

Respect for Teachers in Relation to Student Violence against Teachers

Jelena Pavičić Vukičević¹, Marko Prpić² and Matea Korda³

¹University of Zagreb, Faculty of Kinesiology

²III Grammar School in Zagreb

³The City of Zagreb

Abstract

Student respect for teachers is one of the important aspects of the student-teacher relationship, which is considered an important component of the school climate. Given the significant role of the school climate in predicting students' violence against teachers, the aim of this study was to examine the relationship between perceptions of students' respect for teachers and students' violence against teachers. The research was conducted with two survey questionnaires intended for samples of students and teachers, and 451 students and 102 high school teachers in the City of Zagreb participated in the research. The perception of respect for teachers and different forms of violence was examined by assessing participants' agreement on a six-point Likert-type scale (1 – strongly agree, 6 – strongly disagree). The results indicate that students and teachers, on average, feel that students respect teachers to a greater extent, and that they perceive different forms of violence against teachers to a lesser extent. The correlation analysis found a statistically significant negative association between respect for teachers and various forms of student violence against teachers. It can be concluded that respect for teachers plays an important role in explaining the occurrence of students' violence against teachers.

Keywords: *respect; school climate; students; teachers; violence against teachers.*

Introduction

Teachers are increasingly confronted with a wide range of student behaviour that is directed at them or directly related to them. Such behaviours range from disrespect to violence or intimidation, verbal threats or gestures, theft, property damage, and often physical attacks by students on teachers (Espelage et al., 2013).

The centre of previous research on violence (Bilić et al., 2012; Espelage et al., 2013; Garrett, 2012; Olweus, 1998; Rigby, 2002) and violent behaviour in schools has been mutual victimization of students.

The occurrence of school violence, and even violent behaviour of students towards teachers, affects the quality and character of school life (Cohen et al., 2009).

School violence is any behaviour that disrupts the educational mission or the climate of respect, that is, that jeopardises the intention of schools to be free from aggression against people or property (Espelage et al., 2013). The concept of school climate helps to understand the occurrence and prevalence of school violence in all its forms (Astor et al., 2002; Cohen et al., 2009).

This paper brings one of rare empirical insights into the relationship of respect for teachers with student violence against teachers.

Victimization of teachers

Violent outbursts of students towards teachers have taken numerous forms (Espelage et al., 2013). According to the criterion of the frequency of their occurrence, we divide them into individual and occasional (Espelage et al., 2013). Violent behaviour at school may include: intimidation, verbal or gesture threats, theft, damage to a teacher's property and in certain cases a physical assault (Espelage et al., 2013). Although victimization of teachers in schools is a major problem of the education system at the national level with far-reaching consequences, it is dealt with mainly by the narrower academic circles of society (Espelage et al., 2013), but even they do it on an insufficient scale. Numerous studies have focused on victimization of teachers, which directly limits the finding of possible solutions to complex problems such as school violence (Espelage et al., 2013).

Students' violence against teachers is still invisible to the public, but also to education policy stakeholders in most parts of the world, resulting in inconsistencies in the actions of schools and governments, i.e. it results in isolating and embarrassing the teachers that are victims of such events (Chen & Astor, 2009; Garret, 2012). A growing body of research emphasises the importance of not only academic but also broader social and political awareness and recognition of students' violent behaviour towards teachers (De Wet, 2010; Khoury-Kassabri et al., 2009; McMahon et al., 2014; Munn et al., 2004; Pervin & Turner, 1998; Terry, 1998; Türküm, 2011). More research would be a critical first step towards an effective approach to the overall problem (Garrett, 2012).

Teachers in schools are mostly exposed to well-known forms of violence, for instance, physical, verbal or social forms (Lokmić et al., 2013). Teachers are also unprotected victims of school violence, due to lack of upbringing and education in families, non-acceptance of any authority by children and great influence of peers and media from which, as a result of the lack of control, they receive information inappropriate for their age, which then manifests as inappropriate behaviour (Lokmić et al., 2013).

School-related variables, such as school climate, are strong predictors of teacher victimization (Astor et al., 2002; Gottfredson & Gottfredson, 1985, acc. to McMahon

et al., 2014; Gottfredson et al., 2005; Kasen et al., 2004). Violent behaviour of students towards teachers must be recognized as a global problem and not as a result of inadequate teaching abilities of individual teachers (Munn et al., 2004).

Violent behaviour of students towards teachers

Violent behaviour of students towards teachers is aggressive behaviour that is repeated over a period of time and is committed by a group or individual (Harel-Fisch et al., 2010; Olweus, 1993, acc. to Garrett, 2012) and is characterized by an imbalance of power (Einarsen, 2000; Smith & Sharp, 1994, acc. to Garrett, 2012), and is based on a conscious, willing intention to cause harm to the victim (O'Connell et al., 1999; Olweus, 1991, 1993, acc. to Garrett, 2012). Violent behaviour is also defined as systematic abuse of power (Rigby, 2002).

Violent behaviour encompasses the nature of the recurrence of violent behaviour with the presence of a power imbalance between the victim and the abuser (Garrett, 2012). Although a teacher, as argued by Olweus (1993, acc. to Garrett, 2012), is mentally and physically superior to a student (Smith & Sharp, 1994, acc. to Garrett, 2012), it is a situation in which the teacher cannot defend himself in a simple way (Craig et al., 2000; Dzuka & Dalbert, 2007; Hazler et al., 2001, acc. to Garrett, 2012).

Terry (1998, p. 261) defines bullying against teachers as "a situation from which the victim cannot escape. The situation arises when an unequal distribution of power is exploited and abused by an individual or group of individuals who have an advantage in those situations. Violent behaviour is characterised as persistent and repeated acts of physical or mental aggression. This definition includes the concept of social confinement, the use of an asymmetric distribution of power and implies that power is 'usable' in a way that favours the individual."

Violent behaviour of students towards teachers can be divided into several groups. Direct bullying of students towards teachers can be physical (e.g. hitting, spitting, pushing, pulling hair, inappropriate touching) or non-physical (e.g. abusive phone calls) (Aluedse, 2006). Nonphysical bullying can be verbal (e.g. the use of sexually inappropriate or offensive language, racist remarks, cruel and painful comments about a teacher's personal appearance or character, and intimidation and threats of violence) (Garrett, 2012). Also, violent behaviour of students towards teachers can be non-verbal (for example, insulting gestures or sounds, "staring", mocking or making fun of the teacher, intimidating or threatening facial expressions, eye contact, body language, hitting or throwing objects and damaging or stealing the teacher's property) (Garrett, 2012).

The results of the research conducted in Croatia (Lokmić et al., 2013) indicate that students behave equally violently in both primary and secondary schools, and the lack of culture, disrespect for authority and violation of decent manners, as well as violent behaviour towards teachers, are almost equal (Lokmić et al., 2013).

School climate

The concept of school climate was popularised in the 1950s by an increasing number of studies (Astor et al., 2002; Freiberg, 1999; Homanna et al., 2006; Perry, 1908; Tagiuri, 1968, acc. to Cohen et al., 2009).

The school climate refers to the character and quality of school life, and the foundations of the concept are everyday experiences of school life (Cohen et al., 2009; Kasen et al., 2004).

A sustainable, positive school climate fosters development and education among young people for a productive, contributing and satisfying life in a democratic society (Astor et al., 2002; Cohen et al., 2009). Such a climate includes norms, values, but also expectations that support people's sense of social, emotional and physical security (Cohen et al., 2009).

School climate actors pay attention, remember or assign meaning to school experience consciously and in unrecognised ways due to their own internal experiences (fears and hopes, for instance) as well as interpersonal experiences with students, school staff and family members (Cohen et al., 2009).

Interpersonal relationships within the school are of great importance for the formation and maintenance of the school climate and represent one of the foundations of the school climate concept (Cohen et al., 2009; Kasen et al., 2004). Respect for diversity, i.e. positive adult relations between teachers, administrative and technical staff, positive relations between adults and students, positive relations among students, joint decision-making, opportunities for joint academic planning, respect for differences, student participation in learning and discipline, peer norms related to learning, after that the administrative accessibility and support, and school leaders who value people in school are the essence of the school climate (Cohen et al., 2009; Kansen et al., 2004).

