

## FACTORS RELATED TO SCHOOL VICTIMIZATION IN THE SECONDARY SCHOOL OF PRIZREN

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### Abstract

**Background:** Some researchers have presented their findings about the relation of factors within and outside the school with victimization and the presentation of violence and bullying in schools (Lee & Cloninger, 1995, Lockwood, 1997). In general, school victimization is one of the most important problems that threaten the physical and mental health of pupils. Research suggests that school victimization is related to demographic factors such as gender, age, economic status, but also factors such as the number of students in the school, the school's geographical location, physical structure and student perceptions about safety in schools. **Methodology:** The study is design to explore factors related to school victimization in secondary school in Prizren city. The sample consisted in 688 adolescents recruited from secondary school. By them 306 or 44.5% were female and 54.8% male. Mean age were 15.6 years. This is a quantitative study and we have used instruments as Victimization Self Report Scale, Child Report of School Violence Causes and Demographic questionnaire. **Results:** The study has found that 55.2% of children included in the study has experience school victimization. Mean score for males on Victimization Scale was higher then females  $t(611) = -1.988, p \leq .041$ . Age, number of people living together, parental status were not significantly relatet to victimization. Children from low income families have reported more experience of victimazion but not in a significant level, compare with those with high income level. This study found a significant negativ korrelation between victimization and number of exellent students in the class. The most reported experience were “Ridiculing behind his back, or in front of friends / peers, 27.9%”, “Called offensive words” 25%, and “Tried to break my personal things” 19.3%. In conclusion, the present study adds evidence on the importance of taking account of the full burden of victimizations suffered when studying victimization correlates. Also, it highlights the importance of prevention policies to focus particularly on preserving adolescents' sense of safety in school.

**Keywords:** *Victimization, Socioeconomic Factors, Adolescents, Correlation.*

## Introduction

Considering that the school environment is where children should be educated, the phenomenon of violence in schools should exclude in the context of today's political-economic - social development in which the country is facing. Violence in schools is a very worrying social phenomenon. In recent years, a common perception is shown where it is thought that violence has become more prevalent throughout society, including the education system. (KIPRED, 2013). Violence in schools reflects what is happening in society as a whole. Kosovar society currently located in a period building its institutional structures and violence seem to be related directly and indirectly to a host of factors associated with the transition of a society that only a few years have passed since the end of war as: socio-economic inequality, unemployment, urban overcrowding; Rapid economic development, social norms that support violent behaviors; The media influence; availability of weapons and rapid reforms in education. Although physical violence in Kosovo teachers is declining, physical violence on students is extremely disturbing (Husayn, 2004)

In recent decades down, there has been a proliferation of literature on violence, the impact of social context and dynamics of victimization. Of course most of the literature has been focused on domestic violence, violence in the community and less on violence in school. Violence in schools has begun to be an emphasis, and considered separate from the general literature only violence in late 1980 and 1990 (Astor & Meyer, 2001, Astor et al, 2002).

This study is based on the model of Meyer and his colleagues, called "Heuristic Model" based on the theory of ecological development of Bronfenbrenner (1979) which sees violence as a relationship between many subsystems. According to Bronfenbrenner theory that the child is an integral part of its social network, which consists of microsystem, ecosystem, and macro system. While the child is in the center he actively collaborates with these systems.

The prevalence of victimization in England (Whitney and Smith, 1993) was reported by 1.2% to 27%, Finland 2.2% to 18.6%, Italy 14.7% (Menesini et al 1997). A study in Scotland (Karatzias et al, 2002) found a prevalence of 4.2% (Salmon et al, 1998). The prevalence of victimization in a study in Australia (Peterson and Rigby (1999) was reported by 4.2% to 25%.

Study of harassment or violent behavior at school, are an important factor for school policies and interventions to improve safety in schools, but how children perceive violence may also influence its reporting or their attitude to this phenomenon

## Research question

What are the causes of unrest reported by schools to pupils in schools in Prizren

## Methodology

The design study is to examine factors related to school victimization in middle school in the city of Prizren. The sample consisted of 265 students recruited from high school. This is a quantitative study and we have used instruments such as the rate of child victimization and reporting on Causes of Violence in Schools.

## Results

Each school will need to have policies that prevent violence, hence the awareness on this phenomenon is seen as an important factor which will also arranging violence prevention strategies in schools.

