

Violence among High School Students in Kuwait

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Abstract:

Parents can increase the probability of violence and other problem behaviors among their children because they serve as the primary socialization context for their adolescents.

The goal of this study was to examine the associations between family attachment, parental rejection, and child discipline with the violence among High School Students in Kuwait. The sample of this study was high school students of seven hundred and sixty seven cases of 10th-grade and 12th-grade throughout Kuwait City. The sample was divided into two groups such as male (n = 443), who selected from six high schools, and female (n = 324), who selected from six high schools in order to represent a sample of the high school students in Kuwait City.

Regressions analysis indicated that adolescent with high family attachment are less likely to be involved with violent behaviors namely (physical and verbal aggression).

Also, the regression analysis indicated that high levels of parental rejection and harsh child discipline are more likely their children to be involved with violent behaviors namely (Physical and verbal aggressions) in high schools.

ان احتمالية ظهور ظاهرة العنف عند الأبناء تكون باحتمالية كبيرة بسبب معاملة الوالدين لأبنائهم بأعتبار أن مضمون التنشأة والتربية الاجتماعية لها تأثير مباشر في سلوك الأبناء.

أن الهدف من هذه الدراسة هو أختبار الارتباط ما بين درجة الارتباط العائلي، درجة الرفض الاجتماعي وحالة اللامبالاه من قبل الوالدين اتجاه الأبناء، بالإضافة إلى ممارسات الضرب أو عقاب الأبناء بصورة جسدية أو لفظية وبين ظهور ظاهرة العنف ما بين الطلاب في مدارس الثانوية في الكويت.

أن عينة الدراسة تشمل المجموع الكلي ل767 حالة تم اختيارها بعينة عشوائية لمرحلة سنة ثالثة ورابعة ثانوي من النظام الثانوي التعليمي في الكويت، إن عينة الدراسة تم اختيارها بصورة عشوائية من خلال توزيع المدارس في محافظات الكويت الستة بحيث ينقسم المجموع الكلي إلى مجموعتين: المجموعة الأولى 443 من فئة الذكور تم اختيارها بصورة عشوائية من ستة مدارس مختلفة لنظام التعليم الثانوي، أما المجموعة الثانية 324 من فئة الإناث تم أختيارها أيضا بصورة عشوائية من مدارس الثانوية وذلك لتمثيل المجتمع الأصلي لطلاب المرحلة الثانوية في المجتمع الكويتي.

أن نتائج معاملات الإحصائية كعامل الانحدار مثلا تشير إلى أن الأبناء الذين لديهم درجة عالية من الأرتباط العائلي يؤدي إلى انخفاض درجة ظاهرة العنف لديهم ولا سيما قلة حدوث العنف الجسدي واللفظي في داخل المدرسة.

أخيرا تشير النتائج الإحصائية إلى أن الأبناء الذين لديهم درجة عالية من الرفض الاجتماعي وحالة اللامبالاه من قبل الوالدين بالإضافة إلى استخدامهم أسلوب العقاب الجسدي واللفظي تجاه أبنائهم يكونون معرضون بدرجة كبيرة لظهور ظاهرة العنف الجسدي واللفظي ما بين الطلاب داخل المدارس الثانوية في المجتمع الكويتي.

INTRODUCTION

Violence among children and youth is a social problem not just a school problem (Auty, 1993; Guetzloe, 1992; Landen, 1992; Robb, 1993). As Berger (1974) noted, "school violence is simply one manifestation of the modern violent urban society" (cited in Newman & G. Newman, 1980, p. 3). Schools cannot be expected to act alone to reduce the prevalence of youth violence and prevent its future occurrence. The School Violence Resource Center (2002) suggests that an urban environment has certain "risk factor domains." These domains include: individual risk factors; family risk factors; community risk factors; and, school risk factors. Parent-child interactions are the most factors in the social problems of children (Alvarado and Kumpfer, 2000; Conger and Simons, 1997). Studies have produced empirical findings that indicate parental behavior can either increase or decrease an adolescent's risk for violence and other social problem behaviors (Elliot, Huizinga, and Menard, 1989; Loeber and Stouthamer-Loeber, 1986; Patterson et al., 1992; Sampson and Laub, 1993; Simons et al., 1998; Simons, Chao, and Conger, 2001). For instance, research indicate that supportive parent-child relationships, positive discipline methods, close monitoring and supervision, parental advocacy for their children, and parental pursuit of needed information and support (Huizinga, Loeber, and Thornberry, 1995; Bry, 1996; Alvarado and Kumpfer, 2000).

