

VIOLENCE AGAINST TEACHERS- RULE OR EXCEPTION?

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Abstract: The objective of this study is to examine the prevalence of violence against teachers by students. The study included 175 teachers, five primary and five secondary schools. The age of respondents (teachers) ranges from 20 to 65, with average age being 44,33 years. The used instrument has assessed violence against teachers and has consisted of data about the characteristics of respondents, frequency and type of violence experienced from students.

The results suggest that violence against teachers in primary and secondary schools in Zagreb taken in to sample is very much present. Since 74,3% teachers has experienced violence from their students during the year that kind of behavior is more of a rule than an exception. Students in primary and secondary schools show violent behavior against their teachers at an equal level. Male teachers, as opposed to female teachers, are more frequently victims of violent behavior (posting inappropriate content online) from their students. Also, there is a statistically significant correlation (negative) between age (years of service in school) and frequency of experienced violence from students.

Keywords: violence, teachers, schools, students, parents, violent behaviour.

INTRODUCTION

When talking about violence that is present in school environment, what occurs most often is violence among students, rarer that teachers sometimes inappropriately use force, but what is rather neglected is the fact that teachers themselves are increasingly subjected to harassment by their students. Violence is defined as any form of physical and/or emotional abuse, and also unfair treatment of people, which results in real or potential danger for their health and dignity, i.e. harming their repu-

tation (according to WHO - World Health Organization, 2006; Bilić et al., 2012).

In their schools, teachers are most often exposed to traditional forms of violence, i.e. physical, verbal and social. Physical violence is defined as deliberate, repeated or one-time rough infliction of pain and/ or body injuries by another person that involves potential risk of physical harm and consequences of which may or may not be visible (WHO, 2006; Bilić et al., 2012). Verbal violence is the most common form and it is defined as deliberate use of inappropriate and harsh words to hurt another person. Students use it, as well as parents sometimes, too, and it is directed to teachers in order to express their discontent. It involves demoralization of the victim, name-calling, insults, ridicule, humiliation, contemplation, and disregard of results. Social (relational) violence includes saying untruths about the victim in order to humiliate and undermine his/her dignity. It is expressed by ignoring, avoiding, gossiping, refusing collaboration, and sabotaging teacher's work (Kauppi, Pöröhlä, 2012). Social violence can be expressed directly or indirectly. Thanks to the advance of modern technology, electronic violence is becoming more present and is defined as intentional infliction of pain and injury, in order to damage the reputation, status and dignity of the victim, i.e. the teacher, by using electronic devices and their modalities, especially mobile phones, Internet and increasingly popular social networks. What especially contribute this form of violence is anonymity and the feeling that the perpetrator would not be revealed. Violent activ-

ities can happen at any time and from any electronic device, so it is justified to discuss continuous violence from an unknown location, which is seen as „pervasive“. The victim is always available to the perpetrators and there are minimal chances for them to defend themselves from inappropriate content, as well as for the perpetrator to be discovered. This information are spread easily and at uncontrolled speed, they are available to a large number of people and remain long recorded on websites, which makes this form of electronic violence very harmful (Bilić, 2007). Steffen et al. (2007) believe that lack of empathy is a risk factor for electronic bullying. A lack of direct contact with the victim in virtual world is a possible reason for greater cruelty, as the suffering of the victim does not appear obvious.

Distribution and perpetrator of violence against teachers

Although rare, studies on violence against teachers show that this kind of violence is not uncommon. Thus, in a study conducted in 48 federal states of America (ATPATF-The American Psychological Association Task Force, 2011), has shown that 80% of teachers had reported violence, of which 94% have experienced insults from their students, 44% in a combination with a physical attack, and 50% theft or property damage (APA 2011; Espelage et al., 2013). In a study conducted in Turkey (Mehmet, OS, 2012), it was found that teachers often experience emotional violence (24,1%), verbal (14,7%) and physical (6,3%). A report released by SEED - Scottish Executive Education Department (2004) shows that teachers in Scotland have reported 6.899 acts by students, which had happened inside and outside school during the academic year 2002/2003. Out of that number, 25% is verbal, 45% is physical, 29% is multiple, verbal and physical violence and 0,8% is property damage. A study conducted in Slovakia (Dzuka, Dalbert, 2007), which

included 364 teachers, has shown that teachers have experienced violence from students in the period of last thirty days. The results are: verbal violence 35,4%, personal property damage 12,4% and physical violence 4,9%. Thus, 49% of surveyed teachers have had negative experiences.

