師資培育於校園暴力處理能力培養之課程研究

國立臺灣體育學院　林素卿

摘　要

本研究主要探討國民中學師資養成課程　如何培養未來教師處理校園暴力的能力。筆者以國立臺灣師範大學、國立彰化師範大學、及國立高雄師範大學的四百五十二位八十五學年度實習教師爲問卷之樣本，並根據其對問卷之反應，從中抽取九位實習教師進行深度的訪談。除了實習教師，被訪談者亦包括五位三所師大之教授。問卷調查及半結構式的訪談爲本研究主要採用的研究方法。研究結果顯示校園暴力的防治被視爲班級經營的一部份且在學生行爲問題中被討論。大多數的實習教師（85.62% 臺灣師大、84.72%彰化師大、83.78%高雄師大）指出口頭的辱罵爲其班上最常見的校園暴力類型，其次爲肢體衝突、恐嚇、勒索。然而，大多數的實習教師（ 59.93% 臺灣師大、63.89%彰化師大、66.20%高雄師大）　對於校園暴力的處理感到困難或非常困難。實習教師亦針對師資養成教育於培養未來教師處理校園暴力能力問題，提出建議。其建議包括開設「校園暴力防治」的特定課程及相關座談、改進教學方法及內容、改進實習制度。最後，本研究亦討論如何改進師資培育於此一論題之實際。

An Investigation of Teacher Preparation in Dealing with the Issue of School Violence

Shu-Chin, Lin
National Taiwan College of Physical Education

Abstract

This study investigated secondary school teacher preparation with respect to the issue of school violence in three Taiwanese Normal Universities. Respondents in this study included 452 student teacher questionnaire respondents and fourteen interviewees. Nine of the interviewees were student teachers drawn from among questionnaire respondents for in-depth interviews and five teacher educators who taught courses which questionnaire respondents identified as relevant to the issue of school violence. Survey and semi-structured interviews were employed to collect data.

The results indicated that teacher educators treat the issue of school violence as a part of classroom management and discuss this issue along with student behavior problems. The highest percentage of student teacher questionnaire respondents and almost all of student teacher interviewees from all three normal universities indicated that dealing with the issue of school violence was indeed problem during their internships. They also offered suggestions for improving teacher preparation for this issue, including offering the specific course "School Violence," related courses, and seminars; improving teaching methods and/ or contents in teaching this issue; and improving the

system of practice. The improvement of practice for teacher preparation and to the issue of school violence were also surfaced in this study.

INTRODUCTION

Introduction

Preventing violence is increasingly seen as a problem for teachers in public schools. In a study conducted for the Center for Educational Statistics, teachers in the United States estimated that 7% of their students had habitual behavior problems; 44% of public school teachers reported more disruptive classroom behavior in their schools than five years earlier; and 29% of public school teachers stated that they had seriously considered leaving teaching because of student misbehavior (Jones, 1996). Mansfield, Alexander, & Ferris (1991) point out that 44% of United States teachers in a nationwide sample reported that student misbehavior interfered substantially with their teaching; in their study, 19% of teachers reported being verbally abused by a student during the previous four weeks, and 28% viewed physical conflicts among students as a serious or moderate problem in their school.

Ascher (1994) presents a summary of discussions by urban educators who addressed the issue of school violence at the National Education Association meeting held May 19, 1994. These educators believe that American society is steeped in violence, particularly in urban areas, where children experience frustration, helplessness, and anger, and where they often express that anger in violent ways. In addition, a survey by the National League of Cities (1994) about crimes in schools in California, Connecticut, and South Carolina revealed that one-fourth of all city schools reported at least one act of serious violence that resulted in a student being hospitalized or killed. Forty-one percent of urban schools reported at least one occurrence of serious violence or killing

(Braines, 1995)

Braines' (1995) compilation of the reports from the U.S. Department of Justice (1993), Committee on Education and Labor (1993), and National League of Cities (1994) concerning violence, crime, and adolescents in and out of school settings reveals the severity of the situation: (1) the rate of violent crime in America is higher than in any other industrialized country; (2) persons under 15 accounted for 5.8 % of the persons arrested (689,877 persons) in 1992, while persons under the age of 18 accounted for 16.3% of the persons arrested (1.95 million persons); (3) about 16,000 thefts or violent crimes occur each school day, or about one incident every six seconds; (4) 16% of students reported having been threatened with a weapon at school, and 6% of students have been injured by a weapon while at school; (5) one in five teachers reported being verbally abused, 8% verbally threatened, and 2% actually physically attacked during the 1992 school year; and (6) about 8% of students in grades 9-12 reported that they sustained serious injuries (i. e., injuries requiring hospitalization). The problem of school violence exists not only in the United States; it is a growing problem in many countries, including Japan (Takahashi & Inou, 1995), Canada (Kelebay, 1994), and Germany (Greszik, 1995). It is also a growing problem in Taiwan, which is the primary focus of this study.

According to the Department of Statistics in Taiwan (1994), student absence from junior high and elementary schools is increasing. Some students who were absent from school created social problems outside the school (e.g., fighting, engaging in theft, forming gangs). Some returned to school to study but created situation of violence in school (e.g., verbal abuse, physical conflict, extortion, threat). In the 1993 school year, the number of junior high school

students who were absent from class for a long term was 6,196, which was 18.9% more than the number of junior high students absent for a long term in the 1992 school year.

According to one survey (Lin, 1986), 45.6 % junior high school students in Taipei city had been threatened. Further, according to the Department of Statistics (1994), the number of teenagers who were involved in crimes grew from 13,900 in 1982 to 32,000 in 1993. Half of these teenagers are students. According to one survey (Wu & Jiang, 1989), which compares different kinds of school violence, the highest rate of school violence is physical assault among classmates which accounts for 92.4% of school violence. Extortion and verbal threat to students is second and accounts for 58.8% of school violence. The verbal abuse of teachers accounts for 53.7% of school violence. Physical conflicts of students with teachers account for 28% of school violence. (Figures add up to more than 100% due to multiple-choice survey answers.) According to a report of the Committee of Taipei Adolescent Guidance (1992), 25% of students have been attacked in school. According to the Department of Education, Taiwan Province, 1,287 students in junior high schools were harmed and/ or killed because of school violence in 1995.

Obviously, violence—in whichever country it occurs—is very harmful. As one seventeen-year-old boy from Boston, Massachusetts, wrote in a letter, it is difficult to concentrate on learning when one feels unsafe. The boy said:

> I find trying to survive in this world very hard, but when there's violence on the streets, it makes survival even harder··· I think about all these different gangs that are out on the streets···Every day we hear that someone has been shot or stabbed··· I try to find a safe way

to walk home. But there's no safe way to go. No matter which way you go, you always have that fear inside…(Lockwood, 1993, p.3).

Junior high school students in Taiwan expressed similar feelings of fear and anger about school violence (Jiang & Chang, 1996). Most teachers care about students, and all teachers need to work with students to develop a safe and orderly classroom climate. Therefore, teacher education curricula should be concerned about the issue of school violence.

Along with the changing times, the roles of teachers are constantly changing. A teacher is concerned not only with teaching; he/she must also be concerned with and understand how critical issues regarding students, schools, and society are related. This study focuses on teacher preparation in Taiwan and examines the perceptions of student teachers about whether teacher preparation provide them with the necessary skills, knowledge, and attitudes for handling violence in the school.

Purpose of the study

The purpose of this study, in other words, is to study the curricula of the professional secondary school teracher education program in normal universities in Taiwan. The objectives of this study are to find out teacher preparation in school violence:

1. To understand how teacher educators design the teaching of the issue of school violence;
2. To understand how teacher educators implement their courses concerning the issue of school violence;
3. To understand what problems teacher educators have in teaching

their courses concerning the issue of school violence;

4. To understand what teacher educators suggest for improving the courses regarding the issue of school violence;
5. To understand what student teachers learn about the issue of school violence in their teacher education programs;
6. To understand how student teachers learn about the issue of school violence in their teacher education programs;
7. To understand how student teachers deal with the issue school violence in their internships;
8. To understand what student teachers suggest for improving the courses regarding the issue of school violence.

Definition of Terms

In order to clarify the scope of this study, three terms are defined: school violence, teacher educators, and student teachers.

School violence. In this study, school violence means student-to-teacher or student- to- student conflict including verbal abuse, physical conflicts, sexual assault, threats, and extortion. Drug abuse and student suicide are also included.

Teacher educators. Teacher educators in this study means the teachers who teach at least one course concerning school violence (including: Classroom Management, The Principles of Teaching, Sociology of Education, Secondary School Education, Introduction to Education, The Principles of Guidance and Practice, Psychology of Adolescent, Teaching Methods of Different Subjects, Information Education, Psychology of Education, Practicum, and The

Principles of Moral Education) in the Natioal Taiwan Normal University, the National Kaohsiung Normal University, or the National Changhua University of Education in Taiwan.

Student teachers. Student teachers in this study include 1996 graduates who received government funding to attend the National Taiwan Normal University, the National Kaohsiung Normal University, or the National Changhua University of Education in Taiwan. These students, who are pre-service teachers in undergraduate level, arrange their fifth-year internships in different teaching locations.

LITERATURE REVIEW

The literature review will concern two general topics: school violence and teacher preparation about this issue. Each of these topics will be discussed in turn.

School Violence

This section will first discuss the causes of violent behavior in schools and the types of school violence. It will then present research concerning the prevention of school violence at different levels: within the school, the family and the community as a whole. It will also address how collaboration among families, schools, and communities can be promoted. Prevention programs concerning crime and law education, conflict resolution, firearms instruction and gang prevention will then be described.

Risk Factors at the Source of Violent Behavior

Research suggests that the causes of violent behavior in schools include social risk factors (such as media messages, weapons, drugs, and gangs), school

risk factors (such as school policies and procedures, school and class size), and family risk factors (such as domestic violence, family instability).

Social risk factors. The prevalence and glamorization of violence in mass media, which focus on violence, sexuality, and ethnic conflict, are important as a source of violent behavior. Television often has a dominant role in the development of unhealthy activities, negative attitudes, and antisocial behaviors among school children (Hoffman, 1996; Eitzen, 1992). For example, many stories on television and in movies are based on killing as the ultimate problem-solving technique (The National School Safety Center, 1988), and television and films often link violence with sex, which may contribute to the problem of sexual assault and battery (Menacker, Weldon, & Hurwitz, 1990).

The news media, such as newspapers and magazines, also contribute to the problem. If they often focus on the most sensational or atypical violent incidents (such as sex and race crimes, gruesome murders, and random violence), they may contribute to youthful violent behavior (Menacker, Weldon, Hurwitz, 1990).

Moreover, in examining data on video games used by children, Cesarone (1994) finds that games involving fantasy violence and sports games, many with violent themes, were the most preferred by the students surveyed. This study points out that children' playing violent video games might contribute to their later aggressive behavior.

The prevalence of weapons is often related to violent behavior. An estimated 580,000 teenage students in the United States—about one in 20—carry weapons into schools every year (Harrington-Luker, 1992). According to a 1991 U.S. Justice Department report, weapons are often used in schools to

threaten, injure, or kill someone or oneself (Hoffman, 1996; see also Bushweller, 1993). A study of junior high school students' behavior problems in Taiwan (Chern,1992) indicates that of the 3574 students, 2.4% had carried weapons to schools for self-protection.

Another factor related to violent behavior on the part of students is drug abuse. Winters (1992) estimates that 85% to 95% of adolescents in the United States involved with the judicial system have drug abuse problems. Student use of drugs is often a contributing factor in violent behavior. Menacker, Weldon, Hurwitz (1990) indicate youth involved with drugs often carry lethal weapons to protect themselves and their drug-dealing turf. Drug involvement also often linked to gang activity.

Padilla (1992) indicates that older students may flaunt weapons, wealth, and their powerful status due to their gang membership and younger students want the same. These younger students agree to hold weapons for the gang and serve as lookouts for drug deals. They may ultimately join the gang merely for protection from other gangs who suspect their affiliation.

Hoffman (1996) investigates why children and youth join gangs or negative peer groups. He found that students join groups or gangs because they want to be accepted by their peers and need to belong, or they want to feel empowered and to be respected. Gangs also provide safety and opportunities for income to their members.

In Taiwan, a student reports that of the 3574 students, 12% had been gang members and 0.5% had been involved in drug abuse (Chen, 1992). Other research (Jou, 1994) indicates that 1.38% of 8320 teenage students (from 12 to 18 years old) had abused drugs and their friends and classmates are major

resources for drugs. Lee's (1995) research indicates 3.7% of 7856 secondary school students had been drug abuse in Taiwan area.

School risk factors. Schools have the responsibility to assure that every student is offered an equal opportunity to learn. They need to provide students who have difficulty from language barriers, family background, or personal characteristics with the extra attention and support necessary to succeed (Menacker, Weldon, Hurwitz, 1990). However, school policies and procedures might contribute to students' violent behavior. The report of the Task Force on School Discipline (Task Force on School Discipline, 1990) shows that policies governing promotion and academic credits can contribute to student frustration and perhaps violence. Student embarrassment, frustration, and anger at a policy which they think is unacceptable can lead to further insubordination, non-compliance, and violence.

According to the Taiwanese Department of Education in Taiwan, R.O.C. (1997), the system of entrance exams creates many learning and behavior problems, such as giving up learning, lack of self-esteem, emotional instability, aggressive behaviors, suicide, and drug abuse (see also Huang, 1990).

Another factor which may contribute to violence is school and class size. Overcrowding in schools make some students feel uncomfortable, and threatened. There is less control over false rumors about students and staff. All of these might increase violence in schools (Kean, 1981; Truth Combats School Violence, 1992; Mah, 1994).

