute to cultivating a bully, and low levels of peer and teacher intervention combine to create opportunities for chronic bullies to thrive (9).

Numerous factors shape violence in schools (10). They include various cultural understandings of violence, socioeconomic factors, a student's home life and the external environment of the school. For instance, there can be great disparities between cultures and societies in defining what constitutes a violent act or environment (10). Because schools in different regions or nations have their own characteristics and experiences of violence (11). Therefore the strategies were made to prevent violence in the schools don't have same practicable procedure and they can change according to schools' climate (3).

United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that "no form of violence is justified, and all violence is preventable" in their different publications (10,11). Also UNESCO offers ten basic action areas with corresponding practical examples, designed for teachers to address and prevent violence in classrooms and schools (10). Causes of violence in schools are multi-faceted, stopping violence in schools requires multi-dimensional actions engaging all members of a school's community in a holistic manner. Especially teachers have a key role to play in stopping violence in schools, but they cannot tackle violence alone (3,10). Transmitting knowledge is only one part of what teachers do. They also make an essential contribution to the emotional and cognitive development of children, and play a central role in social development and change (10). Because teachers have the most detailed knowledge about their students (3). Therefore teacher training on student participation and on student-centred approaches is needed (11).

Otherwise early adolescence is a critical developmental transition, and such developmental transitions represent important windows of opportunity to alter risk factors and related processes (12,13). The entry to middle school brings with it important changes in individual and contextual risk factors that impact risk-taking behaviors (14).

On the basis of this informations; the teachers' behaviors are related to prevent violence in the middle school include 6th, 7th and 8th class can change according to regions, countries and even different regions in the same country. The purpose of this research was to determine the middle school branch teachers' featured behavior to prevent violent and to create a scale in the center of Hatay (Antakya) is located in Southern part of Turkey on the Mediterranean coast.

MATERIALS AND METHODS

Antakya where the research was done is in the Southern part of Turkey, is neighbouring on Syria and is the city where the people have different cultural and ethnic structure live. The urban population of Antakya in 2011 was 213296.

Population of the research and its size: population of the research are branch teachers work in 36 middle schools in Antakya. The number of teachers who work in this school was 691 in March 2012.

Sample size: The prevalence of the teachers' violence exposure when the teachers were student was 28% which was founded by Istanbul branch of Syndicate of Educaters Union in 2006 on the research include 2554 teachers and managers (15). The sample size was calculated as 214 by using the number of branch teachers (691), 28% prevalence, 95% confidence interval and 5% margin of error.

Sample selection: To select 18 schools from the list of 36 middle schools the method of systematic sampling was used. 359 branch teachers work in these schools in corporate into the research which was aimed.

Data collection: "The Teachers Scale for Violence Prevention in Schools" that was generated by the researchers and the survey was performed through administrators in between 26-30 March 2012 in the selected schools.

Questioner form: In the form, there are 11 questions about age, sex, branch, time spend in work, educational background related to violence prevention; place

educated the teachers; situation about violence exposure by another teachers or students; when the theachers were in middle school, situation about violence exposure and using violence; average of students' number in their class; situation about theachers' childrens' verbal and physical violence exposure and using violence. Five of these questions are open ended.

The Teachers Scale for Violence Prevention in Schools: Piskin's book of research The Scientific and Technical Research Council of Turkey (TUBITAK) was used to improve the scale (3). The scale includes 52 items (phrases/suggestions). Answers include a five point likert. These are never, rarely, sometimes, usually and always. In the positive items, were scored 1 to 5, in the negative items, were scored 5 to 1.

Statistical analysis: Frequency table, student-t test and Chi-square test were used to evaluate surveys' answers. The validity of the scale was evaluated with Factor analysis and reliability of the scale was evaluated with Cronbach Alpha value. Varimax factor was used, screen plot was drawn, data whose Eigen values are over 1 were taken into consideration. If every item contributed to factor, which is under 0.45, these items were removed from the scale and analysis was done again. Also convergent validity was determined by Pearson correlation analysis. The statistical analysis was performed using SPSS, for Windows, version 15; Chicago, IL. p<0.05 is meaningful, which was accepted.

