

Attitude of Prospective Teachers' Towards Violence*

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Abstract

In this study, prospective teachers' attitudes towards violence are aimed to be determined who study in the last classes of Education Faculties. The research sample, selected with the Purpose Sampling Method at the five Faculties of Education consists of prospective teachers' in the total of 1237. Determination of Teachers against Violence Attitudes Scale (ÖAŞKTBO) is used as a data collection device improved by Gözütok (1993). According to research findings; 1- The attitudes towards violence of prospective teachers of Education Faculties can be said that the level of positive attitudes is not desired. 2- Gender is a factor in prospective teachers' attitudes towards violence. 3- Prospective teachers' attitudes toward violence differ according to vocational education programs. 4- Prospective teachers' accommodation, number of siblings and their forms of identification variables are not such a factor in prospective teachers' attitudes toward violence.

Key Words: Prospective Teachers, Attitudes, Violence, Teachers, Student.

Introduction

A case of violence is one of the main problems of contemporary societies. Social, cultural, economic and environmental factors play a role in the formation of violence. Violence exists as an instinctive behavior and is seen as arising from environmental factors. Violence (TDK, 2010) is an excess of a movement, a degrade of power, intensity, hardness those who disagree, use brute force, emotions or behavior. Legal aspects of the violence is defined as (Kızıler, Güneş, Enes & Koçak, 2006), "failure to comply with the law, harm the persons, insult, degrade, put an end to peace, violating someone's rights, hurting, using force." The most general sense, the violence can be described as a psychological and physical pressure of a person against another person or to carry out their own desires to persons. Making pressure creates the essence of violence (Üstün, Yılmaz & Kırbaş, 2007). Every physical and psychological harm which caused an individual's physical and psychological suffering might be called as violence (Tutar, 2004). Violence is one of the

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concepts which are quite difficult to define. The reason for this difficulty is due to the concept that violence is as old as humanity being, the idea of feeding and the multi-dimensional aspects of human beings. Therefore, violence is always said to exist, but in a changing context (Gökdaş, 2007).

Violence, in all times as now, is a major public health problem for humanity (Doğan, 2007). Violence is a learned behavior. The most important source of learning is applying the severity of one's own family. To express feelings and thoughts in the habit of provocative ways, unconsciously, erroneous conceptions of honor and morality are called to be causes of violence in lack of communication skills in their societies. Poverty, to be unfortunate in the face of life, lack of expectations and acquired qualifications as socio-economic pressure elements lead to practice of violence. Alcohol and substance abuse are among the causes of violence (Kızılar, Güneş, Enes & Koçak, 2006). On the other hand, nowadays taking communities under the influence of mass media have shown that violence can be learned (Kocacı, 2006).

Behaviors as an accepted violence are related closely to the structural characteristics of societies-cultural structures and values. In this context, there is no common classification of violence as the scientific point and an agreement to remain consistent by everyone (Ayan, 2007). In general, the types of violence can be listed as emotional violence, psychological violence at work (mobbing), physical violence, economic violence, sexual violence and child neglect (Fişek, 2002; Atman, 2003; Kara, Biçer & Gökalp, 2004; Kasatura, 2005; Tınaz, 2006; Koç, 2007; Gözütok, 2008; Gürkan, & Coşar, 2009; Yaman, 2009).

Each year 1.6 million people lose their lives due to violence in the world and so more people are injured. Families in Turkey, in 30% physical, in 53% verbal violence, 58% of women and 46% of children are exposed to physical violence (Yiğitalp, Ertem & Özkaynak, 2007; Alemdar, 2008).

Violence against Children

It can be said that violence application is a social practice in all cultures and comes from very ancient times. For example, 'Whipping was derived from heaven' or 'wherever the

teacher hits, a rose grows' like this situation confirms Turkish proverbs. In this context, the physical punishment in Turkish society can be said that it is an accepted behavior in education (Mahiroğlu & Buluç, 2003). However, violence has many negative effects on the objectives of institutions and both the victim and the accused individuals. Violence cannot be a retrieved purpose, as well as reveals adverse reactions and emotions in children. Children exposed to violence, developed feelings such as scary anger, hatred during punishment (Gözütok, 2008). Violence is known to reduce the child's self-confidence and increase the likelihood of such problems as unwanted behavior, aggression, lost of learning and depression (Mahiroğlu & Buluç, 2003; Ekşi & Yaman, 2010).

The harmful effects of violence in the child application are as follows: Violence can create a risk factor for child physical abuse; Violence increases the number of aggressive and maladaptive behavior greatly in a child; Beaten frequently and severe children have high potentials that develop into anti-social behavior patterns (Bilgin 2008). However, these harmful effects of violence as well as the negative effects of violence may be very small in some cultures depending on the child's age and ethnic group is on the research literature. In this context, the case of Turkey 'Mothers both love and beat' considering this proverb, it can be said that a child will not live an emotional injury especially because of physical violence. Because, even if they apply physical violence they know their children feel loved and they believe these behaviors are for their own (Bilgin, 2008).

