

An Examination of Physical and Emotional Violence Exposed to High School Students*

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Abstract: The aim of this research is to examine the physical and emotional violence experienced by high school students in adolescence according to the views of student, parent, school counselor, class teacher, administrator and subject teachers.. For this purpose, the study group of the research consists of 10 students from different grade levels and different success rankings, continuing their education in various high schools in Diyarbakır in the 2020-2021 academic year, 10 parents from different socio-economic and educational levels who have children in high school, 10 school counselors, 10 subject teachers, 10 administrators and 10 class teachers working in high schools. A semi-structured interview form created by the researcher was used to collect the data. Data were collected through face-to-face interviews with the participants. In the analysis of the data obtained during the interview, descriptive analysis and content analysis, which are among the qualitative data analysis methods, were used. The main themes and sub-themes were determined by coding the words and word groups. The data obtained in the research are shown in the tables together with the sample opinions. According to the results of the research, the findings consisting of opinions about physical and emotional violence suffered by high school students were gathered under themes. Participants stated physical violence as physical intervention, harming bodily integrity, kicking, slapping, punching, and attacking with sharp objects. Participants stated that they consider emotional violence as an abstract act, that it is difficult to prove and sanction due to its consequences. It has been concluded that emotional violence is perceived as psychological and verbal violence. It has been observed that the cause of physical and emotional violence behavior is family, environment, school and individual.

Keywords: Physical Violence, Emotional Violence, Adolescence

1. Introduction

Violence, which has been one of the main problems of social life in every period of history, has become a global public health problem. Violence has spread all over the geography and is encountered in every culture. We can be directly or indirectly exposed to violence by people of different age, gender, race, culture and social class in all areas of life, especially in the family, school, work environment and social environment. Violence has a universal characteristic in terms of its emergence and practice. The emergence of violence goes back to the existence of humanity. From past periods to our age, violence has diversified with different forms of behavior. Violence manifests itself in daily life in physical, verbal, psychological, sexual, emotional, economic and social media dimensions. These different dimensions have created a complex structure of violence. The emergence of violence cannot be explained by a single reason. Violence is a multi-dimensional structure. When the incidents of violence are analyzed, it is determined that socio-cultural, social, economic and psychological dimensions are intertwined. Violence has been described as a multidimensional, social and complex phenomenon (Tezcan, 1996; Akkaş & Uyanık, 2016).

In the Turkish Dictionary of the Turkish Language Association, violence is defined as the use of force instead of coming to an agreement with people with opposing views (Turkish Language Association, 2005). The World Health Organization defines violence as the intentional use of power or physical force, either threatened or actual, against oneself, another person or a group in a way that causes physical and psychological harm, developmental problems and death (Krug et al., 2002). In the narrow sense, violence is considered as physical violence (Henry, 2000; Özerkmen & Gölbaşı, 2012). The common point in the definitions of violence is stated as the deliberate and intentional use of force to hurt and harm, the use of physical force against the law, and coercive behaviors that exceed acceptable limits in social relations (Özerkmen & Gölbaşı, 2012; MEB, 2015).

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When the definitions of violence are examined, the physical dimension of violence is emphasized. It is assumed that the effective factor in this is the evaluation of the perception of violence in society as a concrete and observable behavior. It was determined that students perceived physical attacks as violence more than verbal attacks and explained violence with its physical dimension. The effects of violence in the physical dimension have been focused on (Pişkin et al., 2014; Kubar, 2019; Konuk, 2019).

Physical violence is the most common type of violence encountered directly or indirectly in daily life. It is the actions and behaviors intentionally committed by the perpetrator in order to cause pain and harm to the victim (Yılmaz, 2020). It is a type of violence that includes actions such as pushing, slapping, kicking, punching, arm twisting, spitting, dragging by the hair, strangling, and wounding with a weapon (Genç et al., 2017; Barış, 2020).

