European Commission

Research study and analysis of violence phenomenon

Analysis and Study developed under the project Erasmus+ Programme Strategic Partnership
Project title: **“Equilibrium by non-violence”**
No. project: **2018-1-RO01-KA202-049149**

“This project (Project Nr. 2018-1-RO01-KA202-049149) has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”

Analysis of recent scientific research on violence and violence prevention

This study presents an overview of the phenomenon of violence in schools and its prevention. Almost no studies have provided estimates of prevalence over age-specific and gender-specific periods for physical and psychological violence in schools.

Outside the house, schools are perhaps the most important places for the general development of children and young people. Schools promote social-emotional well-being and the cognitive development necessary for success throughout life. Schools also provide opportunities for social mobility and encourage participation in a democratic society (Labaree, 1997). Being safe at school allows teachers, staff and students to work together to reach academic milestones and develop social and emotional skills. Indeed, school safety is a necessary condition for staff and students to be involved in educational activities. A major focus of school personnel is then on promoting safety and preventing school violence (Berkowitz, De Pedro, Couture, & Benbenishty, 2014; Cawood, 2013; Dupper, 2010; Gilreath, Astor, Estrada, Benbenishty, and Unger, 2014; Goodemann, Zammitt, & Hagerdorn, 2012; Johnson, Burke, & Gielen, 2012; Pitner, Astor, & Benbenishty, 2015; Pitner, Marachi, Astor, & Benbenishty, 2015).

School staff, including teachers, administrators, counselors and social workers, can work together to formulate and implement policies, interventions and procedures that make schools safer. Therefore, school staff must be aware of current empirical and theoretical issues related to school violence. and the effective programs available to prevent school violence. Violence against children includes all forms of violence against persons under the age of 18, whether committed by parents or other caregivers, colleagues, partners, teachers or strangers. Bullying and victimization in schools are more common types of school violence. Defined as the repeated mental or physical oppression of a less powerful person by a stronger person (Ttofi & Farrington, 2011), bullying has significant long-term and short-term negative effects on students, teachers, and schools. The extensive literature suggests that, beyond the obvious and immediate pain and suffering that accompany bullying incidences, victims may have psychological, behavioral and somatic outcomes. These may include sleep difficulties, abdominal pain, headache, substance use, depression, loneliness, anxiety, low self-esteem, suicidal ideation, decreased academic performance, and attendance at school (e.g. Espelage & Swearer, 2003; Schneider , O'Donnell, Stueve, & Coulter, 2012). The connection with depression can be particularly strong, as some research suggests that the likelihood of being

depressed long after leaving school (up to 36 years later) was much higher for children who were bullied at school, compared to those who were not (Ttofi, Farrington, Losel, & Loeber, 2011); this effect is likely to occur even before students leave school, as students who have been bullied have had a greater chance of being depressed even after controlling for other risk factors. Cyberbulling has equally negative outcomes, and victims of these interactions have multiple negative outcomes (Cassidy, Faucher, & Jackson, 2013)

This is a public health, human rights and social issue. Very few studies have provided physical violence at school, but it can have a physical impact, causing psychological stress, permanent physical disability, and long-term physical or mental health. Children who have experienced any type of violence at school may develop reactive attachment disorders, modest physical inactivity, overweight or obesity, diabetes, smoking habits, heavy alcohol use, poor self-rated health, cancer, heart disease and respiratory diseases and other negative results.

The six main types of interpersonal violence that tend to occur at different stages of child development.

1. Ill-treatment (including violent punishment): physical, sexual and psychological / emotional violence.
2. Bullying (including cyber-bullying).
3. Youth violence: concentrated among children and young adults between the ages of 10 and 29, it most often occurs in the community between acquaintances and strangers.
4. Intimate partner violence (or domestic violence): physical, sexual, and emotional violence by a partner or former partner.
5. Sexual violence: sexual contact concluded or attempted, not granted, and acts of a sexual nature that do not involve contact.
6. Emotional or psychological violence: restriction of a child's movements, denigration, ridicule, threats and intimidation, discrimination, rejection and other non-physical forms of hostile treatment.

Plan International estimates that at least 246 million boys and girls suffer from school violence every year.

Violence in schools is one of the most visible forms of violence against children: it includes physical, psychological and sexual violence and bullying, which are linked to causes such as gender and social norms and broader structural and contextual factors such as income inequality, deprivation , marginalization and conflict.

Violence can be any form of physical aggression with the intention of harming (corporal punishment and physical intimidation) by adults and other children. Corporal punishment is any punishment in which physical force is used and which is intended to cause a certain degree of pain or discomfort; it is often used to punish poor academic performance or correct the wrong behavior. Psychological

violence includes verbal and emotional abuse: isolation, rejection, ignoring, insults, spreading lies, making up lies, calling the name, ridiculing, humiliating and threatening.

Psychological punishments are not physical, but they humiliate, denigrate, scapegoat, threaten, scare or ridicule a child or adolescent. Sexual violence includes sexual intimidation, sexual harassment, unwanted touching, sexual coercion and rape and affects both girls and boys. Violence in schools creates uncertainty and fear, which harms the general school climate and violates the right of students to learn in a safe and unpleasant environment.

Schools cannot play the role of places of learning and socialization if children are not in an environment devoid of violence.

Whereas children spend more time in the care of adults in schools and other places of learning than anywhere else outside their homes; due to those violence occurring at school, physical, psychological and social problems arising from it should be investigated.

Violence in school can have a physical impact and can cause psychological stress, permanent physical disability and long-term physical or mental health. Physical impacts are most obvious and may include light or serious injuries, bruises, fractures and deaths through homicide or suicide. A number of studies have shown correlations between corporal punishment and poor mental health. Victims of corporal punishment are likely to become passive and overly cautious and fear the free expression of their ideas and feelings, while at the same time they may become the perpetrators of psychological violence. Children who are physically punished are less likely than other children to internalize moral values and are less inclined to resist temptation, engage in altruistic behavior, empathize with others, or exercise moral judgment of any kind. They are more inclined to develop disorderly and aggressive behavior, such as hitting siblings, parents, schoolmates and friends. And they can become adults who are prone to punishments against their own children, and thus pass on the habits of violence.

Children who have experienced any type of violence at school may develop a reactive attachment disorder, which is classified in the Diagnostic and Statistical Manual of the 5th edition (DSM-5) as a condition of trauma and stress of early childhood caused by social neglect. and ill-treatment. Affected children have difficulty forming emotional attachments to others, show a low ability to experience positive emotions, cannot seek or accept physical or emotional closeness, and may react violently when they are held, dressed or caressed. Behaviorally affected children are unpredictable, difficult to console and difficult to discipline. They have a strong desire to control their environment and make their own decisions. Routine changes, attempts to control or unsolicited invitations to comfort can cause anger, violence or self-injurious behavior. In the classroom, these challenges inhibit the acquisition of basic academic skills and lead to rejection from teachers and colleagues alike. Childhood abuse was correlated with difficulties in working memory and executive functioning. Children are more likely to engage in high-risk sexual behaviors, substance abuse,

involvement with the legal system, and experience incarceration. Children may respond to intercourse with aggression, fear, defiance, or anger; develops a self-negative pattern and presents somatic symptoms of suffering. Psychomotor restlessness is common, as is hyperactivity and stereotypical movements, such as shaking hands or swaying.

It is important to recognize that students are not the only ones in schools who may face bullying and victimization. Also, teachers and staff face victimization (Astor, Behre, Wallace and Fravil, 1998; Espelage et al., 2013; Reddy et al., 2013; Ziera, Astor and Benbenishty, 2004). In a recent survey of teachers, 80% reported being victimized in the past two years. The same study indicated that teachers reported being victimized by two primary groups - pupils / students and parents.

There are several prevention programs and a socio-ecological approach to school violence.

Programs aimed at preventing violence are largely based on understanding the causes, risks and protective factors that are linked to violence in schools. Bullying and violence in schools have been frequently explained by theories focused on interpersonal and intrapersonal dynamics (Hudley Britsch, Wakefield, Demorat, & Cho, 1998; Rocque, 2012). These theories depend on the understanding of the way and why individuals engage in particular behaviors or respond in certain ways. However, other theories have emerged that use a socio-ecological approach to understanding school violence (Benbenishty & Astor, 2005; Bryk, Sebring, Allensworth, Easton, & Luppescu, 2010; Espelage, 2014). These socio-ecological theories are important for understanding the influences within and outside the school. School organization and decision making are increasingly recognized as key factors that help schools cope with violence (e.g. Astor, Meyer, Behre, 1999). In some schools, readiness for change and readiness to learn are low (Berkowitz, Bowen, Benbenishty, & Powers, 2013; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). In other schools, strong leadership helps to address external influences, including neighborhood poverty, crime, and oppression (Astor, Benbenishty, & Estrada, 2009).

Below are examples of prevention and intervention programs that are available for schools. This is not a comprehensive list of all available programs, but we provide examples of frequently used and effective programs that help illustrate what an effective program for a school can do.

Promotion of the Alternative Thinking Program (PATHS)

PATHS was designed to reduce aggression and problem behaviors and to promote social and emotional competence. PATHS focuses on five areas of student functioning: (1) friendship skills and pro-social behavior; (2) self-control; (3) emotional understanding; (4) conflict resolution and communication; and (5) problem solving skills.

Olweus Bullying Prevention Program (OBPP)

OBPP is another comprehensive program at school level, designed to reduce and prevent bullying in grades 1 through 8. This EBP has been translated into more than 12 languages, implemented in

more than 15 countries and is based on a restructuring. systematic of the school environment. This restructuring redirects bullying behavior and rewards pro-social behaviors. The conceptual framework for this intervention is based on the research of the development and modification of the aggressive behavior, as well as the positive dimensions for the child's growth (Olweus & Limber, 2010a). The objective of the OBPP is to structure a school environment in which adults are engaged, cared for, set limits on unacceptable behavior and have negative consequences on violence and where adults act as authorities and positive role models (Limber, 2012).The success of OBPP is largely due to the integration of these principles into the school environment.

The two programs presented above provide examples of successful interventions for bullying and school violence. Some researchers believe that there are characteristics that underpin effective interventions (Pitner, Astor and Benbenishty, 2015). Pitner et al. (2015) examined evidence-based violence prevention / intervention programs and noted that successful interventions throughout the school have fundamental characteristics: (1) they are comprehensive interventions at all ecological levels of a school community; (2) raises awareness, investment and accountability of students, teachers and parents regarding the types of violence in schools (for example, fights, sexual harassment, guns); (3) set clear expectations and rules for the whole school.

Other general prevention programs:

Mental health programs

These programs are important in the primary prevention of violence affecting young people. Experience or witnessing violence can contribute to mental problems, especially post-traumatic stress disorder. The programs for the prevention of violence in the field of mental health seek to recognize the intrinsic relationship between good mental health and the prevention of violence affecting young people.

Average roles

Public education campaigns, such as those against smoking, are a universal preventive intervention that has been part of successful community prevention projects.

In addition to public service announcements and other advertisements, television has the potential to make anti-theft messages. A recent study suggested that television could be used to send more prosocial messages about violence, showing the negative consequences of violent behavior and nonviolent alternatives to problem solving, emphasizing anti-violence issues.

Youth development programs

Youth development is an approach that helps young people become socially, morally, emotionally, physically and cognitively competent. Youth development strategies build internal and external assets, helping them to develop characteristics that are needed to prevent serious problems, such as violence, teenage pregnancy and school dropout. When young people receive support and growth opportunities in a nonviolent environment, they experience significant improvements

academically. Youth development can be integrated into any framework, including in schools, after-school programs, along with government and community programs.

Discouragement refers to the extent to which the threat of criminal justice sanctions prevents people from engaging in violent behavior. The theory of deterrence is well established in the field of criminal justice and can be considered as a preventive intervention. The theory suggests that increasing the certainty of sanctions increases their preventive effect (Reiss and Roth, 1993).

Implementing a violence prevention program is not enough to ensure long-term success. The use of data in a continuous and interactive way is important for successful interventions and continuous improvement (Astor, Benbenishty, Estrada, 2009; Astor, Rosemond, Pitner and Marachi, 2006; Benbenishty & Astor, 2007; Benbenishty & Astor, 2012a; Benbenishty & Astor, 2005; Benbenishty, Astor, & Estrada, 2008). The data collected during the evaluation and intervention process can be used for several purposes: raising awareness; motivates and mobilizes the constituent elements; evaluate the extent of the problems; monitors the implementation of interventions and evaluates their success. School-specific data should be provided continuously to different groups throughout the evaluation and implementation. In this way, schools can identify their needs, strengths, resources and limitations. School communities can then discuss and choose how to work towards their goals.

To this end, systematic monitoring is a way of using data. Schools are dynamic organizations that are constantly changing, and systematic monitoring is a way to continuously evaluate and share with school representatives what is going on with issues of violence or bullying. Continuous data collection and sharing creates a "whole school" approach to understanding and solving a problem.