Violence in School

School is one of the institutions that a person is exposed to violence or has learned the severity. Forms of violence applied in educational institutions similar to forms of violence encountered in other areas. The victim and accused of encountered acts such as emotional, physical or sexual violence are teachers and students (Ayan, 2007). Violence occurring in schools has increased in all countries (Durmuş & Gürgan, 2005). In many countries as well as Turkey, applications of violence are prohibited in schools. However, schools are a reality where children are exposed to physical violence. Causes of physical violence actions against can be followed as: non-compliance with the rules of class, fighting class,

annoying friends, not participating in ceremonies, not doing homework, coming to class late, disobeying the rules, school absenteeism, resistance to teacher, damaging to school belongings, leaving school without permission (Mahiroğlu & Buluç, 2003).

Teacher and Violence

The nature of individual's behaviors that will create the society of future is directly related to teacher's behaviors. Students have been more influenced by his attitudes behaviors as well as provided information by the teacher (Gözütok, 2008). Teacher's violent behaviors: 1-Acts of physical violence: slapping, hitting with anything, ear-hair pulling, pushing roughly and pinching. 2- Emotional violence acts: intimidation gaze, teasing, threatening with marks, giving a nickname, humiliation, insult, getting angry and yelling. 3- Sexual violence acts: sexual harassment, molestation, hand disturbing, sexually explicit (Kapıcı, 2004).

Teacher's causes of applying physical violence can be listed as: giving much importance to obedience and authority, presentation of method discipline rules for the child, assuming education means as physical violence, widely applied in society, being already exposed to violence during growth, having an unhealthy psychology, having an understanding that beating is a deserved application, being a low self-esteemed teacher, being inadequate in classroom management issues and in his major, fallacy of altering the unwanted behavior (Gözütok, 2006).

Characteristics of teachers who have tendency to violence (Subaşı & Akın, 2003) can be followed as: a- They have low self-esteem. b- They live being abandoned frequently, losses and living unassisted. c- There have personality disorders. d- They lose the serenity easily against being precluded. e- They deny their behaviors easily. f- They are strict about gender roles. g- Their empathizing abilities are weak. h- They are abnormally jealous.

It is clear that acts of violence against children in educational institutions don't match up with philosophies and goals of the existence of educational institutions. However, in many world countries violence has increased in educational environments. Considering this point of view, the basic aim of this study is to determine the prospective teacher's attitudes

towards violence in schools. Research findings are thought to be important for the future teachers to reveal their profiles and to renew the training programs of teacher educations.

Research Problem

The main problem of this research is to determine prospective teacher's attitudes towards violence. Secondly, in line with this basic problem, it has aimed to determine whether the gender, the universities where they study, the department which they specialize, their accommodation, number of siblings and variables of describing themselves are a factor or not in prospective teacher's attitudes towards violence.

Methods and Sample

In the study, the comparison method which is one of the relational models was used. Five education faculties was selected from teachers faculties by 'Purpose Sample' method and this research was carried out with 682 female, 555 male, in the total 1287, of prospective teachers in final grades of faculties. Distribution of participants according to their departments in which they study is as follows: Religion and Ethics 26(2.1%); Primary School Teaching 220(17.8%); Science 171(13.8%); Elementary Mathematics 122(9.9%); Psychological Counseling and Guidance 141(11.4%); Turkish 261(21.1%); Social Studies 213(17.2%); Painting 52(4.2%); Pre-School Education 31(2.1%).

The Data and Analyzing

In the research 'Determination of Prospective Teacher's Attitudes Towards Violence Scale (OASKTBO) was used as a data collection, developed by Gözütok (1993). Alpha reliability parameter of scale was calculated as .96 which included Likert-type and 47 positive/negative suggestions. The scale aimed to determine the prospective teachers' behavioral tendencies and attitudes towards violence. Each answer which was given to scale can be determined the attitudes of prospective teachers towards violence by numerical score. The height of points being scored from the scale is interpreted as the

individual is prone to violence and the low point means no prone to violence. The highest score can be taken from the scale is 47, the lowest score is 0.

Findings

Table 1 Results of Ward's Hierarchical Cluster Analysis of Prospective Teachers' Attitudes towards Violence-Average and Standard Deviations

Cluster	N	%	Attitude \bar{x}	Std. Deviation
1 (low)	312	25,2	21,22	2,60
2 (middle)	768	62,1	27,57	1,53
3 (high)	157	12,7	32,61	1,99
Total	1237	100,0	26,61	4,01

As shown in Table 1, in the result of hierarchical cluster analysis there are three clusters. Prospective teacher's attitudes towards violence are seen in the middle group (62.1%). It has been determined that the group (12.7%) has a high tendency to violence and (25.2%) have a low tendency. It can be said that 12.7% of prospective teachers carry the risk of committing violence when they start their job.

Table 2 T-test points of Prospective Teachers' Attitudes towards Violence according to Genders

Gender	N	\bar{x}	S	sd	t	P
Female	682	26.84	3.78	125	2.30	.021
Male	555	26.31	4.33			

P < .05

According to Table 2, women prospective teachers are more prone to violence than men [t(1235) = 2,30, p < .05].

Table 3 Results of One-Way Analysis of Variance (ANOVA) of Prospective Teachers Attitudes towards Violence according to received department.