In a study conducted by Kauppi, Pöröhölä (2012) in Finland, it can be seen that 25,6% of teachers has experienced violence, out of which 3,3% experience it every week, 3,7% almost every day and 67,4% have almost never experienced violence from students.

We can conclude that violence against teachers is present in countries of different cultures around the world, though not equally frequent. As the previously stated results suggest, the most common type of violence from students is verbal. Although the results show that physical violence against teachers is rarer, they are unfortunately, not spared from that expression of it.

If we compare results from similar surveys conducted in our neighboring countries: in Slovenia, 17,9% of teachers have experienced physical violence from their students, while 31,3% experienced verbal violence.

In Serbia, Popadić and Plut (2006) have conducted a study on violence against teachers in primary schools and found that, according students' opinion (N=26 628), 42% of teachers have experienced violence: 3,8% often, 9,6% more times and 28,6% once or twice in a period of three months. Physical violence was experienced by 0,6% of teachers frequently, 1.1% more times, 6,6% once or twice. Thus, according to the studies carried out in our region, it is evident that in our schools violence is predominantly verbal, while physical is less present.

In Croatia, (Russo, A., Milić, R., Knežević, B., & Mulić, R., 2008) have conducted research in Split that included teachers (N=764) in primary and secondary schools. It has been found that 22.4% of

teachers have experienced emotional violence at least once in the past 12 months.

Violence against teachers, whether physical, verbal, emotional, direct or indirect, leaves a deep mark on self-confidence and self-esteem of teachers, so it can be assumed that it hinders their work and affects their job satisfaction and performance, makes it difficult to create a healthy atmosphere in the classroom, and all this combined has an impact on final development and success of students.

Perpetrators of violence against teachers are students and their parents, and colleagues as well, which is not uncommon. Limited number of studies dealing with this phenomenon have shown that teachers are still often victims of their students and their parents. That study (Evans Johnson, 2008) was conducted in Atlanta (N=117) and it shows that 57,2% secondary school teachers had experienced verbal violence by parents. Physical violence had been experienced by 2,5% of teachers once, 0,9% had experienced it twice, while property damage was experienced by 4,2% of teachers.

From the research carried out by Reddy (Espelage et al., 2013), in the United States, it can be found that 37% of teachers had been exposed to violent incidents by parents and 21% by their colleagues. Results have shown that while growing up, verbal aggression among peers in primary and secondary school grows proportionately and that girls, on average, are more prosocially oriented than boys, thus, when in conflict, they use not use different patterns of verbal aggression as much as boys do, except when it comes to bickering/squabbling and shouting (Milašin, Vranić Buljubašić, Kuzmanović, 2009).

The above-mentioned results prompted us to examine prevalence and types of violence against teachers in primary and secondary schools in Zagreb and determine the frequency of such experience. In addition, after conducting a survey, we have obtained answers to questions concerning

the structure of manifested inappropriate behavior with regard to gender of students, age and work experience of teachers and the use of indirect forms of harassment through electronic interfaces.

Reasons for the emergence of violence against teachers

It seems that teachers are often „unprotected victims of school violence“ (Bilić, 2007), due to a lack of education in the family, children's non-recognition of any kind of authority and a very strong influence of peers and the media from which, as a result of a lack of control, they receive age- inappropriate that they reproduce through their behavior. A very strong reason for the emergence of violent behavior may be stress that occurs because of environmental influences, mostly because of the situation at school.

The references state a number of possible causes of students' violent behavior against their teachers (Bilić, 2007; Espelage et al., 2013). The most common causes are: „supporting violent methods on all levels even if we declaratively stand against them (for example, those who got rich in unlawful ways, taking what does not belong to them and who achieve their goals in an aggressive way are considered successful); neglecting moral values and moral education in general, especially when it comes to respect that is considered old-fashioned; violent acts usually remain unpunished; bullies and abusers are most often heroes of many TV shows, movies, video and computer games, as well as our neighborhoods“ (Bilić, 2007, p.63).