What makes systematic monitoring valuable is customized contextual information for any given school. For example, describing the frequency of certain behaviors at a given time, and then over an extended period, can be understood as the first step in using systematic monitoring. Then schools can compare this information within and between settings. In selecting and adopting a violence prevention / intervention program, it is necessary to establish which types of violence are more widespread and problematic, as well as which degree levels face more victimization. Recent media attention and research underscores the importance of understanding how different vulnerable groups experience violence. Gender violence (Carrington, 2013; Oliver, Soler, and Flecha, 2009), racism, sexism, and homophobia continue to put certain groups of people at risk of increased violence (Peguero and Williams, 2013). There are many vulnerable groups in any school, and gender, race, and religion issues are key areas of study and are the focus of research worldwide (Benbenishty & Astor, 2012a; DeBarbieux, Blaya, & Vidal, 2003; Oliver et al. ., 2009; Smith, 2004). These considerations may seem common sense, but systematic information often remains elusive for schools.

School violence remains an ongoing concern for schools around the world and coordinated

efforts are needed to make significant changes in the way school communities address violence and other issues. Although concerns about violence are pervasive, each school is different. Some of these differences are evident, including schools in different countries and on different continents. Culture, religion, socioeconomic status and ethnicity also influence the dynamics of a school and may vary within a country, city, district or even a school. The surrounding community of a school, including the influence of culture and religion or socio-economic status, is a key influence on the behaviors of individuals attending school. Thus, interventions to address the dynamics and interactions within a school must necessarily take into account the surrounding community and influences.

Interventions in schools are powerful and effective ways to combat violence and victimization and require the participation of all persons, especially those working in schools and parents.

Given the complexity of school communities, the nature of the violence and the demands of interventions, it is even more important for decision makers to understand the nature of the problems in their schools and the relevant context. Just responding to violence in a school is not enough. Instead, school leaders and stakeholders need to have access to data that will allow them to refine the specific issues that certain groups of people in their schools face. It is then possible to assess whether violence and victimization have decreased.

When everyone in a school - including administrators, teachers, staff, parents and students - clearly understands the scope and severity of violence and other issues, they can work together to find solutions. The use of systematic monitoring for data collection and sharing allows a school community to pursue a common mission of a safe, nonviolent environment in which social, emotional and academic progress is promoted.

Evidence from international studies clearly shows that positive nonviolent discipline gives better results, while any kind of violence is associated with many bad outcomes. Adopting the most effective teaching approach at the level of the entire education system, by supporting teachers to develop strategies of non-violence and positive discipline could be the best way to approach the realization of children's rights to protection against all forms of violence. in all areas, including school.

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Research Study

The Analysis of Verbal Abuse, Physical Violence and Bullying in a sample of Romanian Students

This chapter is the summary of a research conducted for the European Project “Equilibrium by non violence”

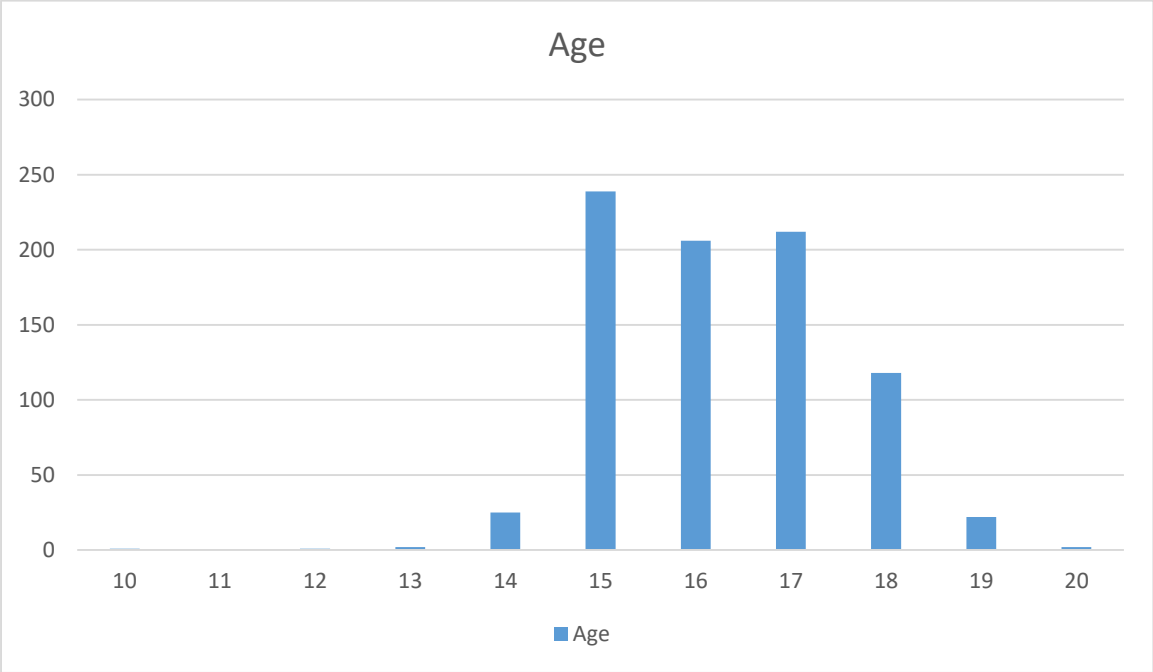
We administered a questionnaire of 25 items (Appendix A) regarding psychological and physical violence and its determinants to students of Liceul Tehnologic nr. 1 in Alexandria (Romania), collecting data on a total sample of 828 participants.

In this first section will be included summaries about demographic data.

Table 1 – Descriptive Statistics about the Variable “Age”

Age	Frequency	Percentage	Cumulated Frequency
10	1	0	1
11	0	0	1
12	1	0	2
13	2	0	4
14	25	3	29
15	239	29	268
16	206	25	474
17	212	26	686
18	118	14	805
19	22	3	826
20	2	0	828

Graph 1. Hystogram of frequency for the variable “age”



Participants’ ages ranges from 10 to 20 years. However, the vast majority of participants (94%) are between 15 and 18 years.

The following table represent the numbers related to gender. The data shows that, referring to this variable, the sample is quite balanced (M = 54%, F = 46%).

Table 2. Frequency and percentage table for the variable gender.

Gender	Frequency	Percentage
Male	446	54%
Female	382	46%

Predictive Analysis

The purpose of this research is to examinate which factors can be determinants of negative and positive outcomes of several forms of violence (verbal, physical and bullying). To this end, we performed a set of regression analysis, statistical procedures able to determine the predictive value of several variables.

For a better understanding, we grouped the predictors in several groups:

- Victimization
- Reactions

- Observing violent behaviors/supporting victims
- Personal Characteristics

We will measure the predictive value of each of this set of variables separately for each outcomes. The outcomes included in this study are:

- Intention to self-harm (1 item)
- Satisfaction for Life (4 items) related to relationships, life, social context
- Intention to leave school or the personal context (1 item)

For each predictive model we included in the statistics the following indicators:

- β. It is the predictive value of the variable expressed in standardized points
- B. it is the predictive value of the variable expressed in raw points
- T. it is the statistical test determining if the predictive value is significant
- P. represent the probability of error. It required that this value is equal or lower than 0.05 in order to affirm the significance, and so, in this case, that the variable has a predictive value in the determination of outcomes. To simplify this step, we highlighted in yellow the significant results.
- VIF. Is the variance inflation factor, it is an indicator of multi collinearity. Multicollinearity is the degree in which different predictors are correlated between them. In a predictive model we aim to have predictors pointing to different construct. So, the possible presence of excessive correlation between predictors is negative. It is often considered to be positive to have VIF values near to 1. Commonly, are used cut offs at 5 or 10 to define a too high multicollinearity. In our study, VIF indicator is however correctly always near to 1

The effect of being victim

The first set of predictions is related to different forms of victimization. We wanted to see if actual victimization impacts on negative and positive outcomes.

In the Table 3 is possible to notice that being victims of physical attacks (t = 4,247, p<.001) and bullying (t = 0,232, p<.001) lead to an increased chance to self-harm. Being bullied ($\beta = 0{,}232$) is even more predictive that being subject to physical violence ($\beta = 0{,}155$).

Table 3. How victimization impacts on Intention to self-harm

Variable	β	B	T	p	VIF
VictimVerbal	-0,003	-0,004	-0,084	0,933	1,316
Victim Physical	0,155	0,227	4,247	<.001	1,215
Victim Bulliying	0,232	0,240	6,516	<.001	1,156

Dependent Variable: Intention to self-harm

Source	DF	SS	MS	F	p
Regression	3	232,568	77,53	28,42	<.001
Residual	824	2247,561	2,73		
Total	827	2480,12			

R^2 = 0,0938

Similarly, the same predictors has a significant impact on the intention to leave the context, being subject to physical violence (t = 3,242, p <.001) and bullying (t = 3,001, p<.001) significantly increase the chance to lead the victim to leave the context. The predictive value of the two variable are similar (respectively β = 0,122 and β = 0,110)

Table 4. How victimization impacts on intention to leave the context

Variable	β	B	T	P	VIF
VictimVerbal	0,052	0,067	1,328	n.s.	1,316
Victim Physical	0,122	0,208	3,242	<.001	1,215
Victim Bulliying	0,110	0,132	3,001	<.003	1,156

Dependent Variable: Intention to leave the context

Source	DF	SS	MS	F	p
Regression	3	151,365	50,45	12,924	<.001
Residual	824	3216,755	3,904		
Total	827	3368,12			

R^2 = 0,0449

Consistently, also for the outcome satisfaction for life, the predictive factors are again being subject to physical violence (t = -3,004, p = ,003) and being victim of bullying (t = t = - 3,573, p <.001) but of course the direction of prediction are opposite. Being victims of these forms of violence reduces satisfaction for life (respectively β = -0,113 and β = 0,131)

Table 5. The impact of victimization on Satisfaction for Life

Variable	β	B	T	P	VIF
VictimVerbal	-0,035	-0,140	-0,890	n.s.	1,316
Victim Physical	-0,113	-0,602	-3,004	.003	1,215
Victim Bulliying	-0,131	-0,493	-3,573	<.001	1,156

Dependent Variable: Satisfaction for Life

Source	DF	SS	MS	F	p
Regression	3	1437,028	485,676	12,728	<.001
Residual	824	31441,62	38,157		
Total	827	32898,651			

R^2 = 0,0408

The effects of reactions to violence

People are different in terms of reactions to violence and anger. In this section we wanted to analyze the possible risk or protective factors to ways in which people react to stress and anger. Three strategies to stress seems to increase the chance of intention to slef harm. Specifically people that close in theirselves and stop talking (t = 4,185, p<.001) people who react verbally (t = 3,393, p = 0,001, t = 2,334, p = 0,02) or physically tends to reacts also more with self-aggression.

Table 6. The effect of reactions to violence for intention to self harm

Variable	β	B	T	P	VIF
Emotion Management	-0,009	-0,007	-0,258	n.s.	1,123
Close in myself	0,143	0,150	4,185	<.001	1,034
Ignore	0,023	0,018	0,656	n.s.	1,127
Verbal Reactions	0,142	0,118	3,393	0,001	1,551
Physical Reactions	0,097	0,092	2,334	0,02	1,529

Dependent Variable: Intention to self-harm

Source	DF	SS	MS	F	p

Regression	5	175,357	35,071	12,508	<.001
Residual	822	2304,772	2,804		
Total	827	2480,129			

R^2 = 0,0651

Reactions has a scarce predictive value for determining intention to leave. In fact, most variable has a not significant relation to this outcome. Only the variable physical reactions seems to be associated to the intention to leave. People who react with physical violence to violence has also more chance to wanting to abandon the school context (t = 3,046, p<.001, β = 0,213).

Table 7. The effects of Reactions to intention to leave

Variable	β	B	T	P	VIF
Emotion Management	-0,011	-0,010	-0,319	n.s.	1,123
Close in myself	0,031	0,038	0,906	n.s.	1,034
Ignore	0,025	0,022	0,032	n.s.	1,127
Verbal Reactions	0,060	0,058	0,041	n.s.	1,551
Physical Reactions	0,213	0,234	3,046	P<.001	1,529

Dependent Variable: Intention to leave

Source	DF	SS	MS	F	p
Regression	5	218,930	43,786	11,429	<.001
Residual	822	3149,19	3,831		
Total	827	3368,12			

R^2 = 0,065

In the Table 8 is possible to study which relations exist between reactions and satisfaction for life. It is possible to clearly notice that some variable can be defined as protective factors whereas other are risk factors. The ability to correctly manage emotions when attacked increase the satisfaction for life (t = 4,931, p <.001, b = 0,177), the tendency to close and stop talking (t = -3,524, p<.001, b = -0,121) and to react verbally (t = - 2,208, p = 0,028, b = -0,093) are associated to a reduction of satisfaction for life, and for this reason can be considered risk factors.

