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FORESIGHT OF AGGRAVATED LEARNING CAUSE OF STUDENT'S WORRY FOR PERSONAL SAFETY DUE TO PEER VIOLENCE

Summary: *The feeling of safety is a fundamental human need, but its absence leads toward the negative consequences in the psychological functioning and the academic success of the students. The goal of this research was to examine the role of peer violence (classical and electronic) in order to explain student's worry for personal safety which complicates their learning. The research was done using a survey with 451 students in Zagreb's high schools, also a large number of different forms of classical and electronic violence was included. In order to respond to a set goal, a hierarchical regression analysis was conducted, which showed that a classical and electronic violence explain significant part of variance on the student's worry for personal safety, whereby a classical peer violence showed to be a better predictor. In addition, a descriptive indicator shows a great exposure of students to electronic violence, while even 18 % of students have experienced being threatened to be injured at school, while 16 % with a physical attack. It could be concluded how a certain number of students feels worrisome for personal safety which complicates their learning, and in a way it could be explained by the presence of the peer violence at school. The future interventions should be directed on preventing peer violence or reduction of its negative consequences.*

Key words: *worry for safety, electric peer violence, classical peer violence, students*

INTRODUCTION

STUDENT'S WORRY FOR PERSONAL SAFETY

The need for safety is a fundamental human need, and children want and need a predictable, lawful and structured world. Wrongness and discrepancy with children cause an anxiety and uncertainty, and what scares them especially are dangerous and threatening situations and violence. In the research, a safety at school is usually determined as a safety in school's areas, while often an emotional safety of children is neglected (Bilić, 2018). Some of the research which had dealt with the issue of

the feeling of safety with children at school, have shown that part of the students at school do not feel physically or emotionally safe (Berkowitz and Benbenishty, 2012; Lacoë, 2016; Nijs et al., 2014; Varjas, Henrich and Meyers, 2009; Vlah and Perger, 2014). When it comes to a feeling of safety, with different groups at school, Varjas et al. (2009) showed that male students of older age feel more safe than girls and younger students, which could partially be assigned to the power differences.

The feeling of insecurity at school, is tied to internal problems of the student (Nijs et al., 2014), but it has a negative effect on school achievements (Lacoë, 2016). The students who do not feel safe at school, are less inclined to go to school or are less capable to direct themselves to learn at school. In addition, they may distract the lessons with their behavior, which may ruin the feeling of safety with their peers and make the process of learning more difficult for them (Lacoë, 2016). Considering the connection between the feeling of insecurity and learning, in this research those two variables are tied in one claim, which was used to question the perception of aggravated learning due to student's worry for personal safety.

THE VIOLENCE BETWEEN PEERS

The violence in school context includes different forms, one of the most studied forms of violence is between peers. The problem of violence between peers is first mentioned in 19th century, and with the beginning of 21st century it is stated as the most serious problem in schools, around the world (Bilić, 2018). Numerous previous research has identified the problem of peer violence as the leading problem in schools and public health, most of all because of the consequences which it causes, but also cause of big amount of children which are exposed to it (Craig et al., 2009). The peer violence is defined as "deliberate, hostile, repeated or permanent activity from one or more than one student, unequal real or perceived physical strength, respectively to psychological or social power, due to which a child suffers physical and/or emotional damage but is unable to resist and self-defend" (Olweus, 1998 according to Bilić, 2018: 36). From the mentioned definition, three fundamental criteria could be abstracted, by whom a certain behavior is defined as peer violence: intentionality, frequency and imbalance of power. Two fundamental types of violence amongst the peers are classical and electronic violence (Bilić, 2018).

THE CLASSICAL FORMS OF VIOLENCE BETWEEN PEERS

The classical peer violence includes physical, verbal, relational, sexual, economic and cultural violent behavior, and the most common form of violence which are covered in this research are physical, verbal and relational violence. The above forms of violence usually come in different combinations, and big number of children is repeatedly exposed to peer violence (Bilić, 2018).