Understanding and working on the school climate is a thorough pedagogical work (DeWitt & Slade, 2014). A positive school climate is an environment in which all people – not just adults or teachers – are jointly engaged and respected by students, families and educators in order to develop, live and contribute to a shared vision of the school (DeWitt & Slade, 2014). A teacher, as a pedagogically educated person, imposes himself as a kind of healthy authority. The teacher is given to the students as an authority at the moment of introduction and is in charge of guiding the students entrusted to him. Given that authority is an inanimate substance that students tend to question, it is the teacher who, through a healthy relationship with students, should maintain authority at a level superior to students, but not based on the exclusiveness of good relationships with students.

Empirical research on student perceptions of teacher support, peer support, student autonomy, and clarity and consistency of school rules and their impact on psychological and behavioural adjustment suggests their strong interrelationship (Way et al., 2007).

In 1998, Roeser et al. (acc. to Way et al., 2007) concluded that students' perceptions of the school environment can significantly predict changes in students' emotional

functioning. In other words, the improvement in emotional functioning was significantly predicted by a greater measure of teacher support provided to student autonomy, i.e. independence (Way et al., 2007). A significant correlation was observed between teacher and/or peer support, opportunities for autonomy, i.e. independence, and clarity and consistency of school rules, but also the emotional adjustment of students (Way et al., 2007). The connection between teacher and/or peer support, opportunities for autonomy, i.e. independence, clarity and consistency of school rules and behavioural problems was also confirmed (Way et al., 2007). Research shows that an increase in positive perceptions of student autonomy in the classroom may indicate reduced alcohol use and even reduced problem-causing or conflict behaviour in the future (Way et al., 2007). Research indicates that the perception of teacher and peer support is significantly associated with self-esteem, symptoms of depression, delinquency and the use of various psychoactive substances (Way et al., 2007).

Way et al. (2007) emphasize the importance of the school climate for high school students through four concepts: (1) the nature of the student-teacher relationship; (2) the nature of the relationship between students; (3) the extent to which student autonomy is allowed in decision-making; and (4) the extent to which the school provides clear, consistent and fair rules. All four concepts of school climate are extremely important for high school students because they coincide with the developmental needs of adolescents, i.e. students (Way et al., 2007).

Disrespect for teachers

In the absence of sound authority, we come to the disrespect towards teachers. Disrespect for teachers, according to teachers, includes refusing to follow instructions, i.e. questioning and challenging the teacher's authority when a student is asked to do something, refusing to obey the teacher and insisting on their own choice of activities (Sun & Shek, 2012). Furthermore, teachers cite examples of inappropriate behaviour, rude answering and opposition to teachers, but also intentionally giving wrong answers to questions as disrespect (Sun & Shek, 2012). According to Sun and Shek (2012), teachers consider disobedience and rudeness, as well as interrupting and verbal aggression, to be the greatest disrespect. For example, a student may interfere in a classroom or be presumptuous with the intent to achieve popularity and acceptance among peers, while such behaviour may be considered violent behaviour by teachers and it may make them feel like victims (Garrett, 2012).

Turkish survey conducted during the school year 2005/2006 points to the fact that unacceptable student behaviours such as disrespect, harassment, and verbal and physical aggression are most often directed at teachers (Ercetin & Kayman, 2006, acc. to Ozdemir, 2012).

American research conducted during the school year 2008/2009 shows that 12% of headmasters in public and 16% of headmasters in private schools quit their jobs due to student bullying or disrespect, which occurred at least once a month (Battle &

Gruber, 2010; Espelage et al., 2013). Schools are therefore required to establish expected behaviour, such as respect, responsibility, etc., at all levels and school premises within the framework of universal or primary prevention (Espelage et al., 2013; Sugai & Homer, 2002).

Method

The aim of the study

The aim of this study was to determine the existence and nature of the relationship between the level of students' respect for teachers and the existence of various forms of violent behaviour of students towards teachers, from the perspective of students and teachers.

Hypotheses

Given the findings of previous research, a significant negative correlation is expected between the level of students' respect for teachers and the existence of various forms of student violence against teachers, on the sample of students and on the sample of teachers.

Sample of variables

Data were collected on the basis of a questionnaire containing 17 sets of questions, including the relevant set of school climate indicators: (1) the nature of the relationship between teachers and students; (2) the nature of the relationship between students; (3) allowed student autonomy in decision making; (4) provided clear, consistent and correct school rules.

This set of school climate indicators contains 24 questions answered by students and teachers on a six-point Likert-type scale (1 – I strongly agree, 6 – I strongly disagree), with only one statement referring to the assessment of students' respect for teachers. The reliability for the whole set of school climate indicators, measured by the Cronbach's alpha coefficient, is $\alpha=0.885$, and by sets as follows: the nature of the teacher-student relationship - $\alpha=0.675$; the nature of the relationship between students - $\alpha=0.760$; allowed student autonomy in decision making - $\alpha=0.823$; provided clear, consistent and correct school rules - $\alpha=0.859$.

The set of variables related to the school climate was created by Professor Niobe Way from the University of New York, and the author's written permission to use the questionnaire was issued in May 2017.

The next relevant set of questions addresses student violence against teachers. On a six-point Likert-type scale (1 – I strongly agree, 6 – I strongly disagree), students and teachers assessed their agreement with the existence of six different forms of student violence against teachers: calling derogatory names, bad behaviour, statements about hitting, provoking, showing offensive gestures and frequent quarrels between students and teachers. Additionally, teachers assessed their own experience of a perceived injury threat, physical assault, and the fear of injury or harassment by students.

Sample of respondents

The study was performed on a sample of 451 final grade students of Zagreb high schools and 102 teachers of the same schools, therein involving 174 students and 42 teachers of gymnasium programs, and 277 students and 60 teachers of secondary vocational, four-year and three-year schools. The permit for conducting the research was issued by the City Office for Education of the City of Zagreb. In addition to the City, the consent was also given by the school headmasters. The schools were selected by the City Office of Education based on previous positive experiences and collaborations. The sample of 451 students is an appropriate non-probabilistic sample created by the arrival of interviewers in the classroom. More specifically, the sample included all students who were in the classroom at the time of the interviewer's arrival. The sample of teachers included those teachers who taught the final grades of the above-mentioned high schools in the school year 2017/2018.

Data collection methods

Data were collected through voluntary and anonymous surveys with final grade students of Zagreb high schools and their teachers during the first term of the school year 2017/2018, in accordance with all the rules of ethics of scientific research.

Results

In order to respond to the set goal of the research, a correlation analysis was conducted for the statements about the level of students' respect for teachers and different forms of student violence against teachers, separately for the student and teacher sample. Prior to the correlation analysis, descriptive data were presented in order to gain insight into the level of students' respect for teachers and the prevalence of student violence against teachers, from the perspective of students and teachers.

Table 1

Descriptive indicators on a sample of students for the variable of student respect for teachers and student violence against teachers

	N	Mini- mum	Maxi- mum	Arithmetic mean (M)	Standard deviation (SD)
Students respect teachers	450	1	6	2.79	1.351
Students call teachers derogatory names	447	1	6	3.71	1.552
Students behave badly towards teachers	443	1	6	4.09	1.389
Some students say they will beat or hit teachers	446	1	6	4.47	1.538
There are students who provoke teachers	447	1	6	3.72	1.613
Students show offensive gestures to teachers	445	1	6	4.04	1.470
There are frequent quarrels between students and teachers	446	1	6	3.71	1.496

Based on the assessment of students shown in Table 1, it can be seen that students respect teachers to a greater extent than they do not ($M=2.79, SD=1.351$). Additionally, it can be seen that there are students, 6% of them, who agree to the least extent that students in their school respect teachers.

When it comes to forms of student violence against teachers, it is evident that student assessments occupy the total range of possible answers, which means that there are students who completely agree and disagree with the claims about the examined forms of violence. Based on arithmetic means, it can be concluded that, on average, students agree to the smallest extent with allegations of violence in the form of statements about hitting teachers ($M=4.47, SD=1.538$), bad behaviour towards teachers ($M=4.09, SD=1.389$) and showing offensive gestures to teachers ($M=4.04, SD=1.470$). In contrast, students on average mostly recognize the existence of violence in the form of calling teachers derogatory names ($M=3.71, SD=1.552$), frequent quarrels between students and teachers ($M=3.71, SD=1.496$) and provoking teachers ($M=3.72, SD=1.613$). It is important to point out that students' assessments for all forms of violence are above the middle of the scale, from which it can be concluded that, to a greater extent, students do not recognize, rather than recognize the examined forms of violence against teachers.