Table 8. The effect of reactions on Satisfaction for life

Variable	β	B	T	P	VIF

Emotion Management	0,177	0,493	4,931	<.001	1,123
Close in myself	-0,121	-0,463	-3,524	<.001	1,034
Ignore	0,056	0,155	1,558	n.s.	1,127
Verbal Reactions	-0,093	0,282	-2,208	0,028	1,551
Physical Reactions	-0,020	-0,071	-0,489	n.s.	1,529

Dependent Variable: Satisfaction for Life

Source	DF	SS	MS	F	p
Regression	5	1876,979	375,396	9,947	<.001
Residual	822	31021,672	37,739		
Total	827	32989,651			

R^2 = 0,0571

In Table 9 there are the indicators related to the regression model of reaction variables to intention to self harm. Specifically, as we will see also in all the following tables, one of the most dangerous perception is to associate the sense of power to others' fears. This destructive belief is related to negative outcomes. It is clearly visible that the students who agreed with this sentence are also those who has more intention to self-harm ($t = 4,175$, $p < .001$, $\beta = 0,151$). Low assertiveness appeared as a protective factor ($t = 4,100$, $p <.001$, $\beta = -0,150$), probably this can be explained considering that people who don't over-react in a violent context tend also to avoid several conflicts and for this they accumulate less repressed anger.

Table 9. The effect of Personal Characteristics on Intention to Self Harm

Variable	β	B	T	P	VIF
Effective Communication for Conflict Management	0,018	0,014	0,014	n.s.	1,132
Leadership	0,017	0,014	0,458	n.s	1,152
Equal Communication	-0,102	-0,083	-2,859	n.s.	1,125
Low Assertiveness	-0,150	0,119	4,100	<.001	1,174
Hiding information with unknown people	0,009	0,009	0,028	n.s.	1,175
If they fear me, I have power	0,151	0,128	4,175	<.001	1,152

Dependent Variable: Intention to Self Harm

Source	DF	SS	MS	F	P

Regression	6	167,704	27,951	9,924	<.001
Residual	821	2312,425	2,817		
Total	827	2480,129			

R^2 = 0,0608

The Table 10 shows the effect of personal characteristics on intention to leave. Again the sense of power for others' fear is a dangerous belief, in fact it is positively related to intention to leave the context (t = 7,374, p <.001, β = 0,258), whereas equal communication (t = -2,235, p = 0,026, β = -0,078) and low assertiveness (t = 4,567, p <.001, β = -0,162) are negatively related to this outcomes and for this reason can be considered protective factors.

Table 10. The effect of Personal Characteristics on Intention to Leave

Variable	β	B	T	P	VIF
Effective Communication for Conflict Management	0,018	0,016	0,503	n.s.	1,132
Leadership	0,022	0,022	0,633	n.s	1,152
Equal Communication	-0,078	-0,074	-2,235	0,026	1,125
Low Assertiveness	-0,162	0,150	4,567	<.001	1,174
Hiding information with unknown people	-0,023	-0,021	-0,662	n.s.	1,175
If they fear me, I have power	0,258	0,255	7,347	<.001	1,152

Dependent Variable: Intention to Leave

Source	DF	SS	MS	F	P
Regression	6	404,315	67,386	18,666	<.001
Residual	821	2963,80	3,610		
Total	827	3368,12			

R^2 = 0,1136

Table 11 explain the effect of personal characteristics on satisfaction for life. It's clear that these factors has a major weight on the determination of this positive outcomes. The protective factors, the variables that relates positively with satisfaction for life are effective communication for conflict management (t = 5,925, p <.001, β = 0,190) and equal communication (t = 11,464, p <.001, β = 0,366) and hiding information to unknown people (t = 2, p = ,046, β = 0,065) . Risk factors are sense of power in others' fears (t = 3,179, p<.001, β = -0,107), low assertiveness (t = -3,179, p

=0,002, β = -0,104).

Table 11. The effect of personal characteristics on Satisfaction for Life

Variable	β	B	T	P	VIF
Effective Communication for Conflict Management	0,190	0,527	5,925	<.001	1,132
Leadership	0,076	0,232	2,356	0,019	1,152
Equal Communication	0,366	1,085	11,464	<.001	1,125
Low Assertiveness	-0,104	-0,301	-3,179	0.002	1,174
Hiding information with unknown people	0,065	0,182	2	0.046	1,175
If they fear me, I have power	-0,107	-0,329	-3,179	<.001	1,152

Dependent Variable: Satisfaction for Life

Source	DF	SS	MS	F	P
Regression	6	8417,746	1402,95	47,050	<.001
Residual	821	24480,905	29,818		
Total	827	32898,651			

R^2 = 0,1136

In this last three tables we wanted to analyze if supporting victims or observing violent behaviour could have an impact on outcomes included in this study. In the Table 12 are summarized the effects of these variables on intention to self-harm. It is clear that secondary stress related to the observation of violence on others has actually an effect, even in very dangerous variables for the observing subject. In fact, observing physical violence (t = 2,284, p <.001, β = 0,097) or bullying (t = 7,412, p<.001, β = 0,257) increase the chance for the subject to self harm.

Table 12. Effects of Helping the victims / observing violent behavior

Variable	β	B	T	P	VIF
Active help for victims (verbal)	-0,016	-0,013	-0,371	n.s.	1,765
Active help for victims (physical)	0,064	0,052	1,447	n.s.	1,775
Assisted to abuse (verbal)	-0,073	-0,057	-1,698	n.s.	1,670
Assisted to abuse (physical)	0,097	0,081	2,284	0,023	1,614
Assisted to abuse (bullying)	0,257	0,266	7,412	<.001	1,078

Dependent Variable: Intentions to self-harm

Source	DF	SS	MS	F	P
Regression	5	199,945	39,989	14,416	<.001
Residual	822	2280,185	2,774		
Total	827	2480,129			

R^2 = 0,0806

In the Table 13 are summarized the effects of these variables on intention to leave. Results are similar and consistent with effects on intention to self harm In fact, observing physical violence (t = 2,987, p <.003, β = 0,130) or bullying (t = 3,863, p<.001, β = 0,137) increase the chance for the subject to leave the context .

Table 13. Effects of supporting the victims or observing violent behaviour to intention to leave

Variable	β	B	T	P	VIF
Active help for victims (verbal)	-0,012	-0,011	-0,268	n.s.	1,765
Active help for victims (physical)	0,000	0,000	-0,008	n.s.	1,775
Assisted to abuse (verbal)	-0,048	-0,043	-1,083	n.s.	1,670
Assisted to abuse (physical)	0,130	0,127	2,987	0,003	1,614
Assisted to abuse (bullying)	0,137	0,166	3,863	<.001	1,078

Dependent Variable: Intentions to leave

Source	DF	SS	MS	F	P
Regression	5	120,014	24,003	6,074	<.001
Residual	822	3248,106	3,951		
Total	827	3368,120			

R^2 = 0,0298

Table 14 shows the effect of the analyzed variables on satisfaction for life. Again assisting to bullying (t = -5,086, p <.001, β = -0,175) is a risk factor decreasing satisfaction for life. In this case we observed also a protective factor. Aiding victims of verbal abuse lead also to a higher level of personal life satisfaction (t = 4,823, p <.001, β = 0,213).

Table 14. Effects of observing violent behaviour and supporting the victims on satisfaction for life

Variable	β	B	T	P	VIF
Active help for victims (verbal)	0,213	0,624	4,823	<.001	1,765
Active help for victims (physical)	0,063	0,184	1,425	n.s.	1,775
Assisted to abuse (verbal)	0,016	0,045	0,370	n.s.	1,670
Assisted to abuse (physical)	-0,017	-0,053	-0,412	n.s.	1,614
Assisted to abuse (bullying)	-0,175	-0,659	-5,086	<.001	1,078

Dependent Variable: Satisfaction for Life

Source	DF	SS	MS	F	P
Regression	5	3153,597	630,719	17,430	<.001
Residual	822	29745,05	36,186		
Total	827	32898,651			

R^2 = 0,0904

The Analysis of Verbal Abuse, Physical Violence and Bullying in a sample of Italian Students

This chapter is the summary of a research results conducted for the European Project PSYCH“Equilibrium by non violence”. We administered a questionnaire about violent behaviour and coping reactions to 527 people and performed correlation, t-tests and regression analysis for the understanding of relations between variables.

A first analysis has been performed on demographic data. Our sample include 527 people, minimum age is 14 and maximum is 77, average age is 37,89.

Table 15. Descriptive statistics for the variable age

Age

	N	Minimum	Maximum	Average	Std. Deviation
Age	527	14,00	77,00	37,8899	15,34444
Valid cases (listwise)	527				

Table 16. Frequency table for the variable age.

Age

		Frequency	Percentage	Valid Percentage	Cumulative percentage
Valid	14,00	1	,2	,2	,2
	15,00	3	,6	,6	,8
	16,00	1	,2	,2	,9
	17,00	5	,9	,9	1,9
	18,00	13	2,5	2,5	4,4
	19,00	12	2,3	2,3	6,6
	20,00	30	5,7	5,7	12,3
	21,00	24	4,5	4,6	16,9
	22,00	17	3,2	3,2	20,1
	23,00	17	3,2	3,2	23,3
	24,00	19	3,6	3,6	26,9
	25,00	13	2,5	2,5	29,4
	26,00	20	3,8	3,8	33,2
	27,00	22	4,2	4,2	37,4
	28,00	14	2,7	2,7	40,0
	29,00	11	2,1	2,1	42,1
	30,00	10	1,9	1,9	44,0
	31,00	5	,9	,9	45,0
	32,00	7	1,3	1,3	46,3
	33,00	5	,9	,9	47,2

34,00	5	,9	,9	48,2
35,00	6	1,1	1,1	49,3
36,00	6	1,1	1,1	50,5
37,00	7	1,3	1,3	51,8
38,00	8	1,5	1,5	53,3
39,00	3	,6	,6	53,9
40,00	13	2,5	2,5	56,4
41,00	5	,9	,9	57,3
42,00	9	1,7	1,7	59,0
43,00	16	3,0	3,0	62,0
44,00	12	2,3	2,3	64,3
45,00	8	1,5	1,5	65,8
46,00	2	,4	,4	66,2
47,00	14	2,7	2,7	68,9
48,00	11	2,1	2,1	71,0
49,00	13	2,5	2,5	73,4
50,00	18	3,4	3,4	76,9
51,00	5	,9	,9	77,8
52,00	12	2,3	2,3	80,1
53,00	7	1,3	1,3	81,4
54,00	9	1,7	1,7	83,1
55,00	14	2,7	2,7	85,8
56,00	5	,9	,9	86,7
57,00	2	,4	,4	87,1
58,00	9	1,7	1,7	88,8
59,00	7	1,3	1,3	90,1
60,00	5	,9	,9	91,1
61,00	5	,9	,9	92,0
62,00	5	,9	,9	93,0
63,00	5	,9	,9	93,9
64,00	4	,8	,8	94,7
65,00	6	1,1	1,1	95,8
66,00	3	,6	,6	96,4
67,00	3	,6	,6	97,0
68,00	3	,6	,6	97,5
69,00	2	,4	,4	97,9
70,00	1	,2	,2	98,1
71,00	3	,6	,6	98,7
73,00	2	,4	,4	99,1
74,00	1	,2	,2	99,2
75,00	3	,6	,6	99,8
77,00	1	,2	,2	100,0
Totale	527	99,8	100,0	

Mancante	Sistema	1	,2		
Totale		528	100,0		

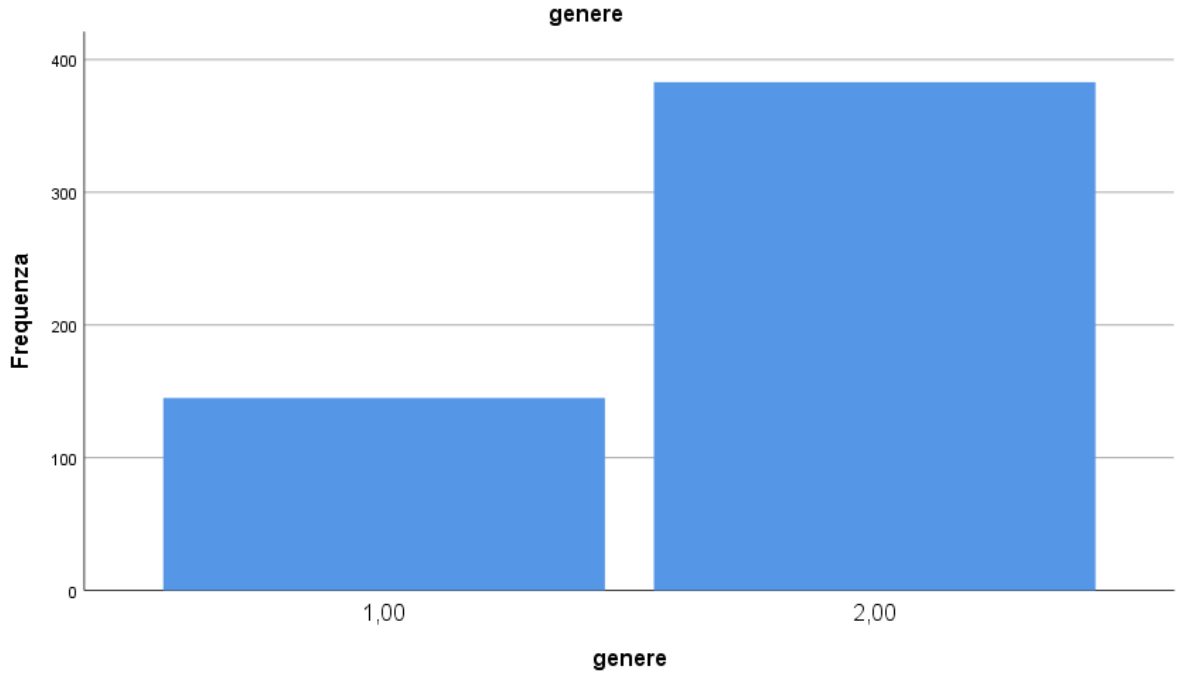
The sample analyzed is predominantly based on female subjects that represent nearly three quarters of the total (72,5%) versus male (27,5%).