The physical violence includes deliberate pushing, pulling, pinching, slapping, hitting, tethering, suppression, strangulation, locking in the room, being injured with

various objects, spitting, heavy drubbing and physical force. Physical violence is the easiest to recognize and it is the fastest one to react to because the most often, it results with visible physical consequences but, the psychological consequences of such behavior are not negligible (Bilić, 2018.) The verbal peer violence is the most widespread form of violence amongst the children and young which affects psychological functions of the person, and it damages emotional and social capacities of the victim for what it could be aligned in the psychological violence (Sušac, Ajduković and Rimac, 2016). It includes insulting, yelling, using foul language, vilification, mockery, harsh criticizing, and ugly nicknames (Bilić, 2018), and it usually follows physical violence (Sesar, 2011). Relational violence means subtle manipulation in peer relationships whose purpose is to inflict damage to the reputation, social status, self-confidence and the wellbeing of the victim, and it includes different behaviors like gossiping, criticizing, mockery, ignoring, social exclusion, defamation, machinations, encouraging other children to cause pain to the victim, mockery, mimicking and many others (Bilić, 2018). Listed behaviors fit deprivation and partially the psychological violence (Sušac et al., 2016). Sexual violence includes different behaviors from sexual comments on behalf of the victim to unwanted physical contact, while economic (materially) violence among peers includes taking or extortion of money or other things from the victim (Bilić and Karlović, 2004; Sušac et al., 2016). As a particular form of violence, the cultural violence stands out among peers, which means insulting an individual based on his nationality, religious affiliation or race (Bilić, Buljan Flander and Hrpka, 2012; Sesar, 2011).

THE OUTSPREAD OF THE CLASSICAL PEER VIOLENCE

The peer violence is widely spread around the world, and this claim most best reflect the results of the research conducted on a representative sample of children from forty countries, Europe, North America and Israel. The results of the research have shown that on average, 13 % of children experience some form of classic violence every day, 11 % of children was in the role of the perpetrator of the violence, and 4 % of children in the role of the victim and the perpetrator (Craig et al., 2009). When it has to do with the problem of the peer violence in Croatia, the findings of the research are interesting, which are conducted on the specimen of children in the age of 11, 13 and 16, which have shown that 15 % are child victims, 6 % perpetrators, and 15% perpetrators and victims of violence. In addition, it was found that boys more often participate in physical and verbal violence, and girls in a relational violence and they are more often victims and perpetrators of the victim (Sušac et al., 2016).

ELECTRONIC VIOLENCE AMONG PEERS

The electronic violence refers to the use of communication technologies, especially the computer and the mobile phone, with a goal of insulting, harassing, gossiping and defamation of other person, identity theft or false introductions, disclosures and

deceitfulness, exclusion and persecution of other person. The fast development of technology follows and the appearance of new forms of electronic violence, such as sexting (sending photographs and text messages with sexual content via mobile telephone and other electronic devices), video shooting of the attacks, harassment of the victim with excessive amount of messages, trolling (being persistent and posting offensive comments on the web pages) and what is especially highlighted is the appearance of hate groups on social media (Bilić, 2018), which could be directed on one person or on few of them (Ciboci, 2014).

In relation to the classical peer violence, electronic violence marks the anonymity of the perpetrator, the width of the audience which has the available information about the committed violence, the limitlessness of violence with time and space, and decreased empathy of the perpetrator because he/she can't see the reactions of the victim nor the consequences of own behavior (Juvonen and Gross, 2008; Law, Shapka, Domene and Gagne, 2012; Strabić and Tokić Milaković, 2016). Regardless what the indicated differences are, electronic and classical peer violence are mutually connected. More exactly, the individuals engaged in classical forms of violence also have the tendency to get involved into electronic forms of violence (Bayar and Ucanok, 2012; Hemphill et al., 2012).

Similar to classical violence, an important aspect of the electronic violence is the relationship between the tyrant and the victim. The tyrant abuses the victim in a verbal space in order to achieve a feeling of superiority and power over her/him (Donegan, 2012). Besides the tyrants which initiate violence and a victim of violence, there are additional roles which participants may take in the situation of violence: the followers of the violence, supporters or passive tyrants, passive supporters and potential tyrants, uninterested observers, potential defenders, defender which disapprove violence and help the victim (Olweus, 2001 according to Donegan, 2012).

THE OUTSPREAD OF ELECTRONIC PEER VIOLENCE

Inconsistency of the methodology and uneven definition of the electronic violence have conditioned a wide span of results about the frequency of this behavior. Electronic violence is spread across the world and the data about the prevalence of the violence depend upon the instruments used in the research and upon a definition of electronic violence. The results of the previous research in the world show that the frequency committed is from 4% to 32 %, and frequency of the victimization from 4% to 35% (Bilić, 2018). More precisely, the research done in England showed how 17.9 % of children in the age of 11 to 15, was exposed to electronic violence (Brooks, Chester, Klemnera and Magnusson, 2017), while on the sample with Italian students it was identified that the prevalence of violence was in the range from 7.6 to 5.1 % (Menesini, Calussi and Nocentini, 2012). Additionally, Hinduja and Patchin (2012) have identified, during the review of the literature, how on average 24 % of students was the victim of an electronic violence and 17 % of students have participated in committing such violence.

