ANALYZING THE VIOLENT TENDENCIES OF THE SECONDARY SCHOOL STUDENTS ACOORDING TO THEIR SPORT ACTIVITIES: EXAMPLE OF ESKİŞEHİR ODUNPAZARI AND TEPEBAŞI

Elif KARAGÜN
Kocaeli University Faculty Of Sports Sciences, Umuttepe Campus
Kocaeli-Turkey
elif.karagun@gmail.com
ORCID: 0000-0003-1974-4117

Murat GENÇ
Ministry Of Education, Şehit Adnan Çiftçi Secondary School,
Eskişehir-Turkey
mrt.mgenc@gmail.com

Abstract
The aim of this research is to determine the violent tendencies of middle school students, living in Eskişehir, district of Odunpazarı and Tepebaşı, according to their sport performances. The violent of tendency research, which is determined, aims to analyze year of doing sport, licence status, whether they are exposure to violence, whether the level of doing sport depends on their families income level. For the purpose of the research; after getting permission from Eskişehir Provincial Directorate for National Education, a total of 64 secondary school in Odunpazarı and Tepebaşı district, representing the world, students are informed in 8 secondary school selected by simple random sampling method. After elucidating, information survey which is developed by Haskan and Yıldırım and determine the violence tendency scale and socio-demographic feature, is applied to 232 secondary school students in total who want to participate voluntarily. Since the data normally distributed, t test and one-way analysis of variance are used among parametric methods. The margin of error is $p<0.05$.
As a result, students violent tendencies to participate in sports branch competition, licence status, whether they are doing sport in the family, income level, sibling status is found to be meaningless according to their educatıon level of parents and their exposure to violence. However, tendency to violence; boys' scores are found to be significantly higher than those who are exposed to violence than those who are not, 13-year-old students than 11-year-olds, and 8th grade students than 6th grade. Finally, as a result of social learning and gender role learning, it is thought that the tendency of violence increases in males and in those who are exposed to violence as a result of role modelling. It is recommended to plan detailed studies on the subject in order to eliminate the tendency to violence.
Key Words: Violence, Sport, Secondary School Students, Tendency to Violence

Introduction

When you consider violence, physical violence often comes to mind. However, violence is not always a tangible situation that can be seen or heard. By creating emotional strains, its effects can be realized indirectly. In the literature, it has been mentioned that violence includes behaviors such as sometimes using vulgar expression or physical force, sometimes being unresponsive and inaction (Krug et al., 2002).
The World Health Organization reports that 470.000 murders are committed around the world every each year and millions of people are injured in connection with this violence. They also state that there are 3 types of violence against those who are exposed to violence; self-directed, interpersonal and collective (WHO, 2020). It has been suggested that interpersonal violence, which is one of these 3 types of violence, usually occurs in environment such as home,school, or streets and between people who are acquaintance (Kocacık, 2001; Özgür, Yörükoğlu & Baysan Arabacı, 2011). School is one of the place that is suitable for interpersonal violence and where there are people who know each other. Social status,income level,characteristics of the region where the school is located, low school success,family relationships and childhood traumas are shown as factors that increase the tendency to violence at school (Hökelekli, 2007). It is also stated that girls are most likely to experience violence in home and boys in school and male students are more prone to violence than female students (Donat Bacı & Özben, 2011; Ögel, Tarı, & Yılmazçetin-Eke, 2006; Özcebe, Çetik & Üner, 2006; Özgür et al., 2011).
Based on the definition of violence tendency, it is suggested that individuals without a violent behavior have positive feelings, thoughts and behaviors. It is explained that in violent tendency, individuals may use violence or may have thinking that confirm violence without using any violent act. Violence is defined as all kinds of harmful acts in physical, psychological, sexual, economic and even social dimensions, while the tendency to violence is defined as a positive view of violence, an opinion (Haskan & Yıldırım, 2012). It is suggested that the tendency to violence is affected by individual and environmental factors, family problems, media and peers also

Copyright © The Turkish Online Journal of Educational Technology

have an effect (Avcı & Güçray, 2013; Gençoğlu, Kumcağız, Ersanlı, 2014). In a study conducted by the Minister of National Education in 34.656 primary schools and 7934 secondary schools for 2007,it was determined that there were 3.7% violence in primary education and 28.5% in secondary education.In this study,physically damaging actions were the most common type of violence with a rate of 34.5%.It was determined that behaviors such as bullying,threats and teasing were in the second place with 23.7%,followed by 10.1% in behaviors such as gossip and nicknames (Gençoğlu et al. 2014).