Table 2

Descriptive indicators on a sample of teachers for the variable of student respect for teachers and student violence against teachers

	N	Minimum	Maximum	Arithmetic mean (M)	Standard deviation (SD)
Students respect teachers	102	1	5	2,58	0,906
Students call teachers derogatory names	101	2	6	4,13	1,083
Students behave badly towards teachers	102	2	6	4,27	1,036
Some students say they will beat or hit teachers	101	2	6	4,62	1,085
There are students who provoke teachers	101	1	6	4,07	1,210
Students show offensive gestures to teachers	101	2	6	4,30	1,109
There are frequent quarrels between students and teachers	101	2	6	4,52	0,934
One of the students threatened to hurt me	101	2	6	5,18	1,014
One of the students physically attacked me	101	2	6	5,28	0,991
I am afraid that one of the students will hurt or harass me	101	3	6	5,24	0,961

Like students, teachers perceive that students in their schools respect teachers more than that they do not ($M=2.58, SD=0.906$).

When it comes to forms of student violence against teachers, it is evident that teachers' assessments occupy a wide range of possible answers, but not as complete as with the students' assessments. Specifically, teachers are less likely to express full agreement with claims of most forms of student violence against teachers, except for the presence of provoking teachers, with which only one teacher fully agrees. Given that the arithmetic means for all forms of violence are above the middle of the scale, it can be concluded that teachers disagree to a lesser extent than agree with the existence of the examined forms of violence. To be more specific, teachers agree the least with allegations of violence in the form of physical assault ($M=5.28$, $SD=0.991$), fear of injury or harassment ($M=5.24$, $SD=0.961$), and threats of injury ($M=5.18$, $SD=1.014$). In contrast, teachers on average mostly recognize the existence of violence in the form of provoking teachers ($M=4.07$, $SD=1.210$), calling teachers derogatory names ($M=4.13$, $SD=1.083$) and mistreatment of teachers ($M=4.27$, $SD=1.036$).

Table 3

Correlations between the variable of students' respect for teachers and the variables related to student violence against teachers in the sample of students

	Students respect teachers (r)
Students call teachers derogatory names	-.270**
Students behave badly towards teachers	-.331**
Some students say they will beat or hit teachers	-.266**
There are students who provoke teachers	-.262**
Students show offensive gestures to teachers	-.274**
There are frequent quarrels between students and teachers	-.288**

Note: $p < .01^{**}$, $p < .05^{*}$

It can be seen from Table 3 that, in the sample of students, the assessment of students' respect for teachers is negatively associated with all forms of student violence against teachers with statistical significance. Specifically, higher estimates of student respect for teachers are associated with lower estimates of the existence of various forms of student violence against teachers. It can be concluded that the students who believe to a greater extent that students in their school respect teachers, recognize various forms of student violence against teachers to a lesser extent. The obtained correlations range from $r = -.262$ for provoking teachers to $r = -.331$ for bad behaviour of students towards teachers.

Table 4 shows that, in the sample of teachers, the assessment of students' respect for teachers is negatively associated, with statistical significance, with all forms of student violence against teachers, except for the last three examined forms of violence related to the teacher's direct experience of student violence. To be more specific, teachers' perceptions of students' respect for teachers were not statistically significantly associated with the experience of threats, physical assault, and fear of injury or harassment by

students. Significant correlations of other forms of violence suggest that higher estimates of students' respect for teachers are associated with lower estimates of the existence of different forms of student violence against teachers. It can be concluded that teachers who consider to a greater extent that students in their school respect them recognize various forms of student violence against teachers to a lesser extent. The obtained significant correlations range from $r = -.205$ for statements about hitting teachers to $r = -.323$ for showing offensive gestures to teachers, and are similar in amount to the correlations obtained on the sample of students.

Table 4

Correlations between the variable of students' respect for teachers and the variables related to student violence against teachers in the sample of teachers

	Students respect teachers (r)
Students call teachers derogatory names	-.291**
Students behave badly towards teachers	-.266**
Some students say they will beat or hit teachers	-.205*
There are students who provoke teachers	-.219*
Students show offensive gestures to teachers	-.323**
There are frequent quarrels between students and teachers	-.247*
One of the students threatened to hurt me	-.071
One of the students physically attacked me	.018
I am afraid that one of the students will hurt or harass me	-.035

Note: $p < .01$ **, $p < .05$ *

Discussion

Disrespect for teachers in schools is one of the most common unacceptable behaviours of students towards teachers (Ercetin & Kayman, 2006, according to Ozdemir, 2012), and it can be expressed in different ways (Sun & Shek, 2012). The results of this research indicate that students and teachers feel to a greater extent that students in their school respect teachers than that they do not. However, it is important to point out that there are a certain number of students and teachers who feel that teachers are exposed to disrespect of students. The students' attitude about respecting teachers can be a reflection of a socially desirable response, but teachers' assessments do not reflect the full picture of the real situation of students' respect for teachers, because students can behave when in the presence of teachers, but not when the teacher is not near them.

Since this research does not predetermine which behaviours include teacher disrespect, it can be assumed that students and teachers were guided in their assessments by different definitions of disrespect, depending on their own expectations of acceptable behaviour and personal limits of tolerating certain behaviours. In future research, it would be useful to measure respect for teachers using multiple statements that

distinguish different forms of disrespect, and further examine the level of experienced feeling of disrespect in order to determine which behaviours are most likely to create disrespect on the part of students. Bearing in mind individual differences in the perception of certain behaviours as signs of disrespect, a subjective assessment of the extent to which students respect teachers is a very valuable finding.

When it comes to assessments of students' violence against teachers, it is evident that students on average mostly recognize the existence of violence in the form of calling teachers derogatory names, frequent quarrels between students and teachers, and provoking teachers. Similarly, teachers largely recognize the existence of violence in the form of provoking teachers, calling derogatory names, and bad behaviour towards teachers. It is important to point out that the assessments of students and teachers for all forms of violence are above the middle of the scale, which indicates that they do not recognize more than they recognize different forms of violence against teachers. However, it is important to keep in mind that there are a certain number of students and teachers who recognize different forms of violence to a large extent.

Respect for teachers is one aspect of the student-teacher relationship that many researchers consider a key component of the school climate (Cohen et al., 2009; Kasen et al., 2004; Way et al., 2007). Given that the school climate, i.e. positive relations among participants in school life, has proven to be a strong predictor of teacher victimization (Astor et al., 2002; Gottfredson & Gottfredson, 1985, acc. to McMahon et al., 2014; Gottfredson et al., 2005; Kasen et al., 2004), a strong association between respect for teachers and violence against them was expected. As expected, lower assessments of teacher respect are associated with higher assessments of all examined forms of violence against teachers. To be more specific, students and teachers who believe to a lesser extent that students in their school respect teachers perceive different forms of student violence against teachers to a greater extent: calling derogatory names, bad behaviour, statements about hitting, provoking, showing offensive gestures and frequent quarrels between students and teachers. However, no significant correlation was found between respect for teachers and their experience of an injury threat, physical assault or fear of injury or harassment.

Given that this is a correlational study, it is not allowed to draw conclusions about cause-and-effect relationships. However, one can speculate on the nature of the relationship between respect for teachers and violence directed against them. On the one hand, disrespect for teachers can be one of the preconditions for developing an atmosphere conducive to violent behaviour towards teachers. The teacher who is disrespected by students has failed to establish authority over them and the limits of permissible behaviour, which students may abuse and behave inappropriately toward teachers. On the other hand, the mere exposure of a teacher to violent behaviour and their inability to resist such behaviour may create in students a feeling that the teacher is not worthy of respect, which may further exacerbate inappropriate forms of behaviour.

Despite the ambiguous relationship between respect for teachers and violence against them, the results of this research suggest that respect for teachers could serve as a protective factor for teachers in defence against violence. Respect for teachers is a goal that needs to be achieved at the level of society, not just at the classroom level. Students, exposed to numerous social influences, shape a certain image of teachers and their role in students' lives. A positive and respectful attitude of society towards teachers and the creation of a warm, supportive and inclusive environment for students as well are important prerequisites for student respect for teachers. In addition to the nature of the student-teacher relationship being one of the key motivating factors in learning and teaching processes (DeWitt & Slade, 2014; Garrett, 2012), it significantly contributes to preventing all forms of violence and creating a democratic and supportive environment in which students experience safety, support and friendship (Glasser, 2005).