The national research which was conducted in 2013 by Brave Phone (Hrabri telefon) and Zagreb's Polyclinic for Protection of Children (Poliklinika za zaštitu djece grada Zagreba) (Ciboci, 2014; Hodak Kodžoman, Velki and Cakić, 2013) showed that (1) about half of the children received at least once, an offensive messages or comments on Facebook, and 9 % of children did that multiple times; (2) and 16 % of children had once received unwanted messages of sexual content over Facebook, and 4 % of children have sent such messages; (3) that every fifth child has experienced that others on Facebook post things which harm their reputation, and 9 % of children did just that; (4) that about every fourth child has experienced that others, over Facebook, spread lies about them, and that 7 % of children did just that; (5) that 16 % of children experienced that others post on Facebook information which caused them to be mocked at and every tenth child did just that; (6) that 16 % of children experienced that someone had logged in on Facebook using their profile and had posted, in their name, an unpleasant information about them, and that 8 % of children did just that; (7) that 11 % of children experienced that someone had purposely blocked or ejected them from some group, with the goal to isolate them, and 13 % of children did just that; (8) that 3 % of children has opened a group on Facebook with the purpose of mockery or insulting other children, and 4 % of children was a victim of such behavior (9) and 15 % of children has received threats over Facebook, and 7 % of children did just that. The national research Pregrad, Tomić Latinac, Mikulić and Šeparović (2011) has shown that 5 % of children experience some form of electronic violence 2 – 3 times a month, and every third child experience the violence 1 – 2 times a month.

PEER VIOLENCE AS A PREDICTOR OF STUDENT'S WORRY FOR PERSONAL SAFETY

The student's feeling of safety at school may seriously be threatened by the presence of violence. The research showed that students who are involved in violence, in large extent, feel the least safe at school (Goldweber, Waasdorp and Bradshaw, 2013). Considering the role which they take in violence, the perpetrators of violence have twice bigger probability to feel uncertain at school, and perpetrators – victim even 2.5 times bigger possibility (Berkowitz and Benbenishty, 2012; Glew, Fan, Katon and Rivara, 2008). Additionally, the research on the sample of Croatian students showed that there is a low negative connection between an experienced peer violence and the feeling of safety at schools (Vlah and Perger, 2014). When it has to do with electronic violence, the research Varjas et al. (2009) indicated that electronic and relational violence are not connected with the perception of security at schools.

With regard to serious consequences, which lowered feeling of security could have on psychological functioning and academic success of students (Lacoe, 2016; Nijs et al., 2014), it is important to examine to which extent could that feeling of safety be predicted in peer violence. An insight into sources of insecurity of students at school could help with directing future interventions, in order to create safe environment for students and fertile land for their unobstructed development.

THE METHOD

PARTICIPANTS

In this research, it participated a total of 451 students of Zagreb's high schools, respectively 88 students from the II. Gymnasium, 86 students from III. Gymnasium, 56 students from Jelkovec High School, 99 students from Electromechanical trade school and 122 students from Industrial mechanical school. From the total of 427 students which declared their gender, 252 (59 %) are male and 175 (41 %) are female gender.

Schools in which the research was conducted were chosen based on the cooperation between the City Office for education in the city of Zagreb and the researchers which conducted the research. The sample of students which participated in the research was obtained, by randomly chosen class in selected schools, within which participated all students which were present in the class, at the moment when the interviewers entered the class.

PROCEDURE

The data showed in this research was collected anonymously, voluntary and by group interviewing of senior high school students, from above mentioned Zagreb's high schools, whereby every student filled out the interview poll for himself/herself. The poll interview was conducted during the first semester of 2017/2018 academic year. With the permission of the City office for education, the consent for the implementation of the research was also given by the principals of the included schools.

Before the beginning of the poll interview, the interviewer, respectively the expert associate of the school, explained the purpose of the research to all the participants, gave instructions for filling out the poll interview and was available for answering any possible questions. In order to guarantee the anonymity of their answers, after completion of the questionnaire the participants have put them in an envelope and dropped into a box. The entry of the data was organized in a way which guarantees the anonymity of the participants, and the processing of the data was conducted exclusively on the group level.

THE INSTRUMENTS

The students were filling out the poll interview in which they were asked to evaluate to which extent was their learning aggravated due to the worry for their personal safety and the experience with different forms of classical and virtual violence, while sociodemographic characteristics of the students were additionally tested and determined.

