



**SOCIAL SELF-EFFICACY AND EXPERIENCES
OF VIOLENCE AMONG HIGH SCHOOL FEMALE
PUPILS IN NORTH KOSOVSKA MITROVICA**

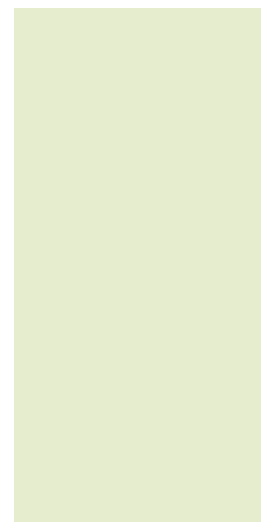
SOCIAL SELF-EFFICACY AND EXPERIENCES OF VIOLENCE AMONG HIGH SCHOOL FEMALE PUPILS IN NORTH KOSOVSKA MITROVICA

Kosovska
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Introduction

The International organization CARE International - Balkans and partner organizations have been implementing a program designed to decrease violence – “The Young Men Initiative”. “The Young Men Initiative” aims to support young men aged from 14 to 18 in Northwest Balkans to adopt gender more equitable social norms and healthy lifestyles, as well as to discourage violent behavior towards the community, women and peers.

At the beginning of the second phase of the project in 2010, “The Young Men Initiative” spread activities geographically in order to include more communities in the Western Balkans, thus North Kosovska Mitrovica was included. Even though the focus has remained to be on the young men, the second phase of the project has also widened activities and included the young girls.

Financially supported by the Norwegian Government, this project is being implemented in cooperation with seven youth organizations and an organization for social marketing from the region of the west Balkans. CARE made a partnership with the International Center for Research on Women (ICRW) in order to monitor the project, its evaluation and to deal with the components of the research actions, as well as with the Brazilian organization Instituto Promundo and models of their project: Program H (men) and M (girls), so to adjust approaches to the interventions appropriately.

During the project implementation, the formative participatory researches in four Balkan countries were conducted: Bosnia and Hercegovina, Croatia, Montenegro and Serbia (Belgrade and North Kosovska Mitrovica) in order to study experiences of young men in the Balkans and use the obtained data to launch new initiatives. The research aims to contribute to all previous ones by focusing on the context of North Kosovska Mitrovica, and including perspectives of girl, high school female students, about the experienced violence, kinds of the experienced and the committed violence and their social self-efficacy. The research was conducted on the sample of 106 girls from North Kosovska Mitrovica in period from March to May 2013.

The research was conducted by the non-governmental organization from North Kosovska Mitrovica “The Center for Communities Development” in cooperation with CARE International - Balkans.

Introduction

There are numerous definitions of „violence“, however, the commonly used terms foresees physical or psychological violent behavior directed against another individual aiming to injure. Here, we will list several definitions of violence relevant for our research.

Dragan Popadić (2009) deems that violence is: “deliberate and unjustifiable hurting of others. Behavior which inflicts damage may be roughly divided into verbal and non-verbal and may be expressed as physical injuring, inflicting financial damage or psychological hurting such as intimidation, embarrassing, social isolation, etc. The unjustifiability is composed of illegitimacy, undeservedness, excessiveness or inappropriateness of such gesture”. Popadić claims the kind and proportion of damage should be taken as the main criteria for definition of violence intensity, however, he adds: „Even though damage of violence is primarily connected to the physical injuries, the psychological injuries may be even greater. Sometimes a physical harm may trigger psychological one – a slap should humiliate”.

Jelena Srna (2003) claims that violence is an illegal and immoral use of force damaging oneself, or others, including the society. Her later definition is slightly different: “Violence is committed with (realistic or evident) intention to cause pain or injury to someone else. A violent act is, thus, characterized by two things: intention and injury”.

According to Milosav Milosavljević (1998), violence represents: “various acts, procedures and behaviors of individuals, groups, social institutions, organizations or society towards people, using physical, psychological, political or other kinds of force in order to endanger physical, psychological or social integrity of a person and produces various physical and psychological harms and other unfortunate consequences”.

One of the most commonly cited definitions is the one of Dan Olweus (Olweus, 1999: 12), where violence is defined as “aggressive behavior during which an actor or abuser uses own body or other tool (including weapons) in order to inflict (relatively serious) injury or inconveniences to other person”. This means that violence represents physical injuries, single physical violence and/or imbalance of power (a single fight or fights amongst the equal, the stronger slaps the weaker), however, it may imply repeated physical molestation of the weaker. According to own definition of violence, Olweus distinguishes three ways of how violence may be committed: 1. verbally; 2. physical contact and 3. without words and physical contact (including grimaces, vulgar motions, deliberate exclusion of individuals from the group or rejection to satisfy wishes of other persons).