Violence Studies in Kuwait the severity of violence in Kuwaiti high schools has not gone unnoticed. Two newspapers have carried

articles highlighting the violence and the types of weapons students bring to school (“Student Violence,” 1999; “Violence in Schools,” 1993). Statistics published by Kuwait’s Ministry of Planning in 2000 gave the total Kuwaiti population as 2,228,363 and the total number of violent crimes as 14,322 (**Social Services and Security by Ministry of Planning, 2000, Annual Statistical Abstract, 37, p. 308**). The violent behavioral incidents registered in the record of Social Service Offices in public schools during the 2000-2001 academic years were 15,123 single student cases, with some students having more than one case, out of a total student population of 264,408 (**Social Service Offices by the Administration of Psychological and Social Services, 2001, Annual Report, p. 166**) and (**Educational Services by Ministry of Planning, 2000, Annual Statistical Abstract, 37, p. 231**). Only 1,224 of these cases were reported to the police (**Ministry of Interior Report by the Administration of Psychological and Social Services of Ministry of Education, 2001, Annual Report, p. 111**). In other words, violent crimes in Kuwait are nine times more likely to occur within the public schools’ boundaries than in the outside community. Although violence has been common to Kuwait throughout its history, the question is why does violence happen more often within public school boundaries? In addition, the new types of violence, including using guns in fights and seeking immediate relatives’ support in fights, raise many questions as to the causes for such violence (“Student Violence,” 1999).

Family Attachment

Scholars define high levels of family attachment as close bonds between parents and children. Research indicates that high levels of family attachment significantly reduce the likelihood that youth will associate with violence (e.g., Goetting, 1994; Zingraff, 1994; Briar and Piliavin, 1965; Hirschi, 1969; Nye, 1958; Reckless, 1967; Reiss, 1988). Studies in this area suggest that children who have strong attachments to their caregivers do not wish to violate norms and values held by their parents. Patterson and colleagues have developed a social context model of the development of antisocial behavior (Dishion, Patterson, & Kavanagh, 1991; Patterson & Bank, 1989; Patterson et al., 1989; Patterson et al., 1991; Patterson et al., 1992). They have presented evidence that specific family management practices in early childhood are important factors in the development of early aggressive and oppositional behavior. Such behavior places the child at high risk for a series of negative outcomes that culminate in delinquent behavior.

Parental Rejection

Researchers suggest that violence is often greater when there is a weakening or severing of the bonds between the youth and the family (Geismar and Wood, 1986; Gove and Crutchfield, 1982). The child who faces rejection from his parents is more likely to become delinquent than the child who is loved by and attached to his parents, even in the absence of deviant peer from outside the home (Jensen, 1976). Furthermore, Loeber and Tremblay (1989) argued that parental rejection, parent-child involvement, and lack of parental supervision

are among the most powerful predictors of violence. Ronner (1980) defined rejection as parental behavior characterized by the withdrawal or absence of affection and warmth toward the child. As a result, violent acts will often result from the youth feeling rejected by their parents

Child Discipline

Child discipline is a method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behavior and/or inappropriate language. In corporal punishment, the adult usually hits various parts of the child's body with a hand, or with canes, paddles, yardsticks, belts, or other objects expected to cause pain and fear (Dayton 1994). The role of corporal punishment in the socialization process has been the subject of debate to violence. This debate has centered around two lines of argument. The first relates to the short-term and long-term effects of corporal punishment. Some researchers (e.g., Larzelere, 1996) have suggested that this practice may benefit children, as some studies have found that it can result in increased short-term compliance in a laboratory situation (Bean and Roberts, 1981; Day and Roberts, 1983). On the other hand, many studies have shown that corporal punishment is harmful for children; and it predicts higher levels of aggression of antisocial behavior in childhood, adolescence, and adulthood (e.g., Strassberg, Dodge, Pettit, and Bates, 1994; Straus, 1994; Straus, Sugarman, and Giles-Sims, 1997; Travillion and Snyder, 1993). This research indicates that child discipline can destroy the social bond

between parents and their children while promoting violent behavior in developing youngsters.

Level of Parents' Education

Evidence that the level of parents' education plays an important role on the deviant peer process has been found in several studies (Alromain, 1989; Romaihi, 1985). Alyassin (1981) concluded in his field study that widespread illiteracy among mothers contributed to violent behaviors. Families with less education are suspected of having poorer parent-child relationships and consequently increased violent acts (Ibrahim, 1983). In Saudi Arabia, Alromain (1989) found deviant peer to be correlated with low education.