Table 17. Frequency table for the variable gender

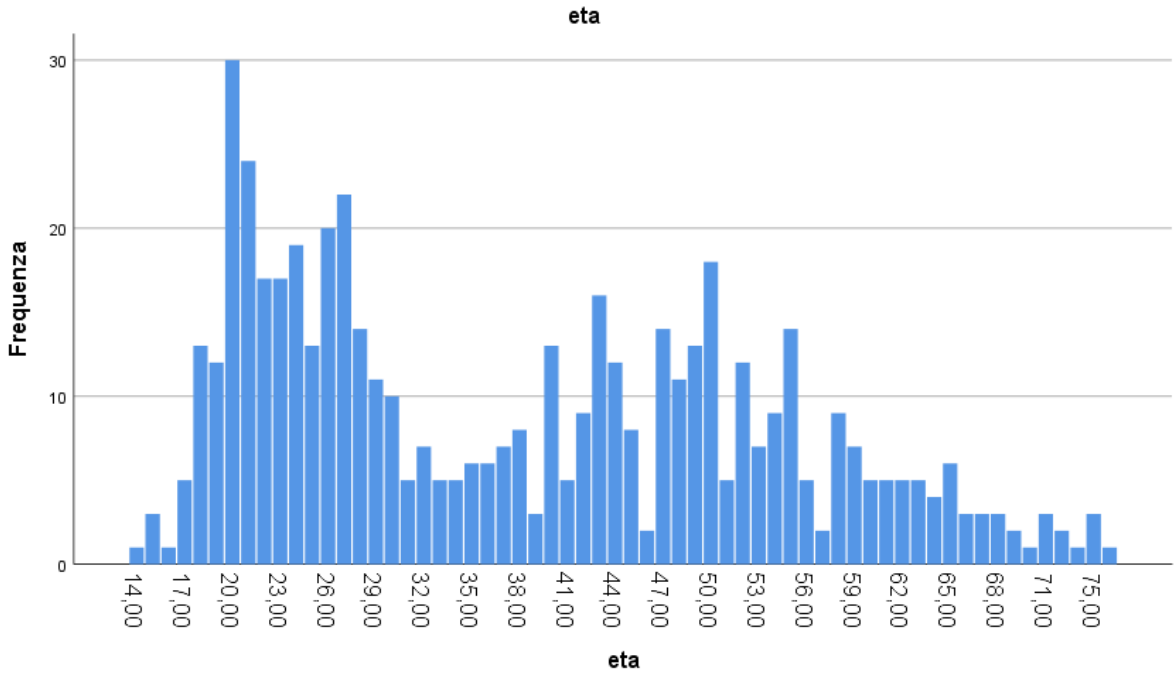
Gender

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	145	27,5	27,5	27,5
	Femal	383	72,5	72,5	100,0
	Total	528	100,0	100,0	

Graph 2. Frequency Graph for the variable gender



Graph 3. Frequency Graph for the variable age



The structure of the questionnaire

The questionnaire includes several questions investigating aspects related to violence, specifically:

- Questions designed to assess the level of victimization in several areas (verbal abuse, physical violence, bullying)
- Subjects' reactions (ignoring, avoiding, dealing with conflicts etc.)
- Positive reactions (managing successfully emotions, effective conflicts management, leadership)
- Outcomes (satisfaction for life, intention to leave, self-harming intentions)
- Helping behaviors (assisting to verbal/physical abuse/bullying, helping behaviors)

The questionnaire is built to maximize the variety of behaviors analyzed. One specific subscale of satisfaction for life has been validated.

Reliability of a 3-item scale has been calculated through Cronbach's Alpha and reached the successful result of (α = 0,847).

Table 18. Cronbach's Alpha for the Scale Satisfaction for Life

Reliability Statistics

Cronbach's Alpha	N. of items
0,847	3

The scale of Satisfaction for life include items related to happiness, satisfaction for relationships and social climate.

Discriminative validity for outcomes

Our study include three outcomes:

- Satisfaction for life: the 3-item scale described above
- Intention to leave to context (both organization, school, social context) – "I would like to abandon the context in which I live"
- Intention to self-harm: 1 item – "in the last month I thought to harm myself"

To validate the outcomes, we performed a correlational analysis that clearly shows opposite relationships between negative and positive factors.

Table 19. Discriminative validity for outcomes. Pearson correlations indexes.

		Self harm intentions	Intention to leave	Satisfaction for life
Self harm intentions	Correlazione di Pearson	1	,365**	-,442**
	Sign. (a due code)		0,000	0,000
	N	528	528	528
Intentions to leave	Correlazione di Pearson	,365**	1	-,531**
	Sign. (a due code)	0,000		0,000
	N	528	528	528
Satisfaction for life	Correlazione di Pearson	-,442**	-,531**	1
	Sign. (a due code)	0,000	0,000	
	N	528	528	528

**. La correlazione è significativa a livello 0,01 (a due code).

Gender comparison

A two sample t-test has been performed in order to compare results on male and female subsamples. The tables shows results obtained and differences between genders.

Few differences has been found on subsamples. Male scored significantly higher comparing to females in the following variables

- Effective emotional reactions when attacked (M = 4,45, F = 3,99)
- Physical counterattack occurrence (M = 1,83; F = 1,49)
- Leadership (M = 4,39; F = 3,42)
- I assisted to physical attacks (M = 3,18; F = 2,75)

Table 20. Comparison for gender. Two unpaired sample t-test.

Gender		N	Average	Std. Deviation	Average std. Error
Victim of Verbal Abuse	1,00	145	3,3517	1,62246	0,13474
	2,00	383	3,4830	1,56670	0,08005
Victim of Physical Violence	1,00	145	1,7862	1,20293	0,09990
	2,00	383	1,8747	1,24276	0,06350
Positive Emotional Management	1,00	145	4,4483	1,58960	0,13201
	2,00	383	3,9896	1,52635	0,07799
I close in myself when attacked	1,00	145	2,8828	1,85031	0,15366
	2,00	383	3,0705	1,78203	0,09106
I ignore when attacked	1,00	145	3,4690	1,68760	0,14015
	2,00	383	3,2089	1,61577	0,08256
I react verbally when attacked	1,00	145	4,0621	1,59086	0,13211
	2,00	383	4,0966	1,62557	0,08306
I react physically when attacked	1,00	145	1,8276	1,15677	0,09606
	2,00	383	1,4883	0,92337	0,04718
Effective Conflict Management	1,00	145	4,9172	1,58335	0,13149
	2,00	383	4,4308	1,56693	0,08007
Leadership	1,00	145	4,3931	1,66373	0,13817
	2,00	383	3,4204	1,87385	0,09575
I help victims of verbal abuse	1,00	145	5,0414	1,56292	0,12979
	2,00	383	5,1619	1,44712	0,07394
I help victims of physical violence	1,00	145	5,3241	1,66618	0,13837
	2,00	383	5,0992	1,81632	0,09281
I assisted to verbal abuse	1,00	145	4,5034	1,56846	0,13025
	2,00	383	4,3029	1,64434	0,08402
I assisted to physical violence	1,00	145	3,1862	1,77164	0,14713
	2,00	383	2,7598	1,82328	0,09317
I am victim of bullying	1,00	145	2,4207	1,60584	0,13336

	2,00	383	2,4883	1,83886	0,09396
I assisted to bullying behaviors	1,00	145	3,4690	1,82595	0,15164
	2,00	383	3,1932	1,89219	0,09669
Self-harm intentions	1,00	145	1,7034	1,47255	0,12229
	2,00	383	1,8642	1,61386	0,08246
I live a happy life	1,00	145	4,5172	1,59035	0,13207
	2,00	383	4,3185	1,43729	0,07344
Satisfaction for social context	1,00	145	3,9862	1,67492	0,13909
	2,00	383	3,8903	1,62876	0,08323
Satisfaction for relationships	1,00	145	4,5034	1,70833	0,14187
	2,00	383	4,5352	1,64147	0,08388
Intention to leave	1,00	145	4,0828	2,15221	0,17873
	2,00	383	4,1567	1,98990	0,10168

	Test t per l'eguaglianza delle medie					Intervallo di confidenza della differenza di 95%	
	t	gl	Sign. (a due code)	Differenza della media	Differenza errore standard	Inferiore	Superiore
Victim of Verbal Abuse	-0,851	526	0,395	-0,13130	0,15427	-0,43437	0,17176
	-0,838	251,786	0,403	-0,13130	0,15673	-0,43997	0,17736
Victim of Physical Violence	-0,736	526	0,462	-0,08847	0,12013	-0,32445	0,14752
	-0,747	267,427	0,456	-0,08847	0,11837	-0,32153	0,14459
Positive Emotional Management	3,047	526	0,002	0,45872	0,15054	0,16298	0,75446
	2,992	250,566	0,003	0,45872	0,15333	0,15675	0,76069
I close in myself when attacked	-1,069	526	0,286	-0,18774	0,17561	-0,53272	0,15724
	-1,051	251,215	0,294	-0,18774	0,17861	-0,53951	0,16403
I ignore when attacked	1,631	526	0,104	0,26009	0,15950	-0,05324	0,57342
	1,599	249,945	0,111	0,26009	0,16266	-0,06027	0,58044
I react verbally when attacked	-0,219	526	0,827	-0,03454	0,15758	-0,34411	0,27504
	-0,221	264,750	0,825	-0,03454	0,15606	-0,34181	0,27273
I react physically when attacked	3,506	526	0,000	0,33934	0,09680	0,14918	0,52949
	3,171	217,090	0,002	0,33934	0,10703	0,12839	0,55028
Effective Conflict Management	3,175	526	0,002	0,48643	0,15323	0,18542	0,78744

	3,160	257,250	0,002	0,48643	0,15395	0,18327	0,78959
Leadership	5,485	526	0,000	0,97274	0,17734	0,62436	1,32112
	5,787	290,287	0,000	0,97274	0,16810	0,64189	1,30359
I help victims of verbal abuse	-0,835	526	0,404	-0,12050	0,14428	-0,40394	0,16294
	-0,807	242,995	0,421	-0,12050	0,14938	-0,41474	0,17374
I help victims of physical violence	1,298	526	0,195	0,22492	0,17322	-0,11536	0,56521
	1,350	281,257	0,178	0,22492	0,16661	-0,10304	0,55289
I assisted to verbal abuse	1,267	526	0,206	0,20058	0,15834	-0,11048	0,51164
	1,294	271,079	0,197	0,20058	0,15500	-0,10458	0,50574
I assisted to physical violence	2,417	526	0,016	0,42642	0,17642	0,07985	0,77298
	2,449	266,485	0,015	0,42642	0,17414	0,08354	0,76929
I am victim of bullying	-0,390	526	0,697	-0,06756	0,17338	-0,40816	0,27304
	-0,414	295,050	0,679	-0,06756	0,16314	-0,38862	0,25350
I assisted to bullying behaviors	1,509	526	0,132	0,27575	0,18276	-0,08327	0,63477
	1,533	268,180	0,126	0,27575	0,17984	-0,07832	0,62983
Self-harm intentions	-1,046	526	0,296	-0,16078	0,15371	-0,46275	0,14118
	-1,090	282,706	0,277	-0,16078	0,14750	-0,45111	0,12955
I live a happy life	1,376	526	0,169	0,19870	0,14438	-0,08494	0,48234
	1,315	238,238	0,190	0,19870	0,15112	-0,09899	0,49640
Satisfaction for social context	0,599	526	0,549	0,09587	0,16006	-0,21857	0,41030
	0,591	253,324	0,555	0,09587	0,16209	-0,22335	0,41509
Satisfaction for relationships	-0,196	526	0,844	-0,03180	0,16187	-0,34978	0,28618
	-0,193	250,713	0,847	-0,03180	0,16481	-0,35639	0,29279
Intention to leave	-0,372	526	0,710	-0,07390	0,19849	-0,46382	0,31602
	-0,359	242,708	0,720	-0,07390	0,20563	-0,47894	0,33115

Predictive Analysis

Our analysis wanted to focus on predictive values of several variables related to violence and bullying.