The perception of aggravated learning due to worry for personal safety was tested by evaluating the measure in which the students agree with the claim that their learning is aggravated because of the worry for their personal safety on the Likert Scale of six degrees (1- strongly agree, 6- strongly disagree). The claim was taken

over from the subscale "Task analysis/negative", one of the four subscales for researching collective effectiveness (Goddard, Hoy and Hoy, 2000).

The perception of classical forms of violence among the peers was tested by evaluation of measure in which the participants agree with particular claims regarding the existence of the different forms of violence among the peers, on the Likert Scale of six degrees (1 – strongly agree, 6 – strongly disagree). The perception of students for the following forms of classical violence among peers, was tested: abusive name calling, bad behavior, claims about hitting, provoking of the students, showing an offensive gestures and frequent fights among students. For the listed forms of behavior, it is not possible to determine in which role have the students themselves participated, from the mentioned behaviors. The perception of measure in which other students in school carry weapons or knives, was further examined, in which they were offered or they tried to sell drugs, in which they carry a protection to school in case of an attack, in which they experienced a threat of being injured, physical attack and the extent to which they feel fear from injury or harassment.

The perception of the electronic violence among the peers was tested by evaluating the students weather they have or don't have experience with tested forms of electronic peer violence (1 – yes, 2 – no). The student's perception on following forms of electronic violence among the peers was tested: sending anonymous hate messages, encouraging the hate among the group members, spreading violent and offensive comments, creating internet pages (blogs) which contain stories, drawings, photos and jokes on behalf of peers, sending photos of others and asking others to evaluate them, revealing personal information about others, hacking into profiles of others on social media, sending malicious and uncomfortable content about others, threats, opening fake profiles on social media under someone else's names, offensive communication in someone else's name on social media and malicious writing of ugly comments on photographs and status which the victim posts. The perception of the above mentioned forms of violence, the students were estimating no matter, weather they were the perpetrator, victims or observers of the electronic violence.

The scales of classical and electronic violence were created in the authorship among the researchers, based on the research of the literature, and the information about their reliability and validity are not available.

Sociodemographic characteristics covered in this research are student's gender and school which they attend.

METHODS OF DATA PROCESSING

Besides calculating the basic statistical values, in the data analysis it was used a hierarchical regression analysis. Hierarchical regression analysis is based on an individual inclusion of new variables or sets of variables in regression equation, according to previously specified sequence (Field, 2009). After each step, a new percentage is calculated from the explained variance, respecting the unique contribution of the variable or sets of variables listed in the particular step, testing the significance

of change in a percentage of the explained variance criteria (ΔR^2). For the mentioned processing it was used statistical packet IBM SPSS.

RESULTS

DESCRIPTIVE RESULTS

In Table 1 are showed descriptive indicators for a claim about difficulty of learning due to a worry of students for personal safety and for claim about different forms of classical violence. Descriptive indicators for different forms of electronic violence are not showed cause it has to do about dichotomous variable, for what an average values, at the same time, represent a percentage of students which have experience with violence, that is why this information is showed more clearly, in the form of a percentages in Table 3.

Table 1. Descriptive indicator for the claim about difficulty of learning due to a worry of students for personal safety and for the claims about different forms of classical and electronic peer violence

	N	Minimum	Maximum	Arithmetical mean (M)	Standard deviation (SD)
Difficulty at learning due to a worry for personal safety	446	1	6	4.58	1.564
<i>Classical violence</i>					
Calling derogatory names	448	1	6	3.35	1.522
Bad behavior	445	1	6	4.00	1.390
Testimony about hitting	447	1	6	3.97	1.654
Provoking students	449	1	6	3.42	1.566
Showing offensive gestures	449	1	6	3.51	1.458
Frequent fights	447	1	6	3.72	1.422
Carrying of guns or weapons	447	1	6	4.61	1.575
Offering or attempt to sell drugs	445	1	6	4.66	1.643
Carrying a protection in case of an attack	448	1	6	4.86	1.511
Threat of an injury	446	1	6	4.78	1.528
Physical attack	447	1	6	4.83	1.498
A fear of injury or harassment	447	1	6	4.99	1.438

Based on the results in Table 1 it is visible that the students, to a greater extent, do not agree rather than agree with the claim that their learning is aggravated due to a worry for personal safety (M=4.58, SD=1.564).