The concept of emotional violence was initially used to explain the mobbing phenomenon in work environments in our country. Emotional violence is the attitudes and behaviors that harm the psychological health of the individual and make him/her feel under pressure (Tutar, 2004). Emotional violence is a method of violence used to punish the victim for resisting the structure organized by the perpetrator by controlling the victim's thoughts, behaviors and beliefs (Woodyatt & Stephenson, 2016). The most prominent feature of emotional violence is its continuity and repetition (Barış, 2020).

Emotional violence experienced by individuals is often overlooked in society. Emotional violence is the most difficult type of violence to detect and report and to carry out preventive work. The absence of a physical finding, the inability to observe its effect on the person, and the person's attempt to explain it with other reasons make it difficult to reveal emotional violence (Karakulak, 2018). Emotional violence behaviors are expressed as insulting, mocking, nicknaming, shouting, humiliating, discriminating, intimidating, finding them inadequate compared to their friends, and forcing them to behave (Aras et al., 2016; Cihan & Karakaya, 2017).

There are critical periods in people's lives that they must overcome. Adolescence, including high school students, is one of them. It is a turbulent period in which the adolescent's sense of identity is integrated and the desire to be independent from social life and cultural structure. In this period, adolescents try to redefine their relationships with their parents by expressing that they are autonomous and developing more egalitarian relationships. This may cause conflict between the adolescent and the parent (Marceau et al., 2014; Weymouth et al., 2016). It is the period when risk taking behaviors are most intense. Adults' disciplinary understanding of pressure and prohibition centered discipline against adolescents can initiate conflict. The desire to be independent from the family, defying authority, demanding new rights in the process of identity formation, not adopting adult values, school problems, problematic internet usage, choosing friends and friendships with the opposite sex cause the adolescent to conflict with the family and experience physical violence (Yavuzer, 2019; Arslankara & Usta, 2020; Kulaksızoğlu, 2020).

Adolescents are exposed to violence by family members, friends and teachers. Adolescent high school students were most frequently exposed to violence at school by their friends and then by family members. It has been determined that adolescents are exposed to verbal and physical violence at home and school (Pinheiro, 2006; Pehlivan & Yekeler, 2015). Exposure of adolescents to dating violence in their relationships has recently become an important public health problem. Adolescent dating violence includes physical, psychological, emotional, cyber and sexual violence behaviors that occur between adolescents in dating relationships (Haynie et al., 2013; Zweig et al., 2013; Paat, Markham, & Peskin, 2019).

Physical violence to enforce discipline is a social practice dating back to ancient times and found in all cultures. According to Pashtun proverb, where there is beating, there is respect and order; according to Turkish proverb, beating comes from heaven and where the hodja hits, the rose grows. Violence is used to solve problems in education. In ancient Egypt, it is known that teachers used violence with a stick against students who were sleeping or talking during classes in which they had wide authority. In the Middle Ages, the task of teachers was to maintain the existing order rather than teaching (Pişkin et al., 2014; Xia, Li, & Liu, 2018; Kulaksızoğlu, 2020).

People exposed to violence may have behavioral disorders in the future. A positive relationship was found between anti-social behavior, delinquency, aggression and drug use in adolescents exposed to violence. It was determined that high school adolescents who were exposed to violence, witnessed violence and watched violence had higher violence tendencies (Gökkaya & Ayan, 2017; Özcan et al., 2020). Stress, anxiety, depression, low self-perception, sleep disorders, nutritional disorders, speech disorders, difficulty in communicating, participation in electronic bullying, insecurity, self-destructive behaviors, truancy, low academic achievement (Overstreet, 2000; Sujoldžić, et al., 2006; Janosz et al., 2008; Seff & Stark, 2019; Supol et al., 2020) were determined in adolescents exposed to violence.

Violence has always been one of the leading problems of civilizations. Today, violent behaviors, which we encounter with different forms of behavior, stand out as an important public health problem of our society. A literature review revealed that studies on emotional violence in Turkey are very limited. Since emotional violence is not sufficiently covered in the literature, it is thought that this research will pioneer future researches with its contribution to the literature. It is considered important since it is thought to raise awareness among parents, students, teachers and administrators in terms of evaluating emotional violence as a type of violence. Considering physical and emotional violence together, it is thought that the findings and results of the study will contribute to the literature. The fact that this study is a qualitative research is also thought to make this study unique and important.