Olweus was one of the first who had defined violence in schools (better known as bullying), which was initially expressed in term of mobbing. Much later the word bullying was used, which may be contributed to Olweus.

With regards to definition of violence in schools, i.e. bullying, Olweus refers to „a pupil bullied or victimized in several occasions and permanently exposed to negative gestures of one or more pupils“ (Olweus, 1993:9). „We say that a pupil is bullied when some other pupils speak or do something inappropriate. Also, bullying is when a pupil is teased over and over again on the way he does not like. However, if two pupils of approximately same capabilities argue or fight that cannot be classified as bullying“ (page 2095).

In order to define aggressive behaviour as bullying, it has to be composed of two key elements:

1. **victim was exposed to aggressive behaviour in several occasions;**
2. **there is disproportionate power (offender is a stronger individual or a group than the victim), whereas fights amongst the equal ones are explicitly excluded from the concept of bullying.**

It is interesting that comparison of Olweus' theories on violence do not indicate that bullying is the only form of violence, but that violence and bullying are forms of aggressiveness which only partially overlap, leading to conclusion that:

- › **Violence means** – physical assaults which are not repeated and/or which have no element of power imbalance (it is not bullying);
- › **Bullying means** – repeated forms of psychological and social abuse with imbalance of power and which is repeated (not violence).

Referring to violent situations, Olweus and associates (Olweus, Limber and Mihalić, 1999), besides bully and victim, also distinct:

- › **followers** (those who join a bully);
- › **supporters** (those who provide support, but do not take part);
- › **passive supporters** (those who like it, but do not provide support publicly);
- › **uninvolved bystanders, potential protectors** (those who do not approve violence, but do not undertake anything) and
- › **protectors.**

Types of violence

The classification of violence is done depending on the manner a violent act has been committed. According to the „Special Protocol on protection of children and pupils against violence, abuse and neglect in education institutions“ from the year 2009, three kinds of violence are distinguished:

- › **Physical violence** - behaviour which results in real or potential bodily injuries;
- › **Emotional/psychological violence** - behaviour which leads to temporary or permanent endangering of psychological and emotional health and dignity;
- › **Sexual violence** - includes participation of one person into sexual activity which is not completely understood, for which he/she is not up to (does not accept it, is not able to agree to it) and which aims at providing enjoyment or to meet needs of other individuals;
- › **Electronic violence** (cyberbullying) - behaviour which leads to violence through application of Information technologies.

Besides above defined kinds of violence, numerous authors also define other kinds of violence:

- › **Gender related violence** - behaviour which initiates violence over a person only on grounds of gender;
- › **Peer violence** - a set of deliberate negative repeating gestures directed against the same pupil by other pupil or several of them. Negative gestures include bodily and/or physical violence, as well as social exclusion, and relationship between bully and a victim is always followed by imbalance of power (Olweus 1998);
- › **Bullying** - violence among pupils themselves, however it may be also initiated by pupil – educator (teacher, tutor, professor). It refers to situation in which a victim has been exposed to violence in several occasions and there is imbalance of power, meaning that a bully is always stronger (be it in physical sense, or he/she may be richer than a victim or some other kind of superiority is in concern) than a victim or victims. (Olweus 1993)

Social self-efficacy

SOCIAL SELF-EFFICACY

A set of self-esteem self-assessments in various social situations is called social self-efficacy by Smith and Betz (2002). Conolly (1989; according to Bilgin and Akkapulu, 2007) writes that the social self-efficacy includes skills such as social boldness, participation in social group or activity, friendly behaviour, as well as provision and obtaining of assistance. Besides social self-efficacy, some authors also define academic and emotional social self-efficacy.

Design of social Self-Efficacy was given by Bandura 1977 who defined it as „assessment of own organizational abilities and expression of actions needed in order to undertake certain kinds of activities (Bandura, 1995; according to Hermann and Betz 2004).

Perceived Social self-efficacy does not refer to ability, but to belief on probability of success in different conditions (Bilgin and Akkapulu, 2007). Smith and Betz (2002) define Perceived Social Self-Efficacy as personal belief that we shall complete some tasks successfully or behave accordingly. Therefore, the Perceived Social self-efficacy may be defined as a personal belief that we shall complete some tasks successfully or behave appropriately in social situations.

Believes about social self-efficacy are based upon four sources:

- › Direct (personal experience) - following someone else's behaviour, they interpret the outcomes of such behaviour, and based on that direct experience they assess social self-efficacy;
- › Vicarian experience - experience means formation of believes on self-efficacy by assessing outcomes of other people's behaviour;
- › Verbal assurance - it is important who is the the person assuring, the more important she is in a person's life, the greater influence;
- › Physical and emotional condition - different physical reactions to stress, tension, tiredness and pain may decrease belief into self-efficacy (Bandura 1995).