Given the importance of a quality relationship between students and teachers from a pedagogical and socio-psychological aspect, it is necessary to improve the relationship between students and teachers through various interventions at the level of society, school and classroom, in order to reduce or prevent the occurrence of violence against teachers. In addition, strengthening pedagogical competencies, constant teacher education and awareness of problems that arise in the context of school can further raise awareness of teachers and other society participants about the importance of their role in the education of students.

The results of this research are also important for understanding the burnout syndrome in teachers, which can be described as “a state of mental, physical or psychophysical exhaustion at work caused by excessive and prolonged stress in the workplace” (Domović et al., 2010, p. 351). Namely, disrespect and practicing various forms of violent behaviour of students towards teachers certainly affect the satisfaction of teachers with their work. Today Croatia is facing a trend of domestic professionals going to better paid jobs in other countries, so teachers, especially from the STEM field, dissatisfied with the status in the education system, highly educated and poorly paid, also leave the country due to increased demand in Western European labour markets and enter other non-teaching professions. This can affect the negative perception of teaching as a desirable choice of profession, as well as the quality of educational work in Croatian schools due to the lack of qualified and motivated teachers. Therefore, the results of the research can be an incentive to incorporate contents related to strengthening teacher pedagogical competence in the initial education of teachers and their professional development (Jurčić, 2012). Furthermore, the results of this research can raise awareness of the problem of student disrespect and experience of violence against teachers, induce an open and shame-free approach to the solution of this contemporary problem that burdens the teaching profession, and provide victimized teachers with support and assistance, as well as involve students in programs for the prevention of future violent behaviour.

Conclusion

The results of this research, conducted on a sample of students and teachers of high schools in Zagreb, offer an important insight into the relationship between respect for teachers and students' violence against teachers. According to the assessments of students and teachers, students respect teachers more than they do not, but it is important to take into account that there is a certain share of participants who think that students' respect for teachers is at a low level. In addition, the results indicate that a certain proportion of teachers are exposed to different forms of student violence against teachers, with students and teachers partially agreeing in assessing the most common forms of violence. Specifically, students and teachers believe that calling names and provoking teachers are to the largest extent present in schools, while students also point out frequent quarrels between students and teachers, and teachers bad student behaviour towards teachers.

Consistent with previous research, the results indicate that there is a statistically significant negative association between the respect for teachers and students' violence against teachers. More precisely, it has been shown that students and teachers who believe to a greater extent that students do not respect teachers highly perceive the existence of all forms of violence against teachers. However, no significant association was found between the respect for teachers and teacher's experience of injury threats, physical assault and fear of injury or harassment.

The results of this research therefore indicate the important role of the relationship between students and teachers, especially student respect for teachers, in reducing or preventing student violence against teachers and its negative impacts on students, teachers and the school as a whole. Conducting research of this type also returns the educational role of teachers to the focus of educational professionals and the interested public, in the context of students' respect for a teacher as an educational authority, and raises awareness of the need to understand the frequency and types of student violence against teachers as unacceptable forms of behaviour of children and adolescents.

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Jelena Pavičić Vukičević,

Faculty of Kinesiology

University of Zagreb

Horvaćanski zavoj 15, 10000 Zagreb, Croatia

jpvukicevic@gmail.com

Marko Prpić

III Grammar School in Zagreb

Kušlanova 52, 10000 Zagreb, Croatia

prpic.marcus@gmail.com

Matea Korda

The City of Zagreb

Trg Stjepana Radića 1, 10000 Zagreb, Croatia

matea.korda21@gmail.com

Poštovanje prema nastavnicima u odnosu na nasilje učenika prema nastavnicima

Sažetak

Poštovanje učenika prema nastavnicima jedan je od bitnih aspekata odnosa između učenika i nastavnika koji se smatra važnom komponentom školske klime. S obzirom na značajnu ulogu školske klime u predviđanju nasilja učenika nad nastavnicima, cilj ovoga istraživanja bio je ispitati povezanost percepcije poštovanja učenika prema nastavnicima i nasilja učenika nad nastavnicima. Istraživanje je provedeno dvama anketnim upitnicima namijenjenima uzorcima učenika i nastavnika, a u istraživanju je sudjelovao 451 učenik te 102 nastavnika srednjih škola u Gradu Zagrebu. Percepcija poštivanja nastavnika i različitih oblika nasilja ispitana je procjenom slaganja sudionika na skali Likertova tipa od šest stupnjeva (1-izrazito se slažem, 6-izrazito se ne slažem). Rezultati ukazuju na to da učenici i nastavnici u prosjeku više smatraju da učenici poštuju nastavnike te da u manjoj mjeri percipiraju različite oblike nasilja nad nastavnicima. Korelacijskom analizom utvrđena je statistički značajna negativna povezanost između poštovanja nastavnika i različitih oblika nasilja učenika nad nastavnicima. Može se zaključiti da poštovanje nastavnika ima važnu ulogu u objašnjenju pojave nasilja učenika nad nastavnicima.

Ključne riječi: *nasilje nad nastavnicima; nastavnici; poštovanje; školska klima; učenici.*

Uvod

Nastavnici se sve češće susreću sa širokim spektrom učeničkoga ponašanja koje je usmjereno prema njima ili ih se direktno tiče. Takva ponašanja kreću se od nepoštovanja do nasilja ili zastrašivanja, verbalnih prijetnji ili gesti, krađa, oštećenja imovina, a nerijetko i fizičkih nasrtaja učenika na nastavnike (Espelage i sur., 2013).

Središte dosadašnjih istraživanja nasilja (Bilić, Buljan Flander i Hrpka, 2012; Espelage i sur., 2013; Garrett, 2012; Olweus, 1998; Rigby, 2002) i nasilnoga ponašanja u školama bila je međusobna viktimizacija učenika.

Pojava školskoga nasilja, pa i nasilnoga ponašanja učenika prema nastavnicima, utječe na kvalitetu i karakter školskoga života (Cohen, McCabe, Michelli i Pickeral, 2009).

Školsko nasilje je svako ponašanje koje narušava edukacijsku misiju ili klimu poštovanja, to jest koje ugrožava namjeru škola da budu oslobođene od agresije prema

ljudima ili imovini (Espelage i sur., 2013). U shvaćanju pojavnosti i rasprostranjenosti školskoga nasilja u svim pojavnim oblicima pomaže koncept školske klime (Astor, Benbenishty i Vinokur, 2002; Cohen i sur., 2009).

Ovaj rad donosi jedan od rijetkih empirijskih uvida u relaciju poštovanja prema nastavnicima s nasiljem učenika prema nastavnicima.

Viktimizacija nastavnika

Nasilni ispadi učenika prema nastavnicima poprimili su brojne pojavne oblike (Espelage i sur., 2013). Prema kriteriju učestalosti njihova pojavljivanja dijelimo ih na pojedinačne i povremene (Espelage i sur., 2013). Nasilničko ponašanje u školi može uključivati: zastrašivanja, verbalne prijetnje ili prijetnje gestama, krađe, oštećivanje imovine nastavnika te u nekim slučajevima i fizičke napade (Espelage i sur., 2013). Iako viktimizacija nastavnika u školama predstavlja veliki problem obrazovnoga sustava na nacionalnoj razini s dalekosežnim posljedicama, njime se bave uglavnom uži akademski krugovi društva (Espelage i sur., 2013), no čak i oni u nedostatnim razmjerima. Brojna su se istraživanja fokusirala na viktimizaciju učenika, isključujući viktimizaciju nastavnika, čime je direktno ograničeno iznalaženje mogućih rješenja kompleksnoga problema kao što je školsko nasilje (Espelage i sur., 2013).

Nasilje učenika prema nastavnicima i dalje je nevidljivo očima javnosti, ali i očima dionika obrazovnih politika u većem dijelu zemalja svijeta, što rezultira nekonzistentnošću u postupanju škola i vlada, odnosno rezultira izolacijom i posramljivanjem nastavnika žrtava takvih događaja (Chen i Astor, 2009; Garret, 2012). Rastući broj istraživanja naglašava važnost ne samo akademske, već i šire društvene i političke osviještenosti te prepoznavanja nasilničkoga ponašanja učenika prema nastavnicima (De Wet, 2010; Khoury-Kassabri, Astor i Benbenishty, 2009; McMahan i sur., 2014; Munn, Johnstone, Sharp i Brown, 2004; Pervin i Turner, 1998; Terry, 1998; Türküm, 2011). Veći broj istraživanja predstavljao bi kritični prvi korak prema efektivnom pristupanju cjelokupnome problemu (Garrett, 2012).