In the background of these students' actions stands behavior learned in family. Some of the factors that encourage violent behavior can be: dysfunctional families that do not develop child's empathy, due to a lack of commitment of family members a sense of inferiority and resentment can occur, so the child wants to stand out and dominate outside it. A family needs to raise children, convey to them the correct

moral views that they will apply in their later life. In case it does not, children become self-centered, do not accept anyone's authority, expect that everything adapt to them and behave violently in order to achieve their intentions. Possible reasons are indulgent parents who do not set boundaries for their children's behavior and tolerate violent behavior or parents who themselves are abusers. Additionally, messages that parents transmit to their children, such as: "...if you come across something you do not like, the easiest way is to accuse someone who caused such feelings, or if a teacher does not give you or disregards your suggestion, we will simply complain about it (to director, inspection)" (Bilić, 2007, p.48).

One of the reasons is that children and their parents have understood children's rights over-simplified: children have all rights, but they do not have any responsibilities. Instead of talking about children's problems and cooperating with teachers, to any complaint or warning that does not favor them or every grade they are not satisfied with, they threaten with lawsuits to abuse (Bilić, 2008, p.47).

Another factor that has a major impact on students aggressiveness against teachers, as stated by many authors (Bushman, Huesmann, 2001; Kunczik, Zipfel, 2007), is the influence of media.

Media can be useful for studying and learning if the content is appropriate, but not if they are full of violence. We can extract short-term and long-term negative effects of media. A research has shown that children who had watched a violent movie during a game, acted more aggressive in mutual interaction. Children who are frequently exposed to violent content on television act more aggressively, as well as those who grew up watching violence on television have tendencies to more frequent violent behavior in later childhood and adolescence (Paik, Comstock, 2004; Bushman, Huesmann, 2001). Parents are certainly the most responsible for controlling media content which children are ex-

posed to. Lack of control and careful selection of content available to children through television, internet and magazines, can lead to misreading what has been seen. Children can get the impression that what they see is acceptable behavior and copy such behavior into every day situation. Parents are the ones who should develop children's sense of good and bad actions.

School situation is very often, due to stress that develops in students, considered the third reason for violent behavior. Stress can be caused by teachers, classmates, and parents. Children are used to being important to their parents, having all the attention and they expect that they are treated the same way in school. A problem can arise when they do have not experience that in the same degree and then seek to stand out, attract attention, which, depending on temperament, can be violent. Teachers can also encourage violence with their actions. A series of poor grades and constant criticism directed toward the same student can hurt him, make him feel like he is not loved the same way as others that he is considered less valuable and then can respond with violent behavior. Teachers who use their authority to develop relationships with their students that encourage respecting given rules and the one who determines them, will have fewer problems with violence than teachers who are too indulgent and who have not clearly defined what is tolerable, and what is not. Classmates are often divided into groups in which an individual stands out as a leader who determines the behavior of the whole group. A leader who acts violently against a teacher will gather around a small group of students with similar characteristics, who will encourage each other in eliciting a teacher, disrupting classes, and ignoring the teacher's authority. Individuals in that group might not usually be violent, but they care about being accepted by their peers, perhaps to avoid their taunts, so they try to fit in by being violent to teachers.

Theoretical explanations for students' violent actions

In order to find out why students become aggressive, we need to consider some theories about the cause of such behavior. There are four groups of factors that influence development of violent behavior in children: interpersonal (biological, psychological and genetic), family and other close connections, school and community, culture and media (Velki, 2012).

When children break the rules, they assess themselves as being a bad person, feel powerless, and sometimes these feelings can turn into irritability and anger, blaming others and being aggressive (blame externalization), so they again feel like they have the situation under control (Bilić, 2012).

It is well known that children learn by imitating adults, as well as through what they are surrounded with, their peers and the world of different media that we cannot leave out. There is no single definition of aggression, but many authors have tried to explain it: "In general, behavior is considered aggressive if it is carried out with intent to cause someone or something some sort of damage." (Cole, Dodge, 1997; Keresteš, 2005, p.243). It is an uncompromising imposition of our own ideas and attitudes as single and corrects (Essau, Conradt, 2006). Theories mentioned in the 20th century describe aggression as a reaction to a situation. F- A theory is based on a statement that aggression always occurs as a response to a situation of frustration that always leads to aggression (Milašin, Vranić, Buljubašić Kuzmanović, 2009). Skinner's operant conditioning theory (1953, Essau, Conradt, 2006) argues that some forms of (aggressive) behavior are being rewarded. If a student performs verbal aggression against a teacher, he turns out to be a "hotshot" in front of his classmates, which guarantees him a high status in the group. Lorenz's ethological theory (1966, Essau, Conradt, 2006) argues that aggressiveness is innate. Certainly, there

are two types of aggressiveness called the pursuit of elevation that helps in overcoming difficulties and acquiring knowledge, and malignant, which we focus on in this work as a source of violent behavior, i.e. a destructive tendency that occurs under the influence of social situations.