For this reason we performed a set of regression analysis on groups of predictors) and single outcomes, summarized as follows:

Predictors:

- Questions designed to assess the level of victimization in several areas (verbal abuse, physical violence, bullying)
- Subjects' reactions (ignoring, avoiding, dealing with conflicts etc.)
- Positive reactions (managing successfully emotions, effective conflicts management, leadership)
- Helping behaviors (assisting to verbal/physical abuse/bullying, helping behaviors)

Outcomes:

- Self-harm intentions
- Satisfaction for life
- Intention to leave

The role of assisting behaviors

The set of predictors related to assisting behaviors are:

- I help actively others when they are subject to verbal abuse
- I help actively others when they are subject to physical attacks
- I assisted to verbal abuse
- I assisted to physical attacks
- I assisted to bullying behaviors

The effect on intention to leave

The following table summarize results of regression analysis for the outcome "intention to leave". It is possible to notice that the model is not adequate, considering that R^2 is only 0,033. In fact, most predictors has no significant effects on the explanation of intention to leaving the context. The only significant predictor is the exposition to verbal abuses in the social context that is predictive for the intention to leave (β = 0,127, p = 0,015).

Riepilogo del modello

Modello	R	R-quadrato	R-quadrato adattato	Errore std. della stima
1	,205[a]	0,042	0,033	2,00036

a. Predittori: (costante), I assisted to bullying behaviors, I help victims of physical violence, I assisted to physical violence, I assisted to verbal abuse, I help victims of verbal abuse

ANOVA[a]

Modello		Somma dei quadrati	gl	Media quadratica	F	Sign.
1	Regressione	91,434	5	18,287	4,570	,000[b]
	Residuo	2088,748	522	4,001		
	Totale	2180,182	527			

a. Variabile dipendente: Intention to leave
b. Predittori: (costante), I assisted to bullying behaviors, I help victims of physical violence, I assisted to physical violence, I assisted to verbal abuse, I help victims of verbal abuse

Coefficienti[a]

Modello		Coefficienti non standardizzati		Coefficienti standardizzati	t	Sign.
		B	Errore standard	Beta		
1	(Costante)	3,105	0,368		8,449	0,000
	I help victims of verbal abuse	-0,069	0,083	-0,050	-0,826	0,409
	I help victims of physical violence	0,044	0,069	0,038	0,641	0,522
	I assisted to verbal abuse	0,159	0,066	0,127	2,431	0,015
	I assisted to physical violence	0,051	0,058	0,046	0,887	0,376
	I assisted to bullying behaviors	0,096	0,050	0,089	1,925	0,055

a. Variabile dipendente: Intention to leave

The effect on self-harm intentions

In the following table are summarizes results of the regression analysis performed on the outcome “self- harm intention”, also in this case the model is not adequate to explain the variable self-harm intentions (R^2 = 0,042). In fact, most assisting behaviors variables has no relationship with

self-harm intention, however, data showed that assisting to bullying behaviour is related to self-harm intentions, this data is consistent with research literature (β = 0,171, p <.001)

Riepilogo del modello

Modello	R	R-quadrato	R-quadrato adattato	Errore std. della stima
1	,204[a]	0,042	0,032	1,55078

a. Predittori: (costante), I assisted to bullying behaviors, I help victims of physical violence, I assisted to physical violence, I assisted to verbal abuse, I help victims of verbal abuse

ANOVA[a]

Modello		Somma dei quadrati	gl	Media quadratica	F	Sign.
1	Regressione	54,543	5	10,909	4,536	,000[b]
	Residuo	1255,364	522	2,405		
	Totale	1309,907	527			

a. Variabile dipendente: Self-harm intentions
b. Predittori: (costante), I assisted to bullying behaviors, I help victims of physical violence, I assisted to physical violence, I assisted to verbal abuse, I help victims of verbal abuse

Coefficienti[a]

Modello		Coefficienti non standardizzati		Coefficienti standardizzati	t	Sign.
		B	Errore standard	Beta		
1	(Costante)	1,458	0,285		5,119	0,000
	I help victims of verbal abuse	-0,058	0,065	-0,055	-0,902	0,367
	I help victims of physical violence	-0,017	0,053	-0,019	-0,316	0,752
	I assisted to verbal abuse	0,061	0,051	0,063	1,204	0,229
	I assisted to physical violence	0,004	0,045	0,004	0,086	0,932
	I assisted to bullying behaviors	0,144	0,039	0,171	3,704	0,000

a. Variabile dipendente: Self-harm intentions

Effects on Satisfaction for life

Finally, predictive analysis has been performed on the outcome “satisfaction for life”, that showed slightly better adequacy of the model ($R^2 = 0,054$).

Three predictors has been found significantly related to satisfaction for life. Two variables are risk factors for satisfaction for life: assisting to verbal abuse (β = -0,140 , p = .007) and assisting to bullying (β = - 0,107, p = .020) impacts negatively on satisfaction for life), whereas assisting other when they are verbally attacked is a protective factors, in fact, it impacts positively on satisfaction for life (β = - 0,143, p = .018)

Riepilogo del modello

Modello	R	R-quadrato	R-quadrato adattato	Errore std. della stima
1	,232[a]	0,054	0,045	4,09326

a. Predittori: (costante), I assisted to bullying behaviors, I help victims of physical violence, I assisted to physical violence, I assisted to verbal abuse, I help victims of verbal abuse

ANOVA[a]

Modello		Somma dei quadrati	gl	Media quadratica	F	Sign.
1	Regressione	499,207	5	99,841	5,959	,000[b]
	Residuo	8745,973	522	16,755		
	Totale	9245,180	527			

a. Variabile dipendente: Satisfactionforlife
b. Predittori: (costante), I assisted to bullying behaviors, I help victims of physical violence, I assisted to physical violence, I assisted to verbal abuse, I help victims of verbal abuse

Coefficienti[a]

Modello		Coefficienti non standardizzati B	Errore standard	Coefficienti standardizzati Beta	t	Sign.
1	(Costante)	12,477	0,752		16,591	0,000
	I help victims of verbal abuse	0,404	0,170	0,143	2,370	0,018
	I help victims of physical violence	0,100	0,141	0,042	0,712	0,477
	I assisted to verbal abuse	-0,362	0,134	-0,140	-2,699	0,007
	I assisted to physical violence	0,039	0,119	0,017	0,330	0,742
	I assisted to bullying behaviors	-0,240	0,102	-0,107	-2,341	0,020

a. Variabile dipendente: Satisfactionforlife

The effects of victimization

Another important variable to analyze is the impact of being victims to outcomes included in this project. Specifically we asked to subjects if they have been victims of:

- Verbal abuses
- Physical attacks
- Bullying

Effects on satisfaction for life

The following table showed a moderate adequacy of the model (R^2 = 0,128) and several predictors associated to satisfaction for life. Specifically, being victim of verbal abuses (b = -0,310 , p<.001) and bullying (b = -0,134 , p = .003) impacts negatively on satisfaction for life. Surprisingly there is no negative impacts of the predictor “victim of physical attacks”, this probably depends by the low occurrence of physical attacks in the sample that actually do not affect significantly subjects’ state (because it’s mostly not present).

Riepilogo del modello

Modello	R	R-quadrato	R-quadrato adattato	Errore std. della stima
1	,357[a]	0,128	0,123	3,92292

a. Predittori: (costante), I am victim of bullying, Victim of Physical Violence, Victim of Verbal Abuse

ANOVA[a]

Modello		Somma dei quadrati	gl	Media quadratica	F	Sign.
1	Regressione	1181,173	3	393,724	25,584	,000[b]
	Residuo	8064,007	524	15,389		
	Totale	9245,180	527			

a. Variabile dipendente: Satisfactionforlife
b. Predittori: (costante), I am victim of bullying, Victim of Physical Violence, Victim of Verbal Abuse

Coefficienti[a]

Modello		Coefficienti non standardizzati		Coefficienti standardizzati	t	Sign.
		B	Errore standard	Beta		
1	(Costante)	16,023	0,429		37,317	0,000
	Victim of Verbal Abuse	-0,821	0,126	-0,310	-6,497	0,000
	Victim of Physical Violence	0,218	0,158	0,064	1,378	0,169
	I am victim of bullying	-0,316	0,107	-0,134	-2,961	0,003

a. Variabile dipendente: Satisfactionforlife

Effects on intention to leave

We tested the role of victimization variable on intention to leave context and obtained a model with moderate adequacy (R^2 = 0,082). All variables related to victimization are related to intention to leave. Specifically, being victim of verbal abuses (β = .243, p <.001) and bullying (β = -0,103 , p = .032) increases the intention to leave. Surprisingly, being victim of physical attacks even decreases the intention to leave (β = 135, p = .004). A possible interpretation is that the exposition to physical attacks is perceived as a bigger threat in case of leaving behaviour by the subject.

Riepilogo del modello

Modello	R	R-quadrato	R-quadrato adattato	Errore std. della stima
1	,287[a]	0,082	0,077	1,95395

a. Predittori: (costante), I am victim of bullying, Victim of Physical Violence, Victim of Verbal Abuse

ANOVA[a]

Modello		Somma dei quadrati	gl	Media quadratica	F	Sign.
1	Regressione	179,600	3	59,867	15,680	,000[b]
	Residuo	2000,582	524	3,818		
	Totale	2180,182	527			

a. Variabile dipendente: Intention to leave
b. Predittori: (costante), I am victim of bullying, Victim of Physical Violence, Victim of Verbal Abuse

Coefficienti[a]

Modello		Coefficienti non standardizzati		Coefficienti standardizzati	t	Sign.
		B	Errore standard	Beta		
1	(Costante)	2,990	0,214		13,982	0,000
	Victim of Verbal Abuse	0,313	0,063	0,243	4,974	0,000
	Victim of Physical Violence	-0,169	0,079	-0,103	-2,151	0,032
	I am victim of bullying	0,154	0,053	0,135	2,896	0,004

a. Variabile dipendente: Intention to leave

Effects on self-harm intentions

Finally, we performed the regression model on a key outcome: the self-harm intention. The model showed a moderate adequacy (R^2 = 0,100) and again being victims of verbal abuse (β = 0,132, p = ,006) and bullying (β = 0,236, p <.001) are risk factors for self-harm intentions. This results is consistent with literature and should increase the focus of practitioners on the possible dangers of verbal and psychological abuses.

Riepilogo del modello

Modello	R	R-quadrato	R-quadrato adattato	Errore std. della stima
1	,315[a]	0,100	0,094	1,50034

a. Predittori: (costante), I am victim of bullying, Victim of Physical Violence, Victim of Verbal Abuse

ANOVA[a]

Modello		Somma dei quadrati	gl	Media quadratica	F	Sign.
1	Regressione	130,377	3	43,459	19,306	,000[b]
	Residuo	1179,530	524	2,251		
	Totale	1309,907	527			

a. Variabile dipendente: Self-harm intentions
b. Predittori: (costante), I am victim of bullying, Victim of Physical Violence, Victim of Verbal Abuse

Coefficienti[a]

Modello		Coefficienti non standardizzati		Coefficienti standardizzati	t	Sign.
		B	Errore standard	Beta		
1	(Costante)	0,836	0,164		5,089	0,000
	Victim of Verbal Abuse	0,132	0,048	0,132	2,733	0,006
	Victim of Physical Violence	0,007	0,060	0,005	0,108	0,914
	I am victim of bullying	0,209	0,041	0,236	5,124	0,000

a. Variabile dipendente: Self-harm intentions

Reactions

In our model, we hypothesized that being exposed to violent behaviour is related to negative outcomes. But in this process also subjective reactions may moderate reactions. Our questionnaire included many questions investigating subjective behaviors in response to being attacked. The possible reactions are summarized as follows:

- I manage positively emotions
- I close in myself and do not tak
- I ignore the attacks
- I react verbally
- I react physically

Effects on self-harm intentions

We tested the predictors related to reactions on the outcome self-harm intentions. The following table, showed a moderate adequacy of the model (R^2 = 0,107). Predictive data showed the protective role of positive emotional management (β = -0,184, p < .001), whereas the variable "I close in myself" increases the chance of self-harm intentions (β = 0,207 p <.001)

Riepilogo del modello

Modello	R	R-quadrato	R-quadrato adattato	Errore std. della stima
1	,327[a]	0,107	0,099	1,49678

a. Predittori: (costante), I react physically when attacked, I close in myself when attacked, I ignore when attacked, Positive Emotional Management, I react verbally when attacked

ANOVA[a]

Modello		Somma dei quadrati	gl	Media quadratica	F	Sign.
1	Regressione	140,449	5	28,090	12,538	,000[b]
	Residuo	1169,458	522	2,240		
	Totale	1309,907	527			

a. Variabile dipendente: Self-harm intentions
b. Predittori: (costante), I react physically when attacked, I close in myself when attacked, I ignore when attacked, Positive Emotional Management, I react verbally when attacked