Nastavnici su u školama većinom izloženi dobro poznatim oblicima nasilja, primjerice, fizičkim, verbalnim ili socijalnim oblicima (Lokmić, Opić i Bilić, 2013). Nastavnici su ujedno i nezaštićene žrtve školskoga nasilja, i to zbog nedostatka odgoja i obrazovanja u obiteljima, neprihvatanja ikakvoga autoriteta od strane djece te velikog utjecaja vršnjaka i medija iz kojih, kao rezultat nedostatka kontrole, dobivaju informacije neprimjerene njihovoj dobi koje se zatim manifestiraju kao neprimjereno ponašanje (Lokmić i sur., 2013).

Varijable koje se tiču škole, primjerice školska klima, snažni su prediktori viktimizacije nastavnika (Astor i sur., 2002; Gottfredson i Gottfredson, 1985, prema McMahan i sur., 2014; Gottfredson, Gottfredson, Payne i Gottfredson, 2005; Kasen, Berenson, Cohen i Johnson, 2004). Nasilničko ponašanje učenika prema nastavnicima mora biti prepoznato kao problem globalne razine, a ne kao rezultat neodgovarajućih nastavničkih sposobnosti pojedinih nastavnika (Munn i sur., 2004).

Nasilno ponašanje učenika prema nastavnicima

Nasilničko ponašanje učenika prema nastavnicima agresivno je ponašanje koje se ponavlja tijekom nekog razdoblja, a počinitelja je skupina ili pojedinac (Harel-Fisch i sur., 2010; Olweus, 1993, prema Garrett, 2012) te je okarakterizirano disbalansom moći (Einarsen, 2000, Smith i Sharp, 1994, prema Garrett, 2012), a bazirano je na svjesnoj, namjernoj, voljnoj namjeri da se prouzroči šteta žrtvi (O'Connell, Pepler i Craig, 1999; Olweus, 1991, 1993, prema Garrett, 2012). Nasilničko ponašanje definira se i kao sistematična zloraba moći (Rigby, 2002).

Nasilničko ponašanje obuhvaća prirodu ponavljanja nasilničkoga ponašanja uz prisutan disbalans moći između žrtve i nasilnika (Garrett, 2012). Iako je nastavnik, tvrdi Olweus (1993, prema Garrett, 2012), mentalno i fizički nadmoćniji učeniku (Smith i Sharp, 1994, prema Garrett, 2012), situacija je to u kojoj se nastavnik ne može jednostavno obraniti (Craig, Henderson i Murphy, 2000; Dzuka i Dalbert, 2007; Hazler, Miller, Carney i Green, 2001, prema Garrett, 2012).

Terry (1998, str. 261) definira nasilničko ponašanje prema nastavnicima kao „situaciju iz koje žrtva ne može pobjeći. Situacija nastaje kada je nejednaka raspodjela moći iskorištena i zlorabljena od strane individue ili skupine pojedinaca koji u tim danim situacijama imaju prednost. Nasilničko ponašanje je pritom okarakterizirano kao uporno i ponavljano djelovanje fizičke ili psihičke agresije. Ova definicija uključuje koncept socijalnoga zatočenja, korištenje asimetrične raspodjele moći, i implicira kako je moć 'uporabljiva' na način da daje prednost pojedincu.”

Nasilničko ponašanje učenika prema nastavnicima možemo podijeliti na nekoliko skupina. Direktno nasilničko ponašanje učenika prema nastavnicima može biti fizičko (primjerice, udaranje, pljuvanje, guranje, povlačenje kose, neprimjereno diranje) ili nefizičko (primjerice, uvredljivi telefonski pozivi) (Aluedse, 2006). Nefizičko nasilničko ponašanje može biti verbalno (primjerice, uporaba seksualno neprimjerenoga ili uvredljivoga jezika, rasističke opaske, okrutni i bolni komentari o nastavnikovu osobnom izgledu ili karakteru te zastrašivanje i prijetnje nasiljem) (Garrett, 2012). Također, nasilničko ponašanje učenika prema nastavnicima može biti i neverbalno (primjerice, uvredljive geste ili zvukovi, „buljenje“, podsmjehivanje ili izrugivanje nastavniku, zastrašujući ili prijeteci izrazi lica, kontakt očima, govor tijela, udaranje ili bacanje predmeta te oštećivanje ili krađa nastavnikova vlasništva) (Garrett, 2012).

Rezultati istraživanja provedenoga u Hrvatskoj (Lokmić i sur., 2013) ukazuju na to kako se učenici i u osnovnim i u srednjim školama ponašaju jednako nasilno, a nedostatak kulture, nepoštovanje autoriteta i kršenje pristojnih manira, kao i nasilno ponašanje prema nastavnicima gotovo je izjednačeno (Lokmić i sur., 2013).

Školska klima

Koncept školske klime populariziran je pedesetih godina prošloga stoljeća povećanim brojem istraživanja (Astor i sur., 2002; Freiberg, 1999; Homanna, Barber i Torney-Purta, 2006; Perry, 1908; Tagiuri, 1968, prema Cohen i sur., 2009).

Školska se klima odnosi na karakter i kvalitetu školskoga života, a u temeljima koncepta nalaze se svakodnevna iskustva školskoga života (Cohen i sur., 2009; Kasen i sur., 2004;).

Održiva, pozitivna školska klima njeguje razvoj i obrazovanje kod mladih za produktivan, kontributivan i zadovoljavajući život u demokratskome društvu (Astor i sur., 2002; Cohen i sur., 2009). Takva klima uključuje norme, vrijednosti, ali i očekivanja koja podupiru osjećaj socijalne, emocionalne i fizičke sigurnosti kod ljudi (Cohen i sur., 2009).

Akteri školske klime svjesnim i neprepoznatim načinima pridaju pažnju, pamte ili dodjeljuju značenja školskome iskustvu uslijed vlastitih internih iskustava (primjerice, strahovi i nadanja), kao i interpersonalnih iskustava s učenicima, zaposlenicima škole i članovima obitelji (Cohen i sur., 2009).

Međusobni odnosi unutar škole od velike su važnosti za formiranje i održavanje školske klime te predstavljaju jedan od temelja koncepta školske klime (Cohen i sur., 2009; Kasen i sur., 2004). Poštovanje različitosti, odnosno pozitivni odrasli odnosi među nastavnicima, administrativnim i tehničkim osobljem, pozitivni odnosi između odraslih i učenika, pozitivni odnosi među učenicima, zajedničko donošenje odluka, mogućnosti zajedničkoga akademskoga planiranja, poštovanje razlika, učeničko sudjelovanje u učenju i discipliniranju, vršnjačke norme vezane uz učenje, zatim administrativna dostupnost i potpora te školski rukovoditelji koji cijene ljude u školi esencija su školske klime (Cohen i sur., 2009; Kansen i sur., 2004).

Razumijevanje i rad na školskoj klimi predstavlja temeljit pedagoški rad (DeWitt i Slade, 2014). Pozitiva školska klima je okruženje u kojem su svi ljudi – ne samo odrasli ili nastavnici – angažirani i poštovani od strane učenika, obitelji, odgojno-obrazovnih djelatnika zajedno, a u cilju razvoja, života i doprinosa zajedničkoj viziji škole (DeWitt i Slade, 2014). Nastavnik se, kao pedagoški obrazovana osoba, nameće kao svojevrsni zdravi autoritet. Nastavnik se učenicima trenutkom upoznavanja daje kao autoritet i zadužen je za usmjeravanje povjerenih mu učenika. S obzirom na to da je autoritet neživa tvar koju su učenici skloni propitkivati, upravo nastavnik zdravim odnosom s učenicima treba održati autoritet na razini nadmoćnoj učenicima, ali ne temeljenoj na isključivosti dobrih odnosa s učenicima.

Empirijska istraživanja koja su se ticala učeničke percepcije potpore nastavnika, vršnjačke potpore, učeničke autonomije te jasnoće i dosljednosti školskih pravila i njihovim utjecajem na psihološko i bihevioralno prilagođavanje, ukazuju na njihovu jaku međusobnu povezanost (Way, Ranjini i Rhodes, 2007).