Source of Variance	Sum of Squares	Sd	Squares mean	F	P	Significant difference
Between Groups	430.62	8	53.82	3.33	.001	A-B, A-C, D-B, D-C
Within Groups	19822,00	1228	16.14			
Total	20252,62	1236				

A: Psychological Counseling & Guidance
C: Religious Culture & Moral Knowledge

B: Social Studies
D: Art

According to Table 3, there is a significant difference between prospective teachers' received university department and the scale scores of them [F (8-1228)= 3, 33, p <.05]. In other words, education program on which they study is a factor in the program in prospective teachers' attitudes towards violence. According to the results of the Scheffe test that was made to determine the average score differences between which groups, the average scores of students in Psychological Counseling and Guidance Program (\bar{X} =27.52), were found significantly higher than the average scores of students in Social Studies Education (\bar{X} =25.85) and the average scores of students in Religion and Ethics Education (\bar{X} =24.84). In addition, according to the results of Scheffe test the average scores of students in Painting Education (\bar{X} =28.03) were found significantly higher than the average scores of students in Social Studies Education (\bar{X} =25.85) and the average scores of students in Religion and Ethics Education (\bar{X} =24.84). The average scores of students who receive education in other departments weren't found different between each other.

Table 4 Results of One-Way Analysis of Variance (ANOVA) of prospective teachers attitudes towards violence according to the number of siblings.

Source of Variance	Sum of Squares	Sd	Squares mean	F	P
Between Groups	67.42	4	16.85	1.029	
Within Groups	20185,2	1232	16.38	.391	
Total	20252,62	1236			

P> .05

In Table 4, there is no significant difference in scale score in terms of the number of siblings in their families of prospective teachers F(4-1232)=1.029, p> .05]. This finding, the number of siblings variable cannot be interpreted as a factor in prospective teachers' attitudes towards violence.

Table 5 Results of One-Way Analysis of Variance (ANOVA) of prospective teachers' attitudes towards violence according to accommodation

Source of Variance	Sum of Squares	Sd	Squares mean	F	P
Between Groups	144.66	4	36.16	2.216	
Within Groups	20107,96	1232	16.32	.065	
Total	20252,62	1236			

P> .05

In Table 5, there is no significant difference in scale score in terms of accommodation of prospective teachers [$F(4-1232)=2.216$, $p> .05$]. This finding, accommodation variable cannot be interpreted as a factor in prospective teachers' attitudes towards violence.

Conclusion and Discussion

As a result of the research, it can be said that teachers colleges are not able to bring the desired level of positive attitudes to prospective teachers' attitudes towards violence. According to the research findings, 62.1% of prospective teachers are in tendency of committing violence or not. 12.7% of them have high tendency to commit violence, in contrast to 25.2% of them have low tendency to commit violence. This situation can be turned into violent behavior, when they meet with natural obstacles of prospective teachers' professional life such as crowded classrooms, indifferent students/parents, economic difficulties and the like. On the other hand, the main material of the teaching profession is child and its current developmental stage, take into consideration, the level of violent behavior of prospective teachers is noteworthy high (74,8%). According to Durmuş & Gürçan (2005), physical violence has become a daily event in schools. Study of Ayan (2007) showed a finding that students are beaten mostly by teachers. The study of Alkan (2007) indicates that primary school teachers are usually applying physical punishment method (63%).

Violence acts of women prospective teachers are higher than men. This result coincides with the result of research, aiming to evaluate of prospective teachers attitudes towards violence of Gozutok (1993), Tan (1993) and Sargin (2010). Prospective teachers' attitudes towards violence differ according to vocational education programs. The study of Sargin

(2010) has shown that prospective teachers who study on social science have higher levels of awareness against violence than they studied on physical sciences. This result can be explained by two factors: 1-At the stage of vocational choice prospective teachers are guided to vocational education programs that are inappropriate for their interests, skills and personality. 2- Professional programs are much focused on learning in Cognitive domain and learning in Affective domain can be ignored, this can be the source of the problem.

Prospective teachers' accommodation, number of siblings and their forms of identification variables are not such a factor in prospective teachers' attitudes towards violence. The study of Bilgin (2008) has revealed that there is no relation between violence, socio-economic and demographic characteristics. This result has shown that the process of undergraduate education is an enhancing property instead of eliminating tendency to violence of individuals. In addition, undergraduate educational programs can be said that they reveal and support the individual's tendency to violence if it has; they cause to develop if it does not have. Therefore, vocational education programs have content as preventing to make the individual self-realization rather than helping to it.

Implications

On the basis of the study findings, the following suggestions can be given for the current standstill and future researches: 1- Teacher training programs of faculties should include disciplines intended to gain knowledge, attitudes, skills such as human rights, a democratic attitude, tolerance, legal responsibilities. 2- The students' selection to teacher professional programs should be provided in a process in which a study is made to select the appropriate candidates to personal properties of teaching job. 3- Prospective teachers' undergraduate education process should be supported by the activities out of the program. 4- Researches should be done to determine the causes of the prospective teachers' attitudes towards violence.

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