When talking about Pavlov's theory of classical conditioning (1972, Essau, Conradt, 2006), aggressive behavior occurs if a stimulus that causes aggressive reaction occurs simultaneously with a neutral environmental stimulus, and the aggressive reaction can be tied to it (Essau, Conradt, 2006, p.130). For example, if a child likes going to school, but does not manage to get good grades and is constantly warned that it needs to improve, it may blame and develop an aversion toward the teacher. The student then might develop negative emotions, think that the teacher does not like them and start reacting aggressively. One of the most famous theories of social learning is learning by observation by Albert Bandura (1989, Essau, Conradt, 2006). It argues that aggressive reactions can be learned from a model (a parent) and environment (peers, media) by observing and remembering those kinds of behavior and reactions in certain situations in order to know how to use them when needed.

How teachers perceive violence?

Experiencing unpleasant situations in a work place cannot be productive, nor supportive, especially if it includes violence.

Teachers can affect students' reactions with their approach and way of working. Good preparation, interesting content presentation and good communication with students, with specifically given boundaries of acceptable behavior, together with the teacher being an example through creating a pleasant working atmosphere, will help in the prevention of undesirable student's behavior.

Teachers who are experiencing violence in school find it difficult to spread a positive and safe environment in their classrooms. It has a negative effect on their health. Studies on the effect of stress regarding teaching profession show that it grows with increase in students' indiscipline in the classroom and can lead to a burnout (McCormick, Barnett, 2001; Kauppi, Pöröhlä, 2012). Professional burnout can be described as a set of negative feelings that are a consequence of an individual's unsuccessful struggle with stress, with physical and emotional exhaustion, negative attitudes and very low productivity (Houston, 2001; Grujić, 2011). Stress is a main cause of professional burnout and it occurs when a teacher perceives his work environment and certain situation as threatening. Source of stress can vary by category, with stress being a result of: environmental behavior of students and colleagues, physical and technical conditions of work, occupational roles, poor interpersonal relationships, and atmosphere that students and colleagues bring into school (McGrath, 1976; Friščić, 2006). As a result, teacher's concentration and motivation decrease, which is very important for high quality of work- teaching students. "In teachers who use strategies focused on emotions while dealing with stress, a sense of insecurity, anxiety, depression, and a feeling that they are not able to accept the stress is going to be more powerful. In addition, they will often express psychological symptoms such as physical exhaustion, weakness, rapid fatigue, and trouble concentrating on work (Grgin et al., 1995; Brkić, Rijavec, 2011, p.221).

Teachers who use confrontation focused on emotions, deny facts and their consequences, refuse to accept the worst- the truth and act as if what happened is not important (Lazarus, Folkman, 2004; Brkić, Rijavec 2011). Sometimes a long-term exposure to stress and job dissatisfaction can result in leaving the teaching profession. A research (Otero Lopez, Santiago,

Gódas et al., 2008) conducted in Spain proves that students' jamming behavior, their indiscipline and lack of cooperation is positively associated with exhaustion and dissatisfaction. Kokkinos (2007) has also confirmed in his research that students' indiscipline is a significant factor in creating professional burnout.

However, research has shown that a level of burnout of teachers is low and very low (Koludrović, Jukić, Reić Ercegovac, 2009). A study (Dzuka, Dalbert, 2007) shows that students' violent behavior is often a reason for teachers' stress.

Regardless of whether it is mild, moderate or severe, bullying is not normal. It is associative, and it should be approached to as such. We have to find the cause of perpetrators' violent behavior and stop the chain of abuse. "What we need to find is a social solution to antisocial behavior." (Coloroso, 2004).

EMPIRICAL PART

This study aims to raise awareness that there is not only a problem of peer violence in schools, but also a problem of violence against teachers in primary and secondary schools. It is very important to show the current situation in schools because so far not many studies have been conducted regarding this issue.