As the KMO value is higher than 0.60, it indicates that it is convenient for factor analysis. Furthermore, Bartlett tests' p<0.05 is also an indicator of the convenience for factor analysis. Variance rate of first factor should be at least 30% of the total variance. Cronbach alpha value should be at least 70% which is required for the scale reliability. These conditions are considered in statistical analysis and comments.

RESULTS

Although 232 branch teachers from 18 middle schools were included in this research, 189 teachers (81%) have answered all of the items. Of the participants, 51.3% (119) was women, 48.7% (113) was men and the mean age was 37.69±7.69 (min.24, max.60). A significant difference between women (36.25±6.75) and men (39.19±8.33) was detected in point of age range (p<0.05). Their mean work experience was 13.44±6.70 (min. 2, max.36) years, and the difference between the women (12.43±5.89 years) and the men (14.50±7.48 years) was founded (p<0.05). Of the teachers, 46.6% (108) were verbal branch teacher (Turkish, Socialstudies, English, Religious Culture and Ethics), 27.2% (63) were non verbal branch teacher (Math, Science, Computer), 14.7% (34) were Art, Music and Gym teachers, 2.2% (5) were Guidance Counselor. 9.5% of the teachers did not

indicate their branch. Average number of students in a class was 34.43±7.16 (20-50).

With regard to expose verbal or physical violence of the participants; 14.2% (33) were exposed from students, 9.1% (21) were exposed from other teachers in the school **(Graphic1).** There were no differences by gender (p>0.05)
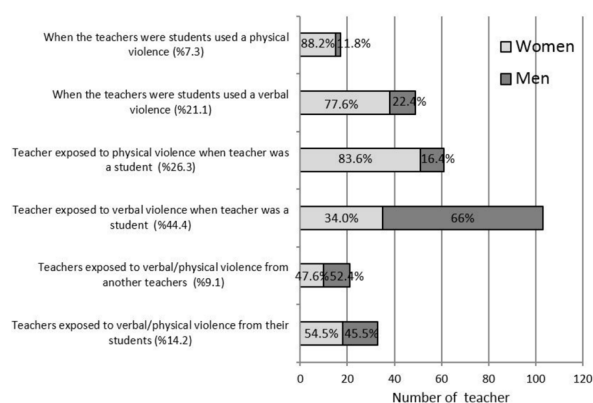
**Graphic 1.** The results of the teachers about school violence (N=232)

Of the participants 44.4% (103), indicated that they were exposed to verbal violence and 26.3% (61) were exposed to physical violence when they were at middle school as a student. 84.5% of the teachers who exposed to physical violence, and 83.6% of the teachers who exposed to verbal violence were men (p<0.001, p<0.001). There were no differences in the mean age between teachers have exposed not only verbal but also physical violence when they were at middle school as a student (p>0.05, p>0.05).

Furthermore, the teachers were evaluated according to using verbal and physical violence, they stated that, 21.1% (49) used verbal and 7.3% (17) used physical violence. when they were at middle school as a student. 77.6% of the teachers who used verbal violence, and 88.2% of the teachers who used physical violence were men (p<0.001).

When the teachers' children were evaluated according to exposing verbal or physical violence; 15.9% their children were exposed to verbal violence, 10.8% were exposed to physical violence. The situation awareness of the teachers about exposure physical violence to their children's were evaluated according to gender; woman teachers (20.2%) are more acquainted with their children's situations about physical violence than man teachers (8.7%) (p<0.05).

Of the teachers, 19% (44) were educated about straggle against the violence in the school. 58.5% of them were verbal branch teachers.