Family Income

Lower-class youth tend to be involved on violent interaction more than those from other classes ((see Coie & Dodge, 1998, Lorch, 1990; Gold, 1966; Jaber, 1991). Ismaeel and Koloom (1983) studied a small convenience sample of delinquents to investigate the nature of juvenile delinquency in Kuwait. They found that 52% of the juveniles came from homes with low socioeconomic status. The investigators concluded that socioeconomic condition of the family was a main factor on violent process in Kuwait. Using a sample of 222 Saudi Arabian males, Al-Ghamdi (1985) found that a depressed economic condition in the family played a significant role in connection with violent behavior.

Age and Gender

Research on the age and violence relationship suggests that violent acts increase through the teenage years, peaks at about age 17 or 18, and then declines thereafter (Hirschi and Gottfredson, 1983; Greenberg, 1985). Most theories of deviance were developed and tested exclusively with males. However, some scholars have argued that these theories may be inappropriately applied to the understanding of the delinquent behavior of female adolescents (Klein, 1973; Adler, 1975; Smart, 1977; Horowitz and Pottieger, 1991).

Theoretical Approach

Social Control Theory

Parents can increase the probability of violent behaviors and other problem behaviors among their children because they serve as the primary socialization context for children (Simons et al., 1998; Patterson, Reid, and Dishion, 1992). The theoretical foundation for this relationship is generally grounded in theories of social control positing that violent acts are more likely to occur when an individual's bond to society is weak or broken (Hirschi, 1969). Under this perspective, the family acts as a socializing agent by introducing and endearing children to conventional norms and values. The theory argues that a strong affectionate tie between child and parent is one of the fundamental means for establishing this societal bond and thus insulating adolescents from delinquency and other problem behaviors (Brook, Whiteman, Finch, and Cohen, 1998). Unfortunately, poor family functioning or nontraditional family structures can inhibit the

development of or decrease parental attachment and thus break the bond with society, separating individuals from the internal controls that discourage violence. Gottfredson and Hirschi (1990) argue that as a result of inept parenting, some adolescents tend to be impulsive, defiant, physical, and risk-taking (Stewart et al., 2002; Conger, Patterson, and Ge, 1995). **Hypotheses**

1) Adolescent reporting high family attachment is negatively correlated with violent behaviors, namely (physical and verbal aggressions).

2) High levels of parental rejection and harsh child discipline are positively correlated with violent behaviors, namely (Physical and verbal aggressions).

Method

The population of this study was students in high schools in Kuwait City. The total numbers of high school students was (78954). This number composed into male (35734), and female (43220), which located in one hundred twenty high schools in Kuwait. The sample of this study was high school students of seven hundred and sixty seven cases of 10th-grade and 12th-grade throughout Kuwait City. The sample was divided into two groups such as male (n = 443), who selected from six high schools, and female (n = 324), who selected from six high schools in order to represent a sample of the high school students in Kuwait City. The random selection is carried in such away that every element in the population has an equal chance of being included in the sample. This type of sampling was used because all the schools are classified into six governorate Alassima, AlFarwaniya,

Aljahraa, Mubarak AlKabeer, and Hawalli governorates. Each governorate represents one area of Kuwait City. To select one school in each governorate, the researcher first wrote the names of schools on pieces of papers, and then a random selection for a school was chosen from these governorates in order to have an equal chance for these schools included in the sample. Eighty five percent of students who attend public schools are Kuwaiti respondents', which was representing the Kuwait City. The mean age of respondents was 17 years (s.d. =1.85). Participants were treated in accordance with the 'Ethical Principles of Psychologists and Code of Conduct' (American Psychological Association, 1992).

Procedure

Data were collected between September 18, 2005 and June 15, 2006 on site in each of these schools through administered survey that had been translated from English to Arabic, the native language of Kuwaiti, and from Arabic to English (Back translation) to be sure that the items translation was completed with the assistance of a professor in the English department at Kuwait University. Also, parents of students in participating classrooms informing them about the study and requesting consent. Consent levels were greater than 90% for all classrooms. Interested teachers volunteered their classrooms for inclusion in the study. Each of the participating classrooms was a mandatory class (i.e. not elective) to reduce the likelihood of self-selection bias. Each participant completed an anonymous survey that gathered descriptive data about students, knowledge about parent-

child interaction with family attachment, parental rejection and child discipline scales, as well as demographic data, and a measure of violence scale.

