



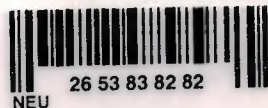
FEN EDEBİYAT FAKÜLTESİ
PSİKOLOJİ BÖLÜMÜ



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I'll deserve your works by being a good health psychologist

Thank you very much.

CONTENT

	PAGES
TANKS	
INTRODUCTION AND AIM	1
GENERAL INFORMATION	3
-physical abuse	4
-sexual abuse	5
-emotional abuse	5
-negligence	7
-economic abuse	7
-the cause of the child abuse	8
-the result of the child abuse	10
-prevention	12
-child abuse at school	14
MEANS AND METHODS	17
-place of the research	17
-information about universe	17
-survey forms	17
-collecting data	18
-evaluation and statistic	18
RESULTS	19
DISCUSSION AND THE RESULT	31
SUMMURY	34
REFERENCES	35
APPENDIX	36

INTRODUCTION AND AIM

Neglecting and abuse a child dates back to the ages as early as the history of human beings. Child abuse is the concept that was first put forth in the scientific environment by Kempe and was started being argued (11). Child abuse is not only a problem of a country or a society but also a problem which can be observed in every society carrying cultural differences.

Child abuse is prohibited for the people who are liable to look after the individuals under 18. It also defined as physical and emotional harms given to the individuals because of their mis behaviours that can be prevented . So as to define it as an neglect, a behaviour is to be preventable, repeated and also shouldn't be suitable to the recent culture, should be confirmed by an expert and should create problems on the child's physical and psychological development. (2)

Child negligence takes places when lodging, feeding, dressing and health services that are expected to be fullfilled by the people responsible of the child are neglected, thus causes a great regression on the child's emotional and physical progress.

Child abuse is not only the parents or the nursery fault. The teachers and school administration can also be destructive as an exploiter since the child spends most of his time at school after home. Many surveys done abroad show that the children can be abused even at school as well. There aren't many surveys based on this subject in Turkey. The findings obtained from the surveys show that the teachers consult some kinds of punishments and beating to maintain the school discipline.

The purpose of this work is to deal with the teachers' punishment methods, their approach to their students and the frequencies of the punishments given. So as to get the answers we inquire about the following aspects;

- to decide about the diffusion of physical abuse as a punishment method at schools,

- to find out what kind of physical punishments are used,

GENERAL INFORMATION

The history of child abuse is as old as the history of man and has the characteristic that can be seen in every society but differentiates according to the cultural characteristics (3). Although the history of child abuse is very old, the beginning of its dispute has only a hundred year old past (12).

For the first time, child abuse came on the agenda when the titled "Beaten Child Syndrome" was written by Kempe(2). At this first period it is defined as; the behaviours that effects individuals psychosocial development if repeated by the people who are responsible for looking after the individuals at the age of 0-18. In 1972 Helfner and Kempe made some changes on the first defination. In this defination it was emphasized that abuse could only take place unless it was accidental.

As it has already been mentioned child abuse differentiates according to the social and cultural characteristic. For instance, an anthropolog called Emile Olsen was found quite strange by the local people as she let her child play in the water naked. She had been researching in Karadeniz Region and Emile also found villagers strange when she observed that they dressed their children in wools for the fear that they would be ill. Because of these differences in 1980 Garbarino and Gilliam brought a new dimension to the defination of child abuse. They added that it is essential to take an specialist's opinion so as to decide wheather the behaviour is an abuse or not.

Prof. Dr. Oğuz Polat (1997) who is known with his studies about subject defined it as;

"The person or people responsible for looking after children aged between 0-18 give harm to the children. Those severe, harmful actions that can be prevented other than accidents, is child abuse. These situations which is regarded by the specialist as child abuse, prevents the physical and phychosocial development of the child, which take place outside the communities cultural values and has to be considered as an

attitude of abuse. The most important criteria are the behaviours which effect the child and leave their mark (12).

We can classify child abuse in five headlines;

- A) Physical abuse
- B) Sexual abuse
- C) Emotional abuse
- D) Negligence
- E) Economic abuse.

Physical Abuse

When abuse is mentioned physical abuse comes to the mind firstly. This is because it is the easiest to recognize as it has visible results. Finkelhor or Korbin (1988) defined it as; the violence directed to the child by a person that causes corruption and injuries on the child's development and functions and that gives pains other than accidents (12).