As can be seen from this study conducted by the Ministery of National Education,it can be concluded that violence incidents in primary education, which is 3.7%, increase by 28.5% in secondary education, in other words,violence incidents increase as the age gets older.When looked at with the social learning theory which states that behaviors are learned by modelling and imitating; the behaviors that children observe from their parents,teachers shows the importance of addressing the issue at an early age (Ayhan & Hökelekli, 2004; Kılavuz, 2006). Besides, there are many publications reporting that doing sport has positive effects on children physically,mentally,socially and emotionally , especially to relieve anger and have a relaxing effect (De Vries 1981; Kalyon,1994; Koç, 2007; Krechtle, 2004). Considering these positive effects of sport, it is considered important to determine the violent tendencies of secondary school students who are at the beginning of adolescence according to their participation in sports.

Objectıves Of The Research

It is wanted to determine the level of violence tendency in secondary school students who participate in sports and do not. For this purpose, answers to the following questions are searched.

Does the tendency to violence in secondary school students show a change according to whether they do sports or not?

Does the tendency to violence among secondary school students show a significant difference according to socio-demographic characteristics?

Does the tendency to violence among secondary school students show a significant difference according to their exposure to violence?

Methods

Study Group: This research is a descriptive study. The target population of the study consists of 64 secondary school students in Eskişehir, Odunpazarı and Tepebaşı districts in 2019-2020 academic year.The sample group,on the other hand,consists of a total 232 students, who participate voluntarily, from 8 secondary schools selected by simple random method from the secondary schools that constitute the research population.

Data Collectıon Tools

Information survey; in order to determine the socio-demographic characteristics of secondary school students,a 13 question information survey prepared by the researchers in the light of the literature information is applied.

Violence tendency scale; violence tendency scale developed by Haskan and Yıldırım is used to determine students' violent tendencies. The scale consists of 20 items, one of which is reversed. The scale is triple(3=always,2=sometimes,1=never) graded.The result that can be obtained from the scale varies between 20 and 60.High results indicate high tendency to violence.The response time of scale ,which can be applied both individually and as a group, is approximately 15 minutes.The Cronbach Alpha coefficient of the scale is found to be 0.87 (Haskan & Yıldırım 2012) and 0.82 is found for this research.

Data Collection

After getting permission from the Eskişehir Provincial Directorate of National Education in December 2019 for the research, students were informed about the research by going to the schools determined by simple random method. Information form and violence tendency scale were applied to those who voluntarily participated in the study.

Analysis Of The Data

Percentage distributions of the personal characteristics of secondary school students according to their sports performances are determined. Mean and Standard deviation values are used to determine the scores they get from the violence tendency scale. Since the data showe normal distribution when analyzed in the spss 21.0 package program, for groups independent of parametric methods, t test is used for pairwise cluster comparisons and one-way analysis of variance is used for comparisons of more than two clusters. Margin of error is $p<0.05$.

Finding

In this section, the results students get from the violence tendency scale are analyzed in accordance with the research questions and presented in tables.Descriptive data are given with mean comparisons.

Copyright © The Turkish Online Journal of Educational Technology

Looking at table ,42.2% of the participants are female students and 47.8% are male students.Violence tendency scores are found significantly higher in favor of males.76% of participants are doing sports outside of school.No significant difference are found when violent tendencies are compared according to their sports activity.While 59.9% of the students doing sports are licensed,34.5% states that they are not licensed.12.9% of the students state that they are exposed to violence,86.6% state that they are not exposed to violence when the violence tendency scores are analyzed ,it is found to be significantly high in favor of those who are exposed to violence [Table 1].

Table 1: Violence t test results in terms of gender-violence and sports situations

Variable		N	%	Mean±Ss	F	P
Gender	Girl	98	42.2	28.77± 7.17	0.353	**0.000**
	Boy	134	47.8	32.81±6.34		
Sports activities	Yes	180	77.6	30.92±6.81	0.348	0.532
	No	50	21.6	31.66±7.50		
License condition	Yes	139	59.9	31.05±6.44	6.400	0.972
	No	80	34.5	31.08±7.93		
Exposure to violence	Yes	30	12.9	35.66±7.19	0.403	**0.001**
	No	201	86.6	30.46±6.70		
Sport branch	Team	143	61.6	31.09±7.00	0.198	0.660
	Individual	48	20.7	30.58±6.96		

Violence tendency scores do not differ significantly according to sports branch of the students. However, the violent tendencies of secondary school students according to the years of doing sports differ siginificantly($p=0.043,p<0.05$). When the source of the significant difference is examined, it is seen that the group doing sport 1-3 years and those who do sports for 7-9 years are due to the points they get. Violence tendency is found to be the lowest among students doing sports for 1-3 years, and highest for those who do sports for 7-9 years. Considering the violence tendency scores of the students according to the grade point average they get in the previous period before the research, it is found that the tendency to violence is significantly higher in favor of the students who get 70 points or less.($p=0.009,p<0.05$)When the source of the difference is considered, the scores of those with grade point avarage of 91 points or more;it is found to be due to the difference between the groups with both 70 points or less and 71-80 points [Table 2].