Family risk factors. The family has always been the most important early influence on children and their development. As a child's first teachers, parents are in the best position to help a child develop responsibility and self

-esteem, and they can show the child nonviolent means of solving problems (Menacker, Weldon, Hurwitz, 1990). However, social factors such as unemployment or underemployment can lead to family risk factors, causing violent behavior in children. Tensions escalate, fostering abuse, assault, and abandonment of children. Single-parent families become more common, and children may lack role models, especially male role models (Hodgkins, 1993). Eitzen (1992) show that children from single-parent homes are twice as likely to drop out of school and more likely to be late, in trouble, and truant while enrolled in school.

When violence is used by adults in their home environment, children often bring this behavior into the classroom (Kirk, 1995). Research has shown that many violent youths were physically abused by their parents or witnessed violence between adults in their home (Gaustad, 1991; Lawton, 1991). The homes of these children are typically characterized by too little love, care, and supervision, and limits on children's behaviors are unclear (Olweus, 1987). The National Crime Prevention Council (1995) reports that violence in the home is linked to violence in the streets. Over 80 percent of men in prison for violent crimes grew up in homes where spouse or child abuse occurred. Therefore, strengthening the family is one of the most powerful ways to reduce youth violence.

The causes of violent behavior in America and in Taiwan are similar (Huang &Li, 1994; Chern et al, 1994; Chern, 1992; Tsay & Yang, 1993; Mah, 1994). This will become more evident as I present the findings of my study in Chapter 4. Knowing the causes of school violence allows educators to devise ways to prevent it. For example, the Taiwan government has been

attempting to improve the system of entrance exams to reduce the problems which have been attributed to dissatisfaction with this system. Some sources take a strong position on preventing the spread of violence: "A failure to enforce rules or call in law enforcement can also exacerbate school violence" (Menacker, Weldon, Hurwitz, 1990).

Types of School Violence

Before discussing the prevention of violent behavior, it is important to see what kinds of violence typically occur in the school setting. Curcio & First (1993) classify violence among students into three levels of seriousness:

1. Gravely serious violent acts of students include suicide; rape, murder, and drive-by shootings; firing a gun in a crowded school corridor; stabbing fatally or wounding; and hate crimes.
2. Serious violent acts of students include sexual assault, extortion, vandalism of each other's property, interracial incidents, and drug dealing and drug abuse.
3. Potentially serious and violent behavior include taunting and intimidation, boys slapping and mistreating girlfriend, bullying younger and weaker peers, gang membership and gang activity, wearing gang identification, boys teasing and harassing girls, use of alcohol in school, group hazing, and property/ theft disputes (Curcio & First, 1993, pp.8-9).

Another type of school violence is student-to-teacher violence. Teachers themselves have been frequent targets of aggressive acts. Baines (1996) finds that one in five teachers reported being verbally abused, 8% were verbally threatened, and 2% actually physically assaulted during the 1992 school year (see also Mansfiekd, Alexander, & Farris, 1991). The other type of violence

is teacher-to-student violence. Curcio & First (1993) think although teachers generally have the right to use corporal punishment as a means of maintaining school discipline, when that punishment is excessive or abusive, the teacher can be liable for lawsuit.

Astor, Behre, Fravil & Wallace (1997) classify students' aggressive behavior in four levels:

1. Low-level aggression: grabbed, shoved, punched, kicked, personal property stolen (no force used), physically threatened, cursing, racial or ethnic personal insults, fistfight participated in or observed.
2. Physical assault: cut with sharp object, hit with object, attack requiring medical care, personal property stolen by force, assault by group of students, assault by teacher or staff.
3. Intimidation acts: intimidation through staring, sexual harassment, gang intimidation, bothered by drug use, racial or ethnic conflict, car vandalized, broken into.
4. Potentially lethal event: threatened with gun (other weapon), sexual attack, shooting on or near campus, homicide observed on or near campus (Astor, Behre, Fravil & Wallace, 1997, p. 60).

Vestermark, Jr. & Blauvelt (1978), in studying classify school security problems, find two areas of crime in schools. Crime against persons includes assault, controlled substance narcotic or drug violations, homicide, robbery, sex offenses, trespassing, and caring a weapon. Crime against property is arson, bomb threats, burglary, larceny, vandalism (pp.38-39; see also Hoffman, 1996).

The categories of school violence in Taiwan, discussed in Chapter 1, include verbal abuse, physical conflict, threat, extortion, sexual assault, drug abuse, and suicide (Wu & Jiang, 1989; Committee of Taipei Adolescent

Guidance, Department of Education, 1995; Lin, 1986; Gau & Shieh, 1996).

How To Prevent School Violence

Prevention of the various types of violence requires a variety of approaches addressing the education of family, the school community, and society-at-large. Because the causes of school violence are very complex, with family instability, media violence, availability of weapons, drug abuse, and school failure as important contributing factors, approaches to maintaining safe and orderly environments for students require complex, comprehensive planning and commitment by the school as a whole. The ideal climate for learning cannot be established by a lone leader within a building. Involving parents and the community in school activities also contributes to keeping schools safe (Greer & Gresso, 1994; Schwartz, 1995; Aleem, et al., 1993; Ertle, 1993).

Family and community involvement. Research suggests that family and community involvement are important factors in preventing school violence. These include parental involvement (Henderson, 1987; Foley, 1990; National Crime Prevention Council, 1995), citizen participation in community-education programs (Palmer, 1975; Greer & Gresso, 1994; Goldstein, Apter, & Harootunian, 1984), and collaboration among local parks, recreation departments, and schools (Dear, 1995)

Henderson (1987) finds that students perform better in schools with strong parental involvement. Regardless of cultural and economic background, children whose parents become involved with the school make greater achievement gains. Parents can also make a significant impact in reducing school crime. For example, when parents at a high school in La Puente, California began patrolling the campus and cafeteria in 1981, the crime rate was cut in

half (Foley, 1990).

Citizen participation in community-education programs is also a good approach to prevent school violence. Community-education programs may be aimed at least in part at reducing the student alienation and isolation which is a probable major cause of school violence (Goldstein, Apter, & Harootunian, 1984). Palmer (1975) shows a positive correlation between citizen participation in community-education programs and decreased levels of school vandalism. In addition, studies of schools of excellence emphasize good schools with long traditions of working cooperatively within their community (Greer & Gresso, 1994, p.57). Community groups such as park and recreation departments should work collaboratively with schools to reduce school violence. All county offices of education should have literature and provide training for those wishing to adopt a school, participate in school activities or otherwise get involved with addressing school violence (Dear, 1995).

School level. Research suggest that schools should adopt the following approaches to reduce school violence: a written policy, a positive school climate, a shared system of beliefs and values; teachers' training; and student involvement.

A written policy for handling and reporting crime of all kinds is important (Quarles,1989) because it lets students and staff know where they stand before a problem develops (Walker, 1995). Schools need to define clear policies regarding rights, responsibilities, expectations, and consequences. After the policies are defined, the school should disseminate information and assure that the students clearly understand these policies (Curcio & First; 1993; California Community College, 1996; National Center for Education Statistics,

1981)

Creating a positive atmosphere is often essential to preventing violence (Greer & Gresso, 1994). The school climate can affect whether anger, aggression, and violent behaviors flourish or fade. Strong academic goals, good staff-student relationships, and clear, fair and consistent discipline standards can create an environment conducive to learning (Office of Educational Research and Improvement, 1993). Coercive methods, may stop violence in the short run, but too often they create negative emotions that start their own cycle of undesirable behaviors (Ascher, 1994). Instead, schools should develop self-respect and selfdiscipline in students and foster positive working relationships.

Deslonde (1978) compares the characteristics of a safe school and a violent school as shown in Table 1.

Table 1

Comparison of the Characteristics of A Safe School and A Violent School

Safe School	Violent School
1. high school spirit, pride and enthusiasm, sense of school history	1. lack of school pride, enthusiasm and school spirit
2. high visible and forceful principal leadership in academic, social and extra curricular areas	2. low profile principal leadership
3. many curricular choices, few academic separations by abilities	3. tracking, separation of students by abilities
4. unified faculty, high moral	4. fractionated faculty, low morale
5. school is small in size	5. few opportunities for parental volunteers
6. principal, teachers know most students by first name	6. graffiti, litter
7. community persons hired as hall monitors	7. stereotyping among students, teachers
8. parent volunteers frequent school	8. complicated and plentiful school rules
9. school plant physically clean, no litter, no graffiti	9. small core group identifiable by most cause of vandalism problems
10. mechanism for airing student grievance and complaints	10. no outlets for student grievances and complaints
11. few signs of interracial hostilities	11. underlying racial hostility
	12. counselors used as disciplinarians

Note: Data resource: Deslonde, 1978, p.9

Greer & Gresso (1994) present quick indicators of positive school climate:

1.smiles on the faces of students and staff;

2.clean and well-tended facilities;

3.a warm welcome;

4.teachers, principal, and staff interacting with students, not located behind desks as barriers;

5.visible evidences of learning;

6.students behaving courteously to one another;

7.clearly posted directions and informal encounters (p. 25).

Curcio & First (1993) emphasize that a shared system of beliefs and values an essential basis for schools developing a plan to reduce and prevent school violence. They recommend that school staffs should explore values regarding fundamental fairness, individual responsibility, the right to a respectful existence, parental involvement, and cooperation versus competition both with students and among themselves. It is also necessary for developing the vision of a school or school district that the educators share beliefs regarding how students learn and acquire discipline, knowledge, motivation, and self- worth.

The teacher's role in the reduction of school violence is crucial. Although parents, the administration of the school, and the community at large all play a part, the teacher is often the person at the forefront of any effort to cope successfully with the problem (Goldstein, Harootunian & Conoley, 1994). Ascher (1994) urges that school violence has given new urgency to improving the recruitment and training of teachers, particularly those entering urban schools.

Scholars advocate that both in-service and pre-professional training are necessary (e.g., Ascher, 1994, Curcio & First, 1993; Walker, 1995; Goldstein, Harootunian & Conoley, 1994; Quarles, 1989). In-service training teaches all

school staff how to address the immediate problem of violence in classrooms, the cafeteria, the halls, and other school areas. How should an adult behave when a student has a gun? What are the most effective methods of diffusing potential conflict among students, or breaking up fights?

Pre-professional training of teachers, counselors, and administrators has to be expanded to include more social analyses, so that prospective educators develop a deeper understanding of the issues that impinge on violence: poverty, the media, gun control, the changing economy and joblessness, and parenting. In addition, school staff needs to be better prepared to teach socialization skills and nonviolent conflict mediation. Finally, school staff must be trained to work cooperative with each other, as well as with professionals outside the school (Ascher, 1994, pp. 4-5; see also Curcio & First, 1993; Walker, 1995; Goldstein, Harootunian & Conoley, 1994; Quarles, 1989).

Additionally, students must be brought into the effort to prevent school violence. Arnhart & Duranceau (1979) state that whether or not a school program for preventing violence is a success is based on the administration's willingness to share power with students. The National Crime Prevention Council (1995) points out that young people can and should be involved in planning and decision-making. Students should have real responsibilities for concrete tasks. Sometimes they are the only ones to whom other youth will listen. They can be peer counselors and tutors. They can produce public service announcements and can help to implement programs.

Family-school-community collaboration. Research suggests that there are two ways among family, school, and community can cooperate to prevent school violence: one involves schools helping families; the other involves

parents and community members helping the school.

According to the literature, schools have a responsibility for their children's health and safety; for the supervision, discipline, and guidance of children at each age level; and for fostering positive home conditions that support school learning and behavior appropriate for each grade level. In addition, school faculty can support families in preventing violence through periodic home visits, home medical service, and the teaching of parents and parent-child interaction skills (Epstein, 1992; Arnow, 1995; Ascher, 1994).

Rossilini (1988), for example, presents an effort in Broward County Schools to preventdrug use in high-risk children by conducting parenting classes. The primary objectives of the program include the development of more effective communication skills and increased sensitivity toward the children's needs. This allows parents to develop an understanding of the supportive role which they can play, rather than viewing their role solely as disciplinarians. Schools can also provide special support to single parents who have multiple difficulties, as well as services for teen fathers and mothers, which can include discipline strategies, lessons on reading to their children, nutrition information, and medical assistance. Family therapy is also often made available (Greer & Gresso, 1994; Melaville & Blank, 1993).

As for parent-community help for schools: parent and community volunteers can assist teachers, administrators, and children in classrooms and other areas of the school, in addition to visiting the school to support and watch student performances, sports, and other events. A variety of ways are suggested to involve parents in the schools: "(1)increasing school volunteerism; (2) increasing male role models in schools by involving parents and community

members; (3) involving parents in program development; (4) developing safety patrols of parents, grandparents, and other citizens; (5) enlisting community members for bathroom and hall patrols (Greer & Gresso, 1994, p. 65).

Parents are very valuable human resources to help schools in arranging various activities, and especially in preventing violent behavior. The energy and time used to good family education can save schools from much of the need to deal with violence in the classroom.

Programs to Prevent School Violence

Lockwood gives educators many questions to consider regarding the issues of preventing school violence.

Can children be educated to shun violence? Can they be taught rational, nonviolent ways to deal with anger and conflict? What can schools do to contribute to and participate in this particular type of learning? Does a violence prevention curriculum belong in schools? (Lockwood, 1993, p.4)

Today's schools are adopting various programs to reduce or eliminate violence. Some programs concentrate on changing behaviors or attitudes, or reduction of prejudice, and bias. Others teach conflict resolution and mediation skills as violence reduction techniques. This section will describe and discuss the following four kinds: crime prevention and law-related programs, conflict resolution programs, and firearm instruction and gang prevention.

