

**BAR-ILAN UNIVERSITY**

**The Contribution of Teachers-Students Relationships to  
Teachers Identification of Violent Students in Schools**

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Submitted in Partial Fullfillment of the requirements for the Master's Degree at  
School of Education, Bar-Ilan University.

**Ramat-Gan, Israel**

**June, 2020**

## **Abstract**

School violence has many negative consequences, expressing in internal and external risk factors for the students behaving violently. These students will have higher risk for anxiety, depression, low self-esteem and social rejection (Gregoriadis & Grammatikopoulios, 2014). Furthermore, many studies indicate that students tend to be more involved in violent incidents further in their life (Ttofi, Farrington & Losel, 2012) and will even tend to illegal substances abuse and anti-social behavior (Renda, Vassallo & Edwards, 2011).

Tracking and identifying violent students by the school staff is a key factor in efficiently eradicating violence, and in its prevention. Moreover, the sooner the intervention begins the possibility to prevent violence increases while the impact of it decreases (Jiménez-Barbero, Ruiz-Hernández, Llor-Zaragoza, Pérez-García & Llor-Esteban, 2016). Yet, from previous studies emerges the realization that many teachers don't know the volume of violence in their class and can't identify the violent students in their class (Yablon, 2017). The purpose of this study was to examine the gap between the reports of teachers and students about violence while focusing on the ability of the teachers to identify the violent students of their class. In addition to the difference between students and teachers, factors that might explain this difference were examined while focusing on the characters of violence (physical, verbal and social), and also the contribution of teacher-student relations.

The participants of this research were 29 teachers teaching grades 9<sup>th</sup> to 12<sup>th</sup> and included 481 students, from four schools across Israel. The students were asked to answer questionnaires that examined the relations between teachers and students and questionnaires about violent behavior and violent victims. Teachers were asked to

answer questionnaires that tested the level of involvement of each of their class students in violent events.

The results of the study arises that teachers identify only half of the violent students in their class. In more detail, the most identified are students who use verbal violence (46%), even fewer students that use physical violence (29%) were identified, and social violence (11%) was found to be least identified by teachers. As for the teacher-student relations, the results of this study contradict the study hypothesis because it was found that the more negative the relations between the teacher and students were (according to the students report), the higher the teacher's ability to identify the violent student. Furthermore, it was found to be statistically significant that the class size is a predicting factor for the ability of the teachers to identify violent students in their class. As the class size increases, the teacher's ability to identify violent students decreases.

The results of this study have theoretical and practical meaning, indicating the difference between the teachers' and students' ability to identify violence and the contributing factors. Practically, the results of this study show several factors for improving teachers' ability to identify violent events and to enable its eradication.