"The Teachers Scale for Violence Prevention in Schools" Validty Analysis, Factor Analysis: The value of KMO was 0.861 and the result of Barlett test was 4423.2, p<0.001 in the first factor analysis of the scale that is developed contains 52 items. The items that contributed to factors less than or equal to 0.45 were excluded from the scale. Until the items contributed to factor more than 0.45, factor analysis were repeated 7 times. In the last factor analysis seven factors composed of 30 items were acquired. KMO value and result of Barlett test of scale contain 30 items were found 0.873 and 2505.7, p<0.001 respectively **(Table 1).** All of the seven factors had an Eigen value with greater then 1 **(Graphic 2).**
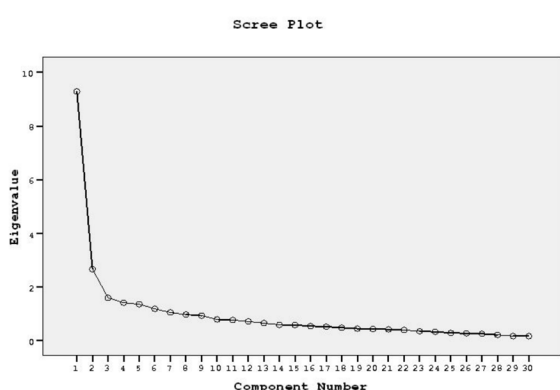
Graphic 2. Scree plot of the "The Teachers Scale for Violence Prevention in Schools"

As a result of factor analysis, total explanation proportion of the variances of the seven factors was 61.9%. Explanation proportion of first factor was 11.4%, besides 46.suggestion (I ask my students their suggestion about violence and how violence can prevent), 45.suggestion (I develop my skills about anger management, conflict and solve and I share this skills with my students), 47.suggestion (I encourage my students to tell what they know about violence and crime), 39.suggestion (I inform my students about what they should do, when they are exposed to violence) and 51.suggestion (I evaluate practice what I have developed to prevent violence to know that it is efficient or not regularly) take place in this factor respectively. Contributions of these suggestions to violence prevention in the school were 0.84, 0.75, 0.70, 0.59 and 0.45 respectively **(Table 1).** Explanation variances proportion of other 6 factors and contribution of 25 suggestions to violence prevention in the school were shown in the Table 1.

Furthermore explanation variances proportion of the 7 factors are examined below.

-In the first factor, there are exercises that are student-centered, accept that students are a sharer and enable students to participate besides evaluation of exercises regularly.

-In the second factor, there are creating educational environment that improve the students's communication skils and their self-confidence with exercises that is parent-centered, accept that parents are a sharer and enable parents to participate besides evaluating them.

-The third factor is about improving social relation of students and their defence skills against violence with teachers' response to the time, place and situation which have a risk.

Table 1. Factor Analysis of "The Teachers Scale for Violence Prevention in Schools " of middle schools' teachers (N=189)

Factors	1	2	3	4	5	6	7
InitialEigenvalues (% of variance)	30.96	8.89	5.33	4.73	4.54	3.97	3.51
Rotationsums of squaredloading (% of variance)	11.44	10.49	9.41	8.75	8.14	8.10	5.58
ITEMS (PHARASES)							
46- I ask my students a their suggestion about violence and how violence can prevent	0.83						
45- I develop my skils about anger management, conflict and solve and I share this skils with my students	0.74						
47- I encourage my students to tell what they know about violence and crime	0.70						
39- I inform my students about what they should do, when they are exposed to violence	0.59						
51- I evaluate practice what I have developed to prevent violence to know that it is efficient or not regularly	0.45						