Besides determining the prevalence of violence against teachers, and by their students, the study implies the following hypotheses:

H1: Teachers in secondary schools are more often exposed to violent behavior from their students than teachers in primary schools

H2: Teachers are more often victims of violent behavior (posting inappropriate content online) by their students than their female colleagues are.

H3: There is a statistically significant correlation between age (years of service in school) and frequency of violence

The sample

The survey was conducted during April 2013 in five primary and five secondary schools in Zagreb (Republic of Croatia). The survey included 175 teachers, 88 of them from primary and 81 from secondary schools. In primary schools, 41 teachers teach grades 1-4 and 47 teach grades 5-8. Average age of all the respondents was 44,33 and its range was 20-65 years.

INSTRUMENTS

For the purposes of this research, a questionnaire with 23 particles was made. The first part was referring to socio-demographic variables: gender, age, qualifications, work experience, and workplace. Particles in the second part were referring to frequency, type of violence, reasons, location, elicited reactions, subsequently applied measures, their effectiveness, and parents' attitude towards teachers. Particles on prevalence of violence were measured on a five-degree scale of ordinal type, negatively polarized with quantified characteristics- 1: never, 2- seldom, 3- sometimes, 4- often, 5- always.

RESULTS AND DISCUSSION

Results on prevalence of violence that teachers experienced from their students were analyzed. The asked question was: "How often have experience violent behavior from your students?", and the answers offered were: once a day, once a week, once a month, once a year or never (Table 1).

Table 1. Frequency of experienced violence

% frequency of violence experienced from students				
(1) once a day	(2) once a week	(3) once a month	(4) once a year	(5) never
9,1	21,3	15,9	28,0	25,6

The obtained results show that 74.3% of teachers had experienced violence during the school year, while 25,6% of them had not. Of those who had experienced violence, 28.0% experienced it once in a year, 15.9% once a month, 21, 3% once a week and 91.% each day. As in the previously mentioned studies (Kauppi, Pöröhölä 2012; Steffen et al. 2007; Espelage, et al., 2013; Mehmet, O. S. 2012; SEED - Scottish Executive Education Department 2004; Dzuka, Dalbert 2007; Pšunder 2000; Popadić and Plut 2006; Russo et al., 2008; Evans Johnson 2008; Reddy 2012; Milašin, Vranić, Buljubašić Kuzmanović 2009; Bilić, 2007), aimed at the incidence of violence against teachers, it is evident that schools from the sample, unfortunately, do not fall behind in this negative trend. Violence against teachers, therefore, is a rule, regardless of the country, age, or gender of the teacher. There is no question whether the teachers will be exposed to it, but what will be the frequency of its occurrence.

A one - way analysis of variance (ANOVA) was used to test the difference between the sub samples (teachers in grades 1-4, teachers in grades 5-8, teachers in secondary schools) with respect to the frequency of violence experienced from students. Although the result shows that teachers in secondary schools are somewhat more exposed to violence from their students, the results of ANOVA imply that there is not statistically significant difference ($F=1,123$; $df=2$; $p=0,327$), thus rejecting the H1 hypothesis. These results actually mean that students in elementary and secondary schools act violently against their teachers equally. Regardless of the age of students, comparing the behavior of students in higher grades of elementary schools with high schools students, a lack of culture, disrespect of authority and violation of good manners, as well as violent behavior against teachers, is almost the same. Reasons for such behavior, as already stated, have their roots in the family where educational part is neglected or even

completely omitted, the child does not learn to listen or obey the rules so it opposes every teacher's attempt with the only way it knows- aggression. Such behavior is emphasized with a strong negative influence of the media, watching inappropriate content on television, Internet, movies or print, again due to a lack of parental care or authority, which leads to losing a sense of basic life values.

Olweus has proven in his study that children in the age when they start school intensify reactive, verbal and indirect strategies of violence (1994, Stefanović, Stanojević, Vidanović, Anđelković, 2009), while they abandon primitive forms and develop forms adjusted to the situation, reduce the frequency and increase the intensity of aggression (Loeber, Coie, Dodge, 1997; Stefanović, Stanojević, Vidanović, Anđelković, 2009).

Given the prevalence of the experienced violent behavior from their students, most teachers have estimated that boys mostly use verbal forms of violence (84,8%); swearing, gossiping. Comparing the results of a research conducted in Slovenia (Pšunder, 2000), we can see that verbal violence is predominant (31,3%). Physical violence (44,4%) is second when it comes to boys, and when it comes to girls: emotional (44,8%). In Slovenia, 17,9% of violence is related to a physical form.

