CHILDREN ARE MORE VIOLENT NOWADAYS

TYPE
Case study on European youth problems regarding violence in school.

PROBLEM DESCRIPTION
a. Problem typology In today's society we are facing with increasingly violent phenomena. To qualify a fact that is violent means to deliver a value judgment on that fact. Judgment corresponds to social norms determined by the culture of a society, but it also depends on the group somebody belongs to; in the same time what is experienced from a child as being violence from a certain school, can be unnoticed in the eyes of a child from another school. Important is that verbal violence is not perceived in the same way by children and teachers; children minimize it, while teachers overrate it. In schools we meet two types of violence; ➢ *Objective violence*, which is of criminal nature (crimes and offenses); The police and Justice are required to work directly with schools in this case; ➢ *Subjective violence,* which is more subtle, it has to do with the attitude, and affects the school climate. This includes hostile attitudes, contempt, humiliation, insult, rudeness, skipping classes, refusing to participate in activities or what some call the "against school" attitudes. An extremely widespread form of violence in schools is verbal violence (bullying) which refers to verbal attacks and intimidation (physical pressure) exerted by threats, insults, humiliation.
b. Actors involved - students; - teachers; - students families; - local community

c. The occurence context
The influence of family environment
The family environment is the most important source of children's aggressiveness. Many of the children who have an aggressive profile come from dysfunctional families, have experience of parents' divorce and live in single parent families. The family balance is also disrupted by jobs crisis; the unemployment touches on many parents. Parents are faced with many financial difficulties, but also because they feel psychological devaluation, of failure. In those circumstances, they are not or are less available to their children

On this background there are new and very serious family problems that affect children profoundly, family violence, alcohol, abuse, neglect, and important education gaps - the lack of dialogue, of affection, inconsistency in requirements to the child (transitions from one extreme to another, from an excessive permissiveness to very harsh restrictions), using violent means to sanction the child.

There are parents who favor the emotional relation to the detriment of the educational role that should have it in their relationships with their children: not imposing any restrictions, rules, emit fewer requirements and seek to avoid conflicts. The almost total absence of constraints (outside school) will determine the child to adopt bad behaviors in the classroom refusing teachers' demands.

The influence of social environment
Social environment contains many sources of influence likely to induce, stimulate and maintain school violence: the economic weakness of mechanisms of social control, social inequalities, and the crisis of moral values, media, and failures of those responsible with educating children, lack of cooperation of the institutions involved in education.

Economic and social situation cause some confusion among children who begin to doubt the effectiveness of the school, the usefulness of science. And above all they find more that school does not ensure employability. Traditional values conveyed in school - work, merit, effort - witness visible erosion.

A social crisis (job crisis, family crisis, the crisis of values) profoundly affects the child's personality development).

The influence of school environment
Often communication is not collateral; there are teachers who monopolize communication and the child remains a passive receiver. Communication between children in the working groups is quite small and their views on life class are hardly considered. The need for expression and communication is the basic need of every individual and school is a privileged place to meet these needs.

Other components of the teacher's attitude towards a child can generate conflict situations and violent behavior. Some teachers adopt an attitude of contemptuous ignorance of children, assessing them negatively.

This attitude of the teacher can determine the child indifference to what happens in the classroom, skipping classes, refusal to do homework, verbal violence towards colleagues and even to other teachers or staff, aggressive behaviour.

d. Description of the situation

The children have problems in school; truancy is met more often; the dropout rate increases; conflicting relations between colleagues are amplified - in some cases students' violence also influences their loved ones, parents and teachers

e. What are the reasons for which we consider it a problem (or becoming a problem)?

Analysis of schoolwork

➢ The school results of the observed students are lower and lower; they accomplish their duties with great difficulty:

➢ Students are attracted by the activities of some vulnerable groups to the detriment of school and family;

➢ Violence becomes a universal "solution" that fits for any problem encountered.

Social relationships

➢ Families – the relationships between parents are strained, there are cases of domestic violence, divorce, death of parents;

➢ Father is violent, authoritarian, choleric, drinks alcohol, has no regular job and sometimes has extramarital affairs;

➢ mother is overcome by financial problems, by domestic activities, by children's education, affected by health problems, hyper emotional;

➢ Elder brothers are part of groups of rebellious adolescents, imitation power affecting younger siblings;

➢ Group of friends have a similar behavior, affiliation / non-affiliation to the group can affect the child's safety, violent behaviors are encouraged and appreciated;

➢ Classmates have a better financial situation and that triggers feelings of envy, helplessness, they are avoided because of the verbal and physical violence they exhibit.

f. Possible risks

Violence in schools is an expression of violence in society; When violence occurs in school, it leads to other consequences: violence in school reduces the chances for children to develop their full personality and acquire quality education.

INTERVENTION

Steps for action
At personal level
o Development of self confidence;
o Stimulation the motivation for learning;
o Emproving the relationship with the colleagues;
o Psychotherapy sessions;
o Redefining the system of values
At group level
o Integration into the group;
o valorization of their potential;
o Involvement in extracurricular activities, projects and educational programs
At local community level
o colaboration with family and school councelor
o involving children in activities in collaboration with the local community, city hall, local library, police, foundations or NGOs;

RESULTS

➢ Increasing of self-confidece;
➢ Solving identity crises;
➢ Increasing self-esteem;
➢ Integration in collective and positive relationships with peers;
➢ Collaboration and solving team tasks;
➢ Impoving family situation ;
➢ Finding concrete solutions to crisis situations.