Significance of belief to the self-efficacy is evident based on researches indicating that belief into social self-efficacy foresees someone's level of motivation, persistency in reaching wishes and goals, amount of efforts made in certain behavior, amount of persistence in both easy and difficult situations, as well as direction of making success, i.e. failure (Desivilya and Eizen, 2005).¹

Aggressiveness, connected to the violence, is commonly understood as absence of social competence. Therefore, we want to check on our girls sample a connection between Perceived Social Self-Efficacy with committed violence. On the other hand, a connection between social self-efficacy and experienced violence is possible, in terms that the girls exposed to the violent behaviour more frequently act less socially competent, therefore we shall look into this connection too on the sample of girls in North Kosovska Mitrovica.

¹ Katalenić G., Connection of instrumentalism, expressiveness and social self-efficacy to depressive symptoms, 2008

Research of violence amongst youth in Serbia

Up to the 1990s, violence over children in Serbia had not been regarded as a significant social problem. Bearing in mind a small number of systematically gathered empiric data on its prevalence, it may be said that violence over children had not had worrying proportions. However, rare researches (Stojaković, 1984, Đorđević and Đorđević, 1988) pointed out at necessity to engage society more in protection of children against violence in family, schools and other places.

In 1997, under guidance of Milosav Milosavljević, a group of researchers conducted large scale research about violence against children in families, pre-school institutions, correction institutions for children and youth, as well as at schools. The representative sample was composed of primary school

pupils – fifth and seventh grade, and first and third grade high school students, in total 6000 pupils (Milosavljević, 1998). The most important findings of the research related to the violence are: a bit more than one third of all respondents said that they had experienced that some of other pupils offend or mock at them at school (36,7%), whereas 26,8% had experienced that outside school. Verbal aggression came the second in form of threats to be beaten up (each fifth pupil experienced it). The third place was taking away and destruction of things (more often at school 9,5% than out of school 5,3%). Beatings and physical injuries inflicted by children were experienced by 3,8% of pupils at school itself, and 4,5% of pupils out of school; threatened by weapons 2,7% at school and 4,7% out of school; sexual assaults was experienced by 0,8% of pupils at school, and 2% out of school. It is evident that easier forms of violence were more frequent than severe forms both at school and out of it. Older students (third grade of high school) were subjected to threats to be beaten by peers out of school more often than younger students (26,3%), to be insulted (36,4%), beaten (8,5%) or sexually assaulted (3,4%) (Knežević - Florić, 2007).

Dragica Ožegović (2008) conducted a research aiming to determine the most common forms of aggressive behavior among primary school pupils, as well as to identify causes of aggression and reactions on aggressive behavior. This researches emphasizes that more than two thirds or to be more precise 67,08% stated that they had been subjected to some form of aggressive behavior, whereas 39,92% of pupils had not had that experience. When asked to list the forms of aggressive behavior they experiences, the following results were obtained: cursing (50%), ridicule (44%), physical assault (43%), and threats (25%). It is noteworthy that this research had shown that the pupils in most cases (53,16%) have noticed at themselves some sort of aggressive behavior and that they have shown it openly. When connection of certain forms of aggressive behavior with gender and success of pupils was being defined, it became evident that there has been statistic connection of success of pupils and physical assaults.

The latest “Report on exercise of children rights in the Republic of Serbia from children's and youth's perspective” from 2012, the Center for Children's Rights also provided insights about readiness of children and youth to demonstrate violence. The research covered 10 towns in Serbia and 1358 respondents. The most important results are: 36,5% of children and youth would yell at a person who upset them; such person would be hurt physically (public humiliation, exclusion from society, etc.) by 13,6% of children and youth; 1,8% of respondents would damage valuable things to such persons in a moment of anger; 15,8% of would personally physically assault the person who upset them, whereas 3,2% would be ready to send someone else to hit that person; 33,2% of children and youth stated that they would refrain from aggressive reaction in such occasions; 14,7% of respondents was not able to assess what would be their reaction towards other people if they were upset; girls tend to yell on the person who upset them (40,4% female, 32,4% male), while the boys are more inclined to hit (25% male, 7,1% female). As they grow older, children and youth are more inclined to yell on the person who upset them (from 19,7% to 50,5%), and the readiness to hit goes double (from 10,2% to 19,8%), whereas the readiness to peacefully resolve the conflict is decreased by half (from 45,7% to 24,8%).

Method

PROBLEM AND GOALS OF RESEARCH

The main goal of research is to examine presence of violent behavior (victims and bullies) among girls of high school age in North Kosovska Mitrovica, as well as connection of experience of social self-efficacy with experience of violence.