United Nations Children's Fund (Unicef) has a similar definition for physical abuse; using violence that will prevent the child's progress and functional development, prohibited attitudes and the violent crimes that give pain (10).

Identifying the incidents that are physical abuse are one of the most recognized ones since it leaves serious mark as well as the emotional ones over the body. We can give the findings which make one think of physical abuse are; marks, burns, bruises and fractures over the body. The most apparent marks can be observed on the skin, skeleton and nerveous system.

Isolating the child from the social environment is also a kind of physical abuse. Making the child stay away from the social relations in order to prevent him to imitate the wrong behaviours of the others or punishing him because of his own wrong behaviours are the examples for the child abuse. Cause an isolated child has

certainly got negative emotional marks.

Sexual Abuse

When we compare the sexual abuse with the physical one, it is much more difficult to identify the sexual abuse, to make it clear and to cure its damage. Sexual abuse is generally done by a person who is well known by the child, thus the child is frightened to stay silent.

The most useful definitions emphasize the unwanted, manipulative and exploitative factors of the sexual abuse contact while recognizing the importance of age or developmental level differences between participants. If the perpetrator is 5 or more years older than a child victim who is younger than 13 years old; or if it occurs as a result of the use of force, threat, deceit; while unconscious; or through exploitation of authority or relationship, regardless of age differences (7).

Unicef defines it as directing the child to wrong paths such as prostitution and pornography sector for money and using the child for sexual needs (10).

Another definition is that so as to reach a sexual satisfaction, an adult use the child for sexual intercourse by threatening and forcing a child who hasn't reached the sexual maturity yet (10).

Emotional Abuse

It is the most difficult one among others for defining, clearing and curing.

Unicef defines it as; to deny the child's personal quality, capacity and needs, to deprive him of social relations and sources, to harm him socially by threatening to leave him, to ask for the things he isn't able to do because of his age and his limited power and to breed him with the methods that are completely against the society (10).

Emotional abuse covers a wide range. Gabriano & Gabriano 1987 dealt with various behaviour styles in the aspect of emotional abuse; rejection, degrading, isolating,

frightening, threatening, terrorizing, corruption, exploiting, denying emotional responsiveness and adultifying etc. (10).

Rejection is a kind of emotional abuse. Probably being unaware of what they are doing most parents reject their children since they refuse to see them as a separate individuals and satisfy their needs. Rejecting child by pretending that he isn't at home, humiliating his personality, skill and success, making him feel that he is unservicable and disapproving everything he does cause emotional abuse (10).

This can be reflected to the child indirectly. For example they give a nursery the responsibility of bringing him up, they pay no attention to him at home, they don't care for his behaviours and they never encourage him to exhibit his abilities and interests. Furthermore not having a close relation, avoiding to embrace and playing games with him, calling him names are the rejection messages sent to the child.

On the contrary if a child is excessively protected and if his parents decide about his friends, relations and make decision on his behalf they will have a negative effect over the child. Thus child abuse takes place if a child is excessively protected as well as rejected.

Consciously or not, many parents tend to compare their child with others or with his own brothers or sisters. Köknel makes it clear that the child's success must be praised and his failures shouldn't be compared with the other childrens' (11).

Such comparisons make the child carry a grudge against the child compared. Furthermore the child may lose self-confidence in a period of time.

While Köknel was giving various suggestions for the communication with children, he pointed out that parents shouldn't use the frightening and distressing expressions, such as; "I don't like you anymore", "You don't have a place in this

hause", "go away"...etc. According to Köknel parents shouldn't use their loves and affection as a way of punishment.(11)

During the broken marriages the child is forced to make a choice (a decision) between mother and father or he is used as a mediator to maintain the marriage. In separated families the child is provoked towards his parent who lives away. This causes emotional corruption.

Negligence

Neglect

Negligence is the fourth of the headlines we have given in the beginning of this work. Negligence is defined as; not to fulfill the basic liability the family has towards the child. The main point that differentiates abuse from negligence is that abuse is active whereas negligence is a passive fact. (10).

In a wider definition, neglecting the child's feeding, dressing, protection, failing to supply his emotional needs, neglecting the health services, his education, causing injuries by indifference...etc. Since negligence is an abstract concept it is very difficult to identify it. If psychosocial and physiological regression is observed on the child's development some kinds of negligence should be suspected.