Table 2: Analysis of variance results regarding the violence tendency scores of the students according to their violence and sport activities

Variable		N	**%**	Ort±Ss	F	P	**Tukey**
Year of sports	1-3 years[a]	114	49.1	30.50±6.93	3.208	**0.043**	**a-c**
	4-6 years[b]	73	31.5	31.34±6.90			
	7-9 years[c]	15	6.5	35.33±7.60			
Grade point average	70 points and below[a]	46	19.8	32.97±7.55	3.969	**0.009**	**a-d**
	71-80 points[b]	53	22.8	32.13±7.06			**b-d**
	81-90 points[c]	54	23.3	31.66±6.36			
	91 points and above[d]	53	22.8	28.49±7.24			

In table 3;Students' violent tendencies do not show a significant difference according to the education and income levels of their parents and the number of their siblings.However,when analyzed by age variable,significant differences are found in favor of 13 years old.($p=0.004,p<0.05$)When the source of the significant difference is analyzed with Tukey test,it is determined that the tendency to violence is the lowest among the students aged 11 and under,and the highest among the 13-year-old students.It is seen that the significant difference is due to the difference between the scores obtained in these age groups.Significant differences are found according to the class variables.It is observed that the difference between the scores of 8th grade students and the scores of 6th grade students is caused by the difference [Table 3].

Copyright © The Turkish Online Journal of Educational Technology

Table 3: Variance analysis results of the mean scores of the violence tendency of the participants according to their socio-demographic characteristics.

Variable		N	%	Ort±Ss	F	P	Tukey
Age	11 years and under[a]	45	19.4	28.35±6.37	4.562	**0.004**	**a-c**
	12 years[b]	68	29.3	31.29±7.41			
	13 years[c]	78	33.6	32.97±7.17			
	14 years and older[d]	40	17.2	30.30±5.53			
Grade	5th grade [a]	10	4.3	26.70±5.88	3.691	**0.013**	**b-d**
	6th grade [b]	43	18.5	29.04±6.25			
	7th grade [c]	56	24.2	31.08±7.29			
	8th grade[d]	123	53	32.19±6.93			
Mother education	Illiterate	28	12.1	31.07±7.42	1.039	0.395	
	Primary	103	44.4	31.95±7.65			
	Secondary	46	19.8	30.60±6.39			
	High school	37	15.9	29.51±5.72			
	University	11	4.7	28.90±5.55			
	Graduate	1	0.4	36.00±			
Father education	Illiterate	3	1.3	24.66±4.04	1.068	0.379	
	Primary	79	34.1	31.24±7.25			
	Secondary	53	22.8	31.69±7.81			
	High school	72	31.0	31.22±6.40			
	University	14	6.0	28.35±5.61			
	Graduate	2	0.9	33.50±6.36			
Income level	2000 TL and below[a]	66	28.4	30.51±7.13	1.676	0.173	
	Between[b] 2001-2500 TL	61	26.3	32.08±7.70			
	Between [c] 2501-3000 TL	42	18.1	29.33±6.42			
	3001 TL and above[d]	53	22.8	31.90±6.39			
Number of siblings	No siblings	21	9.1	30.09±6.34	0.632	0.595	
	2 siblings	79	34.1	30.53±7.14			
	3 siblings	74	31.9	31.37±7.34			
	4 siblings and above	57	24.6	31.94±6.63			

Discussion And Conclusion

When the research findings are examined, the violent tendencies of secondary school students have no significant differences in terms of parents' education level, income level, number of siblings, whether they do sports or not, the sport branch of those who do sports and whether they are licensed or not. In this section, only results that show significant differences are interpreted and discussed with the literature information.