In scope of defined problem, the preliminary insight into the following issues has to be provided:

1. **What is prevalence of experienced violence among high school girls;**
2. **What kind of violence the girls usually face with;**
3. **What is prevalence of violence committed by girls;**
4. **What kind of violence is dominant among girls-bullies;**
5. **How the experience of social self-efficacy is connected to experienced and committed violence;**
6. **To define social-demographic correlations of experienced/committed violence, i.e. social self-efficacy among girls.**

VARIABLES AND INSTRUMENT FOR DATA GATHERING

Violence will be operationalized through modified Bully/Victim Questionnaire by author Dan Olweus. The questionnaire is composed of two parts. Both parts contain 11 questions each and a three level scale (never, rarely or occasionally, almost every day). The first part of questionnaire refers to the experienced violence, whereas the other part refers to the committed violence. Five different kinds of violence among children are covered in the questionnaire: verbal violence, physical violence, economical violence, emotional violence and sexual violence.

Social self-efficacy will be operational through (The Scale of Perceived Social Self-Efficacy – PSSE; Smith and Betz, 2000) which measures social self-efficacy as individual assessment of self-efficacy or self-confidence level in

scope of social behaviour. The scale contains 25 items. The response for each individual item is ranked on five – point scale of Likert type, on which 1 represents „have no self-esteem at all“ and 5 represents „ful self-esteem“. Total result is obtained by summing results of individual items, and then divided by 25, which creates a theoretic scope of results ranging from 1 to 5.

The questionnaire of basic data (designed for needs of the research) will help to gather data on:

- › Type of school that girls attend;
- › Grades – 1st, 2nd, 3rd or 4th grade of high school;
- › School success - excellent, very good, good or satisfactory;
- › Type of family;
- › Parents' education status - which will be operationalized through the highest parents' education and categorized into 4 categories (4 or 8 grades of primary school; high school; college and higher school).

Parents' profession comprises eight categories: 1. housewife/farmer; 2. unqualified or semi-qualified worker; 3. qualified or highly qualified worker; 4. administrative clerk/expert with high school graduation; 5. clerk or expert with higher school/college graduation; 6. pupil/student; 7. retired and 8. other professions.

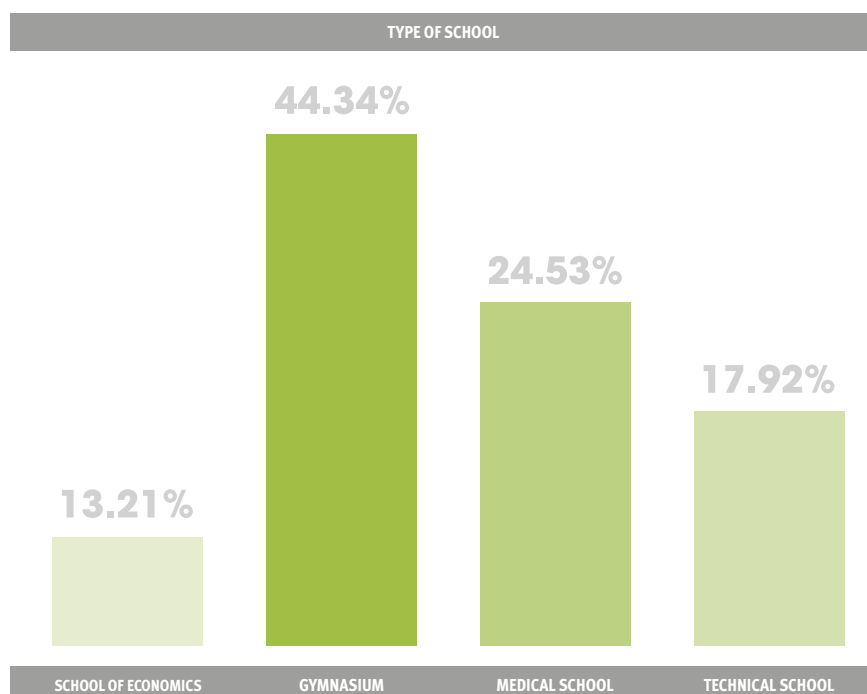
Financial status - This variable will be operationalized through a descriptive scale (M. Guzina) with four categories and it refers to assessment of financial status by putting its family financial status into one of offered categories:

- › **Very low** (people receiving humanitarian aid or income is so scare that they are insufficient for fundamental existential needs);
- › **Low** (monthly income sufficient for fundamental existential needs);
- › **Average** (besides fundamental existential needs they may afford themselves purchase of clothes, shoes and other things) and
- › **High** (live without great repudiation).