Economic Abuse

The families occasionally request things beyond the capacity of the children. For example they expect their children to show great success in every field even though they have no ability to do. Cause of the financial impossibilities, they make their children work in unhealthy environments and do hard work. This creates problems on the children's emotional and physical development. Not only expecting the child to support the family financially but also depriving him of his most basic material needs, such as food, money, comfortable living conditions are the example for economic abuse.

The Cause Of The Child Abuse

Some psychological and sociological models explaining the child abuse and negligence are thrown out for consideration. We can classify them as; psychiatric model, sociological model, social psychological model, social learning model and social interaction model.

Psychiatric model is based on finding out the pathological characteristic by investigating the exploiter's individual characteristic. However, the surveys show that only 10% of the parents who has abused their children have pathological problems.(10).

Sociological model studies cultural, social, family and environmental factors. It examines how the violence within the family and its connection to the environment, stress and having obstacles effect the abuse (10).

Also the financial problems of the family, the isolation of the parents from the social environment or the lack of the social support cause negative effect especially on the seperated couples (10).

The education levels of the parents was evaluated to find out its effect on the abuse attitude and the surveys showed that within the familieswhose educational level is low, violence, wrong speeches and behaviours, despising each other can be observed more often.

Whereas social psychological model, while studying abuse, gives much more importance to the environmental and individual factors. While individual reasons are being surveyed pathological sides of the individuals are considered; depression, pathological problems, stress etc... Violence and social experiences are considered while environmental factors are being surveyed.

In addition to these, the physical, mental and personal characteristic of the children who were subjected to the violence were surveyed and revealed that the problematic child are more open to the violence and abuse than a normal child.

Hence, it was observed that the children who are behaved badly have negative behaviour towards their parents.

It was determined by Friedrich's and Boriskin's (1976) survey that prematurity, mental retardation, physical disabilities and some other difficulties the children have can be observed densely among the children who are exposed to bad treatment (10).

Social learning model studies behaviour styles coming out from the relations and individualistic interaction. It is observed that getting benefit of his previous experiences the individual tends to behave his children by taking after the behaviour of the person he follows as a model. The survey welf on the hypothesis that the abusers are the individuals who were abused in their childhood. In their survey Oliver and Taylor (1970) found out a family that had been behaving their children very badly for five generations. Silver and his friends also made it clear that while surveying 34 case on child abuse, they met families who had been abusing their children for three generations (10).

It is estimated that in USA, more than a thousand children are killed every year by their parents and furthermore 50000 or more children are seriously beaten or tortured by their families and relatives. This is because the parents hardly had any affection in their childhood and were mostly beaten by their own parents (1).

Some researchers opposed this hypotheses and said that one shouldn't defend the idea that every abuser had been abused during their childhood. Jayaratne (1977) researched the generation hypotheses and according to him the causes of the child

abuse isn't because of the past experiences but it is closely related to the difficult life-style of the parents (10).

Social interaction model gives a complete vision by summarizing all the models mentioned above. It supports that the mutual relations between mother and father and the relation of the child with his parents should be taken into account. Social interaction model emphasizes that the child having health problems may create anger and rage in the family and the parents may reflect their unhappiness by getting angry and shouting at the child when they feel themselves obliged to maintain their marriage under terrible conditions.

The Result Of The Child Abuse

The surveys related with the studies about child abuse emphasize that abuse factors create a great number of negative effects on child.

If a child can't follow the usual development process although there isn't any organic problem, negligence and abuse can probably be the reason. The reasons for the slow development process of the child is due to the following factors; abusing and neglecting the child physically, beating, insufficient feeding, delaying his health controls and vaccinations... The lack of emotional sensitivity causes the problems on the development process of the child as well. Two groups of new born children were surveyed. The children in the first group were taken into arms while being nourished whereas the children in the second group never had any physical touch even while being fed and after a period of the time it was observed that the children in the second group lost their lives.