Crime prevention and law related education. Law related education is designed to help young people develop the knowledge, skills, and attitudes of law-abiding citizens. Young people with these qualities, who are given productive, responsible roles, are less likely to be involved in undesirable behavior, including violence (Pereia, 1995). Law related education conveys a message

that is based on the rule of law, which provides a variety of ways to resolving conflict without violence. Many scholars believe law-related education is a good approach to reduction of violence (Pereira, 1995; James, 1995; Rapp, J. A., et al., 1992; Shepherd, 1994). The New York State Education Department (19 94) indicates that law-related education should focus on explaining the basis for the American democratic system, regarding its legal, legislative, and educational instructions, and creating support for the principles and processes upon which they are based.

Schwartz (1995) thinks that because teenagers are victims of crime more often than any other age group, crime prevention and law-related education should present information on what crime is, on issues of concern to crime victims, and on the juvenile justice system. This kind of program should help participants to keep track of local crime, ask community members what they think are the most serious safety problems, and identify other programs to prevent crime and help victims. Another activity can be to evaluate local substance abuse programs for young people. The goals of these programs are to reduce young people's chances of becoming crime victims, to encourage them to create school and community projects to reduce crime, and in general, to feel more responsible about making their community safer.

In addition, law-related programs could focus on training high-risk youth and juvenile offenders in specific problem-solving and on challenging and modifying their beliefs that aggression is a legitimate response to conflict (Carnegie Council on Adolescent Development, 1993). Analyzing Supreme Court cases, playing the roles of police officers on the job, participating in mock trials, mediations, and legislative hearings also could provide rich

opportunities for students to develop problem-solving and reasoning skills (Pereira, 1995).

If teenagers have enough knowledge regarding the law, this might reduce their desire to break the law. However, if schools want to implement this kind program, they might meet a major obstacle: who teaches students about the law? Most teachers do not have enough knowledge to deal with law-related education. Therefore, James (1995) urges schools to develop cooperative relations with juvenile a justice network as a good source regarding knowledge of law. Students could visit juvenile justice institutes, or professional lawyers can visit schools and to lecture on the law as related to students. In addition, collaboration between schools and the centers of law-related education in the universities could help schools administer law-related education.

Conflict resolution programs. People have been studying how to resolve conflicts constructively for a long time. Today, we draw upon diverse resources to develop school programs with different emphases and approaches. Some of the many articles which discuss how to apply conflict resolution to preventing violence where there are problems are: Carnegie Corp. of New York, 1993; Wilson-Brewer, et al., 1991; Schwartz & Elick, 1994; Foster & Biernat, 1982; Malm, 1992; Bickmore, et al., 1984; Prohm, et al., 1995; Johnson & Johnson, 1995; Wilson, 1995; Hinitz, 1995; Lantieri, 1995; Sauerwein, 1995; Prothrow-Stith, 1994; Katz & Lawyer, 1993; Schwartz, 1995; Cook, 1995).

Schwartz (1995) indicates conflict resolution programs help youth to develop sympathy for others and to control their emotions. Usually, participants engage in role-playing so they can feel what "the other side" feels. These programs also teach skills in communication and problem-solving. The goal

of conflict resolution programs is to enable students to deal with interpersonal conflict in a positive non-violent way (Cueto, et al., 1993). There are four stages in a conflict resolution model: (1) awareness, (2) self-preparation, (3) conflict management, and (4) negotiation (Katz & Lawyer, 1993).

Cook (1995) believes that an effective conflict resolution program gives students a feeling of true ownership, utilizes a proactive approach based on a shared vision, and focuses on the problem. In conflict resolution programs, students not only learn how and when to thank or compliment other people but also find appropriate ways to disagree and criticize. They learn ways to express disappointment and to accept negative feedback (Greer & Gresso, 19 94).

Several conflict resolution programs have been adopted by schools. The Boston Conflict Resolution Program aims to prevent violence by helping elementary students, teachers, and administrators better understand and become more effective at dealing with conflict (Wilson-Brewer, 1991). The Resolving Conflict Creative Program implements a curriculum with lessons on intergroup relations, cooperative learning, and dispute resolution procedures. It also provides peer mediation training; and offers workshops for parents (John & Johnson, 1995). The Build Conflict-Solving Skills Program teaches upper elementary and middle school students skills for nonviolent problem solving; the Second Step prevents youth violence by teaching critical social skills, building self-esteem, and reducing impulsive and aggressive behavior in children (Wilson-Brewer, 1991).

I believe that to teaching students how to resolve conflicts is very useful for reducing violence in a school setting. However, the various conflict res-

olution programs have their individual focuses and functions. In choosing a program, administrators should consider the situations of the school, such as funding possibilities in the school district, teachers' abilities, training and workload, and classroom time available to teach violence prevention skills to students.

Conflict resolution can be approached in one of three ways. Where the teacher is facilitator, the role of students is passive. This approach makes it is possible for teachers to train the entire class in conflict resolution. Conflict resolution could also be taught as a subject areas, like math or science (Duhon -Sells, 1995; Schwartz, 1995). Johnson & Johnson (1995) indicate that training every student in the same negotiation and mediation procedures requires considerable time and commitment.

Another approach is the counselor-centered. This approach places conflict resolution in the hands of professionals who are trained to help others explore their feelings about interpersonal relationships. Students are taken from their classes for a designated period of time to work with the counselor.

The students who participate with the counselor have been identified as exhibiting dysfunctional attitudes, disruptive behaviors, and unwanted outcomes (Duhon-Sells, 1995; Reganick, 1993).

In a third approach, students are facilitators. This approach recognizes that students can be involved actively and responsibly in solving problems in the school (Duhon-Sells, 1995; Johnson & Johnson, 1995). According to Bowman & Myrick (1987), there are four helping roles that students facilitators can play. As "special assistants," students assist teachers and counselors in aiding other students to adjust and adapt to the school environ-

ment. "Tutors" assist students with their studying and their interpersonal skills. "Special friends" are students who are paired with other students to provide encouragement and support regarding personal and social matters that interfere with learning and school. Finally, "small-group leaders" are trained in group-process skills to assist students in understanding the conditions of relationships and interaction. Johnson & Johnson (1995) point out that a program of specially trained students who can defuse and constructively resolve interpersonal conflicts that occur among members of the student body is relatively easy and inexpensive for a school to adopt.

Modern conflict resolution programs stress peer mediation, a technique found in many cultures (Johnson & Johnson, 1995). Schwartz (1995) indicates peer mediation programs teach students ways to settle all the kinds of conflicts between individuals that occur in the school or in the community. It is a way for students to use of critical thinking skills to negotiate disputes and to find a resolution that meet the needs of both parties to a dispute (Duke-Sells, 1995). There are several qualifications necessary for a good mediator:

1. The peer mediator must have an intellectual sense of justice. The peer mediator must be open to all viewpoints and must assess them with the same intellectual standards, without consideration for his or her own feelings and vested interests or those of friends.
2. The peer mediator must have intellectual empathy. Intellectual empathy is necessary for the mediator to accurately reconstruct the viewpoint of each disputant and to reason from premises, assumptions, and ideas other than the mediator's own.
3. The peer mediator must display intellectual civility. Intellectual civility is the knowledge that communication requires honoring

other's views and their capacity to reason.

4. The peer mediator must have intellectual humility. The mediator must be aware of his or her intellectual limits (Duke-Sells, 1995, p.110; see also Cutroa & Guerin, 1994; Hanna & Maddalena, 1994).

In a typical mediation program, some students are trained to intervene when conflicts arise between fellow students or between students and teachers. Student mediators are facilitators who help disputants settle their own problems in a mutually gainful manner (Araki & Takeshita, 1993). Recruitment criteria for student mediators vary from school to school. Basic considerations include: regular attendance, willingness to help others, good listening skills, patience, ability to stay neutral, ability to maintain the confidentiality of mediation session, ability to refrain from giving advice (Cutrona & Guerin, 1994, p. 101). One mediation program Mediation for Kids, suggests that all students be trained as mediators (Cutrona & Guerin, 1994).

Leal (1994) advocates establishing school-based mediation programs in which students are taught that there are alternatives to violence and which offer students skill building in collaborative and cooperative living. Educators have a responsibility to teach students the appropriate social skills, such as mediation and other conflict resolution, to prepare students to live in a very diverse society, and to enable them to become effective problem solvers in their careers. However, it is important to explain that there are circumstances in which mediation is not an appropriate response to a situation. The model of mediation must be clearly discussed as an alternative within the school's existing disciplinary system, not a replacement for it.

Teachers need to understand how a mediation program will assist them

in classroom management (Leal, 1994). Wolfe (1995) presents six typical steps used in the mediating process:

1. Introduction. The mediator makes the parties feel at ease and explains the ground rules. The mediator's role is not to make a decision but to help the parties reach an agreement. The mediator explains that he or she will not take sides and that confidentiality among all parties is expected.
2. Telling the story. Each party tells what happened. The person who brings the complaint usually starts—no interruptions allowed.
3. Identifying facts/issues. The mediator tries to identify each party's facts and needs by actively listening, summarizing each party's side, and making sure that each party understands and agrees. Often the mediator asks disputants to summarize each other's perspective.
4. Identifying alternative solutions. The disputants offer possible solutions. The mediator makes a list and asks each person to explain his or her feeling about each possibility.
5. Discussing solutions. Based on the feelings of the disputants, the mediator helps revise possible solutions and tries to identify common ground.
6. Reaching agreement. The mediator helps parties reach an agreement. The agreement is written. The parties discuss what will happen if either fails to follow the agreement (pp.52-53; see also Rogers, 1994; Edelman, 1994).

One of education's functions is to broaden students' perspectives and to help them accept different opinions. The process of the peer mediation program recognizes that the development of respect for diversity involves cognitive as well as affective processes. I believe that peer mediation programs are very valuable for training students to deal with resolving conflict. However, Araki & Takesita (1991) indicate mediation programs do not deal

with situations where firearms, drugs, and physical/sexual abuse are involved. Mediation programs only deal with interpersonal problems such as gossip, dirty looks, classroom behavior, harassment, jealously, fights, and invasion of privacy Thus, making this approach a limited one when conflicts arise that involve more than two individuals (Cueto, et al., 1993).

Firearms instruction and gang prevention. Schwartz (1995) indicates that gun prevention programs should teach youth about the dangers of guns or about how to use guns safely. In general, school courses on guns include information about types of firearms, gun safety, counseling, and crisis intervention. Duker (1992) suggests approaches to reducing access include: 1) urging parents to turn in their guns to police; 2) repealing anti-gun control legislation; 3) making illegal gun trafficking a priority for local law enforcement; 4) increasing fees for gun licenses; and 5) establishing confidential hotlines to report students carrying guns at school. Methods offered for reducing young peoples' desire to carry and use firearms include: 1) teaching parents and children to channel anger without resorting to violence; 2) teaching at-risk youth effective conflict resolution methods; 3) increasing availability of mental health services; 4) providing safe places for youth to congregate; and 5) reducing the glorification of violence in media.

Gang prevention and intervention programs seek to provide positive alternatives to youth at risk of gang activity, and to reduce gang recruitment and violence perpetrated by youthful offenders (Carnegie Council on Adolescent Development, 1993). National School Safety Center (1988) presents many program components for gang prevention in schools including proving the knowledge of the dynamics of the gang involvement to offer staff,

providing the classroom information of the gang to the person working with gang members, discussing solution strategies with student gang leaders, establishing monitoring security, installing a decorative fence, creating a learning climate in classroom, offering parenting classes, offering recreation programs to students, developing an information management system, investigating community gang intervention programs, etc. (see also Hughes, 1994; Schwartz, 1995; Hoffman, 1996; Baker & Rubel, 1980).

Schwartz (1995) stresses recreation programs alone are not enough to prevent youth violence, but they can help control the tensions in a community, and they are a valuable addition to education programs. Sports are good outlets for stress and anger, and organized sports programs teach youth how to get along and work with each other, and help keep youth off the street and away from possible violence. In particular, sports centers that are open late into the night can help the most vulnerable youth, who do not have a home life to keep them away from temptations.

Because violence is too complicated, some scholars advocate adopting multi- intervention programs. They believe that while many violence prevention strategies are effective alone, their value is greater when they are combined (Schwartz, 1994; Cueto, 1993). However, I believe violence prevention programs should reflect the values and objectives of the school community. In addition, ideally, such programs will involve the community and family. As the Washington Education Association (1994) mentions, goals for these programs should emphasize self control, emotional awareness, conflict resolution, improved peer relations, and ability to understand the consequences or results of actions.

In Taiwan, there is no specific program for prevention of school violence. The above prevention programs will provide valuable information to Taiwanese educators for preventing violence in schools.

Teacher Preparation in School Violence

Dealing with violent behavior is normally treated in the literature as a component of classroom management. After reviewing behavior management in teacher preparation, this section will focus on how teaching students are prepared to deal with violent behavior in the schools. As mentioned, the causes of school violence are very complicated. The causes of violence behavior include media violence, prevalence of weapons, drug, and gang, uneven enforcement of policies, school and class size, family instability.