Looking at table 1,the tendency to violence in terms of gender is found to be higher in boys than in girls (Avcı, 2010; Gençoğlu et al., 2014; Haskan, 2009; Karagün, 2015; Ögel et al., 2006; Özgür et al. 2011; Sağlam & İkiz 2017). Contrary to these results, it is seen that there are studies that find a high tendency to violence in girls (Ellickson & McGuiga, 2000; Kırımoğlu, Parlak, Dereceli & Kepoğlu, 2008), as well as studies that do not find a significant difference in violent tendency according to gender (Arpacı, 2011; Gökbüzoğlu, 2008; Karataş-Bolat, 2002). Considering the findings of the study, with the information that as a result of gender role learning in the literature, aggressive attitudes of men are supported by the society, on the contrary, behaviors such as calm and harmony are taught to girls (Astin, Redston & Campbell, 2003; Giles & Heyman, 2005; Karagün, 2015; Lopez & Emmer, 2002), it is thought that these results are obtained due to gender role learning.

When the violence tendency scores of secondary school students are analyzed according to their exposure to violence or not; significantly high scores are observed in favor of those exposed to violence.When the studies conducted are examined, there are also studies showing that the violence tendency scores of those who are exposed to violence are also high (Gençoğlu et al., 2014; Ireland & Smith: 2009; Karagün, 2015). In the literature; it is stated that individual and environmental factors such as family problems, media and peers affect the tendency towards violence(Avcı & Güçray, 2013; Gençoğlu et al. 2014), witnessing or being exposed to

Copyright © The Turkish Online Journal of Educational Technology

violence increases the tendency to violence and aggression (Dilillo, Tremblay & Paterson, 2000; Frias-Armenta, 2002; Mazefsky & Farrel, 2005). It is thought that the presence of violence in the environment,most importantly, exposure to violence teaches some kind of violence and there is a need for deep studies that investigate the tendencies of those who are exposed to violence.In this studuy,while there is no significant difference in violence tendency scores according to whether or not to do sports or to be licensed,a significant difference is found according to the year of doing sports.It is seen that there are similar results in the literatüre (Haskan, 2009; Haskan Avcı & Yıldırım, 2014; Karagün, 2015). When table 2 is examined, it is seen that the tendency to violence is the lowest in those who do sports between 1-3 years, but the highest in those who do sports for 7-9 years. It is reported in the literature that the tendency to violence does not increase with sports, but the type of sport can increase the tendency to violence depending on whether it has a competitive content or not.In addition,it is observed that sports activities in a game format are recommended to eliminate violence (Karagün, 2015). In this study, while there is no significant difference in violence tendency scores according to whether or not to do sports and whether or not to be licensed ,a significant difference is found according to the sports year.Again,when we look at the information that sports in the literature contains violence and aggression in natüre (İkizler, 1994); in this study, it is deemed appropriate to recommend planning studies that will reveal more detailed data on the subject,since it is not examined whether those who have more years of sports and high violence tendency scores are professional.Considering the grade point avarage in Table 2,it is seen that as the students' grade point avarage decrease,the violence tendency scores of the students increase significantly.Considering the literature,the information that situations such as low school success,indifference to school and lessons play an active role in the formation of violence (Fager & Boss, 1998; Morrison, Furlong & Morrison, 1994) is in line with the research findings. However,contrary to our research findings in the literature,it is observed that there are studies that do not find a significant difference in violence tendency in terms of school success (Karagün, 2015). It can be said that as the academic success of the students increases, the tendency to violence decreases. In the literature, grade avarege point is shown as a factor in addition to familial factors that increase the tendency to violence (Hökelekli, 2007). In addition, considering that communication and interaction within the family are among the factors that reveal the tendency to violence (Kılıç, 2012; Ögel et al. 2006); considering that academic success is very important in our society, it is thought that as the success decreases, the tendency to violence may increase as a result of conflict in family communication. There is a need to plan detailed studies on this subject.

In Table 3, when the violent tendencies of secondary school students are examined by age;it is determined that the highest scores are obtained by the 13-year-olds, and the lowest is the 11-year-olds.In the eye of the literature, violence is exhibited as a show of strength and acceptance behavior with adolescence and there is an increrase in the tendency towards negative behaviors at the beginning of adolescence (Yavuzer, 2011), and especially the 15-17 age group is considered to be the most risky age group in terms of violence (Ögel et al. 2006); as age increases, the vioelent tendencies increase, too.These studies also support the literature information.When the violence tendency scores of secondary school students in terms of their grade level are examined,it is observed that the 5th grade students get the lowest score,followed by 6th grade,7th grade and the 8th grade,the tendency to violence increase parallel to the grade level increase.When the class variable is examined,it is seen that the difference is between 6th and 8th grades.These findings are parallel to previous studies (Bellici, Sardoğan & Yılmaz, 2015; Özgür et al., 2011). This result is actually similar to the age variable. It is thought that this situation is mostly due to the physiological and psychological processes brought about by adolescent period characteristics. In addition,it is thought that preparing for the high school pass exams in the 8th grade may also have an effect ,but detailed studies should be planned in terms of final results.As a result, the violent tendencies of secondary school students differ significantly according to gender,age,grade level, grade point avarage of previous term,exposure to violent and years of doing sports. In order to eliminate the tendency to violence, it is recommended to conduct detailed researches on the subject, to educate families and to increase sports activities.