Parker (1983) explained that when extremely control and pressure are taken place with little affection, the children are effected negatively and also the extreme protection of the parents in the childhood will create emotional problems and inclination to have depression in the future. Having little affection can spoil the developing of self-respect of the child. Limiting the child too much can prevent the

feeling of freedom and social adequacy of him. As a result, all these can damage one's ability of coming over the stresses that he will meet in his life-time and his harmony.(10)

Köknel and Yavuzer considered isolated behaviours as; "closing a child into a room is one of the discipline methods applied often. Some parents do this by either closing the child into a dark room or by locking him. As the parents thinking that they make their children be more disciplined by doing this, they can spoil their children's health of spirit and therefore, create some phobias (11.14)

The mistakes made in the period of raising the child can cause more problems for him in the future. For instance, to connive his behaviours that are against the social rules and not to warn him and not to teach him the good and bad concepts..All these are some of the mistakes that should be examined in the extend of directing the child to the crime (11-14)

Also the behaviours that the child follows as a model have great role in directing him trough the crime Being witness to the violence or crime within the family or given permission to watch the programmes including crimes and violence on TV cause big problems in point of the bad effect over the child.

The violence applied to the child such as beating, shouting expressions like "God down you", which runs him down, will make the child hate or develop a grudge against his parents and become distrustful both for themselves or their parents (5).

It is the examine that 75% of the child abused behave in the way that adults wish and desire and it is observed that they are mostly shy and untrustful for themselves. This kind of children are inhormanious, problem, extremely shy, active anxious among other children.

Damaged sexuality is the effect of sexual abuse which can be observed over the child; the sexual emotions and conducts of an abused child can be deviated from

normal development and can turn into the ones that are not normal. Feeling of betrayal; the abuser will cause the child to lose his trust and place the feeling of betrayal in his mind. Weakness; the child will find himself in weakness and desperation mood when he is used for sexual purpose without his wish or permission and cannot prevent it. Stigmatization; the concepts such as; "harmness, shame, guiltiness when accompanies the child's sexual abuse mixes to his perception of ego and she start to perceive himself in this way.(13).

In the survey done by Bilir and Erkman the results, that can be observed on the children who had emotional abused, are listed this; sucking his thumb, mostly done by the preschool children, shaking, biting, eating disorderly, hyperactivity, being extremely introverted, passive and being focused to outer control, submitted to everything, illogical wishes, sleep disorder, conception of ego, depression, being extremely anxious, phobias, obsessions like neurotical reactions; destructiveness, stealing, saying lie and oppress which are antisocial behaviours, attempting and committing a suicide, a pause in the informational and emotional development, disorder of orientation, disorder of memory, disorder of concentration, scarcity of motiveness, unsuccessfulness, mental retardation, artificial maturity. (10)

Prevention

Child's abuse and negligence which has complicated reasons and tragic results comes to us as a social problem. It's informed that children who came across with these types of events, have been suffering and also his physical and mental health is getting seriously endangered and this danger's dimension can even reach to death. Beside all, the studies about the neglected and abused children in the past shows that some social problems like guilt, mental illness, medical problems, using alcohol and drugs, escaping from home, committing suicides could be frequently seen.(16).

Hyman and Lally (1981) clarified that in the American society discipline and punishment are accepted as synonymous attitudes and so as to change the children

behaviour, beating them is accepted as a wide spread weapon, even moreover they said that every American citizen has accepted this as a religious and moral duty.

In Turkey as well behaving children badly isn't taken into account as a basic problem. Cüceloğlu (1994) defines it as; this situation can be interpreted into two ways. 1) There is no such a problem in Turkey to be characterised as behaving children badly, 2) there is no enough sensitivity on this subject. Thus, enough data showing the existence or nonexistence of the problem hasn't been collected yet. We are not in the position to say whether the problem exists or not and if there is, how widespread it is.(5)

The children's rights and freedom are tried to be protected with some kinds of precautions because of its coming as a current issue and the beginning of the discussions about its dimensions.

The first studies were started in Rome by Pope Innocent by establishing an institution for preventing the child abuse. In 1825 reformatories were established in New York. Even in 1970's it was tried to keep the children protection societies stand by taking financial support from the animal protection societies.

United Nations Economical and Social Rights Commission dealt with a subject that was to make the agreement of the Children Rights which could be joined to the Universal Declaration of Human Rights be accepted. On 20 November 1959 United Nations General Committee accepted "Children Rights Agreement" unanimously. Although that agreement was not a binding one, it formed the foundation of the United Nations Children Rights Agreement.(4)

Just before the International Child Year (1979), while the representative of Poland offers a preparation for a Child Rights Agreement, they suggested the necessity of leaning on a consistent and binding law of children rights. The Agreement text that was prepared as the result of the studies was accepted by the

United Nations General committee on 20 November 1989 and than on 26 January 1990 it was opened for signatures. The Agreement was signed by 61 countries on the same day. The agreement went into effect on 2 September 1990. Though Turkey signed the agreement on 30 September 1990 it approved it in January 1995 (4).