Also, the average values of agreeing of students with claims about different forms of classic violence are above the average of the scale, from what could be concluded that the students in larger scale do not agree, rather than agree with the existence of interviewed forms of classical violence which show students in their school and those which they have experienced themselves. The form of violence with whose presence at school students on average agree the most with, is calling students mutually derogatory names (M=3.35, SD=1.522), while on average, the least level of agreement they show for claim that they feel fear of injury or harassment at school (M=4.98, SD=1.445).

In Table 2 are shown percentage shares of students depending on, to what extent they agree with the claim about aggravated learning due to worry for personal safety and with claims about different forms of class violence.

Table 2. Percentage shares of students which to some extent agree/disagree with the claim about aggravated learning due to a worry for safety and with the claim about different forms of classic peer violence

	Strongly agree	Mostly agree	Agree	Don't agree	Mostly disagree	Strongly disagree
Aggravated learning due to a worry for safety	7.6%	4.9%	6.5%	26.5%	11.7%	42.8%
<i>Classical violence</i>						
Calling out derogatory names	17.4%	11.2%	22.8%	25.2%	14.7%	8.7%
Bad behavior	7.9%	6.7%	14.6%	34.2%	22.0%	14.6%
Testimony about hitting	11.4%	7.6%	19.7%	22.1%	12.1%	27.1%
Provoking students	16.5%	10.9%	25.2%	21.2%	14.5%	11.8%
Showing offensive gestures	12.7%	9.8%	26.7%	25.6%	14.9%	10.2%
Frequent fights	10.1%	9.2%	19.5%	33.1%	16.6%	11.6%
Carrying weapons or knives	6.9%	4.5%	10.3%	23.7%	8.1%	46.5%
Offering or attempt to sell drugs	8.8%	2.9%	10.6%	20.7%	5.6%	51.5%
Carrying protection in case of an attack	6.5%	2.5%	6.3%	23.9%	5.6%	55.4%
Threat of an injury	5.8%	4.0%	7.8%	24.2%	5.2%	52.9%
Physical attack	5.8%	2.9%	7.2%	24.6%	5.4%	54.1%
Fear of injury or harassment	5.1%	2.0%	6.3%	21.5%	5.8%	59.3%

Although most of the students feel safe, it is not negligible data that even 19 % of students feel that the worry for personal safety aggravates their learning.

From different forms of classical peer violence, the biggest part of students thinks that students call each other derogatory names (51.4 %) and that they mutually provoke each other (52.6 %). The other forms of classical violence recognize less than half of the students. More precisely, 49.2 % of students thinks that students mutually show offensive gestures, 38.8 % of students thinks that they frequently fight, 38.7 % of students think that they tell other students they will hit them, and 29.2 % thinks that they behave bad towards each other. The worrisome information is that close to every fourth student says that students at their school carry weapons or knives and that someone at their school had offered them or tried to sell them drugs. The total of 15.3 % of students say that they carry something to school which they can protect themselves with, in case of an attack, 17.6 % of students have experienced a threat of injury at school, and 15.9 % was a victim of physical attack at school. Additionally, 13.2 % of students feels fear that someone from the students at school will injure them or harass them.

Table 3 shows percentage share of students depending on whether they have or don't have experience with different forms of electronic peer violence, regardless of their role in that violence, respectively regardless whether they are perpetrators, victims or observers of the violence.

Table 3. Percentage share of students which have/ don't have experience with listed forms of electronic peer violence.

<i>Electronic violence</i>	Yes	No
Sending anonymous hate messages	75.7 %	24.3 %
Encouraging the hate among the group members	70.9 %	29.1 %
Spreading violent and offensive comments	64.2 %	35.8 %
Creating internet pages (blogs) which contain stories, drawings, photos and jokes on behalf of peers	82.3 %	17.7 %
Sending photos of others and asking others to evaluate them	68.7 %	31.3 %
Revealing personal information about others	62.0 %	38.0 %
Hacking into profiles of others on social media	81.7 %	18.3 %
Sending malicious and uncomfortable content about others	72.2 %	27.8 %
Threats	78.3 %	21.7 %
Opening fake profiles on social media under someone else's names	78.9 %	21.1 %
Offensive communication in someone else's name on social media	82.4 %	17.6 %
Malicious writing of ugly comments on photographs and status which the victim posts	82.2 %	17.8 %