Roeser je sa suradnicima 1998. godine (prema Way i sur., 2007) zaključio kako učeničke percepcije školskoga okruženja značajno mogu prognozirati promjene u emocionalnom funkcioniranju učenika. Drugim riječima, poboljšanje u emocionalnom funkcioniranju značajno je bilo predviđeno većom mjerom potpore nastavnika te većom mjerom pružene potpore učeničkoj autonomiji, odnosno samostalnosti (Way i sur., 2007). Značajna je povezanost uočena između nastavničke i/ili vršnjačke potpore,

prilike za autonomiju, odnosno samostalnost te jasnoće i dosljednosti školskih pravila, ali i emocionalne prilagodbe učenika (Way i sur., 2007). Potvrđena je i povezanost između nastavničke i/ili vršnjačke potpore, prilike za autonomiju, odnosno samostalnost, jasnoće i dosljednosti školskih pravila te problema u ponašanjima (Way i sur., 2007). Istraživanja pokazuju kako porast pozitivne percepcije autonomije učenika u razredu može nagovijestiti smanjenu uporabu alkohola pa i smanjeno izazivanje problema ili oprečnoga ponašanja u budućnosti (Way i sur., 2007). Istraživanja ukazuju na to kako je percepcija nastavničke i vršnjačke potpore značajno povezana sa samopouzdanjem, simptomima depresije, delinkventnosti i korištenjem raznih psihoaktivnih supstanci (Way i sur., 2007).

Way i suradnici (2007) naglašavaju važnost školske klime za učenike srednjih škola kroz četiri koncepta: (1) priroda odnosa između učenika i nastavnika; (2) priroda odnosa među učenicima; (3) mjera do koje je učenička autonomija dozvoljena pri donošenju odluka i (4) mjera do koje škola pruža jasna, konzistentna i korektna pravila. Sva su četiri koncepta školske klime iznimno bitna za učenike srednjih škola jer se podudaraju s razvojnim potrebama adolescenata, odnosno učenika (Way i sur., 2007).

Nepoštivanje nastavnika

Izostankom zdravoga autoriteta dolazimo do nepoštovanja nastavnika. Nepoštovanje nastavnika, prema izjavama nastavnika, uključuje odbijanje izvršavanja uputa, odnosno propitkivanje i izazivanje autoriteta nastavnika kada se učenika zatraži da nešto odradi, odbijanje poslušnosti nastavniku te ustrajanje na vlastitom odabiru aktivnosti (Sun i Shek, 2012). Nadalje, nastavnici kao nepoštovanje navode primjere neprimjerenoga ponašanja, nepristojnoga odgovaranja i suprotstavljanja nastavnicima, ali i namjerno davanje krivih odgovora na postavljena pitanja (Sun i Shek, 2012). Nastavnici najvećim nepoštovanjem smatraju, navode Sun i Shek (2012), neposlušnost i nepristojnost, kao i upadanje u riječ te verbalnu agresiju. Primjerice, učenik u učionici može ometati ili biti drzak s namjerom postizanja popularnosti i prihvaćanja među vršnjacima, dok takvo ponašanje nastavnici mogu smatrati nasilničkim ponašanjem i osjećati se kao žrtve (Garrett, 2012).

Tursko istraživanje provedeno tijekom školske godine 2005./2006. ukazuje na činjenicu kako su prema nastavnicima i nastavnicama najčešće usmjerena neprihvatljiva ponašanja učenika poput nepoštovanja, uznemiravanja te verbalne i fizičke agresije (Ercetin i Kayman, 2006, prema Ozdemir, 2012).

Američko istraživanje provedeno tijekom školske godine 2008./2009. pokazuje kako je u 12 % ravnatelja u javnim i 16 % ravnatelja u privatnim školama napustilo radno mjesto zbog učeničkoga nasilničkog ponašanja ili nepoštovanja koje se pojavljivalo barem jednom mjesečno (Battle i Gruber, 2010; Espelage i sur., 2013). Škole su stoga u okvirima univerzalne ili primarne prevencije dužne uspostaviti očekivana ponašanja, primjerice, poštovanje, odgovornost i dr. na svim razinama i prostorima škole (Espelage i sur., 2013; Sugai i Homer, 2002).

Metoda

Cilj istraživanja

Cilj ovoga istraživanja bio je utvrditi postoji li, i ako postoji, kolika je povezanost između razine poštovanja učenika prema nastavnicima i postojanja različitih oblika nasilnoga ponašanja učenika prema nastavnicima, iz perspektive učenika i nastavnika.

Hipoteze

S obzirom na nalaze prethodnih istraživanja, očekuje se značajna negativna povezanost između razine poštovanja učenika prema nastavnicima i postojanja različitih oblika nasilja učenika nad nastavnicima, na uzorku učenika i na uzorku nastavnika.

Uzorak varijabli

Podatci su prikupljeni na bazi upitnika koji sadrži 17 setova pitanja, među kojima je i relevantni set indikatora školske klime: (1) priroda odnosa između nastavnika i učenika, (2) priroda odnosa među učenicima, (3) dozvoljena učenička autonomija pri donošenju odluka, (4) pružena jasna, konzistentna i korektna pravila škole.

Navedeni set indikatora školske klime sadrži 24 pitanja na koja su učenici i nastavnici odgovarali na skali Likertova tipa od šest stupnjeva (1-izrazito se slažem, 6-izrazito se ne slažem), pri čemu se u ovome istraživanju koristila samo jedna tvrdnja koja se odnosi na procjenu slaganja s tvrdnjom da učenici poštuju nastavnike. Pouzdanost za cjelokupni set indikatora školske klime, mjereno Cronbachovim α koeficijentom, iznosi $\alpha = 0,885$, a po setovima: priroda odnosa između nastavnika i učenika $\alpha = 0,675$; priroda odnosa među učenicima $\alpha = 0,760$; dozvoljena učenička autonomija pri donošenju odluka $\alpha = 0,823$; pružena jasna, konzistentna i korektna pravila škole $\alpha = 0,859$.

Set varijabli koji se odnosi na školsku klimu nastao je u autorstvu profesorice Niobe Way sa Sveučilišta u New Yorku te je za korištenje upitnika izdana pisana dozvola autorice u svibnju 2017. godine.

Sljedeći relevantan set pitanja odnosi se na pitanja o nasilju učenika nad nastavnicima. Učenici i nastavnici na skali Likertova tipa od šest stupnjeva (1-izrazito se slažem, 6-izrazito se ne slažem) procjenjivali su slaganje s postojanjem šest različitih oblika nasilja učenika nad nastavnicima: nazivanje pogrdnim imenima, loše ponašanje, izjave o udaranju, izazivanje, pokazivanje uvredljivih gesta i česte svađe između učenika i nastavnika. Dodatno, nastavnici su procjenjivali vlastito iskustvo doživljene prijetnje ozljedom, fizičkoga napada i straha od ozljede ili uznemiravanja od strane učenika.

Uzorak ispitanika

Analiza ovoga rada vršena je na uzorku od 451 učenika završnih razreda zagrebačkih srednjih škola i 102 nastavnika istih škola. U istraživanju je sudjelovalo 174 učenika/ 42 nastavnika gimnazijskih programa te 277 učenika/ 60 nastavnika srednjih strukovnih, četverogodišnjih i trogodišnjih škola. Dozvola za provođenje istraživanja izdana je od strane Gradskog ureda za odgoj obrazovanje Grada Zagreba. Osim Grada,

pristanak su dali i ravnatelj/ice škola. Škole je odabrao Gradski ured za obrazovanje na temelju ranijih pozitivnih iskustava i suradnji. Uzorak od 451 učenika prigodan je neprobabilistički uzorak stvoren dolaskom anketara na nastavu. Konkretnije, u uzorak su ušli svi učenici koji su se u trenutku dolaska anketara nalazili na nastavi u učionici. U uzorak nastavnika ušli su oni nastavnici koji su školske godine 2017./2018. predavali završnim razredima navedenih srednjih škola.

Metode prikupljanja podataka

Podatci su prikupljeni dobrovoljnim i anonimnim anketiranjem učenika završnih razreda zagrebačkih srednjih škola i nastavnika koji predaju završnim razredima tih škola tijekom prvog obrazovnog razdoblja školske godine 2017./2018. sukladno svim pravilima etičnosti znanstvenoga istraživanja.