References

Arpacı, T. (2011). A socialogical research on violence percevies of students at primary schol in Kütahya. Unpublished Master Thesis, Dumlupınar University, Institute Of Social Sciences, Kütahya, Turkey.

Astin, S., Redston, P. & Campbell, A. (2003). Sex differences in social representations of aggression: Men justify, women excuse? *Aggressive Behavior,* 29(2), 128-133.

Avcı, A. (2010).Violence in education the relation of violence, agression and ethics among high scholl students: İn case Küçükçekmece Town. Unpublished Doctoral Thesis, Marmara University, Institute of Social Sciences, İstanbul, Turkey.

Avcı, R. & Güçray, S. S. (2013). The relationships among interparental conflict, media effects and the violence behaviour of adolescents: The mediator role of attitudes towards violence. *Kuram ve Uygulamada Eğitim Bilimleri,* 13(4), 1995-2015.

Ayhan, H., & Hökelekli, H. (2004). *Din ve ahlâk eğitim öğretimine yeni yaklaşımlar*. İstanbul: Dem Yayınları.

Copyright © The Turkish Online Journal of Educational Technology

Bellici, N., Sardoğan, M. & Yılmaz, M (2015). Lise öğrencilerinde okula bağlanma ve şiddet eğilimi arasındaki ilişkinin cinsiyet ve sınıf değişkenlerine göre incelenmesi. [https://www.academia.edu/10572946/Lise_%C3%96%C4%9Frencilerinde_Okula_Ba%C4%9Flanma_ve_%C5%9Eiddet_E%C4%9Filimi_Aras%C4%B1ndaki_%C4%B0li%C5%9Fkinin_Cinsiyet_ve_S%C4%B1n%C4%B1f_De%C4%9Fi%C5%9Fkenlerine_G%C3%B6re_%C4%B0ncelenmesi]. Available: 20. 08. 2020.

De Vries H.A.(1981). Tranquilizer effect of exercise; A critical review. *The Physician and SportsMedicine, 9* (11), 46-55.

Dilillo, D., Tremblay, C. G. & Paterson, L. (2000). Linking childhood sexual abuse and abusive pareting: The mediating role of maternal anger. *Child abuse & Neglect*, 24(6), 767-779.

Donat Bacı, S. & Özben, Ş. (2011). The efect of violence and aggression in children and adolescent prevention programme on decreasing adolescent aggression. *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 1(2), 137-155.

Ellickson, P. L. & McGuigan, K. A. (2000). Early predictors of adolescent violence. *American Journal of Public Health*, 90(4), 566-572.

Fager, J. S. & Boss, S. (1998). *Peaceful schools*. United States: Northwest Regional

Frias-Armenta, M. (2002). Long-term effects of child punishment on Mexican women: A structural model. *Child Abuse & Neglect,* 26(4), 371-386.

Gençoğlu, C., Kumcağız, H. & Ersanlı, K. (2014). Family factors affecting violent tendency in adolescents. *Turkish Studies*, 9 (2), 639-652.

Giles, J.W. & Heyman, G.D. (2005). Preschoolers' use of trait-relevant information to evaluate the appropriateness of an aggressive response. *Aggressive Behavior,* 31(5), 498-509.

Gökbüzoğlu, B. (2008). The teenager's levels of agression and problem solving abilities in relation to each other. Unpublished Master Thesis, Marmara University, Institute of Social Sciences, İstanbul, Turkey.

Haskan Avcı, Ö. & Yıldırım, İ. (2014). Violence tendency, loneliness and social support among adolescents. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi (H. U. Journal of Education*), 29 (1), 157-168.

Haskan, Ö. & Yıldırım, İ. (2012). Development of violence tendency scale. *Education and science*, 37 (163), 165-177.