In order to reduce and prevent school violence, the role of the teacher is obviously important. Teacher preparation should train future teachers to understand social processes, so that they can develop a deeper understanding of the issues that impinge on violence (Ascher, 1994). These issues include poverty, the media, gun control, the changing economy and joblessness, and parenting. Next, teacher education curriculum should teach future teachers socialization skills (such as communication skills and sympathy for others) and nonviolent conflict mediation (such as the skills, knowledge, and attitudes regarding various intervention programs). Third, pre-service teacher education curriculum should train future teachers on how to work cooperatively with each other, and with professionals outside the school. Finally, teachers should also be trained on how to behave when a student has a gun, what the most effective methods of diffusing potential conflict among students are, or breaking

up fights (Ascher, 1994; Curcio & First, 1993; Walker, 1995; Goldstein, Harootunian & Conoley, 1994; Quarles, 1989).

Medley (1984) points out few teachers fail because they are ignorant but because they cannot apply what they know. Therefore, training students how to apply what they know, and when and why methods should be used in dealing with the issue of school violence is crucial issue in teacher preparation.

MOTHDOLOGY

This study focuses on understanding how teacher education programs provide pre- service secondary school teachers in Taiwan with the knowledge, skills, and attitudes to deal with the issue of school violence. It utilized methods of interviewing and survey research to understand the respondents' perceptions of the questions in this study. This section describes (1) the selection of respondents, (2) data collection procedures, (3) data analysis procedures, and (4) the response rates of the questionnaire.

Selection of Respondents

Respondents included both teacher educators and student teachers. The procedures for identifying the teacher educators and students who participated in this study are described below.

Student Teachers

The target population for this study consisted of 1996 graduates who had received government funding in the normal universities for secondary school teacher education. These universities included the National Taiwan Normal University (NTNU), the National Changhua University of Education (NCUE),

and the National Kaohsiung Normal University (NKNU). The total population of graduates was 1,928. These had been assigned by the government to different locations for their internships based on their GPA and willingness to teach in that region.

According to the policy of the Ministry of Education in Taiwan, all of the student teachers who had graduated from the three normal universities have to attend a three-day seminar in the middle of February at different in-service teacher education institutions. These in-service teacher education institutions are located in the north, middle, and south of Taiwan. Student teaching locations determine which institution individual student teachers attend.

A questionnaire regarding school violence was administrated to a convenience sample, which is a group of individuals who are available for study (Fraenkel & Wallen, 1993). In this study, the researcher selected the student teachers who attended the three-day seminar at the Institute for Secondary School Teachers (ISST) in Taiwan as respondents to the questionnaire.

The decision to use this sample was made for the following reasons. First, because the researcher has been an associate researcher in the Institute for Secondary School Teachers, it was easy to obtain a Taiwanese assistant at this institute to help arrange the survey. Attending the seminar at the Institute for Secondary School Teachers were 565 student teachers (29.30% of the 1996 graduates) who taught in 12 cities located in the middle and south of Taiwan. (The total number of Taiwanese cities was 23.)

These 565 student teachers included both male and female, had graduated from different normal universities, and had taught in different locations. The

number of the graduates and the samples at each normal university are shown as Table 2.

Table 2

1996 Fifth-Year Student Teachers in Each Normal University: Sample and Total Number

University	Number of Sample	Number of Graduates	Samples/Graduates
NTNU	342	1,212	28.22%
NCUE	103	360	29.61%
NKNU	120	356	33.71%
Total	565	1,928	29.30%

After student teachers completed their questionnaires, the researcher selected those questionnaire with complete responses. These completed questionnaires were divided into three groups based on the university the respondents attended. Then, the researcher selected six student teachers from each normal university (a total of eighteen student teachers) for indepth interviews, based on their questionnaire responses regarding (1) approaches to school violence and (2) suggestions for improving teacher preparation with respect to this issue.

In order to interview student teachers who reflected a broad range of perspectives, the questionnaire responses from each university were divided into two groups: those with typical and those with non-typical perspectives. One questionnaire with typical responses and two with non-typical responses for the issue of school violence were chosen from each university group. Because there were five open-ended questions in the questionnaire, it was sometimes difficult to decide whether a respondent was typical or non-typical for

all questions. Therefore, the researcher chose to interview respondents whose responses to some questions were interesting. Finally, the researcher selected for interviews from each university three student teachers on the issue of school violence. Three student teachers from each of the three university were selected, nine student teachers in all. The final decision was based on the need to ensure that these interviewees were not all of the same gender and did not come from the same teaching location.

Teacher Educators

The participants in this study included teacher educators who taught at least one course concerning school violence (including Introduction to Education, the Principles of Teaching, Psychology of Education, Teaching Methods of Different Subjects, Practicum, Classroom Management, Sociology of Education, Secondary School Education, the Principles of Moral Education, the Principles of Guidance and Practice, Information Education, and Psychology of Adolescent) in the National Taiwan Normal University (NTNU), the National Changhua University of Education (NCUE), and the National Kaohsuing Normal University (NKNU).

The teacher educators were selected on the basis of student teacher responses to one questions on the questionnaire. Student teachers were asked to circle three courses in the curricula of the professional teacher education programs in which they had learned the most about the topic of school violence. If the university had not offered any course on the topic of school violence, student teachers circled "none of above." One to two teacher educators were selected for this issue at each university. A total of five teacher educators were therefore interviewed in this study.

DATA COLLECTION

This study applied a questionnaire and semi-structured interviews to collect data. The details of the methods used are described below.

Developing Questions

Questionnaire. The researcher developed a questionnaire in this study which covered closed-ended questions and open-ended questions. Questions covered eight aspects of student teacher preparation regarding the issue of school violence. (1) Which courses dealt with this issue in Taiwanese normal universities. (2) What did student teachers learn about this issue. (3) How much time was spent in preparing student teachers to deal with this issue. (4) How effective was their education in preparing student teachers to deal with this issue. (5) What strategies did student teachers adopt in dealing with this issue, why did the student teachers adopt these strategies, how effective were these strategies, and how much their teacher preparation influenced them to adopt these strategies. (6) To what extent did student teachers think dealing with this issue was a problem. (7) To what extent was this issue a problem in student teachers' internship classes. (8) Student teachers' suggestions for improving their preparation for this issue.

Interview questions. The interview guide approach was applied in this study. According to Patton (1990), the interview guide approach has two characteristics: (1) topic and issues to be covered are specified in outline form in advance; and (2) the interviewer decides the sequence and wording of questions in the course of the interview. The outline of the interview guide

approach increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent (Patton, 1990). However, the weakness of the interview guide approach is that "interviewer flexibility in sequencing and wording questions can result in substantially different responses from different perspectives, thus reducing the comparability of responses" (Patton, 1990, p. 289). The researcher adopted the interview guide approach to ensure comprehensiveness of the data and to make data collection somewhat systematic for each respondent. Comparability was not the major objective of the interviews. This goal was covered by the questionnaire component of the study. Respondents were chosen for interviews based on their perspectives regarding school violence.

The interview guide posed to teacher educators contained questions on the following aspects: design, implementation, problems with, and suggestions for improvement regarding the courses which taught school violence in the normal university.

The interview guide posed to student teachers dealt with their perceptions about the courses they had taken in the teacher education program with respect to school violence. The questions included what and how student teachers had learned about the issue of school violence in their teacher education programs, how student teachers dealt with school violence in their teaching during internships, and student teacher suggestions for improving the teaching of the issue school violence.

The researcher ensured validity and reliability in this research by using two different methods of data collection and analysis: a questionnaire survey and semi-structured interviews. In the interviews, the researcher described the

context of the questions and emphasized "depth-probing." "Depth-probing means the interviewer pursues all points of interest with various expressions that mean "tell me more" and "explain" " (Glesne & Peshkin, 1992, p. 92). In addition, the researcher clarified the definition of school violence and made sure interviewees understood the definition before arranging the interview. All interviews were recorded both on tape and with interview notes.

DATA ANALYSIS

Organizing the Data

The researcher arranged the data obtained from the interviews and questionnaire. Based on the tapes that were used during the interviews, the researcher added or corrected the handwritten notes in order to make the contents of conversations more complete.

Coding Data

After the data were organized and translated, the researcher approached these data with an "open-coding" system that identified major themes or broad categories. Next, the researcher focused on specifying the category. After that, coding books were set up for teacher educators and student teachers and were based on interview questions. The coding books for teacher educators included the following categories: design, implementation, problems, and improvement in teaching the issue of school violence. The coding books for student teachers included three aspects: (1) opinions about teacher preparation in the issue of school violence, (2) dealing with the issue of school violence, and (3) suggestions for improving the issue of school violence. In addition to interview data coding, the researcher also arranged a questionnaire data coding.

After making coding books, the data were coded. The step-by-step approach began with a wide range of possibilities and ended with a clearly defined extraction of categories.

Analyzing and Interpreting Data

There are two basic ways to conduct data analysis in a survey: descriptive analysis and inferential analysis (Crane & Angrosino, 1992). In this study I used descriptive analysis only. According to Patton (1990), with an interview guide approach, answers from different people can be grouped by the topics from the guide (p.367). To constitute a descriptive analytical framework for analysis, interview data were analyzed with topics paralleling the categories of the interview coding book. Since open-ended questions in the questionnaire were very similar to some questions in the interview guide, data analysis of the questionnaire was based on the categories used for interview analysis.

In addition, the researcher applied the Statistical Package for the Social Sciences (SPSS) for Windows computer software and used frequency distribution to analyze the data of closed-ended questions.

RESPONSE RATE

The response rates were calculated as the percentage of samples who completed the questionnaire in each normal university (see Table 3). The total response rate was about 84.96% (480 respondents out of the 565 sample size). 28 student teachers did not complete the close-ended questions in the questionnaire. Therefore, the data sample was 452 (80.00%).

Table 3

Individual Response Rate of Each Normal University

University	Respondents Selected	Returned Questionnaire	Response Rate
NTKU	342	318	92.98%
NCUE	103	80	77.67%
NKNU	120	82	68.33%
Tota	565	480	84.96%

FINDINGS

How Teacher Educators Taught the Issue of School Violence

Teacher educators were interviewed about how they designed and implemented their courses in teaching the issue of school violence. They gave responses about course design and teaching methods.

Course Design

All of the teacher educators (five interviewees) who were interviewed about this issue treated school violence as a part of classroom management and regarded student violent behavior as a part of student behavior problems. They indicated they did not spend much time in teaching this issue but focused on managing a good learning environment, because they emphasized that an effective classroom management could prevent violent events in the class.

All of the teacher educators interviewed seemed to cover roughly similar topics in designing their courses. The types of school violence covered by the teacher educators included verbal abuse, physical conflicts, drug abuse, sexual assault, threat, and extortion. The causes of school violence they identified in their course were students' personality, family environment, individual life experience, personal relationships, and attitude toward school. Methods

suggested for dealing with school violence were parent education, good teacher -student relationship, and behavior modification. One teacher educator (Professor X) taught methods for resolving conflicts between a teacher and a student. He was against corporal punishment in schools because he saw it as a kind of school violence. He said:

> I emphasize how to resolve the conflicts between a teacher and a student or among students. I always advise my students to abolish using corporal punishment. Corporal punishment, which I regard as a kind of school violence, should be prohibited.

Teaching Methods Utilized in Course

When asked how they implemented their courses, all teacher educators mentioned lecture, reading assignments, writing and presentation of papers, and class discussion. Student interviews of experienced teachers in local schools were used by most of the teacher educators (four of the five interviewees). Two teacher educators mentioned using videos for instruction. One teacher educator said he used news collection assignments, in which students collected the news reports related to school violence and discussed them in class) in teaching this issue.

What teacher educators suggested for improving teacher preparation in the issue of school violence. Because all of the five teacher educator interviewees treated school violence as a part of classroom management, most of them did not offer any suggestion for improving courses in the issue of school violence but many in the issue of classroom management. However, one teacher educator, Professor Z, suggested teacher preparation should teach the important concept of providing each student with success experiences and

the idea that corporal punishment should not be used.

What Student Teachers Learned about the Issue of School Violence

In addition to teacher educators, student teachers were also queried for this study. Student teacher participants included 452 questionnaire respondents and nine student teachers drawn from this pool who were subsequently interviewed about what they had learned about the issue of school violence. The questionnaire asked student teachers in closed-ended questions what they learned about the issue of school violence, how much time was devoted in teaching this issue, and the effectiveness of their teacher preparation on this issue. Their responses are summarized in the following paragraphs.

What Student Teachers Learned

Responses were given to the multiple-choice question: "What did you learn about the issue of school violence in your teacher education program? (check all that apply)". The highest percentage of respondents in all three normal universities indicated that they learned the most about the topic of "how to deal with verbal abuse" in their teacher preparation programs. The topic of "how to deal with physical conflicts" was second. The kinds of violence least studied varied across institutions. The topic of "how to deal with drug abuse " was least studied by NTNU student teachers. The topic of "how to deal with extortion" received least study for NCUE student teachers. Both the topics " how to deal with student suicide" and "how to deal with drug abuse" received least study for NKNU student teachers. The frequency distribution for each topic is summarized in Table 4.

Table 4

Frequency Distribution of Questionnaire Respondents' Replies as to What Topics in School Violence They Learned about

Topic	Number and Percent of Questionnaire Respondents in University* NTNU (%)	NCUE (%)	NKNU(%)	Total Percent
Dealing with verbal abuse	192(62.75 %)	43(59.72%)	52(70.27 %)	287(63.50%)
Dealing with physical conflicts	148(48.37%)	36(50.00%)	38(51.35%)	222(49.12%)
Dealing with student suicide	49(16.01%)	15(20.83%)	12(16.22%)	76(16.81%)
Dealing with sexual assault	67(21.90%)	11(15.28%)	15(20.27%)	93(20.58%)
Dealing with drug abuse	39(12.75%)	11(15.28%)	12(16.22%)	65(14.38%)
Dealing with threats	60(19.61%)	13(18.06%)	20(27.30%)	93(20.58%)
Dealing with extortion	49(16.01%)	7(9.72%)	21(28.38%)	77(17.04%)
Others	0(0.00%)	0(0.00%)	0(0.00%)	0(0.00%)
None of the above	51(16.67%)	6(8.33%)	12(14.86%)	69(15.27%)

*306 NTNU student teachers, 72 NCUE student teachers, and 74 NKNU student teachers gave theirresponses on the questionnaire.