Reliability and Validity

In order to assess the reliability and validity of this study in local area, the coefficient alpha was high after the pilot study indicating high internal consistency and stability for all the scales in the present study, and validity which measure the operational definition and the concept is being measured interpreted within and support the theoretical framework of **social control** and **aggression scales (Buss & Perry, 1992)**. So, the alpha reliability for all the scales in this study was consistent with the theoretical framework (Goetting, 1994; Zingraff, 1994; Briar and Piliavin, 1965; Hirschi, 1969; Nye, 1958; Reckless, 1967; Reiss, 1988) and (Strassberg, Dodge, Pettit, and Bates, 1994; Straus, 1994; Straus, Sugarman, and Giles-Sims, 1997; Travillion and Snyder, 1993).

In the present study, the alpha reliability for the family attachment scales is .8571. Also, the alpha score for parental rejection index is .7981. Child discipline has a reliability alpha score of .7832. Finally, the alpha reliability for violence behaviors namely (Physical Aggression is .8321 and Verbal Aggression is .7921).

Independent Variables

Family Attachment, Parental Rejection, and Child Discipline

A *family attachment* index was composed of a multi-item composite, with Likert-scale response categories ranging from 1=strongly disagree to 4=strongly agree for the following items: (1) I spend a lot of time interacting with my parents, (2) I spend a lot of time with my aunt(s) and uncle(s), (3) I spend a lot of time with my sisters and brothers, (4) My parents have a great deal of trust in me, (5) My family is important to me, (6) It is important for me to be like my father when I become an adult, and (7) I feel close to my father or mother. **The alpha reliability for the present study is .8571**, and it is consisted with the past studies (e.g., Goetting, 1994; Zingraff, 1994; Briar and Piliavin, 1965; Hirschi, 1969; Nye, 1958; Reckless, 1967; Reiss, 1988).

Parental rejection was operationalized as an index composed of the following measures: (1) My parents blame me for all their problems, (2) My parents find fault with me even when I don't deserve it, (3) My parents are unhappy with the things I do, and (4) My parents wish I were not their son. Subjects were again given a four-item Likert scale ranging from 1=strongly disagree to 4=strongly agree. **The alpha score for the present study is .7981**, and it is consisted with the previous studies (e.g., Loeber and Tremblay (1989), Loeber and Stouthamer-Loeber (1986)).

Child discipline was measured by a two-item index: (1) My parents hit me for simple mistakes, and (2) My parents treat me bad when I do something wrong. Response categories were the same as those for parental rejection. **The present study has a reliability alpha score of .7832**, and it is consisted with the previous researches (e.g. Strassberg, Dodge, Pettit, and Bates, 1994; Straus, 1994; Straus, Sugarman, and Giles-Sims, 1997; Travillion and Snyder, 1993).

Dependent Variables

There are two dependent variables used in the present study. The alpha reliability for violent behaviors namely (Physical Aggression is .8321 and Verbal Aggression is .7921). The one question with the asterisk is reverse scored. The Aggression (violent behaviors) scale consists of 2 factors, Physical Aggression (PA), Verbal Aggression (VA).

Using the 5 point scale shown below, indicate how uncharacteristic or characteristic each of the following statements is in describing you. Place your rating in the box to the right of the statement.

1 = extremely uncharacteristic of me

2 = somewhat uncharacteristic of me

3 = neither uncharacteristic nor characteristic of me

4 = somewhat characteristic of me

5 = extremely characteristic of me

| | | |
|---------|---|----|
| 1. | There are people who pushed me so far that we came to blows. | PA |
| 2. | If I have to resort to violence to protect my rights, I will. | PA |
| 3. | Given enough provocation, I may hit another person. | PA |
| 4. | I have threatened people I know. | PA |
| 5. | I have become so mad that I have broken things. | PA |
| 6. * | I can think of no good reason for ever hitting a person. | PA |
| 7. | If somebody hits me, I hit back. | PA |
| 8. | Once in a while, I can't control the urge to strike another person. | PA |
| 9. | I get into fights a little more than the average person. | PA |
| 10. | I tell my friends openly when I disagree with them. | VA |
| 11. | I can't help getting into arguments when people disagree with me. | VA |
| 12. | My friends say that I'm somewhat argumentative. | VA |
| 13. | I often find myself disagreeing with people. | VA |
| 14. | When people annoy me, I may tell them what I think of them. | VA |

Income, Education, Age, Gender

The monthly *family income* for all wage-earners in these youngster's households was measured categorically as follows: (1) less than 500 KD (Kuwait Dinar), (2), 501 to 1,000 KD, (3) 1,001 to 2,000 KD, (4) 2,001 to 3,000 KD, (5) 3,001 to 5,000 KD, (6) 5,001 to 8,000 KD, and (7) more than 8,000 KD.