The aim of the children rights Agreement is to evaluate the children rights with the human rights as a whole in order to protect the children and to prevent them from the abuse and bad treatment. The basic principle forming the agreement is the sentences saying "Humanity owes to give the children the best of everything on hand."

Abuse At School

School period that the child starts to get out from family atmosphere and communicate with the outer world. Moreover when it is dealt with the developing aspect, the primary school years is the period that the children develop their ability of choosing the good from the bad, the right from the wrong; in other words, it's the period of developing their superego. As in each developing period, in this period, as well, it is expected from the child to show some developing characteristics.

Some defects can be seen on the ability development of the child abused and this effects the school success of the child in negative way. The child's self-confidence is completely shaken when he fails in being successful at school, thus he tries to attract attention by refusing to associate with others or showing aggressive behaviours. The child can give harms both to himself or to his environment while trying to attract attention, he can break the school rules and therefore can be punished by the teachers or school administration. It is possible to take it consideration in a vicious circle; the abused child is unsuccessful at school and has little self-confidence, he expresses himself either by isolating himself among others or by his extreme activeness.

Receiving little appreciation and care from his teachers also effect the self-confidence of the child in a negative way. The teacher's expectations on that type of children become less, they get into negative expectations and each behaviour of the child is perceived in this way by this teacher.

Hoffman, Plotkin and Twentyman (1984) clarified that the children who were physically abused during primary education shows more aggressive behaviours accrding to the control group and get much more warnings by the teachers.

In many countries throughout the world physical punishment are forbidden at the educational institutions where the children spent most of their times after their family. Some of these countries are; Austria 1870, Germany 1970, Portugal 1950. (8)

Even if physical punishments are forbidden on law and rules in these countries, it has been continueing to be applied, not only as a physical punishment but also it's observed that teachers use some words and expressions which are humiliating, making the students feel ashamed and running them down. This kind of events are often reflected to the press and publication agencies, too. In our society the thought of that the punishment is a part of the education is still going on. Therefore the researches related with this subject should be increased and the teachers has to be informed by the in service training and the families should be lightened by the seminars.

When the reasons for the beating punishment are evaluated the findings obtained are; not doing his homework, being late to lectures, not answering the question asked by teachers, making noise or the teacher's own failure to control the class management, arguments among the students, unproper types of clothing and too familiar behaviour... All these are the reasons that cause the teachers give punishment (8).

While punishing the students, teachers use rulers, stick, slap, throwing chalk, despising the students among his friends and all these effect the student's ego value. Thinking that a teacher should from a model for a student, when a child experiences

the same negative behaviours at school that he sees within his family, he is likely to accept these behaviour of his teachers as a model and learns to behave aggressively.

Although many teachers and teacher candidates inform that they are against beating, the students of Educational Faculty of Teaching Certificate Department at Ankara University while expressing their view point about this subject, it calls attention that they said "our teacher was right, we deserved beating". Again in other researches most of the students think that they deserve to have bad treatment because these children are taught that bad behaviours should be punished and they have experienced this kind of events.

The researches clarify that the students are not only abused in the public schools but in private schools as well. Among the reasons of the families silence to the violence at schools are; they are afraid lest their children should be dismissed, they keep silent for the fear that the teachers and the school administration will pick on their children. In addition to all these, they sometimes have a thought that their children deserve the punishment, thus they stay silent.

In turkey and in many other countries the abuse attitudes at schools have been lasting for years because there is no reaction from the environment, and because of this silence, beating and bad treatments have been using as a discipline method which intimidate the students.

MEANS AND METHODS

This research was carried out at all the fifth forms of the primary schools, connected to the Ministry of Education, Culture, Youth and Sports at Nallıhan district in Ankara in the beginning of the second term of 1998-1999 academic year.

Place Of The Research

The research took place at Nallıhan district in Ankara. Nallıhan is situated in the north-west of Ankara and it is 160 km away from the capital city. The population of the district is about 15000. The local citizens earn their lives through agriculture and the foreigners are either workers, sivil servants or officers. There are four primary schools in Nallıhan and the students from the villages around the country are educated in these schools.