Table 1. Resume

Factors	1	2	3	4	5	6	7
33- I encourage parent to visit school thus I provide cooperation between school and parents		0.64					
27- I inform parents whose children are exposed to violence or use violence definitely and I concert with the parent to solve problem		0.63					
24- I listen to my students and their parent when they complain about bullying and violence carefully, I treat seriously		0.61					
44- I invite the parents to talk about my students growing or their concern if they have		0.58					
23- I do activity and create an aducational atmosphere to improve my students' comunicationskils and their self-confidence		0.48					
25- I evaluate efficiency of research was done about violence with someone who have knowledge		0.47					
49- I improve my students' social skils while I teach them to behave other people kind, respect other people's opinions and appreciate other people			0.64				
19- I take necessary measures in the break time that has a violence risk			0.61				
50- I listen my students who have exposed to violence and have been damaged carefully			0.60				
41- I teach my students to tell stop to bully, protect person who is exposed to violence and let other people know when they witness violence			0.59				
18- I control places (school garden,narrow corridor, playground,toilets and nook) where have a risk of occuring events inculude violence			0.58				
40- I protect my students from the bully of my bigger students			0.51				
11- I contribute to schol to apply policy that is against violence				0.80			
12- I support programs that is against violence in the school				0.78			
16- I am on the alert against the possibly violence				0.58			
7- I encourage my students to respect their friends					0.77		
9- I makereliable contact to share with me, when they witness violence					0.68		
5- I determine prize and sanction in addition to rules have determined					0.53		
2- I decide a class rules that are clear and are known by everyone to decrease negative behavior include violence					0.51		
3- I decide to class rules with my students					0.47		
32- I povide my students opportunities to organize an activity about subject tmy students have decided						0.74	
31- I do some exercise that provide positive things between my students						0.72	
38- I organize activity and competition are against bully and violence						0.58	
35- I have prejudice about students who annoy and irritete me							0.73
30- I hide event that includes violence and happens in class from my other students or I ignore this event and I behave as if this event doesn't happen							0.72
KMO(Kaiser-Meyer-Olkin) Barlett's Test	0.873 2505.7, p<0.001						
Rate of total variance explanained	% 61.9						
Cronbach Alpha (Total items = 30)	0.902						
Mean of items' score, Hotelling T test	4.12 (1.83-4.82), p<0.001						
Nonadditivity	12.85 p<0.001						

Table 2. Teachers' mean scores that are obtained from the pharases of "The Teachers Scale for Violence Prevention in Schools" (N=189)

PHARASES AND THEIR NUMBERS	Mean Score ± SD
46- I ask my students a their suggestion about violence and how violence can prevent	4.00 ± 0.83
45- I develop my skils about anger management, conflict and solve and I share this skils with my students	4.03 ± 0.82
47- I encourage my students to tell what they know about violence and crime	4.17 ± 0.88
39- I inform my students about what they should do, when they are exposed to violence	4.34 ± 0.77
51- I evaluate practice what I have developed to prevent violence to know that it is efficient or not regularly	4.12 ± 0.79
33- I encourage parent to visit school thus ı provide cooperation between school and parents	4.30 ± 0.74
27- I inform parents whose children are exposed to violence or use violence definitely and ı concert with the parent to solve problem	4.29 ± 0.75
24- I listen to my students and their parent when they complain about bullying and violence carefully, I treat seriously	4.57 ± 0.58
44- I invite the parents to talk about my students growing or their concern if they have	4.16 ± 0.81
23- I do activity and create an aducational atmosphere to improve my students' comunicationskils and their self-confidence	4.40 ± 0.65
25- I evaluate efficiency of research was done about violence with someone who have knowledge	4.26 ± 0.68
49- I improve my students' social skils while I teach them to behave other people kind, respect other people's opinions and appreciate other people	4.70 ± 0.59
19- I take necessary measures in the break time that has a violence risk	4.11 ± 0.79
50- I listen my students who have exposed to violence and have been damaged carefully	4.72 ± 0.55
41- I teach my students to tell stop to bully, protect person who is exposed to violence and let other people know when they witness violence	4.61 ± 0.63
18- I control places (school garden, narrow corridor, playground, toilets and nook) where have a risk of occuring events inculude violence	4.31 ± 0.76
40- I protect my students from the bully of my bigger students	4.52 ± 0.71
11- I contribute to schol to apply policy that is against violence	4.36 ± 0.75
12- I support programs that is against violence in the school	4.41 ± 0.77
16- I am on the alert against the possibly violence	4.38 ± 0.68
7- I encourage my students to respect their friends	4.82 ± 0.45
9- I makereliable contact to share with me, when they witness violence	4.56 ± 0.62
5- I determine prize and sanction in addition to rules have determined	4.23 ± 0.82
2- I decide a class rules that are clear and are known by everyone to decrease negative behavior include violence	4.48 ± 0.66
3- I decide to class rules with my students	4.32 ± 0.77
32- I povide my students opportunities to organize an activity about subject tmy students have decided	3.75 ± 0.90
31- I do some exercise that provide positive things between my students	3.44 ± 1.05
38- I organize activity and competition are against bully and violence	2.75 ± 1.23
35- I have prejudice about students who annoy and irritate me	1.96 ± 1.15
30- I hide event that includes violence and happens in class from my other students or I ignore this event and I behave as if this event doesn't happen	1.79 ± 1.31

-In the fourth factor, there is a teachers' contribution to programs that prevent to violence in the schools.