Nine of the student teacher questionnaire respondents were also interviewed in more detail about the ways their teacher preparation addressed the issue of school violence. Although the interview question, "What did you learn about the issue of school violence in your teacher preparation?" was the same as that in the questionnaire, response categories were not predefined. Student Teacher Y indicated she had learned theories of dealing with student violent behavior, such as verbal abuse, physical conflicts, threat, extortion, and drug abuse in a class on classroom management. Three interviewees, Student

Teachers B, A, and H, indicated that majoring in "Guidance" was very helpful to them in dealing with school violence. These three interviewees said that they had learned a great deal about related matters, such as what factors caused student violence. They acquired communication skills to deal with violence, and even had real experience in dealing with various cases of school violence.

By contrast, four of the interviewees, Student Teachers K, C, J, and O, all of whom majored in areas other than guidance, gave comments describing limited exposure. They thought they learned either little or nothing about this issue in their teacher education programs. Student Teacher K, for instance, said: " I think I learned nothing about the issue of school violence in my teacher preparation." Student Teacher C said something similar:

> I don't think that the course "School Violence" was offered in my program. Maybe the course "Practicum" mentioned it a little bit. I cannot remember exactly. I remember we visited the school but we did not observe the process in which an experienced teacher dealt with student violent behavior. In general, most of the junior high schools allow us to observe their teaching. They always intentionally arrange ideal conditions to show us. I think it is only useful to me in designing my subject teaching. As for dealing with school violence, I don't think we have enough training.

Student Teacher J said: "I think maybe the course "Introduction to Education" mentioned about how to deal with school violence, but I forgot."

Student Teacher O thought the courses of his teacher education program were too theoretical to help in dealing with school violence. He told me: "I think the courses of teacher preparation are too theoretical for me. Most of them were not helpful to me in dealing with this issue."

Teacher preparation time devoted to the issue of school violence. Another close- ended question was used to ask questionnaire respondents, " How much time was spent in preparing you to deal with school violence in your teacher preparation? ☐ none, ☐ very little, ☐ not sure, ☐ somewhat, ☐ a great deal." The highest percentage of the respondents (69.56% NTNU, 58.34% NCUE, and 70.42% NKNU respondents) from all three normal universities chose "very little" or "none" as the amount of time that teacher preparation spent in dealing with the issue of school violence. The frequency distribution for each reply is summarized in Table 5. Student teacher interviewees were not questioned about the amount of time spent but, half of them (four interviewees), when asked the question "What did you learn about the issue of school violence in your teacher preparation?", indicated they did not have enough training in this issue.

Table 5

Frequency Distribution of Questionnaire Respondents' Replies as to Time Devoted to the Issue of School Violence in Teacher Preparation

Amount of Time Spent	Number and Percent of Questionnaire Respondents in University			Total
	NTNU (%)	NCUE (%)	NKNU(%)	Percent
None	32 (10.70%)	4 (5.56%)	6 (8.45%)	42 (9.50%)
Very little	176 (58.86%)	38 (52.78%)	44 (61.97%)	258 (58.37%)
Not sure	38 (12.71%)	15 (20.83%)	10 (14.08%)	63 (14.25%)
Somewhat	49 (16.39%)	14 (19.44%)	11 (15.49%)	74 (16.74%)
A great deal	4 (1.34%)	1 (1.39%)	0 (0.00%)	5 (1.13%)
Total :	299 (100.00%)	72 (100.00%)	71 (100.00%)	442 (100.00%)

The effectiveness of teacher preparation in the issue of school violence. A closed- ended question was used to ask questionnaire respondents: "How effective was teacher preparation in preparing you to deal with school violence? ☐ very ineffective, ☐ ineffective, ☐ effective, ☐ very effective." The highest percentage of the respondents (70.57% NTNU, 62.50% NCUE, and 6 9.02% of the NKNU respondents) from all three normal universities chose " ineffective" or "very ineffective" to describe teacher education in preparing them to deal with the issue of school violence. The frequency distribution for each item is summarized in Table 6.

Although the question of the effectiveness of teacher preparation in school violence was not asked of the eight interviewees, half of them, Student Teachers B, A, H, (who majored in "Guidance") and Y, as noted above, in response to the question "What did you learn about the issue of school violence in your teacher preparation?", indicated their teacher preparation was effective in dealing with this issue. By contrast, Student Teachers J, K, C, and O indicated they learned little about this issue. Not surprisingly, Of these four interviewees did not think their teacher preparation effectively taught them to deal with this issue.

Table 6

Frequency Distribution of Questionnaire Respondents' Replies on Effectiveness of Teacher Preparation for Dealing with School Violence

Effectiveness of Preparation	Number and Percent of Questionnaire Respondents in University NTNU (%)	NCUE (%)	NKNU(%)	Total Percent
Very ineffective	27 (9.03%)	2 (2.78%)	2 (2.82%)	31(7.01%)
Ineffective	184 (61.54%)	43 (59.72%)	47 (66.20%)	247 (61.99%)
Effective	83 (27.76%)	26 (36.11%)	21 (29.58%)	130 (29.42%)
Very effective	5 (1.67%)	1 (1.39%)	1 (1.40%)	7 (1.58%)
Total	299 (100.00%)	72 (100.00%)	71 (100.00%)	442 (100.00%)

How Student Teachers Learned About the Issue of School Violence

One question was asked of student teachers interviewed but was not part of the questionnaire: "How did you learn about the issue of school violence in your teacher preparation?" four interviewees who indicated they had learned little about the issue of school violence did not offer any response to this question. The other interviewees (five student teachers) who answered this question indicated lectures, reading assignments, discussions, and writing and presentation of papers were used by their professors in teaching this issue. Three interviewees also indicated that video watching, case analysis, and role playing were used by their professors in teaching the issue of school violence. Two interviewees indicated that classroom observation was used by their professors to teach the issue of school violence. When student teachers were asked "How did you learn about the issue of school violence in your teacher preparation?", only one interviewee mentioned that her professors asked her

to interview experienced teachers in local schools about this issue.

What Student Teachers Suggested for Improving Teacher Preparation in the Issue of School Violence

An open-ended question was asked of student teachers in both questionnaire and interviews: "What are your suggestions for improving teacher preparation in teaching the issue of school violence?" Nine interviewees and 76.02% of questionnaire respondents suggested offering the specific course " School Violence," related courses, and seminars. The specific course "School Violence" is not offered by any of the normal universities, and respondents indicated that such a course could have helped them to investigate the factors causing school violence and to develop effective methods to prevent school violence. Related courses, such as the art of self-defense and study of the psychology of teenagers, as well as seminars and workshops with experienced teachers and professionals, were also suggested.

Five interviewees and 40.87% of questionnaire respondents made suggestions related to improving teaching methods and/ or contents in teaching this issue. They suggested that teacher educators should use real-life case analysis and role playing to teach this issue and should provide more about information about resources for resolving school violence. In addition to instruction on dealing with physical conflict and verbal abuse, they wanted to learn more about how to prevent and resolve other types of school violence, such as sexual assault, drug abuse, extortion, and threats.

Finally, half of the interviewees (four student teachers) suggested improving the system of practica. They indicated a three-week practicum in the senior year was too short. They needed to gain more experience about sec-

ondary school education by having more practicum time, in their judgment. Two interviewees, Student Teachers B and C, thought that in order to maximize the effect of practica, greater cooperation needed to be established between the university and local schools. They suggested that the university invite local school teachers to help to design the course on school violence so that course contents could be more practical in addressing this issue.

Student Teachers Experiences With School Violence During Internships

The questionnaire covered five general areas of student teachers' internship experiences. (1) A closed-ended question asked the extent to which school violence was a problem in their classes. (2) In a closed-ended question, student teachers were asked what kinds of school violence had occurred in their classes. (3) A closed-ended question asked the extent to which dealing with school violence was a problem for student teachers. (4) In open-ended questions, student teachers were asked how they dealt with school violence, including verbal abuse, physical conflict, threat, and extortion. Eight student teachers selected from among questionnaire respondents for in-depth interviews were also asked similar questions. (5) Closed-ended questions asked about the degree of the effectiveness of the strategies the student teachers used and how much teacher preparation influenced them to adopt these strategies. The results are summarized below.

Whether School Violence Is A Problem in Student Teachers' Classes During Internships

A closed-ended question was asked of questionnaire respondents: "How much is school violence a problem in your class? ☐ no problem at all, ☐

not much of a problem, ☐ not sure, ☐ a problem ☐ a major problem." The highest percentage of bothNTNU respondents (61.18%) and NKNU respondents (63.51%) perceived that school violence is a problem or a major problem in their classes. On the other hand, the highest percentage of the NCUE respondents (58.33%) selected "not sure" rather than "a problem." The frequency distribution for each item is summarized in Table 7.

Table 7

Frequency Distribution at Each Normal University of the Questionnaire Respondents' Replies As to the Extent to Which School Violence Is A Problem During Internships

	Number and Percent of Questionnaire Respondents in University			Total
Extent	NTNU (%)	NCUE (%)	NKNU(%)	Percent
No problem at all	3 (0.99%)	9 (1.25%)	1 (1.35%)	13 (2.89%)
Not much of a problem	49 (16.12%)	12 (16.67%)	7 (9.46%)	68 (15.11%)
Not sure	40 (13.16%)	42 (58.33%)	14 (18.92%)	96 (21.33%)
A problem	186 (61.18%)	8 (11.11%)	47 (63.51%)	241 (53.56%)
A major problem	26 (8.55%)	1 (1.34%)	5 (6.76%)	32 (7.11%)
Total	304 (100.00%)	72 (100.00%)	74 (100.00%)	450(100.00%)

Although this specific question, "How much is school violence a problem in your class?", was not asked of the interviewees, one interviewee, Student Teacher K, who taught in the lower level class, indicated that school violence was a problem in her school and class. She said: "This bullying behavior could occur anytime in my school. Not only were teacher's lives in

danger but also students in the lower level classes… I always feel that I am living in a small dark society."

What Kinds of School Violence Had Occurred in Student Teachers' Classes During Internships

According to the responses to the multiple-choice question "What kinds of the following school violence has occurred in your class? (check all that apply)," the highest questionnaire percentage of the respondents from all three normal universities indicated "verbal abuse" (85.62% NTNU, 84.72% NCUE, and 88.78% NKNU respondents) was the most common type of school violence in their classes. "Physical conflict" was second (58.82% NTNU, 54.17% NCUE, and 64.86% NKNU respondents), "threat" was third (39.54% NTNU, 40.28% NCUE, and 39.19% NKNU respondents), and "extortion" was fourth (16.99% NTNU, 26.39% NCUE, and 17.57% NKNU respondents). The other types were sexual assault (13.73% NTNU, 16.67% NCUE, and 12.16% NKNU respondents), drug abuse (5.56% NTNU, 8.33% NCUE, and 1.35% NKNU respondents), and student suicide (1.96% NTNU, 8.33% NCUE, and 6.76% NKNU respondents). The frequency distribution of the questionnaire respondents' replies on what kind of school violence had occurred in their classes is shown in Table 8.

Table 8

Frequency Distribution at Each Normal University of theQuestionnaire Respondents'

Replies on What Kinds of School Violence Had Occurred in TheirClasses During Internships

Kind of School Violence	Number and Percent of Questionnaire Respondents in University NTNU (%)	NCUE (%)	NKNU(%)	Total Percent
Verbal abuse	262 (85.62%)	61 (84.72%)	62 (83.78%)	385 (85.18%)
Physical conflicts	180 (58.82%)	39 (54.17%)	48 (64.86%)	267 (59.07%)
Student suicide	6 (1.96%)	6 (8.33%)	5 (6.76%)	17 (3.76%)
Sexual assault	42 (13.73%)	12 (16.67%)	9 (12.16%)	63 (13.94%)
Drug abuse	17 (5.56%)	6 (8.33%)	1 (1.35%)	24 (5.31%)
Threats	121 (39.54%)	29 (40.28%)	29 (39.19%)	179 (39.60%)
Extortion	52 (16.99%)	19 (26.39%)	13 (17.57%)	84 (18.58%)
Others	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
None of the above	38 (12.42%)	6 (8.33%)	8 (10.81%)	52 (11.50%)

Although the interview question, "What kind of school violence has occurred in your teaching?" was the same as that in the questionnaire, the response categories were not predefined. Verbal abuse was indicated by three interviewees, physical conflicts by seven interviewees, threat by one interviewee, extortion by three interviewees, sexual assault by two interviewees, and drug abuse by one interviewee. One interviewee, Student Teacher K, in describing her school and class to me, mentioned that bullying behavior often occurred. This category was not included in the questionnaire forced choice options.

Whether Dealing With School Violence Is A Problem During Internships

Another closed-ended question which was asked of questionnaire respondents was "How much is dealing with school violence a problem in your class? ☐ no problem at all, ☐ not much of a problem, ☐ not sure, ☐ a problem ☐ a major problem." The highest percentage of the respondents (59.53 % NTNU, 63.89% NCUE, and 66.20% NKNU respondents) from all three normal universities replied that dealing with school violence was a problem or a major problem in their classes. The frequency distribution for each item is summarized in Table 9.