When it has to do with electronic violence, it is visible from Table 3, that the majority of students has an experience in electronic violence, either in the role of the perpetrator, victim or an observer. Rather, more than 80 % of students has an experience with an

offensive communication in someone else's name on social media (82.4 %), with creating internet pages (blogs) which contain stories, drawings, photos and jokes on behalf of peers (82.3 %), with malicious writing of ugly comments on photographs and status which the victim posts (82.2 %), and hacking into profiles of others on social media (81.7 %). Although, students most frequently choose just the stated answers, on the other particles were achieved very high results. So, only slightly smaller share of students has an experience with opening fake profiles on social media under someone else's name (78.9 %), with threats (78.3 %), with sending anonymous hate messages (75.7 %), with sending malicious and uncomfortable content about others (72.2 %), with encouraging the hate among the group members (70.9 %), and with sending photos of others and asking others to evaluate them (68.7 %). Of those poll interviewed forms of electronic violence, the least amount of students has an experience with revealing personal information about others (62 %), and with spreading violent and offensive comments about a peer (64.2 %). However, it is visible that more than half of the students has an experience, even with those forms of electronic violence.

It can be concluded that the majority of the students is exposed to different forms of electronic violence (Table 3), no matter what their role is in that violence. In contrast, on a slightly smaller scale, they recognize different forms of classical violence (Table 2), especially when it has to do with threats or physical violence. However, it is not to be neglected, a share of students which experience much heavier forms of violence like, threats of injury and physical attack, just like the information that about every fourth student feels that his learning is aggravated because of the worry for personal safety. Let's mentioned also, that in the context of classical violence (Table 2), the highest results were achieved on the particles which question the perception that the students mutually provoke (52.6 %), and that the students call one another abusive names (51.4 %), and in the context of electronic violence, that the highest results are being achieved on the particles where students state their perception about experiences with an offensive communication in other person's name on social media (82.4 %), with creating internet pages (blogs) which contain stories, drawings, photos and jokes on behalf of peers (82.3 %), and with malicious writing of ugly comments on photographs and status which the victim posts (82.2 %). These kind of results may indicate that regardless of the medium of violence (electronic or classical "in person"), the students are mostly exposed to verbal violence which includes, an offensive communication in all of its emergent forms.

CLASSICAL AND ELECTRONIC PEER VIOLENCE AS PREDICTORS OF A PERCEPTION OF AGGRAVATED LEARNING BECAUSE OF A WORRY OF STUDENTS FOR PERSONAL SAFETY

In order to determine, to what extend are student's feelings about aggravated learning due to worry for personal safety, may be explained with different forms of peer violence, using a hierarchical regression analysis. Before an implementation of hierarchical regression analysis, it was tested a potential danger from multicollinearity between

the variables, by testing collinearity between variables. The results of such implemented analysis point to the claim, that students have difficulty learning because of the worry for their personal safety, it is statistically and significantly and positively connected with all the tested forms of classical peer violence, whereby the correlations move from $r=0.264$ (provoking students) to $r=0.446$ (offering or attempt to sell drugs). The claim about the aggravation of learning is statistically and significantly connected with only one form of electronic violence – threat ($r=0.113$, $p<0.05$). Different forms of classical violence are mutually, statistically and significantly connected, as well as, different forms of electronic violence. Additionally, it stands out the connection of threats as a form of electronic violence with all the tested forms of classical violence, whereby the correlations are from $r=0.167$ (threat of an injury) until $r=0.337$ (calling out derogatory names). Therefore, the results show that there is no collinearity between variables. With the regard to space constraints, this research does not bring the entire review of those data, rather they are entirely available with the author of this paper.

Furthermore, in table 4 are shown the results of hierarchical regression analysis. In the first step of the hierarchical regression analysis, a block of predictors are included which is consisted of the tested forms of the classical peer violence, and in the second step a block of predictors are included which regard to tested forms of electronic peer violence.

Table 4. The results of the hierarchical regression analysis for aggravated learning due to the worry of students for their personal safety.

	1st step	2nd step
	B	β
<i>1. Classical violence</i>		
Calling out derogatory names	,024	,044
Bad behavior	,043	,057
Testimony about hitting	,141	,096
Provoking students	-,034	,003
Showing offensive gestures	-,039	-,022
Frequent fights	,058	,058
Carrying weapons or knives	-,012	-,029
Offering or attempt to sell drugs	,310**	,335**
Carrying protection in case of an attack	,011	-,006
Threat of an injury	-,150	-,139
Physical attack	,163	,202*
Fear of injury or harassment	,083	,040
<i>2. Electronic violence</i>		
Sending anonymous hate messages		-,044
Encouraging the hate among the group members		-,087
Spreading violent and offensive comments		,002
Creating internet pages (blogs) which contain stories, drawings, photos and jokes on behalf of peers		,035

Sending photos of others and asking others to evaluate them		-,098
Revealing personal information about others		,027
Hacking into profiles of others on social media		,029
Sending malicious and uncomfortable content about others		-,001
Threats		-,004
Opening fake profiles on social media under someone else's names		-,012
Offensive communication in someone else's name on social media		,080
Malicious writing of ugly comments on photographs and status which the victim posts		-,063
ΔR^2		,023
R^2	,244** F(12, 373)=10,030 p=,000	,267** F(24, 361)=5,477 p=,000

Reference: *p<0.05; **p<0.01.