-In fifth factor, there are establishing class rules together and taking part into applying these rules.

-In the sixth factor, there is a teachers' exercises to make students come together to do an activity against violence.

-In the seventh factor, teachers aren't prejudiced for their students, they don't hide events include violence and don't behave as if events include violence have never happened.

"The Teachers Scale for Violence Prevention in Schools" Reliability Analysis, Cronbach's Alpha Coefficient: Cronbach Alpha Parameter of last scale was obtained from 30 items is 0.902. Besides total point could not be acuired from points were obtained from 30 items (Nonadditive, $p<0.001$).

Teachers' average points by the items were presented in **Table 2**. The maximum average point and the minimum standard deviation were obtained from the item 7. "I encourage my students to respect their friends" The average point and standard deviation for this item were 4.82±0.45. This item took place a part of 5th factor first item, in the factor analysis.

DISCUSSION

Many researches confirmed, that violence caused serious problems for teenagers in Turkey (16). The research carried out in the capital of Turkey, Ankara reported that 27% of the teenagers were exposed violence in their life, and 34% of the teenagers was a witness to violence in the school (17). In the research of the Grand National Assembly of Turkey (GNAT), it was indicated that 53% of the teenagers were exposed to verbal violence and 22% of the teenagers were exposed to physical violence (18).

Teenagers in Turkey usually use physical violence, damn, bully, give a nickname to settle conflict, which was shown in the research was done by Sahin and Turnuklu (19). 15.9% of the teachers stated that their own children were exposed to verbal violence and 10.8% of the teachers stated that their own children were exposed to physical violence. The prevalence was lower than the other researches were done on the teenagers, which not only can show that the teachers are unaware about violence is used to their own children, which result from lacking of communication between teachers and their children abut also it can originate in real low prevalence. Especially woman teachers are more informed than the man teachers about violence is used to their own children, which make think that woman teachers have stronger relationship with their children than the man teachers.

When the teachers were a student, prevalence of physical violence exposure was 26.3%; also prevalence of using physical violence was 7.3%. These prevalences were 28% and 29% respectively according to a research was done by Istanbul Branch of Syndicate of Educaters Union in 2006 (12). Besides when the teachers were a student, the prevalence of verbal violence exposure was 44.4%; also prevalence of using verbal violence was 21.1%; which was founded. Difference between these prevalence make think that even if they were a student, teachers hide or internalize the situation of using physical and verbal violence.

Although behavior include violence and bullying, which is between students often become a current issue, teachers expose to this kind of behaviors occasionally too (3). However, there had been reports of violent behavior towards teachers in Turkey but they are not common occurrences (20). In our research, 14.2% of the teachers have exposed from students and 9.1% of the teachers have exposed to verbal or physical violence from their teachers in the school.

According to Jhonson's research that review of the twenty-five articles show that schools with less violence tend to have students who are aware of school rules and believe they are fair, have positive relationships with their teachers, feel that they have ownership in their school, feel that they are in a classroom and school environment that is positive and focused on learning, and in an environment that is orderly (21). Considering all of them, program that decreases possibility of violence events' occurence in the school or prevent occuring violence events again to make school secure (3,12). In this program teachers and school administrators have significant role, because of they are role model (12). Although the role of teachers in program success is critical, it is not easy to get the support from teachers in reality (22,23). Sometimes the programs conducted by specialists may have been more effective for reducing violence than programs conducted by school teachers (22). An effective role model to direct student's behavior should receive more concern at the school level (24). Remediation directed at young children is essential, concurrent with the provision of teacher training programs focused on understanding the common behavioral disorders of childhood (25). However, teachers' views on how to prevent violence and what to do to prevent violence are not very well known in Turkey (26). Yet, teachers have the potential to affect students during the violent events between students and to divert them during these occurrences (26). In our research, only 19% of the teachers were educated about prevention violence in the school, which was indicated.