Parents' Level of Education was coded as an ordinal variable. It consists of (1) father's level of education and (2) mother's level of education. To measure the level of father's and mother's educational

levels, the respondents were asked the following questions: “what is your father’s level of education?” and “what is your mother’s level of education?” The respondents were asked to select one of the following categories: (1) No schooling at all; (2) Reads and writes; (3) Elementary level; (4) Intermediate level; (5) High school level; (6) College or higher.

Age is one of the sociodemographic variables used in this study and was obtained by survey self-reports. Age was coded in number of years.

Gender was coded as dummy variables 1=male, and 0=female.

Data Analysis: Data were coded for computer analysis. The Statistical Package for Social science Program (SPSS) was used for the statistical analysis.

Results

Descriptive statistics

Table 1

Descriptive Statistics for Variables among Male and Female Students

| Independent Variable | Male | | Female | |
|----------------------|--------|-------|--------|------|
| | Mean | SD | Mean | SD |
| Family attachment | 3.79* | 1.12 | 2.90* | .89 |
| Parental rejection | 2.94** | .766 | 1.75** | .232 |
| Child discipline | 2.84* | .649 | 1.21* | .41 |
| Physical Aggression | 4.87** | 1.883 | 2.05** | 1.19 |
| Verbal Aggression | 3.51** | 1.51 | 2.96** | 1.23 |

NOTE: SD=standard deviation; P-Value of T-test: * $p < .05$; ** $p < .01$.

Table one presents the means, standard deviations for the variables used in this study. Among the most interesting mean differences that surface here are those pertaining to family attachment, parental rejection, child discipline, physical and verbal aggressions. First, the mean scores for the family attachment between males and females are significantly high. Second, Males has higher mean scores in parental rejection, child discipline, physical and verbal aggressions than females. Finally, for these variables, the p-values of the t-tests across sub samples are statistically significant (at either the .05 or the .01 level).

Table 2: Multiple Linear Regressions

| Model | Unstandardized coefficients | | Standard coefficient | t | Sig. |
|--------------|-----------------------------|------------|----------------------|--------|------|
| | B | STD. Error | BETA | | |
| (Constant) | 2.600 | .663 | | 3.923 | .000 |
| childisk | .327 | .164 | .017 | 4.299 | .008 |
| famattac | -.317 | .036 | -.049 | -2.866 | .039 |
| parrejec | .436 | .082 | .076 | 3.198 | .023 |
| famincom | .196 | .139 | .089 | 4.414 | .016 |
| parneduc | .542 | .046 | .065 | 2.174 | .024 |
| age | .217 | .039 | .069 | 3.235 | .022 |
| gender | .281 | .693 | .163 | 2.923 | .004 |

Dependent Variable: Physical Aggression Gender * 1=Male, 0=Female

As shown on Table 3. The observed data are consistent ($t = -2.866$, $p = .039$) with the research hypothesis that the standardized regression coefficient, $B = -.049$, indicates the negative linear effect of the family attachment on physical aggression. The unstandardized regression coefficient indicates for each unit increases in family attachment, the expected value of physical aggression decreases by $-.317$ units. Also, the standardized regression coefficient, $B = .017$, indicates the positive linear effect of child discipline on physical aggression. The unstandardized regression coefficient indicates for each unit increases in child discipline, the expected value of physical aggression increases by $.327$ units. The observed data are consistent with the research hypotheses. In addition, the standardized regression coefficient, $B = .076$, indicates the positive linear effect of parental rejection on physical aggression. The unstandardized regression coefficient indicates for each unit increases in parental rejection, the expected value of physical aggression increases by $.436$ units.

In conclusion, the data are consistent with the first research hypotheses that adolescent reporting high family attachment is negatively correlated with physical aggression. Second, the data are consistent with the second research hypothesis that adolescent reporting high levels of parental rejection and harsh child discipline are positively correlated with physical aggression.