Although the question, "How much is dealing with school violence a problem in your class? ", was not asked of the interviewees, one of them, Student Teacher C, when asked ""What kinds of school violence has occurred in your class? How did you deal with acts of violence?", indicated that she had no idea about how to deal with physical conflict that had occurred.

Table 9

Frequency Distribution at Each Normal University of the Questionnaire Respondents' Replies As to the Extent to Which They Had Problems in Dealing with School Violence in the Class During Internships

Extent	Number and Percent of Questionnaire Respondents in University NTNU (%)	NCUE (%)	NKNU(%)	Total Percent
No problem at all	3 (1.00%)	0 (0.00%)	0 (0.00%)	3 (0.68%)
Not much of aproblem	42 (14.05%)	3 (4.17%)	6 (8.45%)	51 (11.54%)
Not sure	76 (25.24%)	23 (31.94%)	18 (25.35%)	117 (26.47%)
A problem	156 (52.17%)	35 (48.61%)	43 (60.56%)	234 (52.94%)
A major problem	22 (7.36%)	11 (15.28%)	4 (5.64%)	37 (8.37%)
Total	299 (100.00%)	72 (100.00%)	71 (100.00%)	442 (100.00%)

How Student Teachers Dealt With School Violence During Internships

A number of open-ended items on the questionnaire and in the interviews asked about particular strategies which student teachers might employ. Specifically, the questions focused on how respondents dealt with verbal abuse, physical conflict, threat, and extortion. In the interviews, student teachers were asked additional questions which focused on how they dealt with sexual assault, drug abuse, the factors causing school violence, and activities believed to prevent school violence.

Dealing with verbal abuse during internships. In the questionnaire, student teachers were asked the question: "Did verbal abuse among students or between a teacher and a student occur in your class? ☐ yes ☐ no." If

respondents selected "Yes" they were asked to answer the following questions: "(a) what strategy did you use to deal with verbal abuse? (b) why did you use this strategy? (c) how effective was your strategy? (d) how much did your teacher education program influence your strategy?" Interviewees were asked generally about violence in their classrooms and specifically only to discuss the strategy used. All totaled, 428 questionnaire respondents answered this question and three interviewees offered their strategies for dealing with verbal abuse.

Most questionnaire respondents (74.53%) selected "Yes" as to whether verbal abuse occurred in their classes. When asked in an open-ended question "What strategy did you use to deal with verbal abuse?", 77.43% of those who said verbal abuse was a problem wrote specifically about dealing with verbal abuse among students. The strategy of dealing with verbal abuse among students by talking to the students was cited by 63.95% of questionnaire respondents who selected "Yes." The following methods were employed in this strategy: (1) the teacher tried to find out about the conditions of the abuse by talking to the students in the class; (2) the teacher let students involved understand that the behavior was wrong through individual counseling; (3) the teacher asked the students involved to communicate with each other; and (4) the students were asked to apologize to each other. The reasons for using this strategy were as follows: (1) to pacify the students' mood; (2) to help students understand that their behavior was wrong; (3) to show concern about students' feeling; (4) to show a desire to avoid injustice; (5) to let students understand that violence was a not good way to resolve problems; and (6) to train students to be responsible for their behavior.

Another strategy in dealing with verbal abuse among students—punish the student according a classroom rule—was given by 12.85% of questionnaire respondents who had selected verbal abuse as a problem. In this strategy, the following methods were generally cited: (1) make the abusing students write the names of the student who were abused one hundred times; (2) make the abusing students write the content of the verbal abuse many times; (3) corporal punishment; (4) make abusing students stand still in the class; and (5) make the abusing students do physical training such as running in the playground, jumping with crossed legs. The reasons given for this strategy were that students should be punished for not following the rules of the class and that student misbehavior should be corrected. Some of the respondents wrote that they adopted this strategy because they were influenced by experienced teachers in their teaching schools.

The same general strategy was used by one interviewee, Student Teacher Y. She said:

> Verbal abuse is a common thing in my class..I made a rule to prevent verbal abuse from happening among students. According to the class rule, if a student verbally abused, he/she has to stand up and repeat what he/she said loudly three times. If the student continues to have a verbal abuse problem, he/she will be sent to the Disciplinary Office to repeat his/her words three times.

Only a few respondents (0.63%) adopted the strategy in which they ignored students' verbal abuse but taught students the difference between polite words and rude words. They pointed out that students were used to using rude words to express their opinions, and verbal abuse commonly occurred in

their schools. They did not deal with the problem each time it occurred but tried to teach the difference between polite and rude words. Thus, they hoped to correct students' behavior little by little.

Two of the interviewees, Student Teachers A and C, indicated that they did not deal with verbal abuse among students because it occurred so often in their classes. Student Teacher C also told me that her students used obscene language as if it were their pet phrases.

Of the respondents who selected "yes" to the question, "Did verbal abuse among students or between a teacher and a student occur in your class?", 22.57% wrote specifically about verbal abuse between a teacher and a student in giving the strategies used. A strategy often cited in dealing with student verbal abuse of a teacher was to deal with this behavior at a later time. The respondents who answered in this way (9.40%) indicated that they ignored the student's rude manner and continued to teach, but after the class was over, they would talk to the student about it. Reasons for adopting this strategy were various. Respondents wrote the following: (1) The teacher needed time to calm down before talking with the students peacefully later. (2) The teacher did not want dealing with verbal abuse to delay the progress of their teaching. (3) If the teacher appeared concerned about the verbal abuse, the student would feel triumphant. (4) The teacher needed time to think about how to deal with the abuse. (5) The teacher thought the students were just showing childish behavior and so forgave them. In addition, two questionnaire respondents wrote: "In general, I could not understand the native language in my school district. Even though I understood sometimes, I concluded that I could not always understand when the students were verbally abusive."

Another strategy for dealing with student verbal abuse of a teacher was to deal with verbal abuse behavior immediately. Those who answered in this way (13.17%) immediately gave the student verbal admonishment, or punishment, or made the student apologize. Their reasons were to let the student understand that verbal abuse was wrong behavior which should be stopped immediately.

When questionnaire respondents were asked a closed-ended question about the effectiveness of their strategies with respect to dealing with verbal abuse, most of them (66.77%) perceived their strategies were effective. To a closed-ended question about the influence of their training on the decisions they made in dealing with verbal abuse, 51.61% of NTNU, 62.26% of NKNU, and 44.90% of the NCUE questionnaire respondents perceived that their teacher preparation somewhat influenced them to adopt their strategies. Less than a quarter of the NCUE respondents (22.45%) and less than 10% of questionnaire respondents at NTNU (9.22%) and at NKNU (3.77%) perceived that teacher preparation influenced them to adopt their strategies very much. These questions were not asked of the interviewees.

Dealing with physical conflict during internships. In the questionnaire, student teachers were asked the question: "Did physical conflict among students or between a teacher and a student occur in your class? ☐ yes ☐ no." If respondents selected "Yes" they were asked to answer the following questions: "(a) what strategy did you use to deal with physical conflict ? (b) why did you use this strategy? (c) how effective was your strategy? (d) how much did your teacher education program influence your strategy ?" Interviewees were asked generally about violence in their classrooms and specifi-

cally only to discuss the strategy used. All totaled, 413 questionnaire respondents answered this question and seven interviewees offered their strategies for dealing with physical conflict.

Nearly half the respondents (49.15%) selected "Yes" to the question "Did physical conflict among students or between a teacher and a student occur in your class?" In answer to the question of what strategy was used to deal with the physical conflict, 99.47% of the these respondents wrote specifically about dealing with physical conflict among students. Three strategies were often given. The one cited by most of the respondents (57.14% of those who said that physical conflict was a problem), was to deal with the conflict themselves but without punishing the students involved. The examples of this strategy normally involved the following: (1) restricting the conflicts by separating the students in order to calm them down; (2) finding out why the physical conflict occurred by asking the students individually or other classmates; (3) using individual counseling to teach the students that violent behavior is not an effective approach to resolving conflict between classmates; and (4) allowing the students involved to talk to each other while the teacher played mediator. The reasons the student teachers used this strategy were varied: (1) to help the students' understanding of each other and their situation, feelings, and motives; (2) to teach the students that a violent approach was not an effective, or the only, method to resolve the conflicts; (3) to teach students to use a mediation approach to resolve their conflict; and (4) punishing the students was not an effective way to resolve the problems. Some of them wrote that they adopted this strategy because they were influenced by experienced teachers, their teacher preparation, and books.

Such a strategy was used by two interviewees, Student Teachers B and H. For instance, Student Teacher B adopted a private approach to deal with physical conflict. She said:

> I asked the students to come to my office and to communicate with each other. The students had to tell each other about the reasons behind the fight. The students discussed their problems and what approach they might use to deal with their problems. Finally, the students had to achieve a reconciliation.

The other interviewee, Student Teacher H, first tried to understand why the fight happened and then notified parents to come to school. After negotiating between parents, she indicated that she arranged counseling to correct the student behavior.

A second strategy of dealing with student-student physical conflicts, which was cited by 21.67% of the respondents who had to deal with physical conflict, was to deal with the conflict but to also punish the students. This strategy included: (1) restricting the conflicts by separating the students or by asking the students to run around the playground many times or by physical training (the reason was to use up their energy); (2) finding out why the physical conflict occurred by asking the students individually or other classmates; (3) using class rules as the basis for punishing students and notifying the parents; (4) asking the students to write a letter of apology in which he/she promises not to behave this way again; and (5) guiding students to understand that physical conflict was wrong and to correcting their behavior. The reasons for using this strategy were: (1) to require students to follow the rule of the group and be responsible for their behavior; (2) the influence of experienced

teachers; (3) using up students' energy as a way to reduce physical conflicts; and (4) emphasizing that parents are responsible for their child's education.

Such a punishment strategy was used by two interviewees, Student Teachers K and J. They adopted corporal punishment to deal with this kind of school violence. For instance, Student Teacher J told me:

> There were approximately twenty students involved in the fighting. I first stopped the fighting. Then, I asked all of the students who were involved in the fighting to follow me to the empty classroom on the third floor. After that I asked them to take off their pants. I beat them on their buttocks. After the beating, I asked them why they fought each other.

A third strategy for dealing with student-student physical conflicts was sending the student to the disciplinary office or, in the case of subject teachers, to a classroom teacher. This was cited by 20.68% of the questionnaire respondents who said that physical conflict was a problem. Questionnaire respondents' reasons for using this strategy included: (1) it was commonly adopted by the school; (2) it was suggested by experienced teachers; (3) physical conflict was seen as serious violent behavior that required sending students to the Discipline Office; (4) students feared being sent to the Discipline Office, so this strategy could effectively restrain students from physical conflict; (5) there were many students in different classes involved in the conflict, and the situation was too complicated to deal with; and (6) gangs were involved, and the teacher did not have an ability to deal with the problem. None of the interviewees adopted this strategy.

Only one questionnaire respondent (0.53% of the questionnaire

respondents who said physical conflict was a problem) gave dealing with physical conflict between himself and his student as an example of physical violence dealt with. The student teacher wrote that he notified the administrator from the discipline office to deal with it because he did not think he could deal with this conflict by himself.

During interviews, Student Teacher Y, gave an example of the physical violence she had observed between a subject teacher and one of her students, although Student Teacher Y had not experienced the problem by herself. Student Teacher Y indicated that after the violent incident, which the principal dealt with, the director of the discipline office brought all the new teachers together and taught them how to use corporal punishment safely.

One interviewee, Student Teacher A, did not deal with physical conflict among his students because he did not think the fighting was a serious problem. He told me:

> Physical conflicts among students often occurred in my class. I did not think I needed to deal with these kinds of student behavior. I think physical conflicts are common in Taiwanese aboriginal school districts. My students fought each other at this time but they began to talk to each other very soon after. It was like nothing to had happened. I guess this may be a part of teenager culture in this area.

Another interviewee, Student Teacher C, told me that she had no idea about how to deal with conflicts between (among) students. She told me: "The only thing that I can do is to ask them to stop fighting. Honestly, I really do not know a better way."

When questionnaire respondents were asked a closed-ended question

about the effectiveness of their strategies with respect to dealing with physical conflicts, most of them (74.38%) perceived their strategies were effective. Although the interviewees were not asked about the effectiveness of their strategies for dealing with physical conflicts, two interviewees, when asked the questions "How did you deal with acts of violence?", indicated they did not think their strategies were effective. For instance, Student Teacher H said:

> My students might temporarily control their behavior but they do the same thing pretty soon. At most, the school records a demerit for this kind of school violence. Otherwise, I think my counseling is ineffective.

Another interviewee, Student Teacher K, did not think that corporal punishment was effective for one of his students:

> Sometimes I used corporal punishment on him. I did not know how to change him. The school did not prohibit the use of corporal punishment. Corporal punishment is popular in my school. Even though I adopted it, I do not think it is effective for some students.

When questionnaire respondents were asked a closed-ended question about the influence of their training on the decisions they made for dealing with physical conflict, more than half of the NTNU (53.62%) and NKNU (62.50%) questionnaire respondents, and 48.48% of the NCUE questionnaire respondents perceived that their teacher preparation somewhat influenced them to adopt their strategies. Of the NCUE questionnaire respondents, 12.12%, and less than 10% of questionnaire respondents at NTNU (6.52%) and at NKNU (9.38%) perceived that teacher preparation influenced them to adopt their strategies very much. No interviewees described the influence of their

training on the decisions they made when asked the question "How did you deal with acts of violence?"