Haskan, Ö. (2009).The violence tendency, loneliness and social support among adolescents. Unpublished Master Thesis, Hacettepe University, Institute of Social Sciences, Ankara, Turkey.

Hökelekli, H. (2007). The ıssue of violence among kids and adults and suggestion for its prevention. *Journal of Values Education.* 5 (14), 61-78.

İkizler, C. (1994). *Sporda başarının psikolojisi*. 2. Baskı. İstanbul: Alfa Basım Yayım Dağıtım.

Ireland, T. O. & Smıth, C. A. (2009). Living in a partner-violent families: Developmental links to antisocial behavior and relationship violence. *Journal of Youth Adolesence*, 38, 323-339.

Kalyon TA. (1994). *Spor hekimliği sporcu sağlığı ve spor sakatlıkları*. 2. Baskı. Ankara: Gata Basımevi.

Karagün, E. (2015). Violence tendencies of high school students: an examination in terms of exposure to violence, participation in sports and socio-demograpic attributes. *Educational Research And Reviews*, 10(1), 29-35.

Karataş- Bolat, Z. (2002). Relationship parent's aggression and student's aggression. Unpublished Master Thesis, Çukurova University, Institute of Social Sciences, Adana, Turkey.

Kılavuz, M. A. (2006). Ergenlerde özdeşleşme ve din eğitimi. In H. Hökelekli (Ed), *Gençlik, Din ve Değerler Psikolojisi* (pp. 209-254). İstanbul: DEM Yayınları.

Kılıç, E. Z. (2012). Violent behavior in adolescence: Individual and familial factors. Archives of Neuropsychiatry, 49, 260-265.

Kırımoğlu, H., Parlak, N., Dereceli, Ç. & Kepoğlu, A. (2008). Determination of aggresiveness level of high school students according to their sport participation level. *Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*, 2 (2), 147-154.

Kocacık F. (2001). Şiddet olgusu üzerine. *C.Ü. İktisadi ve İdari Bilimler Dergisi*, 2 (1), 1-7.

Koç, M. (2007) Function of sport for coping with psychologictz trauma because of violence. *Manas Üniversitesi Sosyal Bilimler Dergisi,* 9 (18), 167-179.

Krechtle B. (2004), Influence of physical activity on mental well-being and psychiatric disorders. *Schweiz Rundsch Med Prax*, 93(35), 1403- 11.

Krug, E. G., Dahlberg L. L., Mercy J A., Zwi A.B. & Lozano R. (2002). *World Report on Violence and Health.* Ceneva: World Health Organization, pp. 3-21.

Lopez, V.A. & Emmer, E.T. (2002). Influences of beliefs and values on male adolescents' decisions to commit violent offenses. *Psychology of Men & Masculinity, 3(1),* 28-40.

Copyright © The Turkish Online Journal of Educational Technology

Mazefsky, C. A. & Farrel, A. D. (2005). The role of witnessing violence, peer provocation, family support, and parenting practices in the aggressive behavior of rural adolescents. *Journal of Child and Family Studies*, 14(1), 71-85.

Morrison, G. M., Furlong, M. J., & Morrison, R. L. (1994). School violence to school safety: Reframing the issue for school psychologists. *School Psychology Review*, 23 (2), 236-256.

Ögel, K., Tarı, I. & Yılmazçetin-Eke, C. (2006). *Okullarda suç ve şiddeti önleme,* İstanbul: Yeniden Yayınları.

Özcebe, H., Çetik, H. & Üner, S. (2006). *Adölesanlarda Şiddet Davranışları*. Şiddet ve Okul: Okul ve Çevresinde Şiddete Yönelik Alınabilecek Tedbirler Sempozyumu. (272-275). 28-30 Mart, İstanbul.

Özgür, G., Yörükoğlu,G. & Baysan-Arabacı, L. (2011). High school student's perception of violence, level of tendency to violence and effective factors. Psikiyatri Hemşireliği Dergisi-*Journal of Psychiatric Nursing,* 2(2), 53-60.

Sağlam, A. & İkiz, F. E. (2017) The relation between tendency to violence and the level of school engagement. *İlköğretim Online*, *Elemmentary Education Online,* 16(3), 1235-1246.

WHO (2020). Violence and Injury Prevention. [https://www.who.int/violence_injury_prevention/violence/en/]. Available: 20. 08. 2020.

Yavuzer, Y. (2011). Violence and aggression in schools: Risk factors related to teachers and schools and prevention strategies. *Millî Eğitim*, 192 (Güz), 43-61.

Copyright © The Turkish Online Journal of Educational Technology