Lack of vision on the prevention of this phenomenon would put the school at risk for a climate of insecurity not only among students but also the staff who is employed at the school

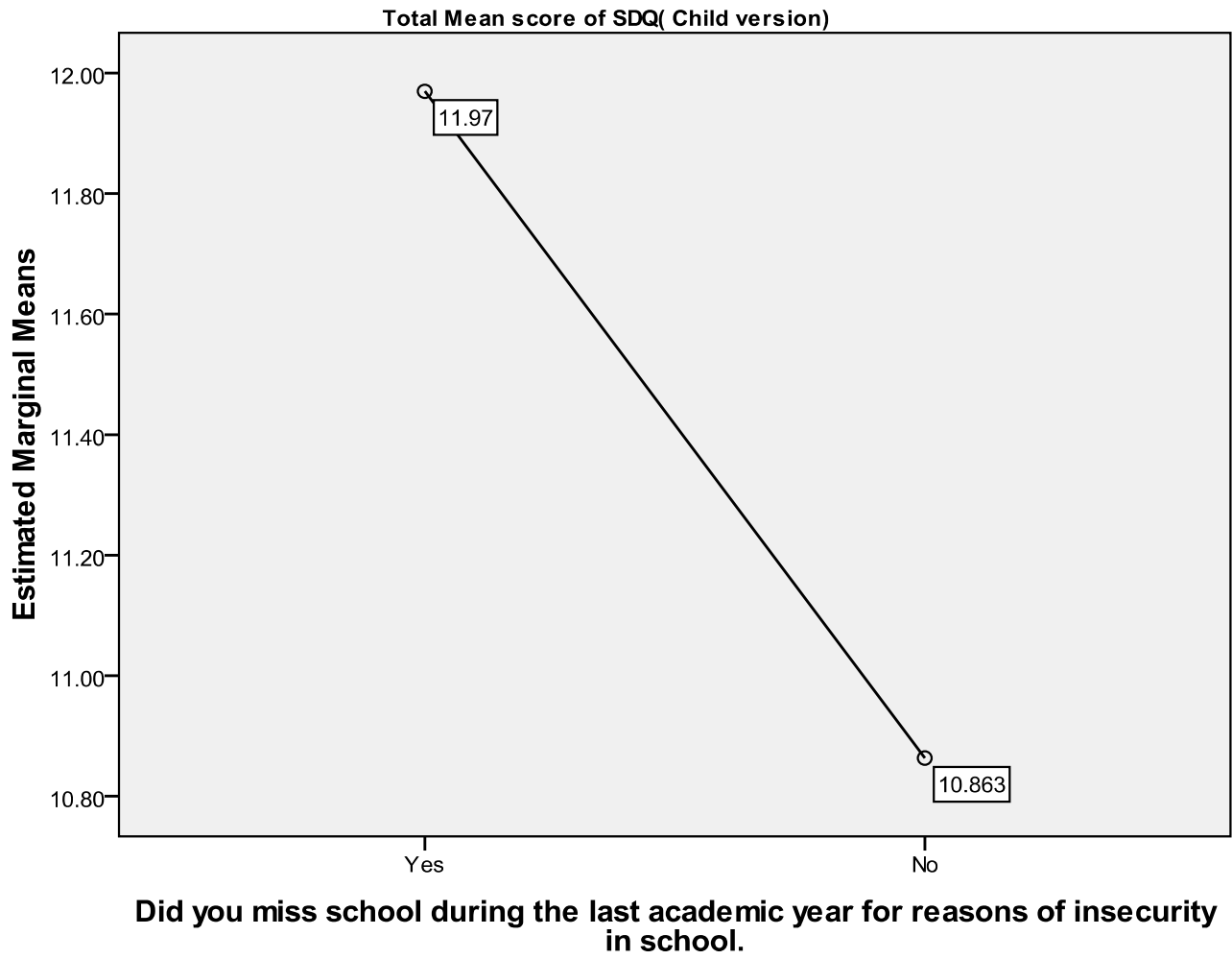
Creating a positive school climate has a direct impact on creating a feeling of safety of pupils

A school must have clear rules of the response during the show of violence so that every person who ballafqohet with, to know where to find support

The study has found that 55.2% of children included in the study has experience school victimization. Mean score for males on Victimization Scale was higher then females  $t(611) = -1.988, p \leq .041$ ). Age, number of people living together, parental status were not significantly relatet to victimization. Children from low income families have reported more experience of victimazion but not in a significant level, compare with those with high income level.

This study found a significant negativ korrelation between victimization and number of exellent students in the class. The most reported experience were "Ridiculing behind his back, or in front of friends / peers, 27.9%", "Called offensive words" 25%, and "Tried to break my personal things" 19.3%..

Causes of insecurity in school, reported by children of elementary school in city of Prizren.		
Causes	N	%
Children threatened or hit me on my way to school	6	2.3%
Adult people have threatened or beaten on my way to school.	16	6%
There are bands on my way to school	31	11.7%
Children in school teased me to make me angry	11	4.2%
Children in school regularly threatened me	8	3%
I was afraid of a pupil at the school who wanted to beat me	21	7.9%
A school teacher calling me, stupid or lazy or in other words	24	9.1%
A school teacher has threatened me	9	3.4%
I feared from a school teacher for beat me	8	3%
There are gangs in school or near school	17	6.4%
Other students at school make sexual comments to me	3	1.1%
Other students at the school tried to sexually harass me	6	2.3%
A school teacher made sexual comments to me	9	3.4%
A school teacher sexually harassed me	9	3.4%



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