Dealing with threat during internships. In the questionnaire, student teachers were asked the question: "Did threat among students or between a teacher and a student occur in your class? ☐ yes ☐ no." If respondents selected "Yes" they were asked to answer the following questions: "(a) what strategy did you use to deal with threat? (b) why did you use this strategy? (c) how effective was your strategy? (d) how much did your teacher education program influence your strategy?" Interviewees were asked generally about violence in their classrooms and specifically only to discuss the strategy used. All totaled, 430 questionnaire respondents answered this question and one interviewee offered her strategy for dealing with threat.

Some questionnaire respondents (26.74%) answered "Yes" to the question about whether threats occurred in their classes. All respondents who answered "Yes" gave examples of scenarios involving threats among students. Two strategies were cited for dealing with the problem. A first strategy for dealing with student-student threat, which was used by 78.26% of the respondents who selected "yes," was for the teachers to deal with the threat themselves but to also notify a parent (or the disciplinary office) to help.

Some of the respondents dealt with the threat in the class; some dealt with it after class. The process was very similar, and included: (1) understanding the motivation of the threat; (2) giving verbal admonishment and notifying the parents; (3) giving the threatening students and the threatened students guidance; (4) encouraging the students to correct their wrong behavior; and (5) giving the whole class an education opportunity. The reasons for adopting this

strategy could be summarized as: (1) understanding the student's motivation of the threat was very important as this would help to resolve the problem and correct the student behavior; (2) family education could help to minimize the behavior in future; (3) notifying parents regarding their children's behavior in the school would help the collaboration between school education and family education; and (4) this strategy would focus on teaching students the right concepts and to understand that threatening was against the law.

A second strategy for dealing with student threats against students, which was used by 21.74% of the respondents who selected "yes", was to send the students to the disciplinary office. The motivations for this were varied. Some questionnaire respondents thought there were students in various classes involved with the threats, so the situation was too complicated to deal with by themselves. Some thought they lacked experience to deal with the threats. Others were influenced by experienced teachers.

In the open-ended interview responses, however, suggested that some interviewees employed somewhat different and, in fact, somewhat unique strategies. For instance, one interviewee, Student Teacher C, when asked the question," How did you deal with acts of violence?", said that threats had occurred in her class. When one of her students threatened a girl in another class, the teacher threatened the student who made the threat. She said:

> One student in my class had threatened one girl student in the other class… One day, the girl told me that my student hit her again. I asked my student to apologize to her. While I was leaving, I heard my student tell the girl: "Next time if you tell my teacher again, I will give a good beating." I turned around and told my student: "If you hit her again, Iwill give you a good beating, too.

When questionnaire respondents were asked a closed-ended question about the effectiveness of their strategies with respect to dealing with threats, most of them (67.83%) perceived their strategies were effective. Although the interviewees were not specifically asked about the effectiveness of their strategy for dealing with threats, Student Teacher C said her strategy, in which she threatened the student who made the threat, was ineffective.

When questionnaire respondents were asked a closed-ended question about the influence of their training on the decision they made for dealing with threat, more than half of the NTNU (54.44%) and NKNU (54.55%) questionnaire respondents, and 35.71% of the NCUE questionnaire respondents perceived that their teacher preparation somewhat influenced them to adopt their strategies. Of the NCUE questionnaire respondents, 21.43%, and less than ten percent of questionnaire respondents at NTNU (4.44%) and at NKNU (9.09%) perceived that teacher preparation influenced them to adopt their strategies very much. None of the interviewees described the influence of their training on the decisions they made when asked the question "How did you deal with acts of violence?"

Dealing with extortion during internships. In the questionnaire, student teachers were asked the question: "Did extortion among students or between a teacher and a student occur in your class? ☐ yes ☐ no." If respondents selected "Yes" they were asked to answer the following questions: "(a) what strategy did you use to deal with extortion? (b) why did you use this strategy? (c) how effective was your strategy? (d) how much did your teacher education program influence your strategy?" Interviewees were asked generally about

violence in their classrooms and specifically only about the strategy used. All totaled, 319 questionnaire respondents answered this question and three interviewees offered their strategies for dealing with extortion.

Of the questionnaire respondents, only 8.44% selected "Yes" as to whether extortion occurred in their classes. All respondents who answered " Yes" to the question, "Did extortion among students or between a teacher and a student occur in your class?", wrote specifically about extortion among students to explain how they dealt with this kind of school violence. Two strategies similar to those for dealing with threats tended to be mentioned for dealing with extortion. One strategy was sending the students to the disciplinary office or (in the case of subject teachers) to the classroom teacher (33. 33% of the respondents who selected "Yes"). Some respondents wrote that they sent the students to the discipline office because there were many people involved in the extortion. Some of these people were not students. The situation was too complicated to deal with by themselves. However, some respondents wrote that they sent the student to the disciplinary office because they assumed the student cared about receiving a demerit. This would warn the student not to do it again.

The other strategy was for teachers to deal with the threats by themselves but to also notify parents (or the disciplinary office) to help (66.67% of the respondents who selected "Yes"). The following methods were often used: (1) to try to understand the situation by talking with the extorting student and extorted student; (2) to notify both students' parents to come to school; (3) to ask the extorting student to return the matters (e.g., money) and apologize to the extorted student and parent; (4) to notify the disciplinary office to record

a demerit for the extorting student; (5) to teach the student to know his/her behavior was against the law and help him/her to correct the behavior. Respondents thought extortion was a very serious behavior problem and that extorting student should be punished and be held responsible for the behavior. Some of the respondents wrote that they only notified parents but did not notify the discipline office to give the student a demerit. They wanted to give the student an opportunity to correct his/her behavior without a demerit record.

The same strategy was used by one interviewee, Student Teacher Y. She notified parents to get their help and asked her student to return money and apologize to the student who had been threatened. She also asked her student to write a letter in which the student promised he would never do it again.

Another interviewee, Student Teacher J, also handled the problem by himself. He adopted corporal punishment to deal with the extortion. He described:

> One day, one of my students reported to me that he was being extorted by another student. I asked the extorting student about it indirectly. I told him: "You were seen by a teacher extorting your classmate. Don't tell me that you never did it and that teacher was blind. It is impossible that he lied to me without any reason, and I saw the student who was being extorted by you crying in the classroom." After asking questions tactfully, my student admitted that he did it. I asked him to take off his pants and I beat him on his buttocks.

However, Student Teacher J also told me he did not think the use of corporal punishment alone can correct student behavior effectively. He said: "I think the use of corporal punishment alone cannot correct student behavior effectively. So after corporal punishment, I always enlightened students to correct their behavior." However, he did not provide more detailed infor-

mation about how he enlightened his students.

One interviewee, Student Teacher H, indicated that she did not have a chance to deal with extorting behavior because students who were the victim were afraid to tell the teacher the truth. She said:

> Most students are afraid to tell teachers the truth in my school due to the fear of revenge. It is because most students think teachers cannot protect them from revenge. Even if teachers can protect them in the school, no teacher can protect them outside the school.

When questionnaire respondents were asked a closed-ended question about the effectiveness of their strategies with respect to extortion, most of them (69.70%) perceived their strategies were effective. Although the interviewees were not asked about the effectiveness of their strategies for dealing with extortion, two interviewees, Student Teachers Y and J, when asked the questions "How did you deal with acts of violence?", indicated they thought their strategies were effective.

To a closed-ended questionnaire about the influence of their training on the decision they made in dealing with extortion, 47.83% NTNU, 25.00% NCUE, and 33.33% NKNU questionnaire respondents perceived that their teacher preparation somewhat influenced them to adopt their strategies. Of the NCUE questionnaire respondents, 25.00 %, and 4.35% of the NTNU respondents perceived that teacher preparation influenced them to adopt their strategies very much. No NKNU respondents perceived that teacher preparation influenced them to adopt their strategies very much. None of the interviewees described the influence of their training on the decisions they made when asked the question "How did you deal with acts of violence?"

Dealing with sexual assault during internships. No open-ended question about sexual assault was asked of the questionnaire respondents. Nor were closed response questions about sexual assault asked. Consequently, frequency data about theoccurrence of sex assault are not available.

Two out of nine student teachers (B and K), when were asked the interview question, "What kinds of school violence has occurred in your class? ", mentioned that sexual assault occurred in their classes. One of them, Student Teacher B, dealt with it by herself. She described the process of dealing with sexual assault as follows:

> One boy student reported it to me. He was disgusted that another boy student touched his reproductive organs. I suggested that he let the other student know his true feeling··· However, when that student reported the same thing to me again by writing in a weekly paper, I notified the student who touched other student's reproductive organs to come to my office. I told that student that he was carrying his jokes too far. His joke could then become a "sexual assault." I would punish him because of this behavior.

While Student Teacher B handled her incident of sexual assault herself, Student Teacher K, dealt with it through the disciplinary officer. She said:

> One student transferred from another school because he had serious behavior problems. He was in the very bad habit of touching female students. Many female students complained to me that they encountered sexual assault. The disciplinary officer and I gave him a very serious warning but the warning was not effective. Finally, this student dropped out of school because he was involved in a murder.

Dealing with drug abuse during internship. No open-ended question about drug abuse was not asked of the questionnaire respondents. Nor were closed response questions about drug abuse asked. Consequently, frequency data about the occurrence of drug abuse are not available.

Of nine student teachers who were interviewed about the question, "What kinds of school violence have occurred in your class?", only one of the interviewees, Student Teacher O, mentioned that drug abuse had occurred. He told me that three of his students had abused drugs. He first notified the parents so they could deal with it together. He then arranged an individual talk on the dangers of drug abuse with each of the students who took drugs. Finally, the parents and the school sent these students to a drug center to help them quit using drugs.

The Factors Perceived to Cause School Violence

The interviewees were asked to describe their beliefs about the factors causing school violence. All of the eight interviewees agreed family influence was one of the factors causing school violence. Students who experience violence in their families and who have parents do not teach their children how to behave could be expected to display violent behavior in school, the interviewees believed.

School factors were indicated by four interviewees. Two of them, Student Teachers H and K, focused on school climate. They thought schools could not resolve student behavior problems effectively. This might result in many students being affected by those students with aggressive behaviors and might also lead to gangs being formed.

Another interviewee, Student Teacher Y, focused on school policy. She said:

> I am a new teacher in this school. The graduation ceremony is coming. I asked one experienced teacher whether or not all the students in the seventh and eighth grade attend the graduation ceremony. The teacher said: "No. The graduation ceremony is just for the good class of students.So our students do not need to attend." Her voice sounded very unhappy.The school only assigns the students in good classes to attend someactivities. I think it must hurt those students who study in classes withlower levels of academic achievement. They must think the school treatsthem unfairly. Some students might adopt violent behaviors to expresstheir dissatisfaction.

One of the interviewees, Student Teacher K, also thought the examination system in the school might cause violence. She thought that if exams were too difficult, lower-achieving students would give up. Giving up on learning made students feel bored with school life and might interrupt teaching in the class. Similarly, Student Teacher J thought a teacher gave up teaching the students who had lower academic achievement. This was also thought to be responsible for causing school violence. He said: "They only focus on student grades and neglect to teach students about good behavior and manners."

Students' personalities and peer influence were also cited as possible causes of violent behavior. One of the interviewees, Student Teacher A, thought that students imitated each others' behavior and that peer relationships had a big effect on students' violent behavior.

Poor role models for students was also listed as one of the factors that might cause school violence. Student Teacher H indicated some students regarded themselves as heroes when they recorded a demerit by the school.

This perception might lead students to deviant behavior. The factors causing school violence are shown in Table 10.

The question, "What factors did you think cause student violent behavior? ", was not asked of the questionnaire respondents.

Table 10

Interview Responses on the Factors Causing School Violence

Factor	Student Teacher							
	C	Y	A	B	H	K	O	J
School climate					×	×		
School policy		×				×		×
Students' personalities			×					
Poor role models					×			
Peer Influence			×			×		
Families	×	×	×	×	×	×	×	×
Peer influence			×					×

Activities Student Teachers Believed to Prevent School Violence

Nine student teachers were asked during the interviews about "What activities did your school have to prevent student violent behavior?" Seven interviewees described various activities in their schools for preventing school violence and one interviewee did not offer any response on this question because her school did not have any activity to prevent school violence. Most interviewees (six student teachers) indicated that their schools invited various experts to give students lectures on different subjects such as knowledge of the law, the art of self-defense, and how to prevent sexual assault. However,

one of the interviewees, Student Teacher K, thought some students never paid attention to these speeches.

Three interviewees indicated that their schools asked teachers to teach students law knowledge and then test students on the subject. This activity would give students information about possible punishment for misbehavior, it was assumed. However, one of these three interviewees, Student Teacher Y, said that in her school not all teachers carried out the request to teach students law knowledge. Also, her principal did not care whether teachers taught students law knowledge, and paid no attention to test results.

Drug testing by screening each student's urine was an activity for preventing student drug abuse employed by two interviewees' schools. These two, Student Teachers Y and A, indicated their schools asked classroom teachers to look through each student's school bag or drawer to ensure that no drugs, weapons, or contraband were carried by students.

One interviewee, Student Teacher J, pointed out that his school did not offer any activity to prevent school violence. However, because most junior high school students are curious about opposite sex's body, he made a rule to prevent sexual assault in the summer. He told me:

> I do not think my school has any activity to prevent school violence. However, in the summer, I ask my girl students to wear pants under their skirts, and boy students to wear underwear under their uniform.

The preventive activities are shown in Table 11.