In this study, it is aimed to examine the physical and emotional violence that adolescents are exposed to according to the views of students, parents, guidance counselors/psychological counselors, administrators, classroom teachers and branch teachers. In line with this purpose, answers to the following questions were sought:

1. What are the students' views on physical and emotional violence experienced by adolescents?
2. What are the views of parents on physical and emotional violence experienced by adolescent students?
3. What are the views of psychological counselors on physical and emotional violence experienced by adolescent students?
4. What are the opinions of classroom teachers about physical and emotional violence experienced by adolescents?
5. What are the views of administrators on physical and emotional violence experienced by adolescent students?
6. What are the opinions of subject teachers about physical and emotional violence experienced by adolescents?

2. Method

Method information is given below.

2.1. Research Model

Qualitative research model was used in this study. Qualitative research is a research in which qualitative data methods such as interview, observation and document analysis are used to reveal the events in their natural environment in a realistic and holistic way (Yıldırım & Şimşek, 2013). In the research, in order to determine the views of students, parents, teachers and administrators on the physical and emotional violence experienced by adolescents and to reflect their personal experiences, it was decided that the phenomenological (phenomenological) design, one of the qualitative research designs, was appropriate for this research.

2.2. Study Sample

The study group of the research consists of 10 students from different grade levels and different success rankings studying in high schools in Diyarbakır affiliated to the Ministry of National Education in the 2020-2021 academic year, 10 parents from different socio-economic and educational levels with children in high schools, 10 psychological counselors working in high schools, 10 teachers from different branches working in high schools, 10 administrators working in high schools and 10 classroom teachers working in high schools. Criterion sampling was selected from the purposeful sampling type to determine the sample group to participate in the study. The criterion for determining the study group of the research was determined as being a student, parent, teacher and administrator who experienced physical and emotional violence.

2.3. Data Collection Tools

In the study, a semi-structured interview form developed by the researcher was applied to the participants. While developing the interview form, a literature review was conducted for the institutional framework of the research. In order to ensure the validity and reliability of the form, it was submitted to the opinions of experts in the field. According to the feedback received from the experts, the interview questions were reorganized and developed. Before the interview, the researcher contacted the participants by phone, introduced herself and gave information about the research. Interviews were scheduled on the appropriate day and time. Interviews were conducted on a voluntary basis. Participants were informed that their identity information would remain confidential. It was stated that they could withdraw from the research at any time. Permission was obtained from the participants to record the answers of the participants. A consent form was signed by the participants and their consent was obtained. The interviews lasted 25-40

minutes on average. The answers of the participants to the research questions given to them in writing were transcribed without comment. The transcribed interviews were then shown to the participants and confirmed by the participants.

2.4. Data Analysis

In the study, content analysis and descriptive analysis, which are qualitative data analysis methods, were used to interpret the data obtained from the interviews. In the first stage of content analysis, the interview records were read more than once and the data obtained from the interviews were coded by dividing them into meaningful sections. The codes obtained were grouped under certain categories according to their similarities. Care was taken to ensure that the codes and categories were related to each other. The categories were brought together in a way to create a unity of meaning and themes were reached. After the data were defined according to codes and themes, the findings were interpreted.

3. Findings

The findings of the research are presented in line with the sub-objectives and for ease of comparison, the opinions of students, parents, psychological counselors, classroom teachers, administrators and branch teachers are presented together in common questions.

Table 1. Views on the Concept of Physical Violence

Theme	Code	Student	Parent	Psychological Counselor	Classroom Teacher	Administrator	Branch Teacher	Frequency
Perception of Physical Violence	Harm to the body	6	5	3	5	5	6	30
	Physical intervention	6	5	4	-	-	4	19
	Contact	2	-	2	5	5	-	14
	Containment tool	2	-	-	-	2	-	4
Physical Violence Behaviors	Kicking	8	6	6	9	5	4	38
	Slapping	8	6	6	9	6	5	40
	Throwing a punch	7	7	5	6	5	3	33
	Assault with a sharp piercing instrument	6	8	5	7	5	7	38
	Attacking with an object	6	6	6	4	4	3	29
	Push	5	3	8	-	4	5	25
	Pulling hair	5	-	4	-	4	4	17
	Bite	3	-	-	-	-	-	3
	Fighting	-	9	-	-	-	-	9
	Beating	-	-	-	-	6	4	10
	Pinch	-	-	-	-	-	3	3

According to Table 1, the participants mostly expressed the following views on physical violence: harming the physical body, physical intervention, contact, slapping, kicking, attacking with a sharp piercing instrument, punching, attacking with an object and pushing.

