

Abstract

Research on the elementary school violence condition and plan for countermeasures

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Recently, school violence of elementary school students are increasingly interested. According to the Survey on School Violence, the percentage of elementary school students report being violated or bullied is higher than students in middle school and high school. Therefore, it is required to investigate the lower grades of elementary school. The purpose of this study was to investigate the school violence condition in elementary school and the characteristics of school violence among elementary school students to make a basic proposal for the countermeasures against school violence in elementary school.

1. Characteristics of school violence in elementary school students

□ Trends in school violence by demographic characteristics

- 11.37% of the respondents answered that they had suffered school violence in real life, cyber space, or real life and cyber space. Among the six school violence types, the most experienced victims were verbal abuse victims (8.57%), rejection victims (3.54%), and the other types were between 1.54% and 1.80%, followed by physical violence – theft – sexual violence – forced order
- By gender, the percentage of male student victims (13.16%) is higher than that of female student victims (9.64%). In all types of school violence, the

percentage of male victims is higher than that of female victims, but overall tendency is same between male and female victims: verbal abuse followed by rejection.

- In terms of grade, the percentage of victims in grade 3 is up to 21.48%, but the percentage decreases as the grade increases.

School violence space

- 496 students (10.78%) answer that they are victimized in real life, and 74 students (1.61%) answer that they are victimized in cyber violence while cyber violence is increasing recently.
- However, 63.51% of the victimized students on cyber space report that they are also victimized in real life.

School violence overlapping

- When the school violence is categorized in six types, there are 57 types of overlapped victimization theoretically. There are 38 types of overlapped victimization in this study.
- Among the victims of school violence, 36.33% are victimized by two or more types of school violence, 16.63% are in three or more, 8.22% are in four or more, and 3.82% are in five or more. 1.91% of students report that they are victims of all types of violence.

Aftermath of school violence

- After victimization of school violence, 32.74% of the respondents answer that they are able to bear it. In general, however, the proportion of students who have suffered from the school violence and that of those who have not are almost same.

- By gender, female students have suffered more than male students. Overall, the older have suffered less than the younger.

□ Perpetrator of school violence

- More than half of the perpetrators of school violence are in the same class, and 51.46% and 55.77% of the victims of both boys and girls are victims of the same class.
- For boys, 75.44% of school violences occur in same sex, and for girls, 45.15% of school violences do in same sex.
- In general, except for the school violence on the cyber space, more than half of perpetrators to male students are alone, while half of those for female students are alone and the other half of them are grouped.

□ School violence time

- School violences are occurred most frequently during the breaks (29.26%), followed by after school (15.15%) and lunch breaks (14.58%).
- You can see that not a few school violences(35%) have occurred after regular school hours.

□ School violence place

- 67.62% of respondents answer that they have experienced school violence in the school.
- All types of school violence except for physical violence, have occurred most frequently in the classroom. However, physical violences also have occurred in the classroom frequently following corridor. It reveals that school violence occurs most commonly the classroom.

Notification of school violence

- After the victimization of school violence, 42.19% of victims notify to the family or guardian showed followed by teachers (16.94%) and friends and seniors (12.13%).
- 25.25% of the respondents do not notify to anyone, especially male students less inform anyone than female students.

School violence experience as victim

- 7.26% of students report that they witnessed school violences: 8.82% of boys and 5.76% of girls report.
- 30.07% of witnesses have helped victims to stop harassing, 35.23% of them comforted the victims, and 19.22% of them reported or notified others such as family or teachers.

School violence experience as perpetrator

- 2.84% of male students report that they are perpetrator and 1.13% of female students do.
- The most common cause of school violence is that because “the other person bullied me” (25.47%).

School violence experience as victim and perpetrator

- The number of victims is 523, 11.37% of all respondents, and the number of perpetrator is 104, 2.26% of respondents. However, the number of both victim and perpetrator simultaneously is 71, 1.54% of all respondents, 13.58% of victims, and 68.27% of the perpetrators.
- By developmental stage, 12.58% of junior grades students are the net

victims, 0.63% of them are net perpetrator, and 2.60% of them are victim-perpetrators. In the case of senior grade students, the net victims are 7.23%, net perpetrators are 0.80%, the victim-perpetrators are 0.55%.

2 Characteristics of school violence by personal and relational characteristics

Self-esteem

- Self-esteem score of the irrelevant is highest, 3.27 points, followed by net perpetrator 3.22, net victim 3.20, and victim-perpetrator 3.14, respectively.
- Self-esteem of the victim-perpetrator is lowest both in junior and senior grades compared to the irrelevant, net perpetrator, and net victim.

Impulsivity

- The impulsivity score for the irrelevant is 2.18, the lowest, followed by the net victim of 2.29, the victim-perpetrator of 2.43, and the net perpetrator of 2.57.
- Overall, the senior grades students showed higher impulsivity score than the junior grades students. The impulsivity score of the irrelevant is lower than those of the net victim, the net perpetrator, and the victim-perpetrator both in junior and senior grades students. In the case of the junior grades, the impulsivity scores of the net victim and the net perpetrator are almost same to each other. However, in the case of senior grades, there are a lot of difference in impulsivity score between them.

Aggression

- The aggression score of the victim-perpetrator is 2.86, followed by the

net perpetrator (2.74). The results of this study are as follows. First, students who experienced school violence were more aggressive than those who were not related to school violence.

- The aggression score of the net perpetrator in junior grades is 2.21, which is lower than that of the net victim in junior grades of 2.44. However, in the senior grades is the opposite, 3.12 for net aggrieved victims and 2.99 for the net victims.

□ Relationship with parents

- The lower the score of the parents' relationship, the higher the percentage of the net victims.
- In the case of victim-perpetrator and net perpetrator, the relationship with their parents is better in the senior grades than in the junior grades. In the case of the irrelevant and the net victims, the junior grades showed a better relationship with their parents than the senior grades.

□ Relationship with peers

- Overall, victims and victim-perpetrators have low peer relationship score than other groups.
- Peer relationship score of the senior grades is higher than that of in junior grades. The peer relationship score of junior grades is in descending order - the irrelevant - net victim - net perpetrator - victim-perpetrator. However, in the case of the senior grades, it is changed in the order of the irrelevant - net perpetrator - victim-perpetrator - net victim. The point is that the peer relationship score of students who have the experience of perpetrator is getting better as they are older.

Relationship with teachers

- The irrelevant shows the best relationship score with teachers, and net perpetrator shows the worst relationship score with teachers. There was no difference between the net victims and the net perpetrators. Only the difference of relationship score with teachers between the irrelevant and the net victims is statistically significant.
- From junior to senior grades, the relationship with the teacher is better and sometimes worse. The former case is the net perpetrator and the victim-perpetrator, and the latter case is the irrelevant and the net victim. As shown in the previous section, the students who have the experience of aggression is lower than those who have not. However, considering the developmental stage, there is opposite phenomenon.

3. School Violence Measures for Elementary School Students

- In-depth study should be carried out to define the concept of school violence and to prepare school violence prevention program considering developmental stage of elementary school students.
- Various preventive education programs should be prepared to raise awareness about cyber violence for elementary school students.
- Customized programs and activities should be set up to create healthy peer culture considering characteristics of elementary school junior grades
- Various preventive activities and policies should be continuously implemented to improve the school environment.

- School violence prevention programs considering developmental stage to mitigate individual negative psychological and social characteristics and to strengthen students' self-esteem should be prepared.

Key words: School violence survey, personal characteristics, social relationship