Rezultati

Kako bi odgovorili na postavljeni cilj istraživanja, provedena je korelacijska analiza između tvrdnje o razini poštovanja učenika prema nastavnicima i različitih oblika nasilja učenika nad nastavnicima, odvojeno za uzorak učenika i za uzorak nastavnika. Prije korelacijske analize, prikazani su deskriptivni podatci kako bismo dobili uvid u razinu poštovanja učenika prema nastavnicima i zastupljenost nasilja učenika nad nastavnicima, iz perspektive učenika i nastavnika.

Tablica 1.

Na temelju procjena učenika prikazanih u Tablici 1, vidljivo je da učenici u većoj mjeri poštuju nastavnike, nego što ih ne poštuju ($M = 2,79$, $SD = 1,351$). Dodatno, vidljivo je da postoje učenici, njih 6 %, koji se u najmanjoj mjeri slažu s time da učenici u njihovoj školi poštuju nastavnike.

Kada se radi o oblicima nasilja učenika nad nastavnicima, vidljivo je da procjene učenika zauzimaju totalni raspon mogućih odgovora, što znači da postoje učenici koji se s tvrdnjama o ispitanim oblicima nasilja u potpunosti slažu i u potpunosti ne slažu. Na temelju aritmetičkih sredina, može se zaključiti da se učenici u prosjeku najmanje slažu s tvrdnjama o postojanju nasilja u obliku izjava o udaranju nastavnika ($M = 4,47$, $SD = 1,538$), lošega ponašanja prema nastavnicima ($M = 4,09$, $SD = 1,389$) i pokazivanja uvredljivih gesta nastavnicima ($M = 4,04$, $SD = 1,470$). Za razliku od toga, učenici u prosjeku u najvećoj mjeri prepoznaju postojanje nasilja u obliku nazivanja nastavnika pogrđnim imenima ($M = 3,71$, $SD = 1,552$), čestih svađa između učenika i nastavnika ($M = 3,71$, $SD = 1,496$) i izazivanja nastavnika ($M = 3,72$, $SD = 1,613$). Važno je istaknuti kako se procjene učenika za sve oblike nasilja nalaze iznad sredine skale, na osnovi čega se može zaključiti da učenici u većoj mjeri ne prepoznaju, nego što prepoznaju ispitane oblike nasilja prema nastavnicima.

Tablica 2.

Kao i učenici, nastavnici u većoj mjeri percipiraju da učenici u njihovoj školi poštuju nastavnike, nego što ih ne poštuju ($M = 2,58$, $SD = 0,906$).

Kada se radi o oblicima nasilja učenika nad nastavnicima, vidljivo je da procjene nastavnika zauzimaju širok raspon mogućih odgovora, ali ne potpun kao kod procjena učenika. Točnije, nastavnici su u manjoj mjeri skloni iskazivati potpuno slaganje s tvrdnjama o većini oblika nasilja učenika nad nastavnicima, izuzev prisutnosti izazivanja nastavnika s čime se samo jedan nastavnik u potpunosti slaže. S obzirom da se aritmetičke sredine za sve oblike nasilja nalaze iznad sredine skale, može se zaključiti da se nastavnici u prosjeku više ne slažu nego slažu s postojanjem ispitanih oblika nasilja. Točnije, nastavnici se najmanje slažu s tvrdnjama o postojanju nasilja u obliku fizičkoga napada ($M = 5,28$, $SD = 0,991$), straha od ozljede ili uznemiravanja ($M = 5,24$, $SD = 0,961$) i prijetnji ozljedom ($M = 5,18$, $SD = 1,014$). Za razliku od toga, nastavnici u prosjeku u najvećoj mjeri prepoznaju postojanje nasilja u obliku izazivanja nastavnika ($M = 4,07$, $SD = 1,210$), nazivanja nastavnika pogrdnim imenima ($M = 4,13$, $SD = 1,083$) i lošeg ponašanja prema nastavnicima ($M = 4,27$, $SD = 1,036$).

Tablica 3.

Iz Tablice 3 vidljivo je da je, na uzorku učenika, procjena poštovanja učenika prema nastavnicima statistički značajno negativno povezana sa svim oblicima nasilja učenika prema nastavnicima. Točnije, veće procjene poštovanja učenika prema nastavnicima povezane su s nižim procjenama postojanja različitih oblika nasilja učenika nad nastavnicima. Može se zaključiti da učenici koji u većoj mjeri smatraju da učenici u njihovoj školi poštuju nastavnike, u manjoj mjeri prepoznaju različite oblike nasilja učenika nad nastavnicima. Dobivene korelacije kreću se od $r = -,262$ za izazivanje nastavnika do $r = -,331$ za loše ponašanje učenika prema nastavnicima.

Tablica 4.

Iz Tablice 4 vidljivo je da je, na uzorku nastavnika, procjena poštovanja učenika prema nastavnicima statistički značajno negativno povezana sa svim oblicima nasilja učenika prema nastavnicima, izuzev posljednja tri ispitana oblika nasilja koja se odnose na izravno nastavnikovo iskustvo nasilja od strane učenika. Točnije, percepcija nastavnika o poštovanju učenika prema nastavnicima nije statistički značajno povezana s iskustvom prijetnji, fizičkoga napada i straha od ozljede ili uznemiravanja od strane učenika. Značajne korelacije ostalih oblika nasilja ukazuju na to da su veće procjene poštovanja učenika prema nastavnicima povezane s nižim procjenama postojanja različitih oblika nasilja učenika nad nastavnicima. Može se zaključiti da nastavnici koji u većoj mjeri smatraju da ih učenici u njihovoj školi poštuju, u manjoj mjeri prepoznaju različite oblike nasilja učenika nad nastavnicima. Dobivene značajne korelacije kreću se od $r = -,205$ za izjave o udaranju nastavnika do $r = -,323$ za pokazivanje uvredljivih gesta nastavnicima te su po iznosu slične korelacijama dobivenima na uzorku učenika.

Rasprava

Nepoštivanje nastavnika u školama jedno je od najčešćih neprihvatljivih ponašanja učenika prema nastavnicima (Ercetin i Kayman, 2006, prema Ozdemir, 2012), a ono se može iskazati na različite načine (Sun i Shek, 2012). Rezultati ovoga istraživanja ukazuju na to da učenici i nastavnici u većoj mjeri smatraju da učenici u njihovoj školi poštuju nastavnike, nego da ih ne poštuju. Međutim, bitno je istaknuti da postoji određeni dio učenika i nastavnika koji smatraju da su nastavnici izloženi nepoštovanju od strane učenika. Stav učenika da poštuju nastavnike može biti odraz socijalno poželjnoga odgovaranja, ali ni procjene nastavnika ne odražavaju potpunu sliku stvarne situacije poštovanja učenika prema nastavnicima jer učenici mogu iskazivati ponašanje kada su u prisutnosti nastavnika, ali ne i kada nastavnik nije u njihovoj blizini.

S obzirom na to da ovim istraživanjem nije unaprijed definirano koja ponašanja obuhvaća nepoštovanje nastavnika, može se pretpostaviti da su se učenici i nastavnici prilikom procjena vodili različitim definicijama nepoštivanja, ovisno o vlastitim očekivanjima prihvatljivoga ponašanja i osobnim granicama toleriranja određenih ponašanja. Budućim istraživanjima bilo bi korisno poštovanje nastavnika mjeriti pomoću više tvrdnji koje bi razlikovale različite oblike nepoštovanja, a dodatno ispitati i razinu doživljenoga osjećaja nepoštovanja kako bi se utvrdilo koja ponašanja u najvećoj mjeri stvaraju osjećaj nepoštovanja od strane učenika. Imajući na umu individualne razlike u percepciji određenih ponašanja kao znakova nepoštovanja, subjektivna procjena mjere u kojoj učenici poštuju nastavnike vrlo je vrijedan nalaz.

Kada se radi o procjenama nasilja učenika nad nastavnicima, vidljivo je da učenici u prosjeku u najvećoj mjeri prepoznaju postojanje nasilja u obliku nazivanja nastavnika pogrđnim imenima, čestih svađa između učenika i nastavnika i izazivanja nastavnika. Slično tomu, nastavnici u najvećoj mjeri prepoznaju postojanje nasilja u obliku izazivanja nastavnika, nazivanja pogrđnim imenima i lošega ponašanja prema nastavnicima. Važno je istaknuti da se procjene učenika i nastavnika za sve oblike nasilja nalaze iznad sredine skale, što upućuje na to da u većoj mjeri ne prepoznaju nego što prepoznaju različite oblike nasilja prema nastavnicima. Međutim, bitno je imati na umu da postoji određeni dio učenika i nastavnika koji prepoznaju različite oblike nasilja u velikoj mjeri.