Teachers consider that the main reasons for students' violent behavior are families influence and family conflict. "Theory of Social Learning explains aggressiveness with social conditions. Aggressiveness is being taught by indirect (imitating an aggressive model) and direct imitation (some forms of aggressive behavior are being upgraded) reinforcement (Bilić, 1999, p.70). Third reason that is considered a cause or messages from society. Children are often exposed to violent content on television, act more aggressive, as well as those who grew up watching violence on television have tendencies of more frequent violence behavior in later

childhood and adolescence (Bushman, Huesmann, 2001).

With the H2 hypothesis, it has been assumed that male teachers are more often victims of violent behavior (posting inappropriate content online) by their students than their female colleagues.

From the results of Mann-Whitey U test (Mann- Whitney U=1638, Z=-3,359, p=0,001) it has been noted that teachers are more often victims of posting inappropriate content about them online than their female colleagues, which confirms the H2 hypothesis (F- Mean rank= 79,10, M-Mean rank=94,60). Possible reasons are that teachers are stricters with students during class, maintain discipline and do not allow any comments so students went at them via Internet where they comment on anything they were not allowed to in the classroom. Students avoid misconduct toward teachers in the classroom probably because of fear of punishment. Not used to discipline and with a large amount of negative energy, they deal with frustration on social networks, blogs, taking revenge on the person they consider to be guilty in a way they spread untruths about them. In doing so, they feel protected, firstly because they are far away from the teacher, there will be no immediate action no matter what they do, they hope their identity will not get discovered easily, and when and if it does get, it will be enough time to avoid punishment or it will at least be milder.

With H3 hypothesis, it has been assumed that there is a statistically significant correlation between age (years of service in school) and frequency of violence. The correlation matrix is shown in Table 2.

Table 2. Matrix correlation

			Frequency of experienced violence
Spearman's rho	Age	Correlation Coefficient	-.226**
		Sig. (2-tailed)	.004
		N	164
	Years of service	Correlation Coefficient	-.207**
		Sig. (2-tailed)	.008
		N	163

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that there is a statistically significant negative correlation (low) between years of work and age and the frequency of violent behavior experienced from students, which confirms the H3 hypothesis. Although the correlation is low, it indicates that with years (of service) the frequency of violence from students decreases. The reason might be that older teachers are more experienced in maintaining discipline and students respect them as authority. On the other hand, these teachers because of many years of work, maybe less sensitive to inappropriate behavior and do not mind it that much, which is why they have not mentioned it that much in our questionnaire.

CONCLUSION

Violence against teachers is a big problem in schools that is rarely talked about. We can learn about such situations from the media and only if there is a drastic example of abuse of teachers. In most cases, teachers are unprotected by the system and left on their own to handle these very delicate situations.

The results of this study show that 74.3% of teachers have experienced violence from their students during the school years, which determines violence against teachers more as a rule than an exception. Teachers in secondary schools are equally exposed to violent behavior from their students, as are the teachers in primary schools.

Teachers, unlike their female colleagues, are more often victims of violent behavior, regarding the fact that their students post inappropriate content about them online. It is very likely that because of their strictness in maintaining discipline in the classroom and student's fear in the presence of the teacher, students went their frustration through "communication" of the new era, meaning through posting different content, even inappropriate, on social networks and blogs.

The hypothesis that there is a statistically significant correlation between age (years of service in school) and the frequency of violence from students has been confirmed. The results have shown that with age (years of service), the frequency of experienced violent behavior decreases. Perhaps it is because older teachers are better in maintaining discipline, but it is also possible that it is because they are less sensitive to students' provocations.

This study is an attempt of drawing attention to a common problem in the education system, which should not be neglected because neglecting it encourages its escalation. Only some of the important questions have been answered. Research on this topic should be continued and expanded and the public should be informed about this kind of violence happening not only somewhere else, which we often hear about on television, but in each of our schools, in almost every class. Additional research should include the types and manifestations of violent behavior, which would offer interesting data about the gender of violent students. Teachers, as well as parents, have a very important role in forming new generations that our future is depending on, which is why they deserve that we work on drawing attention to this problem and help in alleviating it.

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