Coefficienti[a]

Modello		Coefficienti non standardizzati B	Errore standard	Coefficienti standardizzati Beta	t	Sign.
1	(Costante)	1,792	0,356		5,034	0,000
	Positive Emotional Management	-0,186	0,046	-0,184	-4,060	0,000
	I close in myself when attacked	0,182	0,038	0,207	4,741	0,000
	I ignore when attacked	0,026	0,043	0,027	0,602	0,548
	I react verbally when attacked	-0,013	0,045	-0,013	-0,282	0,778
	I react physically when attacked	0,136	0,070	0,086	1,950	0,052

a. Variabile dipendente: Self-harm intentions

Effects on Satisfaction for life

Data showed that subjective reactions to verbal and physical attacks play a role in predicting Satisfaction for Life. The model applied has a satisfactory level of adequacy (R^2 = 0,233) and many variables play a key role in predicting satisfaction for life. Specifically, effective emotional management (β = 0,119, p = 0,015) and effective conflict management (β = 0,304, p<.001) increases satisfaction for life, whereas “I close in myself” variable reduces satisfaction for life (β = -0,164, p <.001)

Riepilogo del modello

Modello	R	R-quadrato	R-quadrato adattato	Errore std. della stima
1	,482[a]	0,233	0,224	3,69040

a. Predittori: (costante), Effective Conflict Management, I react verbally when attacked, I ignore when attacked, I react physically when attacked, I close in myself when attacked, Positive Emotional Management

ANOVA[a]

Modello		Somma dei quadrati	gl	Media quadratica	F	Sign.
1	Regressione	2149,668	6	358,278	26,307	,000[b]
	Residuo	7095,512	521	13,619		
	Totale	9245,180	527			

a. Variabile dipendente: Satisfactionforlife
b. Predittori: (costante), Effective Conflict Management, I react verbally when attacked, I ignore when attacked, I react physically when attacked, I close in myself when attacked, Positive Emotional Management

Coefficienti[a]

Modello		Coefficienti non standardizzati		Coefficienti standardizzati	t	Sign.
		B	Errore standard	Beta		
1	(Costante)	8,647	0,950		9,102	0,000
	Positive Emotional Management	0,319	0,131	0,119	2,439	0,015
	I close in myself when attacked	-0,382	0,098	-0,164	-3,902	0,000
	I ignore when attacked	0,154	0,106	0,060	1,452	0,147
	I react verbally when attacked	-0,012	0,110	-0,005	-0,108	0,914
	I react physically when attacked	-0,073	0,172	-0,017	-0,423	0,673
	Effective Conflict Management	0,804	0,130	0,304	6,183	0,000

a. Variabile dipendente: Satisfactionforlife

Effects on intention to leave

The regression model that relates reactions to intention to leave has low adequacy (R^2 = 0,074), however some reaction variables impacts significantly on intention to leave the context. Results obtained are similar comparing to other models, correct emotional management is a protective factor (β = -0,196, p <.001), and “I close in myself” is a risk factor (β = 0,123, p = .006).

Riepilogo del modello

Modello	R	R-quadrato	R-quadrato adattato	Errore std. della stima
1	,272[a]	0,074	0,065	1,96676

a. Predittori: (costante), I react physically when attacked, I close in myself when attacked, I ignore when attacked, Positive Emotional Management, I react verbally when attacked

ANOVA[a]

Modello		Somma dei quadrati	gl	Media quadratica	F	Sign.
1	Regressione	161,013	5	32,203	8,325	,000[b]
	Residuo	2019,168	522	3,868		
	Totale	2180,182	527			

a. Variabile dipendente: Intention to leave
b. Predittori: (costante), I react physically when attacked, I close in myself when attacked, I ignore when attacked, Positive Emotional Management, I react verbally when attacked

Coefficienti[a]

Modello		Coefficienti non standardizzati		Coefficienti standardizzati	t	Sign.
		B	Errore standard	Beta		
1	(Costante)	4,224	0,468		9,032	0,000
	Positive Emotional Management	-0,256	0,060	-0,196	-4,247	0,000
	I close in myself when attacked	0,139	0,050	0,123	2,758	0,006
	I ignore when attacked	0,040	0,056	0,033	0,724	0,470
	I react verbally when attacked	0,097	0,059	0,077	1,646	0,100
	I react physically when attacked	0,013	0,092	0,006	0,141	0,888

a. Variabile dipendente: Intention to leave

Summary

This research has been conducted on 527 italian subjects with ages ranging from 14 to 77. Nearly three quarters of participants are female subjects. The research analyzed relationships between predictors (victimization, helping/assisting behaviors, reactions) and outcomes (satisfaction for life, self-harm intentions and intention to leave).

The research has shown many results that are consistent with literature and other sample-specific results.

Specifically, has been identified risk and protective factors for key outcomes variables. Research showed that satisfaction for life is one of the most important measures for happiness and related to many positive outcomes, while the two negative outcomes variables are impacting key for understanding behaviors. Self-harm intentions in fact is one of the biggest predictors of self-harm behaviour and may lead in extreme cases even to suicide. Past scientific research study, showed the problematic relationship between being subject to bullying and suicide even through meta-analysis. Moreover, Suicidology studies shows consistently that suicide intentions are more related to effective suicide comparing to depression. Intention to leave and social isolation are certainly related to dangerous depressive factors.

For these reason, relations observed in this study should be took into consideration seriously, as variable involved play a key role in the understanding of effects of violent behaviour in its form (physical, psychological and bullying).

In our study we isolated variables that impacts positively on outcomes and we included them in the group or protective factors.

The protective variables can:

- Increase satisfaction for life
- Decrease intention to leave
- Decrease self-harm intentions

The confirmed protective factors of this study are:

- Effective conflict management
- Effective emotional management in reactions to physical/psychological attacks
- Helping other people who are verbally abused

This research shows the importance of key psychological variables and the role of subjective reactions. Being able to correctly manage emotions and conflicts can actually reduce the impact of physical and psychological abuse. Moreover, also helping behaviors play a key role in the understanding of the phenomena. People who helps other people verbally abused scored consistently better, having higher levels of satisfaction for life and lower on self-harm intentions and intention to leave.

Moreover, our analysis identified and confirmed specific risk factors that has been categorized

basing on the following criteria, the risk factors can:

- Decrease satisfaction for life
- Increase intention to leave
- Increase self-harm intentions

Risk factors identified in our analysis are:

- Being victim to verbal abuse
- Being victim of bullying
- Being exposed/observing verbal abuse
- Being exposed/observing bullying
- To close in yourself when receiving attacks

This results shows important data for practitioners. The first important thing to notice is that verbal abuse and bullying consistently relates to negative outcomes. Moreover, there is not a great difference between effects of victimization (the victim is the respondent) or to observe such negative actions (the victims is somebody else).

This factor should highlight the point that living in a socially toxic context may lead however to negative effects, even if the subjects is not directly a victim.

Prevention programmes should be performed also at group level, considering that group variables impacts significantly on subjective well-being.

Moreover, it's very important to notice that exposition or being victim of physical violence has not showed in this study an impacting effect on variables considered (self-harm intention, intention to leave and satisfaction for life). This unexpected results may be related to an interpretion. Luckily, the sample showed a very low level of cases in which physical violence occurred. This, lead to a very scarce variability in subjects, probably not sufficient to generate results on regressions. The nearly absent cases of physical violence lead to not significant results on predictive analysis. However this lead us to two important occurrence to consider:

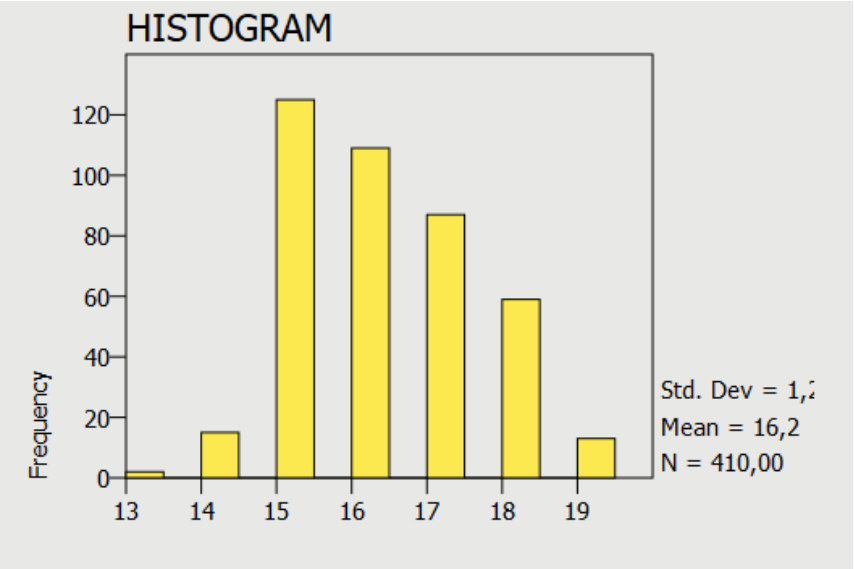
- Low level of physical violence may bring added value in terms of comparative analysis between Italian results and other countries participating in this project
- This study stress the concept that we shouldn't underevaluate cases in which physical violence is absent, because psychological violence can be however dangerous

Moreover, subjective characteristics analysis showed that participants who scored high in "When I am attacked I close in myself) showed consistently higher negative outcomes and lower positive outcomes.

The Analysis of Verbal Abuse, Physical Violence and Bullying in a sample of Cypriot Students

Dione Youth Organisation administered the 25 items questionnaires to high schools in Cyprus. The total sample of subject is composed by 410 school students with age ranging from 13 to 19. The vast majority of subjects is between 15 and 18 years (92% of subjects)

Table: age					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	13	2	0,49	0,49	0,49
	14	15	3,65	3,66	4,15
	15	125	30,41	30,49	34,63
	16	109	26,52	26,59	61,22
	17	87	21,17	21,22	82,44
	18	59	14,36	14,39	96,83
	19	13	3,16	3,17	100
	.	1	0,24	Missing	
Total		411	100	100	



The sample is well balanced on the variable gender. Male school students are 213 (51,95%) and female school students are 48,05%).

Table: gender					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	Male	213	51,82	51,95	51,95
	Female	197	47,93	48,05	100
	.	1	0,24	Missing	
Total		411	100	100	

The effect of several forms victimization: verbal abuse, physical abuse and bullying

We conducted a regression analysis in order to understand which is the effect of verbal abuse, physical attacks and bullying on the three main outcomes of our study:

- Intentions to self harm (selfharm)
- Satisfaction for life (SAT)
- Intention to abandon school (abandon)

The first set of tables shows the effect of the variables on the self-harm intentions. Similarly to scientific research, the data shows that being a victim of bullying facilitate the self-harm intention. In fact, the predictor “victim of bullying” is statistically significant and beta indicator is positive (t = 5,79, p<.001). The other variables do not has significant results.

Table: Model Summary (selfharm)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,34	0,12	0,11	1,51

Table: ANOVA (selfharm)		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
	Regression	121,31	3	40,44	17,83	0,001
	Residual	920,49	406	2,27		
	Total	1041,8	409			

Table: Coefficients (selfharm)		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
	(Constant)	1	0,14	0	6,91	0,001
	victverb	0,12	0,07	0,13	1,68	0,094
	victphy	0,02	0,07	0,02	0,24	0,808
	victbully	0,3	0,05	0,28	5,79	0,001

The following tables measures the effect of the victimization on satisfaction for life. There is no significant results between these variables. Seems that, in Cypriot sample, the satisfaction for life in independent from the victimization.

Table: Model Summary (SAT)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,04	0	-0,01	4,16

Table: ANOVA (SAT)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	9,19	3	3,06	0,18	0,912
	Residual	7042,61	406	17,35		
	Total	7051,8	409			

Table: Coefficients (SAT)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	12,75	0,4	0	31,9	0,001
	victverb	0,04	0,19	0,02	0,23	0,821
	victphy	-0,07	0,19	-0,03	-0,37	0,71
	victbully	0,09	0,14	0,03	0,64	0,52

We can clearly see no significant relationships between the victimization and intention to leave school. Summarizing, in the 410 subject Cypriot sample, being victim of bullying is related only to one of the most dangerous variables: it increases the intention to self harm.