Table 2. Opinions On The Concept Of Emotional Violence

Theme	Code	Student	Parent	Psychological Counselor	Classroom Teacher	Administrator	Branch Teacher	Frequency
Emotional Violence Perception	Abstract action	5	-	5	3	2	5	15
	Psychological harm	4	-	-	-	-	-	4
	Type of violence with low awareness	3	-	3	4	2	-	12
	Verbal violence	2	-	-	-	3	3	8
	Damaging emotional development	-	-	3	-	-	4	7
	Type of violence with more devastating consequences	-	-	3	4	-	3	10
	Psychological violence	-	-	2	4	2	3	11
Emotional Violence Behaviors	Comparison	8	7	4	6	7	8	40
	Mocking	8	4	7	6	6	6	37
	Building pressure	7	8	6	4	4	7	36
	Exclude	6	8	7	8	6	5	40
	Threatening	6	2	4	5	6	5	28
	Name-calling	5	2	6	3	7	7	34
	Humiliate	5	9	6	8	7	7	42
	Insulting	-	-	-	5	-	9	14
	Seeing inadequate	5	-	2	4	-	4	15
	Neglect	4	6	4	3	5	-	22
	Discrimination	4	-	-	3	-	4	11
	Negative criticism	4	4	5	-	-	4	17
	Swearing	3	4	2	5	5	-	14
	Shouting	2	5	-	3	-	4	14
	Ignore	-	4	5	5	5	3	22
	Not giving the floor	-	2	-	-	-	3	5
	Blame	-	-	-	2	-	4	6

Table 2 shows the participants' views on emotional violence. The most prominent views of the participants are abstract action, low awareness type of violence, psychological violence, humiliating, comparing, excluding, mocking, pressuring, nicknaming and threatening.

Table 3. Views on the Causes of Physical and Emotional Violence

Theme	Code	Student	Parent	Psychological Counselor	Classroom Teacher	Administrator	Branch Teacher	Frequency
Familial causes	Domestic violence	5	-	3	4	4	4	20
	Low socio-economic level	5	4	3	6	4	4	26
	Not following the rules at home	4	-	4	-	-	6	14
	Parents' level of education	3	5	-	6	6	-	20
	Child rearing style	3	3	3	3	3	3	18
	Negative communication structure within the family	-	8	-	4	4	2	18
	Neglecting the child	-	3	-	-	3	-	6
Environmental causes	Being a negative role model	6	9	7	7	7	9	45
	Social media	5	-	2	5	6	9	27
	Cultural structure	4	4	3	7	2	5	25
	Circle of friends	2	4	-	2	-	-	8

	Gender inequality	2	2	-	-	-	-	4
	Computer games	-	-	2	2	-	3	7
School-related reasons	Mobs	8	-	3	2	3	3	19
	Failure to follow school rules	6	-	5	3	5	2	21
	Girl-boy dating events	5	-	3	2	5	5	20
	Conflict between students	4	-	-	2	2	3	11
	Ensuring authority	-	-	5	2	-	2	9
	Academic failure	7	6	2	3	3	4	25
Individual reasons	Addictive substance use	4	2	2	3	4	3	18
	Exposure to violence	4	-	-	-	-	-	4
	Show strength	3	-	-	3	3	4	13
	Low communication skills	2	-	4	-	-	-	6
	Being blocked	-	-	3	-	-	-	3
	Aggressive personality	-	-	3	-	-	3	6
	Rebellious attitude	-	-	2	2	-	-	4
	Gender	-	-	2	-	-	-	2

According to Table 3, there are familial, environmental, school-related and individual reasons for physical and emotional violence. The most common reasons given by the participants were low socio-economic level, domestic violence, parents' education level, being a negative role model, social media, cultural structure, not following school rules, girl-boy friendship incidents, gangs, academic failure and addictive substance use.