Table 3: Multiple Linear Regressions

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.562 | 1.191 | | 2.989 | .003 |
| | Gender | .158 | .046 | .045 | 2.189 | .002 |
| | Family Income | .561 | .000 | .011 | .292 | .771 |
| | Age | .101 | .039 | .097 | 2.555 | .011 |
| | Family Attachment | -.352 | .091 | -.006 | -3.144 | .009 |
| | Parental Rejection | .339 | .081 | .016 | 2.418 | .007 |
| | Child Discipline | .423 | .131 | .013 | 2.320 | .001 |
| | Father's Education | -.275 | .042 | -.025 | -.649 | .516 |

Dependent Variable: Verbal Aggression. Gender * 1=Male, 0=Female

As shown on Table 4. The observed data are consistent ($t = -3.144$, $p = .009$) with the research hypothesis that the standardized regression coefficient, $B = -.006$, indicates the negative linear effect of the family attachment on verbal aggression. The unstandardized regression coefficient indicates for each unit increases in family attachment, the expected value of verbal aggression decreases by $-.352$ units. Also, the standardized regression coefficient, $B = .013$, indicates the positive linear effect of child discipline on verbal aggression. The unstandardized regression coefficient indicates for each unit increases in child discipline, the expected value of verbal aggression increases by $.423$ units. The observed data are consistent with the research hypotheses. In addition, the standardized regression coefficient, $B = .016$, indicates the positive linear effect of parental rejection on verbal aggression. The unstandardized regression coefficient indicates

for each unit increases in parental rejection, the expected value of verbal aggression increases by .339 units. **Finally, the data are consistent with the first research hypotheses that adolescent reporting high family attachment is negatively correlated with verbal aggression. Second, the data are consistent with the second research hypothesis that adolescent reporting high levels of parental rejection and harsh child discipline are positively correlated with verbal aggression.**

Discussion

The sample of this study was high school students of seven hundred and sixty seven cases of 10th-grade and 12th-grade throughout Kuwait City. The sample was divided into two groups such as male (n = 443), who selected from six high schools, and female (n = 324), who selected from six high schools in order to represent a sample of the high school students in Kuwait City. We applied the social control and bond perspectives and aggression scales models in exploring the violent act behaviors in Kuwaiti high schools for both males and females. Regressions analysis indicated that adolescent with high family attachment are less likely to be involved with violent behaviors namely (physical and verbal aggression). However, the regression analysis indicated that high levels of parental rejection and harsh child discipline are more likely their children to be involved with violent behaviors namely (Physical and verbal aggressions) in high schools. These results are consistent with theoretical perspectives that mentioned in the previous studies. The School Violence Resource Center (2002) suggests that an urban environment has certain "risk

factor domains." These domains include: individual risk factors; family risk factors; community risk factors; and, school risk factors. Individual risk factors include delinquent friends, aggressiveness of the individual, any substance abuse, lower intelligence, and birth complications. Family risk factors include any history of family crime and violence, lower or lack of expectations by parents, the lack of monitoring by parents, parental involvement in drugs, and child abuse and neglect. Community factors include the availability of weapons, drugs, violence, large numbers of broken homes/families, high transient populations, and economic deprivation within the immediate area. School risk factors include such things as early delinquent behavior(s), academic failure, lack of commitment to school, and gang involvement (School Violence Resource Center, 2002).

Recommendation

According to the SCVC (School Crime and Violence Center), teachers must report to the principal or administration any threats, and signs of discussions about weapons, violence, etc. Teachers must also be aware of possible "gang" activity within the school. They must set the "parameters" of "normal" behavior within the class and school, and these must be enforced school-wide. Regular discussions with parents would help teachers understand if any of their students are going through any particularly difficult situations at home or within the community environment. Classroom teachers should note any adverse changes in students and discuss these changes with parents, etc.

They must also encourage student-led anti-violence activities. Teachers should, with parents, regularly celebrate/publish student accomplishments. They must all enforce whatever school policies have instituted. Teachers must also learn and teach conflict resolution and anger management techniques to their students. Principals must work with parents, teachers, and students to help establish "zero" violence tolerance policies. They must work with teachers to have continuous drills and establish emergency procedures. Principals must establish "zero" tolerance policies and violence and weapons. They must also have procedures in place for contacting parents and emergency workers. They must enlist the services of parents and constantly be in contact with parents to offer training and prevention tips and techniques. Principals must establish procedures when communications are "cut-off," for contacting emergency workers and/or parents during emergency situations (School Violence Resource Center, 2002). It is suggested that every school have a "crisis response team" which are people designed for specific responsibilities which include a staff person with (some) medical knowledge/training; an on-site school counselor or a staff/teacher person who has had (some) counseling techniques training; a person to whom accidents/incidents are reported; persons responsible for notifying emergency officials and parents about any type of violence acts.

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