The question, "What activity do your school have in preventing student violent behavior?", was not asked of the questionnaire respondents.

Table 11

Activity for Preventing School Violence

Prevention Activity	Student Teacher							
	C	Y	A	B	H	K	O	J
Lectures by experts	×	×		×	×	×	×	
Law knowledge test	×	×	×			×		
Drugs testing		×	×					
Checking weapons and contraband							×	
Sexual assault prevention								×

SUMMARY

The results indicated that teacher educators covered various topics in teaching the issue of classroom management. Because there is no specific course offered on school violence in any of the three normal universities, the subject is treated as a part of classroom management and is discussed along with student behavior problems. Teacher educators indicated there were many problems in teaching classroom management and the issue of school violence, a primary one being the lack of real classroom situations. They also offered suggestions for improving these problems.

The findings also indicated the highest percentage of the questionnaire respondents in all three normal university chose either "very little" or "somewhat" as the amount of time that teacher preparation spent in dealing with the issue of classroom management and chose "very little" as the amount of time spent on school violence. The highest percentage of questionnaire

respondents at both the NCUE (56.94%) and the NKNU (54.93%) rated their teacher preparation as "effective" for preparing them to deal with classroom management. On the other hand, the highest percentage of NTNU (50.50%) questionnaire respondents rated their teacher preparation as "ineffective" or "very ineffective." The highest questionnaire respondents (70.57% NTNU, 6 2.50% NCUE, and 70.02% NKNU respondents) from all university rated their teacher preparation as "ineffective" or "very ineffective" for preparing them to deal with school violence. Overall, the highest percentage of student teacher questionnaire respondents and almost all of student teacher interviewees from all three normal universities indicated that dealing with issues of classroom management and school violence were indeed problems during their internships. They also offered suggestions for improving teacher preparation for these two issues, including improving the methods and/or content of teaching, improving the system of practica and internships, and adding courses and related seminars on these two issues in various programs.

DISCUSSION OF FINDINGS FOR IMPROVING PRACTICE

Much research has reported students' disruptive and violent behavior as a serious problem in U.S. schools (e.g., Jones, 1996; Braines, 1995; National League of Cities, 1994; Ascher, 1994; Mansfield, Alexander, & Ferris, 1991; Blase, 1986; Veenman, 1984). Violence in the schools and the related issue of school violence exists not only in the United States but are also increasingly found in many other countries, including Taiwan (e.g., Lin, 1986; Department

of Statistics in Taiwan, 1994; Wu & Jiang, 1989; Committee of Taipei Adolescent Guidance, 1992). Therefore, it is important to ask whether teacher education programs provide the knowledge, skills, and attitudes necessary to address the problem. This study investigated secondary school teacher education programs in Taiwanese normal universities with respect to the issue of school violence.

Teacher Preparation in Teaching School Violence

Need to Spend More Time in Teaching This Issue

One closed-ended question was asked of each questionnaire respondent: "What kinds of the following school violence has occurred in your class?" The highest percentage of the respondents (85.62% NTNU, 84.72% NCUE, and 83.78% of the NKNU respondents) from all three normal universities indicated that "verbal abuse" was the most common type of school violence in their classes. "Physical conflict" was second (58.82% NTNU, 54.17% NCUE, and 64.86% of the NKNU respondents), "threat" was third (39.54% NTNU, 40.28 % NCUE, and 39.19% of the NKNU respondents), and "extortion" was fourth (16.99% NTNU, 26.39% NCUE, and 17.57% of the NKNU respondents).

Also, a closed-ended question was asked of each questionnaire respondent: "How much is dealing with school violence a problem in your class?" The highest percentage of the respondents (59.53% NTNU, 63.89% NCUE, and 66.20% of the NKNU respondents) from all three normal universities perceived that dealing with school violence was a problem or major problem in their classes.

By contrast, when the 452 student teachers were asked on the questionnaire, "How much time was spent in preparing you to deal with school violence in your teacher preparation," the highest percentage of respondents (69.56% NTNU, 58.34% NCUE, and 70.42% of the NKNU respondents) from all three normal universities chose either "very little" or "none" as the amount of time that teacher preparation spent in dealing with the issue of school violence. This idea was also reinforced by many of the student teachers who were interviewed. In fact, half of the interviewees (4 student teachers) indicated that they learned little about this issue in their teacher education programs.

All of the teacher educators (five interviewees who are interviewed about the issue of school violence) indicated during their interviews that they treated school violence as a part of classroom management and regarded student violent behavior as a part of student behavior problems. They did not spend much time in teaching this issue.

The above findings suggest that it is necessary for teacher education programs to allocate more time in teaching this issue. Some student teachers (76.02% of the questionnaire respondents, and all of the interviewees) made a related suggestion. They wanted the teacher education programs to offer the specific course "School Violence," related courses (such as the art of self-defense and psychology of teenagers), and/or seminars with experienced teachers and professionals to allow for more time to learn how to deal with school violence. This training, they believed, would give them more opportunity to learn about the issue of school violence and better prepare them to deal with school violence when they became classroom teachers.

Need to Improve the Effectiveness in Addressing This Issue

One closed-ended question was asked of questionnaire respondents: " How effective was teacher preparation in preparing you to deal with school violence?" The highest percentage of the respondents (70.57% NTNU, 62.50 % NCUE, and 69.02% of the NKNU respondents) from all three normal universities chose either "ineffective" or "very ineffective" as the effectiveness of teacher education in preparing them to deal with the issue of school violence. As noted above, all of the teacher educators treated school violence as a part of classroom management and regarded student violent behavior as a part of student behavior problems. They indicated they did not spend much time in teaching this issue, which may have left student teachers unprepared to deal with this issue. It is understandable, therefore, why student teachers often felt that their teacher preparation was ineffective in teaching this issue.

In order to increase the effectiveness of teacher preparation in teaching this issue, 5 student teachers and 40.87% of the questionnaire respondents suggested that teacher preparation should include more information about resources for resolving school violence and should discuss various kinds of violence such as sexual assault, drug abuse, extortion, threat, etc. They also suggested using real-life case analysis and role playing to teach the issue of school violence, a suggestion which was similar to the suggestion student teachers made for improving the teaching of classroom management.

Research (e.g., Walker, 1995; Ascher, 1994; Harootunian & Conoley, 1994; Curcio & First, 1993; Qarles, 1989; Wenk, 1975) suggests teacher preparation should include the following aspects in teaching the issue of school violence. Teacher education should provide future teachers with more social analysis,

so that they can develop a deeper understanding of the issues that impinge on violence, such as poverty, the media, gun control, the changing economy and joblessness, and parenting. Also, teacher education curriculum should teach future teachers socialization skills and nonviolent conflict mediation, including the skills, knowledge, and attitudes of various intervention programs. After that, teacher education curriculum should train future teachers how to work cooperatively with each other and with professionals outside the school. Finally, teacher education should also give teachers the following skills and knowledge: (1) how to address the immediate problem of violence in classrooms or other school areas, (2) how to behave when a student has a gun, or other violent behavior, and (3) the most effective methods of diffusing potential conflict among students or violence in their teaching.

Different Views about Corporal Punishment

During the interviews, when student teachers were asked about their definitions about school violence, three student teachers, Student Teachers H, J, and B, gave different opinions about whether corporal punishment was a kind of school violence. Two of them, Student Teachers H and J, thought corporal punishment was a means for a teacher to deal with student problems. However, Student Teacher B thought it was also a kind of school violence.

Student Teachers G, L, K, and J, indicated during their interviews that they used corporal punishment to deal with student behavior problems, but none of them thought it was an effective way to deal with student problems. For example, Student Teacher L said:

I used corporal punishment but I do not think it is an effective way

to correct student behaviors in the long run. So, sometimes I get tired of spending my time using corporal punishment.

Three interviewees also told me corporal punishment was not only allowed, but was, in fact, popular in their schools. Student Teacher K, for example, said:

> Sometimes I used corporal punishment on him (the student). I did not know how to change him. The school did not prohibit the use of corporal punishment. Corporal punishment is popular in my school. Even though I adopted it, I do not think it is effective for some students.

Student Teacher G said: "Using corporal punishment in my school is popular. I would like not to use it, but sometimes I used it."

Another interviewee, Student Teacher Y, indicated that the director of the disciplinary office in her school got all the new teachers together and taught them how to use corporal punishment "safely" (By "safely" he meant that it should not result in any physical wounds to the student, Student Teacher Y told me.)

By contrast, two teacher educators, Professors X and Z, during their interviews urged abolishing corporal punishment from schools. However, the above student responses indicate that corporal punishment is still employed by some student teachers and encouraged in some schools.

Research in the United States, however, indicates corporal punishment is harmful to all students. When students consistently receive corporal punishment, they rarely learn self- control, have poor self-esteem, and are less likely to be able to solve problems logically and peacefully Corporal punishment not

only models violence and fails to teach appropriate behaviors or problem-solving skills, but it also places students with behavioral, emotional, learning, and mental disorders at risk (Essex, 1989). Many scholars also urge that corporal punishment should be abolished from schools (e.g., Richardson, & Evans, 1994; Curcio & First, 1993; Cryan, 1995; Evans, & Richardson, 1995; Ryan, 1994; Black, 1994; Essex, 1989; Hyman, 1988; Reitman, 1988; Moelis, 1988; Forness & Sinclain, 1984; Dubanoski, et al., 1983; Kandel, 1991; Socoski, 1989).

Because of cultural differences and differences in defining corporal punishment, it is a highly controversial issue in Taiwan today. In Taiwan, some teachers and parents still consider that corporal punishment is an acceptable form of discipline. Even though some teacher educators, like Professor X and Z, urged teachers to stop using corporal punishment on their students, corporal punishment was still used, and was even popular in some schools. However, the findings of this study indicated none of those student teacher interviewees who used corporal punishment to deal with student problems, thought it was an effective way to deal with student problems. Thus, teachers need to look for more effective way to replace corporal punishment as a means to resolve student problems.

Need to Improve Cooperation between the University and Local Schools

Teacher preparation needs local school involvement and guidance. During the interviews, student teachers were asked to describe their beliefs about the factors causing school violence. Half of the interviewees (4 student teachers) indicated school factors might cause student violent behaviors. Two of them, Student Teachers H and K, focused on school climate. They thought

their schools could not resolve student behavior problems effectively. This, in turn, enabled students with aggressive behaviors to affect many other students and facilitate the formation of student gangs.

Another interviewee, Student Teacher Y, focused on school policy. She said:

> I am a new teacher in this school. The graduation ceremony is coming. I asked one experienced teacher whether or not all the students in the seventh and eighth grade attend the graduation ceremony. The teacher said: "No. The graduation ceremony is just for the good class of students. So our students do not need to attend." She sounded very unhappy. The school only assigns the students in good classes to attend some activities. I think it must hurt those students who study in classes with lower levels of academic achievement. They must think the school treats them unfairly. Some students might adopt violent behaviors to express their dissatisfaction.

Student Teacher K also thought the examination system in her school might cause violence. She thought excessively difficult exams discouraged lower achieving students. Giving up learning made students bored with school life and might interrupt teaching in the class. By contrast, Student Teacher J thought some teachers in his school give up teaching the students who had lower academic achievement, and he thought this also contributes to school violence. He said: "They only focus on student grades and neglect to teach students' good behavior and manners."

Research also indicates school policies and procedures might contribute to students' violent behaviors (Task Force, 1990; Menacker, Weldon, Hurwitz, 1990; Department of Education in Taiwan, 1997; Huang, 1990).

Therefore, the university should help local school teachers to build good learning environments (which could reduce the possibility of creating student violent behaviors), and show how to teach students with lower academic achievement. The university also should help local schools resolve student behavior problems effectively.

Research done in the United States also suggests that schools could adopt the following approaches to reduce school violence: a written policy (Walker, 1995; Curcio & First, 1993; California Community College, 1996; National Center for Education Statistics, 1981), a positive school climate (Greer & Gresso, 1994; Office of Educational Research and Improvement, 1993; Ascher, 1994; Deslonde, 1978), a shared system of beliefs and values (Curcio & First, 1993), teacher training (Goldstein, Harootunian, & Conoley, 1994; Ascher, 1994), and student involvement (Duranceau, 1979; National Crime Prevention Council, 1995).

Finally, as some student teachers suggested (22.89% of questionnaire respondents and 2 interviewees), experienced teachers in junior high schools should be invited to attend teacher preparation classes. Through this, student teachers can learn about real-life situations and the various methods that experienced teachers use to deal with the issue of school violence.

Need to Train Students in Various Prevention Programs

Lockwood (as noted in Chapter 2) poses many questions for educators to consider regarding the issue of school violence prevention:

> "Can children be educated to shun violence? Can they be taught rational, non- violent ways to deal with anger and conflict? What can schools do to contribute to and participate in this particular type of

learning? Does a violence prevention curriculum belong in schools?" (1993, p.4)

One teacher educator, Professor Z, indicated:

> A teacher should teach students how to face various frustrations and how to deal with their emotions via healthy ways. When a junior high school student only knows how to use violent strategies to resolve his/her problems, this indicates that students lack training in using problem-solving in our education system.

In response to student failure to solve problems peacefully, teachers could adopt programs, such as peer mediation programs and conflict resolution programs, to reduce or eliminate violence. As mentioned in literature review, there are many different programs to teach students to avoid violence or to keep conflicts from becoming violent. Some programs concentrate on changing behaviors or attitudes. Some focus on reduction of prejudice, bias, and violence. Some focus on teaching conflict resolution and mediation skills as bias reduction techniques. I suggested teacher preparation should show students how to use prevention programs in their teaching.

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