Table 4. Opinions on Feelings as a Result of Exposure to Physical and Emotional Violence

Theme	Code	Frequency
Emotionally	Insecure	9
	Anxiety	8
	Anger	7
	Depression	5
	Sadness	4
	Hopeless	3
	Shame	3
	Timid	3
	Worthless	3
	Inadequate	3
	Fear	3
	Fear	2
	Agitated	2
Behavioral Aspects	Introversion	8
	Careless	5
	Failed	5
	Moving Away from School	4
	Smoking	2
	Sleepless	2

According to the table 4, physical or emotional violence has emotional and behavioral consequences. Students stated that they felt most insecure, anxious, angry, depressed, withdrawn, inattentive and unsuccessful when exposed to physical or emotional violence.

Table 5. Opinions on the Methods Used to Cope with Physical or Emotional Violence

Theme	Code	Frequency
Coping Skills	Communicating Becoming	9
	Asking for Help from Family	8
	Asking Teachers for Help	8
	Consulting the Guidance	7
	Staying Away	6
	Giving Back	5
	Ignoring	5
	Getting Physically Stronger	4
	Joining Friend Groups	4
	Emotionally Strong	3
	Correcting Your Own Behavior	3
	Asking Managers for Help	3
	Asking Friends for Help	3

According to Table 5, the most commonly used methods to cope with physical or emotional violence were communicating, asking for help from family, asking for help from teachers, consulting the guidance service and staying away.

Table 6. Opinions on Studies on Students Exposed to Physical and Emotional Violence

Theme	Code	Frequency
Intervention Services	Psychological Counseling Service	10
	Physical Awareness Practices	3
	Mediation Studies	3
	Dispatching	3
	Recovering from the Feeling of Loneliness	2
	Gaining Problem Solving Skills	2
	Gaining the Ability to Say No	2
System Support	Consultancy Services	4
	Communicating with Family	2
	Reporting to Authorized Authorities	2
Guidance Curriculum	Class Guidance	2

Table 6 shows that there are intervention services, system support and guidance curriculum studies for students exposed to emotional and physical violence. Psychological counselors have stated that the most common activities for students exposed to physical and emotional violence are psychological counseling services, bodily awareness studies, mediation studies, referral, consultancy services and classroom guidance.

Table 7. Opinions on the Studies for Students to Perceive Emotional Violence as Violence

Theme	Code	Frequency
Information Studies	Defining Emotions	7
	Defining Emotional Violence	7
	Seminar	4
	Consultancy Service	4
Educational Studies	Role Play Techniques	4
	Developing Empathic Understanding	3
	Psychological Counseling Service	3
	Case Example	2
	Creating Emotional Boundaries	2

As can be seen in Table 7, informational and educational activities are included in the studies conducted for the perception of emotional violence as a type of violence. Psychological counselors mostly mentioned defining emotions, defining emotional violence, role-playing techniques, developing empathic understanding and psychological counseling services as studies for students to perceive emotional violence as a type of violence.

Table 8. Opinions on the Personality Characteristics of Students Subjected to Physical and Emotional Violence

Theme	Code	Frequency
Sad	Timidly	7
	Depressive	7
	Failed	6
	Criminal	4
	ddicted	4
	Shy	3
	Hopeless	3
	Alone	3
Angry	Furious	7
	Introvert	7
	Jealous	2
	Attacker	2
Coward	Anxious	3
	Coward	2
	Insecure	2

As seen in Table 8, the personality traits of students who have been subjected to physical and emotional violence are sad, angry and fearful. Psychological counselors expressed the most common personality traits of students who were subjected to physical and emotional violence as timid, depressed, unsuccessful, angry, withdrawn and anxious.