Results from the implemented hierarchical regression analysis show that with the described set of variables of predictor, we can explain 26.7 % of total perception variance of the students about the aggravated learning due to the worry for personal security. After controlling different forms of classical violence in the first step, which explain 24.4 % of criteria variance of the variables, by introducing different forms of electronic violence, the total explained criteria variance, increases for additional 2.3 %. It is visible that electronic violence does not have a significant contribution to the explanation of the criteria variance, in regards to what was explained with the classical violence among the peers.

Based on the regression coefficients (Beta), it is obvious that in the first step of the analysis the only one statistically important predictor is, offering or attempt to sell drugs ($\beta=0.310$, $p<0.01$). Brining in the second set of variables in regression analysis, offering or attempt to sell drugs remains significant predictor ($\beta=0.310$, $p<0.01$), and the role of the significant predictor, aggravated learning due to the worry for personal security, takes over a physical attack ($\beta=0.202$, $p<0.05$). More exactly, students who to a greater extent say that someone at school had offered them or tried to sell them drugs ($\beta=0.335$, $p<0.01$), and those who say that they have experienced a physical attack at school ($\beta=0.202$, $p<0.05$), on a larger scale think that their studying at school is aggravated due to the worry for safety.

It can be concluded that in the predicting of aggravated learning due to worry about personal safety, the bigger role has classical peer violence then electronic. Meanwhile, it is obvious that it remains about three fourths of variance of criteria which is unexplained, which means that there are some other factors that exist, which contribute to the student's feelings that the learning is aggravated due to the worry for personal safety, and which are not included in this research.

DISCUSSION

Taking into consideration negative consequences, which the feeling of insecurity could have on the students, it is important to examine the presence of that problem in the Zagreb's high schools. According to the previous research (Berkowitz and Benbenishty, 2012; Lacoë, 2016; Nijs et al., 2014; Varjas et al., 2009; Vlah and Perger, 2014), it has been shown that close to every fifth student worries for personal safety, which aggravates their learning. With regards to a large number of students which is faced with this problem, it is important to research which circumstances in school contribute their worry for personal safety.

Previous research has highlighted the role of peer violence like an important predictor in explaining the worry of students for personal safety, while examining the differences in feelings of security, in regard to the role of peer violence (Berkowitz and Benbenishty, 2012; Glew et al., 2008). In contrast, in this research it was examined, a predictor role of two different types of peer violence, in the explanation of the worry of students for their personal safety. The results of this research pointed out at a big representation of both forms of violence, especially the electronic violence, with which more than half of the students have experience. Additionally, there is a worrying number of students which is exposed to severe forms of classical violence, such as threats (18 %) and physical attack (16 %). Collected results which point out at a bigger representation of electronic violence in relation to classical forms of violence, are opposite of previous research which consistently give an advantage to classical violence, although they notice the rise of electronic violence (Pećnik and Tokić, 2011; Riebel, Jäger and Fisher, 2009; Smith et al., 2008). Besides that, the peer violence has showed as an important predictor in explaining the worry of students for personal safety, the feeling of safety of students at school has also showed as a strong predictor of peer violence. Namely, the more the student feels safe at school, it is a smaller possibility that he/she would join in peer violence, either as a perpetrator, either as a victim (Ahmed and Braithwaite, 2004; Casas, Del Rey and Ortega-Ruiz, 2012; Eisenberg, Neumark- Sztainer and Perry, 2003; Laufer and Harel, 2003; Varjas et al., 2009). Findings like this indicate at an importance of student's everyday experience at school and their connection with the violent behavior. Besides that, schools which students perceive safe, relatively schools which have less broken windows, tables and doors, then those schools where possession of weapons, drugs and alcohol is a minor problem, have bigger share of students which achieve passing grade from an exam (Milam, Furr – Holden and Leaf, 2010).