Table: Model Summary (abandon)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,1	0,01	0	1,74

Table: ANOVA (abandon)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	13,59	3	4,53	1,5	0,215
	Residual	1228,38	406	3,03		
	Total	1241,96	409			

Table: Coefficients (abandon)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	1,55	0,17	0	9,28	0,001
	victverb	0,05	0,08	0,06	0,67	0,5
	victphy	0,05	0,08	0,05	0,64	0,523
	victbully	0	0,06	0	-0,07	0,946

The study of reactions to victimization. A comparison of emotion management, verbal reactions, physical reactions among Cypriot school students

The following tables measures the relationships between reaction styles to attacks and our three outcomes (self-harm intentions, satisfaction for life and intention to leave the school)

In the following tables the variables used are coded as follows

- Emoman: emotion management
- Stoptalk: the reaction is social isolation, stop talking
- Ignore: to ignore attacks
- Verbreact: when attacked, the student reacts verbally
- Phyreact: when attacked, the reacts physically

It is clearly visible that social isolation and verbal reactions are related to an increased level of self harm intention. We may hypothesize that these two variables are risk factors, having respectively the following values (t = 3,28, p<.001 and t = 3,22, p<.001).

Table: Model Summary (selfharm)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,28	0,08	0,07	1,54

Table: ANOVA (selfharm)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	81,5	5	16,3	6,86	0
	Residual	960,3	404	2,38		
	Total	1041,8	409			

Table: Coefficients (selfharm)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	1,18	0,2	0	5,89	0
	emoman	-0,06	0,04	-0,08	-1,49	0,138
	stoptalk	0,16	0,05	0,16	3,28	0,001
	ignore	0	0,04	0	0	1
	verbreact	0,17	0,05	0,2	3,22	0,001
	phyreact	0,04	0,06	0,04	0,62	0,535

The predictors related to reactions to attacks are not related to satisfaction for life. Again, this variable seems to be independent from school life in the Cypriot sample. In fact, the table do not show significant results and the R-Square is very low (0,01).

Table: Model Summary (SAT)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,09	0,01	0	4,16

Table: ANOVA (SAT)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	56,38	5	11,28	0,65	0,661
	Residual	6995,41	404	17,32		
	Total	7051,8	409			

Table: Coefficients (SAT)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	12,59	0,54	0	23,22	0
	emoman	0,05	0,1	0,03	0,5	0,617
	stoptalk	0,15	0,13	0,06	1,13	0,26
	ignore	0,04	0,1	0,02	0,43	0,668
	verbreact	-0,07	0,14	-0,03	-0,49	0,625
	phyreact	-0,08	0,15	-0,03	-0,5	0,62

The last set of tables of this paragraph, shows the relationships between the reaction variables and intention to leave school. Emotion management has a clear protective value, in fact, students who manage correctly emotions has lower intention to leave schools (t = -2,28, p = 0,023). School students who reacts verbally and physically has more intention to leave schools (t = 2,67, p = .008 and t = 2,74, p = .006).

Table: Model Summary (abandon)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,3	0,09	0,08	1,67

Table: ANOVA (abandon)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	113,4	5	22,68	8,12	0
	Residual	1128,56	404	2,79		
	Total	1241,96	409			

Table: Coefficients (abandon)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	1,01	0,22	0	4,62	0
	emoman	-0,09	0,04	-0,12	-2,28	0,023
	stoptalk	0,05	0,05	0,04	0,88	0,38
	ignore	0,06	0,04	0,08	1,64	0,102
	verbreact	0,15	0,06	0,16	2,67	0,008
	phyreact	0,17	0,06	0,16	2,74	0,006

The effect of communication and leadership

The questionnaire also measured the effects of leadership (coded 'leader') and effective communication ('effcom') on the three outcomes variable. No significant indicators are observed. These two variables seems uneffective on the Cypriot sample.

Table: Model Summary (selfharm)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,09	0,01	0	1,59

Table: ANOVA (selfharm)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	8,51	2	4,26	1,68	0,188
	Residual	1033,28	407	2,54		
	Total	1041,8	409			

Table: Coefficients (selfharm)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	1,84	0,18	0	10,19	0
	effcom	-0,04	0,04	-0,05	-1,06	0,291
	leader	0,06	0,04	0,08	1,63	0,104

Table: Model Summary (SAT)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,07	0	0	4,15

Table: ANOVA (SAT)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	33,08	2	16,54	0,96	0,384
	Residual	7018,71	407	17,24		
	Total	7051,8	409			

Table: Coefficients (SAT)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	12,52	0,47	0	26,63	0
	effcom	0,13	0,1	0,07	1,34	0,182
	leader	-0,06	0,1	-0,03	-0,55	0,583

Table: Model Summary (abandon)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,1	0,01	0,01	1,74

Table: ANOVA (abandon)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	12,88	2	6,44	2,13	0,12
	Residual	1229,08	407	3,02		
	Total	1241,96	409			

Table: Coefficients (abandon)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	1,83	0,2	0	9,31	0
	effcom	-0,06	0,04	-0,07	-1,48	0,14
	leader	0,07	0,04	0,08	1,64	0,103

The effect of support to school students and observing violent behaviours

In line with Bandura's theory of modelling, we have analyzed two important set of behaviour. On one side, we measured supporting and prosocial behaviour. We hypothesized the students are different in their openness to helping peers victims of several forms of attacks. Moreover, we know that observing negative behaviour can have negative effects.

The variable included in the study:

- Support peers when attacked verbally (supportverb)
- Support peers when attacked physically (supportphy)
- To observe verbal attacks (assistverb)
- To observe physical attacks (assistphy)
- To observe bullying (assistbully)

The table shows clearly that observing behaviour of bullying is not dangerous for the victim, but also to student who assist to this form of behaviour. Infact, table shows that to observe bullying behaviours is associated to increased self-harm intentions ($t = 3,61$, $p<.001$) and increased intention to leave school ($t = 3,11$, $p = .002$).

Table: Model Summary (selfharm)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,23	0,05	0,04	1,56

Table: ANOVA (selfharm)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	54,64	5	10,93	4,47	0,001
	Residual	987,16	404	2,44		
	Total	1041,8	409			

Table: Coefficients (selfharm)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	1,32	0,21	0	6,27	0
	supportverb	-0,04	0,05	-0,05	-0,76	0,45
	supportphys	0,02	0,05	0,03	0,48	0,632
	assistverb	0,02	0,04	0,03	0,55	0,585
	assistphys	0,04	0,05	0,04	0,79	0,431
	assistbully	0,17	0,05	0,19	3,61	0,001

Table: Model Summary (SAT)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,07	0	-0,01	4,17

Table: ANOVA (SAT)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	33,71	5	6,74	0,39	0,857
	Residual	7018,09	404	17,37		
	Total	7051,8	409			

Table: Coefficients (SAT)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	13,18	0,56	0	23,47	0
	supportverb	-0,07	0,13	-0,04	-0,58	0,565
	supportphys	-0,08	0,13	-0,04	-0,61	0,544
	assistverb	0,06	0,11	0,03	0,58	0,561
	assistphys	0,01	0,12	0	0,06	0,95
	assistbully	-0,02	0,12	-0,01	-0,16	0,87

Table: Model Summary (abandon)	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0,21	0,05	0,03	1,71

Table: ANOVA (abandon)		Sum of Squares	df	Mean Square	F	Sig.
	Regression	55,98	5	11,2	3,81	0,002
	Residual	1185,98	404	2,94		
	Total	1241,96	409			

Table: Coefficients (abandon)		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
	(Constant)	1,54	0,23	0	6,67	0
	supportverb	-0,02	0,05	-0,03	-0,46	0,649
	supportphys	-0,03	0,05	-0,04	-0,63	0,53
	assistverb	-0,05	0,04	-0,07	-1,19	0,237
	assistphys	0,1	0,05	0,11	2	0,046
	assistbully	0,16	0,05	0,17	3,11	0,002

Transnational Comparisons for the Analysis of Verbal Abuse, Physical Violence and Bullying in a sample of Romanian, Italian and Cypriot Students

For the purposes of this study, we performed a transnational comparison between data gathered in Romania and Italy, that represent the largest sources of data in this research. These comparisons will allow us to determine possible differences in participant countries.

ANOVA comparisons

Our first goal is to compare students perception in participating countries. For this purpose, we adopted the ANOVA test on the total sample, coding the variable Nationality = 1 for Italy, Nationality = 2 for Cyprus and Nationality = 3 for Romania.

The table include several variables for making effective comparisons:

- Means of the nationality for all variables studies, which can give us an idea of the most present variables in the three countries
- F test: is the result of the ANOVA test performed
- P-value: it allows us to understand if there is a significant difference among countries. The result is significant when p-value is lower than 0.05. At least one mean is significantly different from others when p-value is lower than 0.05.

To simplify this analysis, we highlighted in yellow the significant p-values and related differences in means.

This study has a total sample of 1777 subjects. This factor implies that the statistical power is high, and for this reason, also little differences between the two sub-sample will be significant.

This table summarize the mean obtained in all the ANOVA tests. Statistically different means are highlighted in yellow.

		N	Mean	Std. Deviation
victverb	Italy	539	3,45	1,58
	Cyprus	410	2,49	1,83
	Romania	827	2,06	1,57
	Total	1776	2,58	1,74
victphy	Italy	539	1,86	1,25
	Cyprus	410	2,26	1,86
	Romania	828	1,45	1,18
	Total	1777	1,76	1,42
emoman	Italy	539	4,11	1,56
	Cyprus	410	3,37	2,19
	Romania	828	3,27	2,27
	Total	1777	3,55	2,09
stoptalk	Italy	539	3,01	1,8
	Cyprus	410	2,01	1,59
	Romania	828	1,9	1,66
	Total	1777	2,26	1,76
ignore	Italy	539	3,28	1,64
	Cyprus	410	3,52	2,24
	Romania	828	3,28	2,29
	Total	1777	3,33	2,1
verbreact	Italy	539	4,09	1,62
	Cyprus	410	2,79	1,89
	Romania	825	2,83	2,08
	Total	1774	3,2	2
phyreact	Italy	539	1,58	1
	Cyprus	410	2,11	1,69
	Romania	828	2,1	1,83
	Total	1777	1,94	1,61
effcom	Italy	539	4,56	1,59
	Cyprus	410	3,83	2,18
	Romania	827	3,8	2,27
	Total	1776	4,04	2,09
leader	Italy	539	3,69	1,87
	Cyprus	410	2,61	2
	Romania	828	2,48	2,07
	Total	1777	2,88	2,06
supportverb	Italy	539	5,14	1,48
	Cyprus	410	3,67	2,05
	Romania	827	3,48	2,15
	Total	1776	4,03	2,08
supportphy	Italy	539	5,18	1,77
	Cyprus	410	3,53	2,07
	Romania	826	3,38	2,16
	Total	1775	3,96	2,18
assistverb	Italy	539	4,36	1,62
	Cyprus	410	3,95	2,19
	Romania	826	3,83	2,24

	Total	1775	4,02	2,07
assistphy	Italy	539	2,89	1,82
	Cyprus	410	2,84	1,94
	Romania	827	2,91	2,07
	Total	1776	2,89	1,97
victbully	Italy	539	2,47	1,77
	Cyprus	410	1,78	1,47
	Romania	827	1,89	1,67
	Total	1776	2,04	1,68
assistbully	Italy	539	3,28	1,88
	Cyprus	410	2,42	1,87
	Romania	827	2,65	2,11
	Total	1776	2,79	2,01
selfharm	Italy	539	1,83	1,58
	Cyprus	410	1,86	1,6
	Romania	827	1,85	1,73
	Total	1776	1,85	1,66
happylife	Italy	539	4,38	1,49
	Cyprus	410	5,21	2,12
	Romania	827	5,01	2,3
	Total	1776	4,87	2,07
socialclimate	Italy	539	3,91	1,65
	Cyprus	410	4,96	2,07
	Romania	827	4,64	2,09
	Total	1776	4,49	2
satrel	Italy	539	4,52	1,67
	Cyprus	410	4,99	2,03
	Romania	827	4,86	2,13
	Total	1776	4,79	1,99

This table summarize the results ANOVA tests, showing which tests showed significant results.

Table: ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
victverb	Between Groups	630,07	2	315,04	117,33	0,001
	Within Groups	4760,57	1773	2,69		
	Total	5390,65	1775			
victphy	Between Groups	187,13	2	93,56	48,81	0,001
	Within Groups	3400,75	1774	1,92		
	Total	3587,88	1776			

emoman	Between Groups	246,53	2	123,27	29,11	0,001
	Within Groups	7511,89	1774	4,23		
	Total	7758,42	1776			
stoptalk	Between Groups	439,5	2	219,75	77,11	0,001
	Within Groups	5055,72	1774	2,85		
	Total	5495,22	1776			
ignore	Between Groups	18,29	2	9,15	2,07	0,126
	Within Groups	7821,15	1774	4,41		
	Total	7839,44	1776			
verbreact	Between Groups	611,08	2	305,54	83,92	0,001
	Within Groups	6447,64	1771	3,64		
	Total	7058,72	1773			
phyreact	Between Groups	105,78	2	52,89	20,95	0,001
	Within Groups	4478,82	1774	2,52		
	Total	4584,6	1776			
effcom	Between Groups	212,66	2	106,33	24,9	0,001
	Within Groups	7572,74	1773	4,27		
	Total	7785,4	1775			
leader	Between Groups	510,92	2	255,46	64,32	0,001
	Within Groups	7046,34	1774	3,97		
	Total	7557,26	1776			
supportverb	Between Groups	969,47	2	484,73	128,29	0,001
	Within Groups	6699,01	1773	3,78		
	Total	7668,48	1775			
supportphy	Between Groups	1159,07	2	579,53	140,82	0,001
	Within Groups	7292,76	1772	4,12		
	Total	8451,83	1774			
assistverb	Between Groups	95,08	2	47,54	11,21	0,001
	Within Groups	7515,31	1772	4,24		
	Total	7610,39	1774			
assistphy	Between Groups	1,18	2	0,59	0,15	n.s.