Table 9. Opinions on the Studies Conducted to Help Cope with Physical and Emotional Violence

Theme	Code	Frequency
Student Oriented	Developing Self-Confidence	8
	Assertiveness Training	8
	Gaining the Ability to Say No	8
	Peer Mediation	4
	Doing Emotion Studies	4
	Giving Responsibility	4
	Psychological Counseling Service	4
	Developing Self-Esteem	3
	Gaining Coping Skills	3
	Increasing Communication Skills	2
Parent Oriented	Consultancy Service	2
	Improving Communication within the Family	2
For the Teacher	Consultancy Service	3

As seen in Table 9, there are activities for students, parents and teachers to help cope with physical and emotional violence. Psychological counselors reported that the most common activities to cope with physical and emotional violence are developing self-confidence, assertiveness training, gaining the ability to say no, counseling services and improving communication within the family.

Table 10. Opinions on the Measures Taken to Prevent Physical and Emotional Violence against Students

Theme	Code	Frequency
Environment Based Measures	Having a Security Guard	9
	Camera System	9
	Teacher on Duty Practice	6
	Contacting Security Forces	2
Management Based Measures	Creating a School Policy Against Violence	3
	Implementing Disciplinary Procedures	2
	Guidance Service Activities	9
Education Based Measures	Consultancy Service	7
	Peer Mediation	4
	Strengthening Communication with	4

As seen in Table 10 there are environment-based measures, management-based measures and education-based measures to prevent physical and emotional violence against students. Administrators stated that the most common measures taken to prevent physical and emotional violence against students are having security guards, camera system, teacher on duty, creating a school policy against violence, guidance service activities and counseling service.

4. Results and Discussion

As a result of the research, the participants perceived body harm, physical intervention and contact as physical violence. Physical violence is considered as using force to hurt, injure and kill (Özerkmen & Gölbaşı, 2012). Moshtaq (2019) defined physical violence as any kind of attack that damages a person's body integrity and causes him/her to suffer. Physical violence is a type of violence that is intentionally and willfully inflicted against a person or any living creature in order to harm their bodily integrity (Erkal, 2019). Physical violence is defined as the intentional use of physical force with the potential to cause death, disability, injury or harm. It is reported to be seen in the form of physical attacks, physical fights, corporal punishment and physical bullying (Unesco, 2019).

Participants reported physical violence as slapping, kicking, attacking with sharp objects, punching, attacking with objects, pushing, pulling hair and beating. Students explained the physical violence they were exposed to by their teachers at school as direct violence such as hitting, slapping, kicking, throwing objects (Pingak, Ola, & Lobo, 2020). Students stated that the physical violence they were exposed to was mainly kicking, slapping and punching (Silva, Marcolini, & Cavalcanti, 2018). The physical violence behaviors that adolescents experienced in the family were listed as attacking, kicking, slapping, throwing objects, killing with a knife or firearm (Enakele, 2019). Physical violence behaviors experienced at school were expressed as hitting, kicking, punching, slapping and other actions that cause physical pain or injury (Dlungwane, 2017).

Participants' perceptions of emotional violence were abstract action, violence with low awareness, psychological violence, violence with more destructive consequences and verbal violence. Tinkir (2021) defined emotional violence as a health problem that does not have concrete evidence and is difficult to treat. Emotional violence is differentiated from other types of violence due to the lack of concrete physical evidence (Polat, 2017). It has been stated that the lack of concrete evidence of emotional violence, unlike other types of violence, makes it difficult to detect. It was stated that awareness of emotional violence is low and ignored (Karakulak, 2018). Although emotional violence is intangible, it has been defined as a more destructive type of violence than physical and sexual violence (Cihan & Karakaya, 2017). It has been stated that a clear distinction cannot be made between verbal and emotional violence and that it can be used together with verbal violence (Pirinçcioğlu, 2020).

Participants generally expressed emotional violence in terms of humiliating, comparing, excluding, mocking, pressuring, name-calling, threatening and neglecting. Exposure to emotional violence was formed within the scope of expressions of inadequacy, lack of respect, obstruction, threat, pressure, humiliation, restriction, interruption, rumor-mongering, slander, constant criticism, ridicule, coercion, isolation, and behaviors (Vidourek, 2017; Eskici & Tinkir, 2019). Adolescents' perceptions of violence in family relationships were explained as insufficient attention, lack of love and threats (Kabasakal & Küçükkaragöz, 2019). It was observed that Ugandan adolescents' emotional violence behaviors applied by teachers were measured by insulting, humiliating, shouting, excluding, threatening, and accusing behaviors (Namy et al., 2017).