At the middle school level, few programs have been specifically designed to reduce aggression by modifying the school environment through increased recognition and control of the problem by teachers (27). In fact, early adolescence is a critical developmental transition, and such developmental transitions represent important windows of opportunity to alter risk factors and related processes (12,25). "*A Teacher-Focused Approach to Prevent and Reduce Students' Aggressive Behavior: The GREAT Teacher Program*" is a workshop was done by Orpinas and his friends for the middle school students (28).

Attitude and behavior are in the 30 items, which are an important determiner for preventing to violence, which was founded as a result of our ***"The Teachers Scale for Violence Prevention in Schools"*** research that include 52 items and that was done on middle school teachers. As a result of factor analysis, rate of total variance explained 61.9%. So if 30 items that were divided into 7 factor are done by the teachers, there will be 61.9%

contribution to prevent violence. These 7 factors respectively; first factor is that there were student-centered exercises, which enable students to participate, and evaluation of exercises regularly. Second factor is that here were creating educational environment that improve the students' communication skills and their self-confidence with exercises that are parent-centered. Third factor is that it was about improving students' social relations and their skills of defence against violence with teachers' response in the time, place and situation which carry risk for students. Fourth factor is that there was teachers' contribution to programs that prevent to violence. Fifth factor is that there were establishing class rules together and taking part in applying these rules. Sixth factor is that there was a teachers' exercise to make students come together to do an activity against violence. Seventh factor is that it includes teachers being not prejudiced towards their students and not hiding violent events.

Ten actions to stop violence in schools were suggested by UNESCO (11). The first action was "Advocate a holistic approach involving students, school staff, parents and the community" and second action was "Make your students your partners in preventing violence" (11). According to Bacchini et al, pure bullies had a significantly more negative perception of relationships with teachers than not-involved, pure victims and bully victims (29). Research of Berkowitz et al show that bully-victims reported the lowest levels of teacher support and feelings of security and missed school because of fear significantly more often (30). In addition, the first value of GREAT program of Orpinas is that a successful classroom depends on teachers' having a positive relationship with their students (28). The exercises that is student-centered, accept that students are a sharer in mıddle school teachers' featured knowledge, attitude, behavior for prevention of violence in schools appear in the first factor of the research that is compatible with suggestion of UNESCO and this three researches. Besides evaluations that are quality of student centered applications' feedback appears in the first factor.

The final report of "*The Pestalozzi Programme Council of Europe Training Programme for Education Professionals*" said that to be able to prevent violence, teachers can organize parent-teacher meetings to get the parents involved in the topic (31). In our research, applications that are parent centered and accept that parents are a sharer come into prominence and appear in the second factor. Differentness of type of making contact between teachers and parents makes think that this difference arises from difference between Turkish society culture and society of Europe countries' culture.

Item "Teachers' interferences that are against the place, time and situation that have a violence risk" is in the third factor also appear in the suggestion of National Children's Bureau On Behalf Of The Anti-Bullying Alliance (NCB) (32). NCB suggest that there must be sketch of school besides students should mark with green where they feel safe and mark with red where they do not feel safe (32). Furthermore NCB state that school must take measure for the red points in the sketch. UNESCO has a suggestion like NCB, "Provide safe and welcoming spaces for students" is the eighth suggestion among its ten suggestion for teachers (11).

"Teachers contribution to programs prevent violence in the school" appear in the forth factor and also researh was done by Gregory and his friends paid attention to this suggestion (33). Georgy et al said that teachers' experience of the school climate, especially perceptions of support and administrative leadership, may contribute to the successful implementation of a program (33).

Establishing a class rules by teachers cooperation with the students took place in the fifth factor of featured behavior for prevention of violence and bullying. Teacher student cooperation is important not only when they establish the class rules and also when they apply these rules. Because students engage in inappropriate behavior such as yelling, and teachers, in turn, copy students and yell back at them. To stop these ineffective interactions, teachers must model appropriate skills. Because modelling is an important learning tool, teachers need to be able to model nonviolent solutions to conflict (34). In our research cooperation was examined only in establishing the class rules and it took place in fifth factor. However if cooperation had been examined in applying these rules, it could have been in the front than fifth factor.