	Within Groups	6864,75	1773	3,87		
	Total	6865,93	1775			
victbully	Between Groups	144,71	2	72,36	26,21	0,001
	Within Groups	4894,68	1773	2,76		
	Total	5039,4	1775			
assistbully	Between Groups	198,98	2	99,49	25,18	0,001
	Within Groups	7006,57	1773	3,95		
	Total	7205,55	1775			
selfharm	Between Groups	0,15	2	0,08	0,03	0,001
	Within Groups	4866,26	1773	2,74		
	Total	4866,42	1775			
happylife	Between Groups	193,82	2	96,91	23,17	0,001
	Within Groups	7414,82	1773	4,18		
	Total	7608,64	1775			
socialclimate	Between Groups	285,42	2	142,71	37,01	0,001
	Within Groups	6836,46	1773	3,86		
	Total	7121,87	1775			
satrel	Between Groups	60,87	2	30,43	7,76	0,001
	Within Groups	6950,1	1773	3,92		
	Total	7010,97	1775			

The first table summarized variables related to be victim of several forms of abuse (verbal, physical, bullying).

	Italy	**Cyprus**	**Romania**
Verbal Abuse	3,45	2,49	2,06
Physical Attacks	1,86	2,26	1,45
Bullying	2,47	1,78	1,89

The analysis shows a clear major exposition of Italian students to verbal abuse and bullying. Cypriot students are more exposed to physical attacks. At general level, the occurrence of violence is low considering that we used a scale at 7 points.

The following tables summarizes results of reactions to verbal abuse, physical attacks and bullying. It is clear the difference in reaction styles in the three participating countries.

	Italy	Cyprus	Romania
Emotion Management	4,11	3,37	3,27
Stop talking	3,01	2,01	1,9
Ignore	3,28	3,52	3,28
Verbal reactions	4,09	2,79	2,83
Physical reaction	1,58	2,11	2,1

Italian students shows three preponderant reactions “emotion management”, “stop talking and social isolation” and “verbal reaction”. Among these three reactions, we should consider that only “emotion management” lead to positive results (better satisfaction for life, lower self harm intention and intention to leave).

Physical reaction to attacks are slightly higher in Cypriot and Romanian school samples, however in both cases the value are quite low.

The following table shows the comparison of countries on the variables “Effective Communication” and “Leadership”. The Italian samples had higher results comparing to other samples. However, we should notice that these two variables has not specific predictive power on outcomes foreseen on this study, and seems not influent – especially in the Cypriot sample – to determine an increased satisfaction or lower results in intention to self-harm and abandon school. Probably these two items are too self-centered (leadership) or too broad (effective communication) and need further additional descriptors to be predictive.

	Italy	Cyprus	Romania
Effective Communication	4,56	3,83	3,8
Leadership	3,69	2,61	2,48

The following table measures the prosocial and vicariant behaviour.

Prosocial behaviors are all supporting behaviours toward victims. We separated support to victims of verbal and physical abuse.

Vicariant behaviours include all cases in which people observed behaviours of abuse (verbal, physical, bullying). We can see clearly that Italian samples observed more often these forms of behaviours, and this is also in line with the higher rate of victimization observed earlier.

The only variable which has no significant differences is the observation of physical violence, which is very scarce as seen in the previous tables.

	Italy	Cyprus	Romania
Support others when attacked verbally	5,14	3,67	3,48
Support others when attacked physically	5,18	3,53	3,38
Observed verbal abuse	4,36	3,95	3,83
Observed physical abuse	2,89	2,84	2,91
Observed bullying	3,28	2,42	2,65

The last table shows the outcomes. Despite from the analysis, Italian students seems to show more prosocial behaviour, leadership and effective communication, their satisfaction for life is lower comparing of Cyprus and Romania. Moreover, Cypriot and Romanian students has much lower intention to leave their context. There are not significant differences among students of the three countries, which is quite low in all cases.

	Italy	Cyprus	Romania
Self harm intentions	1,83	1,86	1,85
Happy to live my life	4,38	5,21	5,01
I like my social context	3,91	4,96	4,64
Satisfaction of relationships	4,52	4,99	4,86
Abandon the context	4,14	1,79	2,03

Summary of predictive relationships for the outcomes: intention to self harm, satisfaction for life and intention to leave. Positive predictions are marked with the sign “+”, not significant relationships with “=” and negative ones with “-“.

Romania

The Romanian sample shows that physical attacks and bullying has the power to increase the chance to abandon school, to self harm and reduces satisfaction for life. The effect of verbal abuse has not this direct relation on the sample analyzed.

	SelfHarm	Leave	SFL
VictimVerbal	=	=	=
VictimPhysical	+	+	-
VictimBullying	+	+	-

The reaction to attacks is a very important variable in the Romanian sample, in fact, as it is possible to observe in the following table there are numerous significant effects on the outcomes of the study.

Emotion management has a protective value and increase satisfaction for life. Ignore others is a neutral reaction and do not affect the levels of self-harm intention, abandon school and satisfaction for life. We can cleary see negative effects of “stop talking”, “react verbally” and “react physically.

	SelfHarm	Leave	SFL
Emotion Management	=	=	+
Close / Stop Talking	+	=	-
Ignore	=	=	=
Verbal Reactions	+	=	-
Physical Reactions	+	+	=

The communication style has also significant effect on the outcomes studied. In the Romanian sample, we can see clearly that effective communication, hiding information, leadership and equal communication can be defined protective factors, as they increase the satisfaction for life and reduce the negative outcomes (intention to leave, self-harm intentions). The fear of power reduces satisfaction for life and increase negative outcomes.

	SelfHarm	Leave	SFL
Effective Communication For Conflict Management	=	=	+
Leadership	=	=	+
Equal Communication	=	-	+
Low Assertiveness	-	-	-
Hiding Information	=	=	+
Fear for Power	+	+	-

Results of study about the role of supporting others and vicariant behaviour are in line with scientific results. Active help toward others, at least when they are verbally attacked has a “therapeutic role” considering that this factor increase the levels of satisfaction for life.

As expected by social learning theory, to observe violent behaviour has an effect also on the observer. The perception of a hostile context increase self harm intentions and intention to leave.

	SelfHarm	Leave	SFL
Active help (verbal)	=	=	+
Active help (physical)	=	=	=
Assist verbal abuse	=	=	=
Assist physical abuse	+	+	=
Assist bullying	+	+	-

Italy

The effect of victimization on the Italian sample is strong. To be victimized through verbal abuse and bullying produces similar effects: reduces satisfaction for life and increase negative intentions (self-harm, abandon school).

	SelfHarm	Leave	SFL
VictimVerbal	+	+	-
VictimPhysical	=	-	=
VictimBullying	+	+	-

Reactions

Differently from the other sample, the most negative reaction in the Italian sample is to close and stop talking. The social isolation is higher in the Italian sample, this may be related to the higher frequency of verbal attacks (same model of communication) and also to verbal reactions.

Emotion management has a protective value, this factor do not increase satisfaction for life, but reduces negative intention (to leave the context, or to self-harm).

	SelfHarm	Leave	SFL
Emotion Management	-	-	=
Close / Stop Talking	+	+	+
Ignore	=	=	-
Verbal Reactions	=	=	=
Physical Reactions	=	=	=

Similarly to the Romanian sample, also Italian participants demonstrated a “therapeutic effect” of helping others when victims of verbal abuse. We don’t observe also in this case a “therapeutic effect” of helping others when victims of physical violence. However, we should consider that the occurrence of physical violence is luckily much lower. For this reason, we may expect that participants has few experience of helping victims of violence, and this lead to a not significant result.

Similarly with the Romanian sample, to be in a hostile context has negative effects. To observe verbal abuse increase the intention to leave, to observe bullying facilitate the self harm intention and reduce satisfaction for life.

	SelfHarm	Leave	SFL
Active help (verbal)	=	=	+
Active help (physical)	=	=	=
Assist verbal abuse	=	+	-
Assist physical abuse	=	=	=
Assist bullying	+	=	-

Cyprus

The Cypriot sample is characterized by the effect of bullying, which coherently with scientific research, increase the self-harm intentions. No other significant results are observed.

	SelfHarm	Leave	SFL
VictimVerbal	=	=	=
VictimPhysical	=	=	=
VictimBullying	+	=	=

The protective value of emotions management is transnational, in the three participating countries this factor protects the individual. In the case of the Cypriot sample, a correct emotion management reduces the intention to abandon school. All other reactions has negative effects:

- To stop talking increases self harm intention

- To ignore the attacks reduces satisfaction for life
- To react verbally increases self harm intention, and abandon school variables
- To react physically increases the probability of school abandon

	SelfHarm	Leave	SFL
Emotion Management	=	-	=
Close / Stop Talking	+	=	+
Ignore	=	=	-
Verbal Reactions	+	+	=
Physical Reactions	=	+	=

The prosocial behaviour has no therapeutical effects on the sample analyzed. We can observe a transnational common negative effects of observing behaviour of bullying. In the case of the Cypriot sample, to be an hostile context characterized by bullying increase self-harm intentions and probability to leave school.

	SelfHarm	Leave	SFL
Active help (verbal)	=	=	=
Active help (physical)	=	=	=
Assist verbal abuse	=	=	=
Assist physical abuse	=	=	=
Assist bullying	+	+	=

Conclusions and guidelines

As a conclusion of these study and transnational comparison, the following guidelines are suggested for school education programmes:

- Emotion management is a key factor for preventing negative effects of verbal abuse, physical attacks and bullying
- Emotion management programmes are highly recommended among schools
- Physical violence is low in participating countries, but bullying is increasing. The social factors related to prosocial behaviour and vicariant behaviour affects the way in which bullying occurs
- Prevention of bullying programmes are highly recommended in the participating countries. To be victim of bullying or also to assist to bullying behaviours is dangerous for school

students and lead to lower satisfaction for life, increased intention to abandon the school and especially increased self harm intention

- Verbal and physical reactions are related to lower satisfaction for life. This factors should be considered and discouraged in emotion management programmes for school students.

Appendix A

Questionnaire

PREVENTION OF VIOLENCE IN SCHOOLS

The following questionnaire has the objective of gathering data on the life at school including violent behavior (verbal and physical). You will fill the questionnaire indicating the frequency of behavior on a scale from 1 to 7, where 1 correspond to „never" and 7 to „everyday". The questionnaire is anonymous and will help us to create strategies and methods to prevent violence and increase students' satisfaction in school.

Age .....

Gender .....

1. I have been victim of verbal attacks at school	1	2	3	4	5	6	7
2. I have been victim of physical violence at school	1	2	3	4	5	6	7
3. When my classmates attacks me, I manage successfully my emotions	1	2	3	4	5	6	7
4. When my classmates attacks me, I stop talking and close in myself	1	2	3	4	5	6	7
5. When my classmates attacks me, I ignore them	1	2	3	4	5	6	7
6. When my classmates attacks me, I become angry and react verbally	1	2	3	4	5	6	7
7. When my classmates attacks me, I become angry and react physically	1	2	3	4	5	6	7
8. I use effectively my communication to manage conflicts in the classroom	1	2	3	4	5	6	7
9. I am considered a leader in the classroom	1	2	3	4	5	6	7
10. When there is some form of verbal violence I try actively to help the victim	1	2	3	4	5	6	7
11. When there is some form in the classroom of physical violence I try actively to help the victim	1	2	3	4	5	6	7

12. I assisted to verbal attacks at schools towards other students	1	2	3	4	5	6	7
13. I assisted to physical violence at schools towards other students	1	2	3	4	5	6	7
14. I have been victim of bullying	1	2	3	4	5	6	7
15. I assisted to bullying acts at schools towards other students	1	2	3	4	5	6	7
16. In the last month I though to harm myself	1	2	3	4	5	6	7
17. I live a happy life	1	2	3	4	5	6	7
18. I am satisfied of the social climate in my classroom	1	2	3	4	5	6	7
19. I am satisfied of the relationship with my schoolmates	1	2	3	4	5	6	7
20. I would like to abandon school	1	2	3	4	5	6	7
21. I am happy to communicate with those around me	1	2	3	4	5	6	7
22. I talk to the others exactly as I wish and I will be told	1	2	3	4	5	6	7
23. I say YES, when I really want to say NO	1	2	3	4	5	6	7
24. I prefer to hide what I think or what I feel if I do not know the person I speak with	1	2	3	4	5	6	7
25. If I make others fear me, it means I have	1	2	3	4	5	6	7

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