Results of research

SAMPLE

Sample of research covered 106 girls of average age 16,5, the pupils of four-year high schools in North Kosovska Mitrovica:

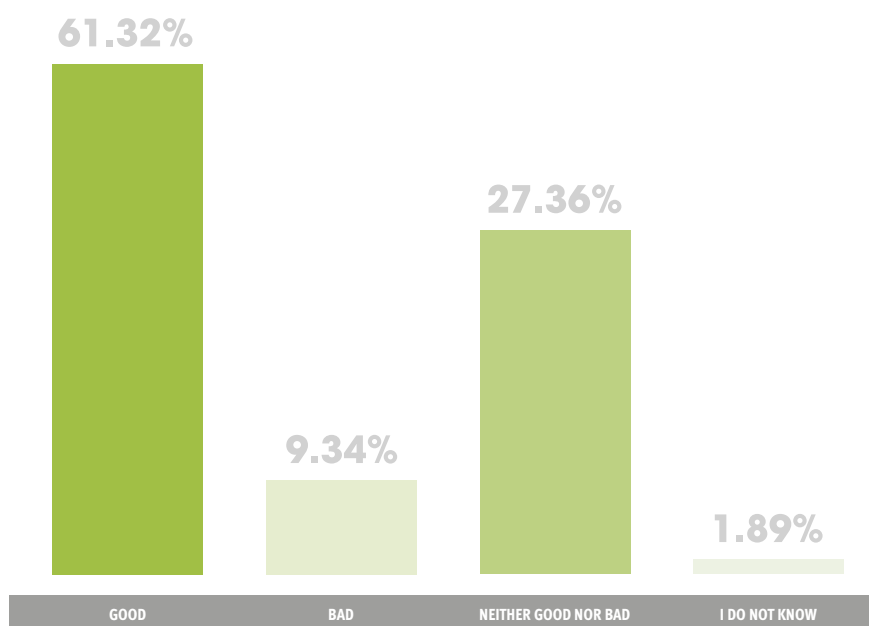


In the sample 43,4% of girls attend junior grades (I and II), whereas 56,6% of girls attend senior grades (III and IV) of high schools, 87,9% of girls live in whole family, 89,9% of female respondents live in North Kosovska Mitrovica, whereas 12,1% live in Zvečan.

PERCEPTION OF SAFETY IN ENVIRONMENT

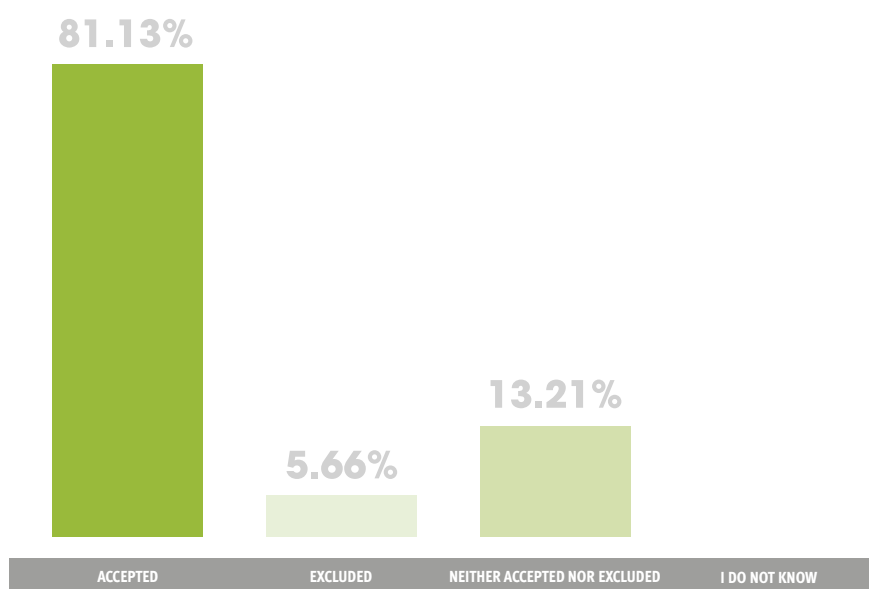
Majority of girls have stated that they feel safe in their environment, even though a significant percentage of girls, every fourth girl, has stated that she feels neither safe nor bad in her environment (27,36%). Percentage of girls who are feeling bad in their own environment is 9,43%.

HOW THE GIRLS ARE FEELING IN THEIR ENVIRONMENT



Great majority of surveyed girls have stated that they feel accepted by the environment (81,3%) and 5,66% of girls have said to feel excluded by their environment, whereas 13,2% of girls have said to feel neither accepted nor excluded by their environment.