Teacher applications that support the activities that is against the violence, are done by students together, took place in the sixth factor and also these applications take an important place in the suggestion of NCB (32). Moreover especially students engage in an activities that has a subject of prevention of bullying by building a booth about prevention of bullying and providing participation of members of school council, educators and parents is make this activities more important, which was stated (32).

VISC Social Competence Program that was funded between 2008 and 2011 by the Austrian federal Ministry for Education is a primary preventive program designed for middle schools. The VISC program aims to foster shared responsibility among teachers, which in turn implies that as many teachers as possible in the school have worked out a common understanding of the problem, agreed on procedures for tackling acute cases, and jointly implement preventive measures at the school and class levels (35).

Consequently; teachers' behaviors and attitudes

have an important role on bullying and violence prevention in the middle school of Antakya's urban area as primer. These attitudes and behaviors must be centered on students and must provide their attendence. Furthermore, this attitude and behavior must be a continuous application instead of the project basis applications contain only some terms.

ETHICAL APPROVAL

This study is approved by the ethical committe of Mustafa Kemal

University School (Decision number, 023).

COMPETING INTERESTS

We have no competing interests.

FUNDING

We have no funding**.**

REFERENCES

1. WHO (2011). Violence PrevensionAllience. Global Campaign for Violence Prevention. http://www.who.int/violenceprevention/approach/definition/en/index.html
2. Center for the Prevention of School Violence. (2000). Testimony of the Center for the Prevention of School Violence on A vision for safer schools.
3. http://www.ncdjjdp.org/cpsv/Acrobatfiles/testimony
4. Pişkin M, Öğülmüş S, Boysan M. GüvenliOkulOrtamıOluşturma. ÖğretmenveYönetici El Kitabı (in Turkish). TÜBİTAK 180K305 (2011) pp:6
5. Sarp Ü, Özcebe H, Çetik H. Injures and risk factors among first year students of tree high schools of different socioeconomic levels: medical educations. Turkiye Klinikleri J Med Sci 2009;29(1):180-8
6. Smith, P. K., Madsen, K. C. and Moody, J. C. (1999) What causes the age decline in reports of being bullied at school? Towards a developmental analysis of risks of being bullied. Educational Research, 41:267-285
7. W. Craig et al., "A cross-national profile of bullying and victimization among adolescents in 40 countries", International Journal of Public Health, 2009
8. Committee on Culture, Science and Education, exchange of views with experts on "Education against violence at school", Paris, 10 March 2010
9. Stevensfoundzero outcomes in secondary schools. Stevens, De Bourdeaudhuij, and Van Oost (2000)
10. U.S. Department of Justice, Office of Community Oriented Policing Services (COPS). Problem-Oriented Guides for Police Series No:12, Bullying in Schools. By Rana Sampson, (2002). (ISBN 1-932582-11-8)
11. Stopping Violence in Schools: A Guide for Teachers, UNESCO, 2009 (ED.2009/WS/43), available at http://unesdoc.unesco.org/images/0018/001841/184162e.pdf
12. Expert Meeting "Stopping Violence in Schools: What Works?", UNESCO, 2007 (ED-2007/WS/38 – CLD 2452.7), available at http://www.unesco.org/new/en/educationhttp://www.unesco.org/new/en/education/resources/online-materials/publications/
13. Coie JD, Jacobs MR. The role of social context in the prevention of conduct disorder. Development and Psychopathology 1993;5:263–275.
14. Carter S. The bully at school: an interdisciplinary approach. Issues Compr Pediatr Nurs. 2012; 35(3-4):153-62.