In the future research, it is important to differentiate students in regard to their role in violence, relative to wheatear they are a perpetrator, victims or both, in order to receive a more precise insight into the representation of violence. Moreover, it would be good in the future research to test the frequency of violent behavior, from how many different students the victim suffers violence, especially the electronic violence which may remain unnoticed by the teacher, it may help the entire school community with facing the problem of peer violence. Additionally, for the complete

insight of the representation of different forms of violence, it is preferred to combine different approaches and sources of information. Namely, the research Veliki and Kuterovac Jagodić (2014) had showed that the prevalence of violence differs considering the approaches and methods of gathering of information about peer violence. Also, it would be important to include an individual factors into future research, such as gender of the examinee, physical appearance of the child, the development specificities of the child, as well as factors in family surrounding, like the quality of the relationship with parents and parent supervision, and factors in school and peer surrounding like, academic success, perception of own academic competences and attachment to school, as well as quality relationship with peers because all of these factors appear as risky and protective factors of inclusion of children in classical and electronic violence (Strabić and Tokić Milaković, 2016). So far, conducted research had shown that with the increase of age of a student, then with a bigger experience of a child with work on information and communication technology and with bigger amount of free time spent on-line, increases the frequency of virtual violence (Nikčević – Milković and Jerković, 2016). It is to be expected that such comprehensive research would bring valuable findings about different factors which affect the personal feelings of a student about causes of aggravated learning, and with that a level of the academic achievement, as well as on student's feeling of security at school.

According to the literature (Berkowitz and Benbenishty, 2012; Glew et al., 2008; Goldweber et al., 2013; Vlah and Perger, 2014), the results of this research show that the peer violence is statistically significant predictor of worry for a student for personal safety, whereby the 26 % of criteria variance explains it. More exactly, classical peer violence has a bigger role in predicting of aggravated learning because of the worry for personal safety of a student, then electronic violence. Such finding is compatible with the research of Varjas et al. (2009) which had shown that electronic violence is not connected with the perception of security, which can be explained as such, that students do not experience that type of violence seriously because of the absence of visible consequences of such behavior, and of direct contact with the victim. The finding that electronic violence, although it is represented in a great measure, it explains the smaller part of criteria variance, and it can be explained as such, that electronic violence is often times connected with the other forms of violence at school and that the violence at school is often continued in the virtual world (Bilić, 2018), that is why, electronic violence only, does not explain the significant part of the variance, in the relation to what is explained with the classical peer violence.

In order to generalize the results with greater security, on the population of students in Croatian schools, it would be desirable to include greater number of schools in the sample, in order to examine the difference between schools, considering the type of program they are conducting, number of students that are attending, the urbanity of the area in which they are located, the size of the class and many other indicators which may influence the operation of a school. Including other variables in the research would offer a more complete picture of factors which contribute to the worry of students for personal safety and, in that matter, make their learning

aggravated. Recognizing those factors may serve as a frame for development and implementation of interventions which could help that students feel more safe at school, and how with that it could be prevented or reduced negative consequences of the feelings of insecurity, on their psychological functioning and academic success.

With regards to serious consequences which the lowered level of student's security may have on psychological functioning and academic success of students, (Lacoe, 2016; Nijs et al., 2014), it is important to examine in which measure, could that feeling of security be predicted with peer violence. The insight into the sources of student's insecurity at school, may help with directing future interventions, in order to create a safe surrounding for students and fertile land for their unobstructed development. Safe and encouraging school surrounding in which students may be undisturbed and develop positive relationship, enjoy respect and devote to their work, positively influences on their academic achievement (Tschannen – Moran and Barr, 2004). In general, it could be concluded that developing positive school climate is the fundamental requirement for achieving a successful learning, because the positive school climate allows a surrounding in which the students feel respected and it allows the increase of academic achievement (Bear, Yang, Pell, and Gaskins, 2014; Hough and Schmitt, 2011).

CONCLUSION

The results of this investigation implemented on the sample of Zagreb's students, show that part of the students is worried for their personal safety, which makes their learning aggravated. In the explanation about the worry of the students for their personal safety, an important role that takes place is peer violence. Specifically, it has been shown that classical peer violence, in relationship with electronic, explains larger part of variance of worry for security, even though the electronic violence is represented in a larger scale than classical. Not taking into consideration the role of the students in the violence, it could be concluded, how more than half of the students has experience with different forms of electronic violence, while with classical violence that could be said only with calling student abusive names and provoking. It is important to point out that even 18 % of students has experienced a threat of injury, and 16 % were a victim of physical attack, at school.

The worry of students for personal safety aggravates their psychological functioning and academic success, and in part it could be assigned to the presence of peer violence. The results point to the need for development of special interventions which could prevent peer violence or reduce its consequences, in order for students to be able to direct on personal development instead of the worry for personal safety.

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