Oct 26th, 2:50 PM - 3:00 PM

**Identify individual, contextual, parenting style factors in reporting violence and their relationship to Tepelena district schools**

Nerënxa Alia  
*University of Tirana, nerenxalia@hotmail.com*

Anita Sadikaj  
*University for Business and Technology - UBT, anita.sadikaj@ubt-uni.net*

Follow this and additional works at: [https://knowledgecenter.ubt-uni.net/conference](https://knowledgecenter.ubt-uni.net/conference)

Part of the Psychiatry and Psychology Commons

**Recommended Citation**


This Event is brought to you for free and open access by the Publication and Journals at UBT Knowledge Center. It has been accepted for inclusion in UBT International Conference by an authorized administrator of UBT Knowledge Center. For more information, please contact knowledge.center@ubt-uni.net.
Identify individual, contextual, parenting style factors in reporting violence and their relationship to Tepelena district schools

Nerënxia Alia¹, Anita Sadikaj²

¹Faculty of Social Science, Department of Pedagogy and Psychology – University of Tirana
² UBT – Higher Education Institution, Lagjia Kalabria, 10000 p.n., Pristina, Kosovo

Abstract. School and family are key players in maintaining a healthy society. The purpose of this study is to identify the relationship between individual, contextual and parenting factors in reporting violence, psychological well-being, victimization and violence in Tepelena district schools. The study has a mixed design consisting of quantitative, qualitative and observational methodologies. The study methodology involves hierarchically overlapping multiple analyzes. Sampling in school selection was appropriate while classes were selected according to spatial sampling. The self-report questionnaires used are: The California School Climate and Safety Survey (CSCSS), Kessler-10 and Scale of Parenting Style (SPS). In addition, the qualitative House-Tree-Person (HTP) test and observation were used. 375 questionnaires were administered in 5 district 9-year schools. The mean age of the sample is (M = 14.2, SD = 1.33) among which 144 are boys (47.7%) and 210 girls (59.3%). SPSS software version 22.0 was used for data analysis. The analysis showed that students reported low levels of violence and forms of victimization. Quality tests and observation did not support these results. Reporting of school risk factors was low while the presence of firearms and drug use was noted. There were statistically significant relationships between the presence of violence, school atmosphere, psychological well-being, school victimization, family atmosphere, and parenting style. Situation and satisfaction in the family are predictors of the school atmosphere. It is noted that student recognition of rules increases with increasing responsiveness and accountability/control by both parents and vice versa and there is a strong relationship between knowledge of rules against violence and maternal accountability. The study recommends organizing meetings and seminars among psychologists, parents, teachers and/or students as well as longitudinal studies to look at changing factors related to school atmosphere, psychological well-being, perceived parenting styles, and violence by experts in the field. The recommendation relates specifically to schools in rural areas.

Keywords: Parenting style, violence, psychological well-being, school, adolescence.

Introduction

Based on other research this study aims to reflect the factors that are related to violence mainly in the elementary schools of the city of Tepelena. Being a contextual and holistic approach, the study provides a clearer picture of the indicators of violence in these schools. Studying violence against children is a difficult undertaking. They relate to both the lack of previous comprehensive studies and the delicate nature of the problem itself. Violence is accompanied
by unpleasant experiences and generally there is no pleasure or desire to talk about it. On the contrary, there is a tendency to refrain from expressing and experiencing violence even when it is visible.

**Purpose of the Study:** To analyze the role of perceived parenting style, cultural context, school environment, and family environment in reporting psychological well-being, victimization, and violence to students in elementary schools in Tepelena District.

**Methodology**

The study has a mixed design consisting of quantitative, qualitative and observational methodologies. This is in line with the study which builds on the theory that emphasizes the role of context in reporting school violence. Context provides the opportunity to research from small homogeneous environments to international and global rankings. The methodology includes hierarchically overlapping multiple analyzes ranging from analyzes at the classroom, school, community, state, and region levels. Analyzes and interpretation of results follow a linear hierarchical model where independent effects of the “context” variable are identified despite multiple analyzes across levels. The interpretation is not one-dimensional and focused only on the context of the school but beyond.

The quantitative method part aims to find out what the relationship is between individual and contextual factors, parenting styles, and violence in elementary schools. Part of the qualitative method and observation have been used to assist in the analysis of results and in the fulfillment of discussions. Correlational study combined with qualitative study form enables understanding of the relationship between variables as well as through regression to understand how one variable can be predicted using another variable. The methodology incorporates self-report instruments, drawing techniques that are easily accessible to children, and observation, thus creating a comprehensive mixing methodology.