15. Henry DB, Miller-Johnson S, Simon TR, Schoeny ME; Multi-site Violence revention Project. Validity of teacher ratings in selecting influential aggressive adolescents for a targeted preventive intervention. Prev Sci. 2006 Mar;7(1):31-41.
16. http://www.siviltoplumakademisi.org.tr/index.php?option=com_content&view=article&id=193:okul-siddet&catid=60:aile-ve-egitim&Itemid=127
17. Kılıç EZ. Violent Behavior in Adolescence: Individual and Familial Factors. Archives of Neuropsychiatry 2012; 49: 260-265
18. Çuhadaroğlu F, Canat S, Kılıç EZ, Şenol S, Rugancı N, Öncü B, Gündüz Hoşgör A, Işıklı S, Avcı A. Ergen ve Ruhsal Sorunları Durum Saptama Çalışması, TUBA Roporları. (in Turkish) No: 4. TUBİTAK Matbaası, Ankara, 2004.
19. TürkiyeBüyük Millet Meclisi Çocuklarda ve Gençlerde Artan Şiddet Eğilimi ile Okullarda Meydana Gelen Olayların Araştırılarak Alınması Gereken Önlemlerin Belirlenmesi Amacıyla Kurulan (10/337, 343, 356, 357) Esas Numaralı Meclis Araştırması Komisyon Raporu (in Turkish), Ankara, 2008
20. Türnüklü A, Şahin İ. 13-14 Yaş Öğrencilerin Çatışma Çözümleme Stratejilerinin İncelenmesi. Türk Psikoloji Yazıları 2004; 7:45-61.
21. Yavuzer Y, Gundogdu R, Dikici A (2009).Teachers' perceptions about school violence in one Turkish city. J. School Violence, 8(1):29-41
22. Johnson SL. Improving the School Environment to Reduce School Violence: A Review of the Literature. J Sch Health. 2009 Oct;79(10):451-65
23. Orpinas P, Parcel GS, McAlister A, Frankowski R. Violence prevention in middle schools: a pilot evaluation. J Adolesc Health. 1995;17:360-371.
24. Park -Higgerson HK, Perumean-Chaney SE, Bartolucci AA, Grimley DM, Singh KP. The Evaluation of School-Based Violence Prevention Programs: A Meta-Analysis. J Sch Health. 2008 Sep;78(9):465-79
25. Ez-Elarab HS, Sabbour SM, Gadallah MA, Asaad TA. Prevalence and risk factors of violence among elementary school children in Cairo. J Egypt Public Health Assoc. 2007;82(1-2):127-46
26. Reid, JB.; Eddy, JM. The prevention of antisocial behavior: Some considerations in the search or effective interventions. In: Stoff, DM.;Breiling, J., editors. Handbook of antisocial behavior. New York:Wiley; 1997. p. 343-356.
27. Yavuzer Y, Gundogdu R. Teachers' responsibilities in preventing school violence: A case study in Turkey. Educational Research and Reviews Vol. 7(17), pp. 362-371, 13 June, 2012
28. Newman, DA.; Horne, AM.; Bartolomucci, CL. Bully Busters: a teacher's manual for helping bullies, victims and bystanders. Champaign IL: Research Press; 2000.
29. Orpinas P, Home AM., and Multisite Violence Prevention Project.A Teacher-Focused Approach to Prevent and Reduce Students' Aggressive Behavior:The GREAT Teacher Program. Am J Prev Med. 2004 January ; 26(1 Suppl):29–38.
30. Bacchını D, Esposıto G, Affuso G. Social Experience and School Bullying. J. Community Appl. Soc. Psychol.,2009; 19: 17–32
31. Berkowitz R, Benbenishty R. Perceptions of teachers' support, safety, and absence from school because of fear among victims, bullies, and bully-victims. Am J Orthopsychiatry. 2012 Jan;82(1):67-74

32. The Pestalozzi Programme Council of Europe Training Programme for education professionals. Final Report 2012. http://www.coe.int/t/dg4/education/Pestalozzi/Source/Documentation/Modules_Violence/FinalreportVIOL_EN_2012.pdf

33. NCB. National Children's Bureau On Behalf Of The Anti-Bullying Alliance (2005). 50 ideas for anti-bullying week. Anti-bullying alliance.

34. http:// services.bgfl.org/services/stopbullying/files/50%20 Ideas.pdf.

35. Gregory A, Henry DB, Schoeny ME. School Climate and Implementation of a Preventive Intervention. Am J Community Psychol (2007) 40:250–260

36. Bandura, A. Social foundations of thought and action: a social cognitive theory. Englewood Cliffs NJ: Prentice-Hall; 1986.

37. Strohmeier D, Hoffmann C, Schiller EM, Stefanek E, Spiel C. ViSC Social Competence Program. New Dir Youth Dev. 2012 Spring;2012(133):71-84