According to the participants, the main causes of physical and emotional violence are negative role modeling, social media, low socio-economic level, cultural structure, academic failure, not following school rules, domestic violence, parents' education level, girl-boy friendships and gangs. In previous studies, the reason for student violence in high schools was expressed as the unconscious use of the internet and social media (Kırbaş, Taşmektepligil, & Üstün, 2007; Yıldırım, Durdağı, & Çiftçi, 2018). It was reported that conflicts within the family, the cultural transmission of gender based violence practices to generations by showing masculine figures as the representative of power triggered students' violent behaviors (Silva, Marcolini, & Cavalcanti, 2018). Students expressed the familial causes of violence experienced at school as the family's upbringing style, not setting limits on the child, experiencing violence in the family and economic difficulties (Tatlıoğlu, 2016; Hoşgörür & Orhan, 2017). In a study conducted by Yıldırım and Kızmaz (2019), 9th

grade students stated that they were subjected to physical violence due to fighting with their siblings, opposing family elders, and coming home late.

It has been determined that culturally based gender-based discriminations created by social structures are an important factor in the emergence of different types of violence within the family (Can, 2014). Feminist theory explained that gender inequality and patriarchal structures are at the source of violence in the family (Çelik, 2017). Teachers mentioned violent computer games as one of the technology based risk factors in the emergence of violence (Vatandaş, 2021). It was determined that students did not give the necessary importance to school life and their academic achievement decreased due to problematic internet use. It was determined that students did not give the necessary importance to school life and their academic achievement decreased due to problematic internet use (Arslankara & Usta, 2020).

It has been reported that the basis of violence by teachers is to discipline and discipline students who violate the rules in force at school (Pingak, Ola, & Lobo, 2020). Teachers stated that the reason for violence was that the student did not follow the school rules. It has been found that students who do not raise their fingers, do not speak in turn, and do not follow the rules are exposed to violence by fellow students or teachers (Şahan, 2010). It has been determined that the environmental risk factors of violence in school are issues related to the opposite sex, gangs, drug and substance addictions (Taşar, 2019; Piriñcioğlu, 2020). As a result of a study, the lack of impartiality of the authorities was also stated as the cause of violence at school according to the opinions of adolescents (Durmuş, 2013).

Teachers stated that the reasons for the violent incidents were the low academic achievement of the students (Kılıç, 2012). The competitive environment among students and the desire to be a leader were identified as the causes of violent behavior (Gökyer & Doğan, 2016; Kubar & Kırıl, 2019). It becomes inevitable for young people who are exposed to or witness violence in the family or school environment and who perceive violence as a normal form of behavior to resort to violence when they experience anger. The sense of deprivation and frustration that emerges as a result of the individual and social obstacles faced by adolescents and their inability to cope with these obstacles is also seen as an important reason for violent behavior. (Haskan & Yıldırım, 2012; Gençoğlu, Kumcağız & Ersanlı, 2014). In studies conducted with high school adolescents, the violent tendency of male students was higher than the violent tendency of female students (Sağlam & İkiz, 2017; Türkmen, Neslioğlu, & Baş, 2020).

When students were exposed to physical or emotional violence, they felt more insecure, anxious, angry, depressed, withdrawn, inattentive and unsuccessful. Insecurity, fear, guilt, depression, anxiety, worthlessness, adaptation problems, introversion, low communication skills, aggression, loss of attention, truancy, absenteeism, insomnia were observed in children who were exposed to physical and emotional violence in the school environment or in the family (Ncontsa & Shumba, 2013; Lök, Başoğlu, & Öncel, 2016; Şahin, 2017; Hutzell & Payne, 2018; Olaitan, 2019).