The selection of participants was done according to the convenience sampling, based on the accessibility to these schools, the greater number of students and the possibility of cheaper introductory classes. After selecting the schools, a random sampling of sixth, seventh, eighth and ninth grade for each 9-year school was included in the study. The instruments were completed by all students present in the class. Participants were voluntarily involved in completing the questionnaire. The administration of 375 questionnaires was supervised by the school researcher and psychologist. Based on the validity of the questionnaires, 21 questionnaires were eliminated and proved to be invalid. After explaining the purpose of the study and the procedure to be followed for the participants, the questionnaires selected for the study were distributed. Questionnaire completion took 2 hours and each class had an average of 13 students. The data includes demographic data of each participant, data on classes, schools (grade level, size, ethnicity, religion), families (mother / father education, economic status, members, children), neighborhood and nation.

**Instruments**

Three questionnaires were used to collect the data, which were merged into one. The first questionnaire is CSCSS, (The California School Climate and Safety Survey), one of the tools used in studies of school violence (CSCSS: Furlong, Morrison & Boles, 1991). This instrument analyzes the individual and contextual factors. The Kessler-10 questionnaire was chosen to measure these concerns. In addition to being a simple and comprehensible questionnaire, the Kessler-10 was also used in other studies in conjunction with CSCSS, where violence is associated with psychological dysfunction. The instrument used to measure students’ perceived parenting style is the Scale of Parenting Style (SPS) (Gafoor & Kurukan, 2014).

The administration of the instruments took place at the same time of 2 hours without the presence of teachers and this proved to be favorable for administration and the students felt free
to inquire about the uncertainties. Questionnaire administrators were always present for possible clarifications during the filling. Fill time was 2 weeks from May 7-14, 2018.

Results and Discussions

*Demographic data:* Regarding demographic data, there are no significant differences between the samples. Study participants were distributed almost equally between schools and classes. The school with the highest number of students was the AR school with 31 or 8.8%, sixth grade students, 30 seventh grade students, 28 eighth grade students and 33 ninth grade students. The school with the lowest number of students is the “AA” school with 52 students in total (N = 52, 14.7%). A total of 354 students (N = 354) participated in this study, among whom 144 males (N = 144) or 47.7% and 210 females (N = 210) or 59.3%.

Descriptive results: School risk levels where 78% of students report having a very low level of risk factors in school, 16.7% report having a low level of risk factors in school, 4.5% report having a medium level of risk school risk factors and 0.8% report that there is a very high level of school risk factors. Thus, the reporting of very low levels of risk factors at school is reported. The level of school violence is reported to be very low in 78% of respondents. While only 0.8% of primary school students in Tepelena report high level.

Regarding the possession of weapons and other hurtful means at school, it is seen that eighth grade students brought weapons to school in 5 cases, while sixth grade students in most cases brought wood, stones, sticks. From the graph of drug use at school, we find that this phenomenon is more widespread or over reported in sixth grade students.

Results shows 1.4% of students reported a poor school climate, 38.7% reported a good school climate and 59.9% of students reported a very good school climate. It seems that a very low percentage of students reported a bad school climate.

Results shows that 7.3% of students report moderate school violence, while 92.7% of the sample report no school violence and none of the students report high school violence. The differences in reporting appear to be pronounced even though the sample distribution is homogeneous.

In response to this statement, 27% of students reported that there was no problem with violence at their school. 23% reported minor problems of violence. 23% reported very minor problems. 23% reported minor problem, 18% reported moderate problem and only 9% reported major and very large problem. The results shows that in Tepelena schools problems with violence are perceived as missing problems in their school or as minor and very minor problems.

Regarding the presence of Cyperbulling, it seems an unknown and unreported phenomenon for students as 92% of students reported no presence of cyberbullying while 8% reported a low level of cyberbullying. Minor gender differences are noted in cyberbullying reporting where females reported the presence of the phenomenon in 15 cases and males themselves in 6 cases.

Referring to household climate reporting 7.6% of the sample reported having a bad family climate, 68.8% of the sample reported a good family climate while 22.6% reported a very good family climate.

<table>
<thead>
<tr>
<th>Table 1. Family climate reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>Poor climate</td>
</tr>
<tr>
<td>Good climate</td>
</tr>
<tr>
<td>Very good climate</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Table 1 shows that for the last 6 months, the majority of students (93.8%) reported low psychological distress. 4.5% report moderate levels of psychological distress and 1.1% report high psychological distress. This indicates good reporting of psychological well-being by students.