HOW THE GIRLS ARE FEELING IN THEIR ENVIRONMENT



With regards to various locations in environment, which have stood out as social venues of the youth in North Kosovska Mitrovica, the greatest percentage of girls stated in PLA research conducted by The Centre for Communities Development in 2011, that they felt safe in their own homes (98,1%), whereas the place where they did not feel safe was a local discothèque, up to 86,8% (see Table 1). ►

Table 1: Perception of safety on certain locations by girls in North Kosovska Mitrovica

LOCATION	PERCEPTION OF SAFETY	FREQUENCY	PERCENTAGE
AT SCHOOL	UNSAFE	7	6.6%
	NEITHER SAFE NOR UNSAFE	33	31.1%
	SAFE	66	62.3%
ON SPORT FIELDS	UNSAFE	11	10.4%
	NEITHER SAFE NOR UNSAFE	50	47.2%
	SAFE	45	42.5%
TOWN WALK	UNSAFE	20	18.9%
	NEITHER SAFE NOR UNSAFE	52	49.1%
	SAFE	34	32.1%
ON THE WAY FROM HOME TO SCHOOL	UNSAFE	13	12.3%
	NEITHER SAFE NOR UNSAFE	34	32.1%
	SAFE	59	55.7%
AT CHURCH	UNSAFE	1	.9%
	NEITHER SAFE NOR UNSAFE	9	8.5%
	SAFE	96	90.6%
DISCOTHÈQUE	UNSAFE	40	37.7%
	NEITHER SAFE NOR UNSAFE	52	49.1%
	SAFE	14	13.2%
AT CAFÉ BARS	UNSAFE	23	21.7%
	NEITHER SAFE NOR UNSAFE	53	50.0%
	SAFE	30	28.3%
AT HOME	UNSAFE	1	.9%
	NEITHER SAFE NOR UNSAFE	1	.9%
	SAFE	104	98.1%

Analysis of variables for repeated measurements indicate that there are four groups of locations connected to feeling of safety:

- › The first group is made of locations where the girls feel the safest: home and church;
- › The second group is made of public venues in town: school, town streets, way from home to school, sport fields;
- › The third group is made of café bars;
- › According to the assessment of girls the local discothèque is deemed to be the most insecure location.

The given data tells us about prevalence of feeling of unsafety among adolescents in North Kosovska Mitrovica. Even more than a half of the surveyed girls have stated that they do not feel completely safe in public places (at town), whereas this percentage goes up to 72,2% when it comes to café bars and up to 86,7% for discothèque.

Prevalence of experienced violence among high school girls

According to results of our research, 41,5% of girls have experienced violent behavior, whereas smaller percentage, 24% have been subjected to violent behavior in the past three months. Out of this percentage, 26,4% of girls have been subjected to violent behavior once or twice in period of the past year, and 15,1% in the past three months. Repeated pattern of violent behavior, i.e. bullying, is mentioned in 15,2%, i.e. 9,4% of respondents.

	NEVER	ONCE OR TWICE	SEVERAL TIMES OR OFTEN
HAVE YOU EVER EXPERIENCED VIOLENT BEHAVIOUR	58,5%	26,4%	15,1%
HAVE YOU BEEN EXPOSED TO VIOLENT BEHAVIOUR IN THE LAST THREE MONTHS	75,5%	15,1%	9,4%

FORM OF VICTIMIZATION	NEVER	ONCE OR TWICE	SEVERAL TIMES OR OFTEN
Being called by rude names	58,8%	28,3%	13,2%
Being mocked at	64,2%	24,5%	11,3%
Being insulted	64,2%	23,6%	12,3%
Gossiped me, spread lies about me and similar	29,2%	37,7%	33,1%
Tried to persuade others not to socialise with me	69,8%	22,6%	7,5%
Threatened and intimidated	88,7%	8,5%	2,8%
Hit, beaten	87,7%	8,5%	3,8%
Kicked me, pushed me or thrown things at me	89,6%	7,5%	2,8%
Closed me, locked me at a room, etc.	89,6%	8,5%	1,9%
Took my things away (school items, cell phone, money, etc.)	80,2%	12,3%	7,6%
Destroyed my things	82,1%	15,1%	2,8%
Forced me to do things I did not want and to behave silly and inappropriately	94,3%	4,7%	0,9%
Dragged me into conflicts and fights, I felt completely helpless and tried to stay away	79,2%	19,8%	0,9%
Touched me in an unpleasant way, sexually abused	98,1%	1,9%	0%

Table 3: Forms of violence girls have been subjected to in the past three months

Prevalence of violence committed by girls

When being perpetrators of violent behavior, the girls most frequently admit verbal violent behavior, primarily ridicule and gossip-spreading, then mockery and insulting of others (30-40%). Around 20-24% of female respondents admit physical violence (percentage greater than the one on experienced violence), while other forms of violence are represented in smaller percentages, which may be seen on the Table 4:

FORM OF VICTIMIZATION	NEVER	ONCE OR TWICE	SEVERAL TIMES OR OFTEN
Called others rude names	50,9%	32,1%	17%
Mocked at others	67,9%	19,8%	12,3%
Insulted others	68,9%	22,6%	8,4%
Gossiped others, spread lies about others and similar	66%	30,2%	3,8%
Tried to persuade others not to socialise with some person	86,8%	11,3%	1,8%
Threatened and intimidated others	88,7%	7,5%	3,8%
Hit others	74,5%	16,1%	9,4%
Kicked, pushed or thrown things at others	81,1%	11,3%	7,5%
Closed, locked others at a room	93,4%	3,8%	2,8%
Took someone else's money and other things	95,3%	4,7%	0%
Destroyed someone else's things	95,3%	3,8%	0,9%
Forced others to do things they did not want and to behave silly and inappropriately	98,1%	1,9%	0%
Dragged others into conflicts and fights even if they felt completely helpless and tried to stay away	93,4%	4,7%	1,9%
Touched someone else in an unpleasant way, sexually abused someone	98,1%	0,9%	0,9%

Table 4: Forms of violence committed by girls in the last three months

Connection of the experienced social self-efficacy with the experienced and the committed violence

With regards to connection of the experienced violence with feeling of social self-efficacy, the following results have been obtained:

	SELF-EFFICACY	COMMITTED VIOLENCE
EXPERIENCED VIOLENCE	$r = -0,394$ $\text{sig} = 0,00$	$r = 0,674$ $\text{sig} = 0,00$
COMMITTED VIOLENCE	$r = -0,179$ $\text{sig} = 0,06$	/

The Table 5 indicated that there is significantly high connection of the experienced violence with feeling of social self-efficacy, i.e. girls who were victims of violence have also shown violent behavior.

On the other hand, the committed violence is not connected to the self-efficacy, however, there is a significant modest connection between girls' experienced violence with experiencing social self-efficacy. This confirms findings of various researches conducted in the region which show that exposure to violence is connected to low self-esteem and bad perception of oneself (according to Popadić, 2009).

Social-demographic correlations between the experienced and the committed violence and social self-efficacy

SCHOOL

When it comes to the type of school the girls attend, there has been neither difference in the experienced or the committed violence, nor in feeling of social self-efficacy among female pupils of various schools in North Kosovska Mitrovica. Furthermore, there has been no difference between the experienced and the committed violence, as well as a feeling of social self-efficacy when it comes to the age of students.

Concerning the students of junior grades (I and II grade) and senior grades (III and IV grade), the analysis indicates that there has been no significant difference between them when it comes to the social self-efficacy and the experienced violence, however, there has been significant difference in the committed violence, in sense that female students of the junior grades qualify themselves more as bullies who have committed some violent act (Table 6).

		AS	sd	t	Importance
EXPERIENCED VIOLENCE	Junior grade	20,04	5,13	1,098	0,27
	Senior grade	19,01	4,25		
COMMITTED VIOLENCE	Junior grade	19,4	5,52	2,31	0,02
	Senior grade	17,3	2,96		
SOCIAL SELF-EFFICACY	Junior grade	85,1	16,22	-1,41	0,16
	Senior grade	90,3	21,21		

When the financial status of family was reviewed, it has proved to be a significant factor of both experienced and committed violence, as well as social self-efficacy among female high school students in North Kosovska Mitrovica.

Table 7: Difference between girls from low and higher financial status concerning experienced violence, committed violence and social self-efficacy

		AS	sd	t	Importance
EXPERIENCED VIOLENCE	Junior grade	20,9	5,16	3,12	0,002
	Senior grade	18,1	3,77		
COMMITTED VIOLENCE	Junior grade	19,3	5,06	2,19	0,03
	Senior grade	17,3	3,48		
SOCIAL SELF-EFFICACY	Junior grade	82,7	19,3	-2,73	0,008
	Senior grade	92,6	18,2		

The previous table indicates that the girls of lower financial status report more often both the experienced and the committed violence, and that they have significantly lower feeling of social self-efficacy in comparison to the female students coming from families of higher financial status.

Education of father and mother is not connected to the experienced or the committed violence; however, both are significant social self-efficacy factors of the female high school students:

Table 7: Difference between girls whose parents have different education level with regards to the experienced violence, the committed violence and social self-efficacy

Parents' education		AS	sd	F	Importance
EXPERIENCED VIOLENCE	Both parents graduated high school or primary school	19,5	4,04	1,86	0,160
	One parent graduated higher/high school	20,06	5,40		
	Both parents graduated higher/high school	18,6	4,32		
COMMITTED VIOLENCE	Both parents graduated high school or primary school	18,8	3,77	0,24	0,78
	One parent graduated higher/high school	18,1	4,48		
	Both parents graduated higher/high school	18,2	4,70		
SOCIAL SELF-EFFICACY	Both parents graduated high school or primary school	82,5	20,0	5,24	0,007
	One parent graduated higher/high school	83,3	20,1		
	Both parents graduated higher/high school	94,9	16,7		

Female students whose fathers and mothers have higher or high level education report significantly higher level of self-esteem in comparison to the female students whose parents graduated secondary or primary school, and students whose one parent graduated higher school.