Poštovanje nastavnika jedan je od aspekata odnosa između učenika i nastavnika koji brojni istraživači smatraju ključnom komponentom školske klime (Cohen i sur., 2009; Kasen i sur., 2004; Way i sur., 2007). S obzirom na to da se školska klima, odnosno pozitivni odnosi među dionicima školskoga života, pokazala snažnim prediktorom viktimizacije nastavnika (Astor i sur., 2002; Gottfredson i Gottfredson, 1985, prema McMahon i sur., 2014; Gottfredson i sur., 2005; Kasen i sur., 2004), očekivana je snažna povezanost između poštovanja nastavnika i nasilja prema njima. Sukladno očekivanjima, niže procjene poštovanja nastavnika povezane su s višim procjenama svih ispitanih oblika nasilja nad nastavnicima. Točnije, učenici i nastavnici koji u manjoj mjeri smatraju da učenici u njihovoj školi poštuju nastavnike, u većoj mjeri percipiraju

različite oblike nasilja učenika nad nastavnicima: nazivanje pogrdnim imenima, loše ponašanje, izjave o udaranju, izazivanje, pokazivanje uvredljivih gesta i česte svađe između učenika i nastavnika. Međutim, nije utvrđena značajna povezanost između poštovanja nastavnika i njihovoga iskustva prijetnje ozljedom, fizičkoga napada i straha od ozljede ili uznemiravanja.

S obzirom na to da se radi o korelacijskom istraživanju, nije dopušteno donošenje zaključaka o uzročno-posljedičnim odnosima. Međutim, može se spekulirati o prirodi odnosa između poštovanja nastavnika i nasilja usmjerenoga prema njima. S jedne strane, nepoštovanje nastavnika može bit jedan od preduvjeta za razvoj ozračja pogodnoga za nasilno ponašanje prema nastavnicima. Nastavnik kojega učenici ne poštuju nije uspio uspostaviti autoritet nad njima i granice dopuštenoga ponašanja, što učenici mogu zlouporabiti i ponašati se neadekvatno prema nastavnicima. S druge strane, samo izlaganje nastavnika nasilnom ponašanju i njihova nemogućnost odupiranja takvom ponašanju mogu kod učenika stvoriti osjećaj da taj nastavnik nije vrijedan poštovanja, što dodatno može potencirati neprikladne oblike ponašanja.

Bez obzira na nejednoznačan odnos između poštovanja nastavnika i nasilja prema njima, rezultati ovoga istraživanja ukazuju na to da bi poštovanje nastavnika moglo poslužiti kao zaštitni faktor nastavnicima u obrani od nasilja. Poštovanje nastavnika cilj je koji je potrebno postići na razini društva, a ne samo na razini učionice. Učenici, izloženi brojnim društvenim utjecajima, kroje određenu sliku o nastavnicima i njihovoj ulozi u životima učenika. Pozitivan i uvažavajući odnos društva prema nastavnicima, ali i stvaranje tople, podržavajuće i uključujuće okoline za učenika važni su preduvjeti za poštovanje nastavnika od strane učenika. Osim što priroda odnosa između učenika i nastavnika predstavlja jedan od ključnih motivacijskih čimbenika u procesima učenja i poučavanja (DeWitt i Slade, 2014; Garrett, 2012), značajno doprinosi sprječavanju svih oblika nasilja i stvaranju demokratskoga i podržavajućega okruženja u kojemu učenici osjećaju sigurnost, podršku i prijateljstvo (Glasser, 2005).

S obzirom na važnost kvalitetnoga odnosa između učenika i nastavnika s pedagoškoga i socijalno-psihološkoga aspekta, potrebno je različitim intervencijama na razini društva, škole i učionice poboljšati odnos između učenika i nastavnika kako bi se, nastavno tome, smanjila ili spriječila pojava nasilja nad nastavnicima. Osim toga, jačanje pedagoških kompetencija, konstantna edukacija nastavnika i osvještavanje problema koji se javljaju u kontekstu škole, dodatno može osvijestiti nastavnike i ostale dionike društva o važnosti njihove uloge u odgoju i obrazovanju učenika.

Rezultati ovoga istraživanja također su važni za razumijevanje sindroma izgaranja na poslu (eng. burnout syndrome) kod nastavnika kojeg možemo opisati kao „stanje psihičke, fizičke ili psihofizičke iscrpljenosti na poslu uzrokovane pretjeranim i prolongiranim stresom na radnom mjestu” (Domović, Martinko i Jurčec, 2010, str. 351). Naime, nepoštovanje te prakticiranje različitih oblika nasilnoga ponašanja učenika prema nastavnicima sasvim sigurno utječe na zadovoljstvo nastavnika svojim poslom. Hrvatska se danas suočava s trendom da domaći stručnjaci odlaze na bolje

plaćene poslove u druge zemlje pa nastavnici, posebice iz STEM područja, nezadovoljni statusom u odgojno-obrazovnom sustavu, visoko obrazovani i slabo plaćeni, zbog povećane potražnje na zapadnoeuropskim tržištima radne snage također napuštaju zemlju i ulaze u druga nenastavnička zvanja. To može utjecati na negativnu percepciju odabira nastavničkoga zvanja kao poželjnoga, kao i na kvalitetu odgojno-obrazovnoga rada u hrvatskim školama zbog nedostatka kvalificiranih i motiviranih nastavnika. Stoga rezultati istraživanja mogu biti poticaj da se u inicijalno obrazovanje nastavnika i njihovo stručno usavršavanje ugrade sadržaji vezani uz jačanje nastavničke pedagoške kompetencije (Jurčić, 2012), ali i da se podizanjem svjesnosti o problemu učeničkoga nepoštivanja nastavnika i doživljaja nasilja nad nastavnicima otvoreno i bez srama pristupi rješavanju ovoga suvremenog problema koji opterećuje nastavnički poziv te da se viktimiziranim nastavnicima pruži podrška i pomoć, a učenike uključi u programe prevencije budućega nasilnog ponašanja.

Zaključak

Rezultati ovoga istraživanja, provedenoga na uzorku učenika i nastavnika zagrebačkih srednjih škola, nude važan uvid u odnos poštivanja nastavnika i nasilja učenika nad nastavnicima. Prema procjenama učenika i nastavnika, učenici u većoj mjeri poštuju nastavnike nego ne poštuju, ali je bitno uzeti u obzir da postoji određeni udio sudionika koji smatraju da je poštovanje učenika prema nastavnicima na niskoj razini. Dodatno, rezultati ukazuju na to da je određeni udio nastavnika izložen različitim oblicima nasilja učenika prema nastavnicima, pri čemu su učenici i nastavnici djelomično suglasni u procjeni najučestalijih oblika nasilja. Točnije, učenici i nastavnici smatraju da su nazivanje pogrdnim imenima i izazivanje nastavnika u najvećoj mjeri prisutni u školama, dok učenici još ističu česte svađe između učenika i nastavnika, a nastavnici loše ponašanje učenika prema nastavnicima.

Sukladno prethodnim istraživanjima, rezultati ukazuju da postoji statistički značajno negativna povezanost između poštovanja nastavnika i nasilja učenika nad nastavnicima. Preciznije, pokazalo se kako učenici i nastavnici koji u većoj mjeri smatraju da učenici ne poštuju nastavnike, u većoj mjeri percipiraju postojanje svih oblika nasilja nad nastavnicima. Međutim, nije utvrđena značajna povezanost između poštovanja nastavnika i nastavnikova iskustva prijetnji ozljedom, fizičkim napadom i straha od ozljede ili uznemiravanja.

Rezultati ovoga istraživanja stoga ukazuju na važnu ulogu odnosa između učenika i nastavnika, posebice poštovanja nastavnika od strane učenika, u umanjivanju ili sprječavanju nasilja učenika nad nastavnicima i njegovih negativnih utjecaja na učenike, nastavnike i školu u cjelini. Provođenje istraživanja ovog tipa također u fokus odgojno-obrazovnih stručnjaka i zainteresirane javnosti vraćaju odgojnu ulogu nastavnika, u kontekstu učeničkog poštivanja nastavnika kao odgojnog autoriteta, te osvješćuju potrebu za razumijevanjem učestalosti pojave i vrsta učeničkog nasilja nad nastavnicima kao neprihvatljivih oblika ponašanja djece i adolescenata.