<table>
<thead>
<tr>
<th>Psychological Distress</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low level of psychological distress</td>
<td>332</td>
<td>93.8</td>
</tr>
<tr>
<td>Moderate level of psychological distress</td>
<td>26</td>
<td>4.5</td>
</tr>
<tr>
<td>High level of psychological distress</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>Very high level of psychological distress</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Total</td>
<td>1300</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In terms of perceived dimensions of parenting styles among students in grades 6, 7, 8, and 9, descriptive analyzes show that the highest mean value assertions are: "maternal responsiveness" (M = 1.9541; DS = .20962), "dad's responsiveness" (M = .1.8338; DS = .37279), "mother's control" (M = 1.9265; DS = .26139), and "father's control" (M = 1.9083; DS = .28905). The results showed that 82.2% of the students report high maternal responsiveness and 79.4% of the sample high level of father responsiveness. From the comparison of the control we find that the most frequent control was reported to the mother 89%. A significant difference lies between the low maternal responsiveness reported by 4% of the sample and the low maternal responsiveness reported by 15.8% of the sample.

<table>
<thead>
<tr>
<th>Comparison</th>
<th>N</th>
<th>M</th>
<th>DS</th>
<th>Lower Level</th>
<th>Upper Level</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk factors in school</td>
<td>354</td>
<td>23.7373</td>
<td>8.95164</td>
<td>22.8016</td>
<td>24.6730</td>
<td>14.00</td>
<td>58.00</td>
</tr>
<tr>
<td>The atmosphere in the school</td>
<td>353</td>
<td>72.5326</td>
<td>10.01333</td>
<td>71.4844</td>
<td>73.5808</td>
<td>32.00</td>
<td>92.00</td>
</tr>
<tr>
<td>School violence Victimization</td>
<td>354</td>
<td>1.0819</td>
<td>0.27463</td>
<td>1.0532</td>
<td>1.1106</td>
<td>1.00</td>
<td>2.00</td>
</tr>
<tr>
<td>School violence</td>
<td>354</td>
<td>12.8842</td>
<td>2.88508</td>
<td>12.5826</td>
<td>13.1858</td>
<td>10.00</td>
<td>26.00</td>
</tr>
<tr>
<td>Family situation</td>
<td>354</td>
<td>22.1751</td>
<td>3.63534</td>
<td>21.7951</td>
<td>22.5551</td>
<td>0.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Psychological concerns</td>
<td>354</td>
<td>43.5650</td>
<td>7.39554</td>
<td>42.7919</td>
<td>44.3380</td>
<td>0.00</td>
<td>50.00</td>
</tr>
<tr>
<td>The style of parenting</td>
<td>354</td>
<td>294.7910</td>
<td>68.45773</td>
<td>287.6351</td>
<td>301.9468</td>
<td>0.00</td>
<td>380.00</td>
</tr>
</tbody>
</table>
Most students reported “psychological distress” $M = 43.5650$; $SD = 7.39554$. Risk factors at school ($M = 23.7373$; $SD = 8.95164$). In conclusion, the level of school risk factors reported at 95% confidence level reaches the high limit of 22.8016 and the low limit of 24.6730. So, the risk factors tendency is between values 4 and 58. The parenting style reported in all dimensions has values ($M = 294.7910$; $SD = 68.45773$).

It appears from the table that there is a very small difference between groups in the level of reporting of violence between groups. Compared to other classes and 8th graders, moderate violence was reported at 46% by eighth grade students, while less reported violence among 6th grade students by 29.0%.

Hypothesis testing results: The results show that the variable schools show a significant relation with the reporting of violence ($p < 0.05$). So there are significant differences in reporting violence between schools.

There is a statistically significant difference between schools in the variable risk factors at school, school violence, family situation and parenting style where ($p < 0.05$).

There are statistically significant differences between the sexes in reporting the atmosphere in the school, the relationship with the teachers, the rules against violence. No statistically significant differences between the sexes for the variable of student participation in decision making and school safety were reported ($p < 0.05$).

There is a statistically significant difference between children where at least one parent lives outside reporting on anti-violence and teacher relations rules. No significant statistical differences are reported in reporting participation in school rules and school safety at ($p < 0.05$).

There is a significant difference depending on the number of children reporting the rules against violence and relationships with teachers and there is no significant difference regarding the number of families, reporting on school safety and student participation in decision making.