The students who participated in the study stated that the methods they used to cope with physical or emotional violence were communicating, asking for help from their families, asking for help from teachers, consulting the guidance service, staying away, responding and ignoring, becoming physically stronger and joining friend groups. It was determined that students used communication, reconciliation, ignoring, staying away from the environment, establishing different friendships, responding, asking for help from their families, asking for help from friends, asking for help from teachers and administrators as conflict resolution and coping skills (Genç, 2016; Karataş & Ünalı, 2019; Kubar & Kırıl, 2019).

The main activities of psychological counselors for students exposed to physical and emotional violence are psychological counseling services, physical awareness studies, mediation studies, referral and consultancy services. Psychological counselors stated that they primarily provide individual psychological counseling, group psychological counseling and classroom guidance services for students in order to prevent and reduce violence in schools (Uzbaş, 2009). Psychological counselors stated that studies were carried out on cooperation and correct communication for teachers as a protective and preventive measure against emotional abuse (Şahin, 2017). Children exposed to domestic violence were intervened with group counseling including role playing, games, stories and play therapy (Thompson & Trice-Black, 2012). Psychological counselors stated that the most frequently used anti-bullying strategies they used were individual counseling to gain problem solving skills, contacting and meeting with families (Önder, Yurtal, & Özsezer, 2016). As skills to intervene in peer bullying, teachers stated that they talked to the bully and the victim student and met with the family. Teachers stated that they cooperated with the family the most in the case of bullying (Atış Akyol, Yıldız, & Akman, 2018).

In order for psychological counselors to perceive emotional violence as a type of violence, they worked on defining emotions towards students, defining emotional violence, giving seminars, counseling service, role playing techniques, developing empathic understanding, psychological counseling service, case example and creating emotional boundaries. When the literature was reviewed, no study on this subject was found.

According to counselors, the main personality traits of students who have been subjected to physical and emotional violence are timid, depressed, angry, withdrawn, unsuccessful, guilty, dependent, anxious and fearful. When the literature was reviewed, no study on this subject was found.

Psychological counselors stated that the activities to help students cope with physical and emotional violence include developing self-confidence, assertiveness training and the ability to say no. In order to ensure that students appropriately reject offers to participate in violent behaviors, it was stated that students can benefit from the development of assertiveness skills, group counseling, group guidance and psychodrama practices. These programs aim to improve students' communication skills and problem-solving skills (Yavuzer, 2011; Önder, Yurtal, & Özsezer, 2016). In order to combat violence in schools, peer mediation for children who are at risk or victims of violence, creating environments where they can actively participate and have a voice at school were stated (MEB, 2015). In order to prevent violence in the family and protect the child, group therapies, cognitive behavioral therapy, home visits, and counseling services to improve the child's communication, coping, conflict resolution and problem solving skills can be provided (Lök vd., 2016). Psychological counselors stated that they provide parent training and parent interview services for parents in order to eliminate violence in schools (Uzbaş, 2009; Çarkıt & Bacanlı, 2020).

Administrators stated that the measures taken to prevent physical and emotional violence against students include having security guards, camera system, teacher on duty, guidance service activities and counseling services. They stated that the most common security measures that should be used to prevent violence are ensuring the security of the school and its surroundings with security guards and security equipment, using security cameras, and controlling teachers' on-call duties (Delice & Arslan, 2018; Yıldırım, Durdağı, & Çiftçi, 2018). It has been reported that more effective guidance services should be provided and disciplinary penalties should be applied to end violence in schools (Kırbaş, Taşmektepligil, & Üstün, 2007). Student conflicts experienced at school were utilized in peer mediation. When the results were examined, it was determined that high school students resolved the conflicts they experienced with peer mediation (Türk & Türnüklü, 2013). In a study, it was stated that in order to prevent violent incidents at school, the boundaries should be clearly defined and an emergency action plan should be drawn up (Şahan, 2010). School principals reported that security units should be contacted when necessary to prevent bullying and violence at school (Hoşgörür & Orhan, 2017; Yıldırım, Durdağı, & Çiftçi, 2018).

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Conflict of Interest

it has been reported by the authors that there is no conflict of interest.

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