Number of brothers and sisters in family is neither significantly connected to the experienced or the committed violence, nor to feeling of social self-efficacy of the girls.

Conclusion

According to the results of our research, girls in North Kosovska Mitrovica experience their environment, with exception of personal space – home and one public place – church, as unsafe place. It is noteworthy that significant number of girls does not feel safe in public places at town, and around 40% of girls do not feel safe even at school. It seems that cafe bars and discoteques, being traditional places of youth gathering, are in fact scenes of conflict and places where the feeling of unsafety is the most evident.

The results of research lead to conclusion that violent behaviour among girls in North Kosovska Mitrovica is greatly present, primarily in form of verbal violence. It is alarming that 15,2% of girls have continuingly reported pattern of violent behaviour, i.e. bullying in the last few years; or 9,4% of respondents in the period of the last three months. We have to bear in mind that it is mainly verbal violence, primarily gossiping and insulting. Even though this study has not dealt with identification of various forms of violence by the girls, previous researches conducted over the same target group (CRZ, 2011), and referent researches among students in Serbia (Popadić, 2009; Nedimović, 2010) indicate that students hardly recognize forms of verbal violence (gossiping, insulting, plotting, etc.) as a form of violent behavior. This has to be taken in consideration when the youth's awareness of violence is to be raised, as well as about potential consequences of such behavior for the victims.

When we talk about consequences, this study has a humble scope and does not tend to answer this question. One of the main goals of this research was to look at the connection between self-esteem of girls seen through experience of social self-efficacy and the experienced violence. Our data suggest that female high school students who have more often experienced violent behaviour have lower level of self-esteem, which confirms the data obtained in numerous researches of consequences of violence on physical and mental health (Nedimović, 2010). Even though our research does not confirm connection between social self-efficacy and the committed violence, this connection is on the edge of being significant and we assume that in repeated research, on larger sample, this connection might be statistically more significant. Therefore, it is important to mention significance of teaching non-violent behavior in interaction which may be applied later in life for problem

CONCLUSION

solving on socially competent manner. It appears that youth in our environment adopt more often violent behavior in interaction, which is later transferred into forms of physical and verbal abuse in family, physical and verbal violence at meetings, violence in traffic, etc.

One more connection identified in this research deserves our attention. Namely, there is an evident connection between financial status and the experienced, the committed violence and a feeling of social self-efficacy. Thus, there is no connection between parents' education level and the experienced violence, whereas girls from families in which parents graduated higher or high level of education show higher level of self-esteem in social situations. This may be used as guidelines in promotion of girls who are most frequently victims or doers of violent behavior. Financial status has also appeared as a factor among girls in quality research of connection between gender and violence (CRZ, 2011) conducted over the same population, in sense that higher financial status of the family implicates higher status in group of peers. More research is needed regarding connection between economic status and experience of violence among girls. What contributes to this connection? Based upon our research we may claim that education status of parents does not contribute, since it has not been identified as a correlation of the experienced and the committed violence.

We may conclude that there is a need for further, more comprehensive research of violence among the young on territory of North Kosovo and Metohija. Relevant issues belong to domain of violence doers (be it the most common peer violence, or done by adult individuals from the environment, etc.), what a person can do in its environment if subjected to violence, who she can talk to, who can help her/him, etc. Parents, family members and all the others have to be included in the education process of the young about what the violence is, how the one may deal with sense of anger without violent reactions.

Recommendations

RECOMMENDATIONS

According to this research, the key recommendation is to conduct programs of girls' education, based on raising awareness on what the violence is, what are the consequences of violent behavior, what a girl in her environment, if suffers violence, may undertake and resist, who to talk to, who may help her. The education on non-violent way of problem solving on socially competent manner is needed, as well as continuous strengthening of girls' social self-efficacy through the programs of prevention and violence suppression.

Programs should be conducted both through formal and informal education, engaging girls of aged between 14 and 18, and their male peers, parents, teachers, and entire community, with special focus on the young coming from the families of lower financial status, girls from rural areas and girls whose parents have lower level of education.

Working with girls and youth in general, it is important to establish better and joint cooperation with parents (families), educational institutions, non-governmental organizations and local community in order to reach the best possible results of girls' education, as well as to create a healthy future population without violent behaviour.

Further researches of violence among the young have to be more comprehensive, to engage greater sample and research among female students of all high schools in Northern Kosovo and Metohija. Also, questions which belong to domain of violent doers have to be asked (is the peer violence most frequent, or violence of adults from the environment, etc), what can a person do in the environment if there is violence, who can she talk to, who can help her, etc.

It is noteworthy that researches about violence among the young are important since the results may:

- › Be used for creation of future programs of violence prevention and suppression;
- › Be used as tools in convincing entire community that there is a need to do something for the sake of prevention and decrease of violence.

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