Correlational analyzes of the study: The results showed that there is no statistically significant relationship with any of the dimensions of parenting styles. Anti-violence rules and student participation in decision making have statistically significant positive relationships with all four dimensions of parenting style. It is noted that the dimension of anti-violence rules has a positive relationship with all dimensions of parenting styles from both mother and father is the dimension of consciousness. There is a very strong relationship between knowledge of anti-violence rules and maternal responsiveness ($r = .272; p < 0.01$) and maternal control ($r = .271, p < 0.01$). There was also a statistically significant association between father control and teacher relationships ($r = .207, p < 0.01$), knowledge of anti-violence rules ($r = .224, p < 0.01$), and student participation in decision making ($r = .265, p < 0.01$).

Correlational analyzes showed that perceived maternal responsiveness has statistically weak negative correlations with all dimensions of victimization.

Based on the statistical results in Table 5, it is observed that psychological well-being is positively correlated with school atmosphere ($r = .226; p < 0.01$) and all subscales of school atmosphere. The strongest positive statistical correlation is with the underlying security at school ($r = .256; p < 0.01$). This indicates that with the increase of positive atmosphere in school, students’ psychological well-being will increase and vice versa.

Table 4. Relationship between family satisfaction and anti-violence rules

<table>
<thead>
<tr>
<th>The atmosphere in the school</th>
<th>Safety at school</th>
<th>Relationships with teachers</th>
<th>Rules against violence</th>
<th>Student participation in rulemaking</th>
</tr>
</thead>
</table>
There was a statistically significant positive relationship between family satisfaction and anti-violence rules ($r = .173; p < .01$).

There is a statistically significant negative association between all dimensions of victimization and the school atmosphere. In the case of sexual victimization there is a positive relationship to the atmosphere in the school, but this results in the dot being inverted where value 5 represents "no sexual violence". So with the increase in school atmosphere all forms of victimization decrease. The same results are presented for each subset of the atmosphere. Consequently the hypothesis is confirmed. There is a significant positive relationship between school atmosphere and psychological well-being.

**Predictability of variables:** The regression analysis shows that the regression coefficient is the second model with ($R = .272$). This indicates that 7.4% according to $R^2$ (R Square) and 7.1% according to Adjusted $R^2$ of the variance of the school rule recognition scale is predicted by the perceived dimension of maternal responsiveness.

According to the table, it is noted that $R^2$ 1.6% of the school atmosphere is predicted by family satisfaction and satisfaction ($r = .126$).

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Df</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.126</td>
<td>.016</td>
<td>.010</td>
<td>2\text{350}</td>
<td>2.837</td>
<td>.060</td>
</tr>
</tbody>
</table>

Dependent variable: School atmosphere
Predictive variable: Family status, Family satisfaction.

**Conclusions**

The realization of this study resulted in empirical data important in identifying the presence of violence, atmosphere, psychological well-being, school victimization, family atmosphere and parenting style. Significant statistical relationships between variables were identified. Marital status and perceived dimension of mother's responsibility were predictive variables of school atmosphere.

The analysis showed that students reported lower levels of moderate violence than 7.3% of participants and forms of victimization (physical, sexual, staff victimization, cyberbullying). Reporting of school risk factors was low while the presence of firearms and drug use was noted. More than half of the participants reported very good school climate compared to the average
among them. Likewise, the perception of violence as a problem was at very low levels. Students reported low cyberbullying presence. The family climate was well reported and no psychological problems were reported.

Regarding the dimensions of parenting styles the sample reported high levels of responsiveness and control to both mother and father. Comparisons between schools showed significant differences. There was a difference in reporting violence between classes where 8th graders reported higher percentages of violence. It was noted that there were significant differences between schools in reporting violence. Gender differences were reported in reporting on family status, school violence, risk factors, school atmosphere, and parenting styles. There were statistically significant differences between the sexes in reporting the atmosphere in the school, relationships with teachers, rules against violence. No statistically significant gender differences were reported for the variable of student participation in decision making and school safety.

Anti-violence rules and student participation in decision making have statistically significant positive relationships with all four dimensions of parenting style. It was also found that there was a significant association with anti-violence rules with mother's accountability and control. Teacher relationships have statistically significant positive correlations with perceived control in the father. In conclusion, it is noted that student recognition of rules increases with increasing responsiveness and accountability/control by both parents and vice versa. There is a very strong link between knowing the rules against violence and maternal accountability.

References