Information About Universe

Universe of the study is formed by the fifth-forms of all the primary schools in Nallıhan. There are nine fifth forms and 355 students in the fifth forms at these schools.

Survey Forms

The public survey form has two parts. The first part consists of questions related with the student's date of birth, sex, the occupation of parents and their education level, the number of his brothers and sisters, his school report and his lowest mark. The second part of the form inquires about the teachers' punishment methods, the frequencies of the given punishments, why and to whom the teachers apply and wheather they are just or not.

The teachers are given two sperate question forms. In the beginning of the first form the teacher's age, sex, marital status, educational background, the reason of choosing his occupation, the years in the occupation, the duration of work, his emotional and financial satisfaction are inquired. In the second part of this form there are question inquire the types and frequencies of the punishments given.

The second form includes The State Trait Anger Scale (STAS). The studies on this subject was started and developed by Charles D. Spielberger and his group. In the fallowing studies it was researched how one's anger was reflected and expressed besides its decomposition on the stiuationality and continuity of anger. The adaptation of this scale to Turkish was done by A. Kadir Özer (1994) . (14).

Collecting Data

Collecting data was carried out by Özlem Karakaya. Before giving the public survey forms, the standart information about the research was given in every class and explained that this inquiry was a scientific study and that the teachers and the school administration would never see the forms filled by the students, the questions were to be answered sincerely and truly and that they could take help when needed. The time allowed to fill the form was stated as half an hour and the teachers were asked to leave the classrooms so as to carry out the survey in privacy and also without any influence.

Some other forms were given to each teacher and the information about the research questions were explained and then they were asked to read SCID-II form; about corruption in personality and to answer the question on the form by saying "yes" or "no". The teachers were requested to talk about these answers afterwards. They were also requested to answer the form about the ways of expressing anger and they were explained that they could mark on the other form given and informed that we could enlighten them if they had any questions when we met to collect the forms.

Evaluation And Statistic

The answer we obtained were all evaluated one by one at the statistic programmes for social science (SPSS). By using descriptive statistic and ki-square method the statistics were done by Dr. Mehmet Çakıcı.

RESULTS

This research was carried out four of the primary school connected to the Ministry of Education, Culture, Youth and Sports in Nallıhan district in Ankara and applied to all the fifth forms. 277 students out of 355 (78.0 %) answered the survey.

47.3 % (130) of the students who participate in this research are girls and 52 % (145) are boys. The ages are between 10-14.

The survey was applied to all the teachers of these classes at the primary schools, connected to the Ministry of Education, Culture, Youth and Sports and according to the findings we get 3 teachers (33.3 %) out of 9 are women and 6 (65.7 %) are men. Their ages are between 28 and 48. The teachers are all married and have children except one. The number of the children each have is between 0-3.

When the working years of the teachers are evaluated it shows that their working years in the public service differentiates between 3 and 28 years. 88.9 % (8) of the teachers have bachelor's degree and 11.1 % (1) of them is a graduate of a teachers training college. The answers given by 8 teachers explains that their weekly working hours differentiate between 20-34.

When their most important reason of choosing their occupation is questioned, five teachers out of seven explains that they love their jobs and that's the reason.

Table 1. The reasons of the teachers' choosing their occupation

Occupational Affection	Economic Reason	Social Status	Other	N
% 71.4 (5)	% 14.3 (1)	-----	%14.3 (1)	7

The teachers were also asked wheather they were pleased with their working environment and 6 teachers out of seven said they were and all the teachers except

one confessed that they perform it with pleasure.

Eight teachers gave positive answers to the question; "Does your job satisfy you emotionally?" nine teachers except one gave negative answers to the question; "Does your job satisfy you financially?"

Table 2 shows the general distribution of the teachers' financial and emotional contentment of doing their jobs.

	YES	NO	N
His pleasure with his working environment	%85.7 (6)	%14.3 (1)	7
His pleasure in performing his job	%87.5 (7)	% 12.5 (1)	8
His emotional satisfaction	%100 (8)	-----	8
His financial satisfaction	%11.1(1)	%88.9 (8)	9

According to the teachers' statements the students are mostly warned (77.8 %) when the teachers get angry with them. The second style of punishment that comes after warning is not allowing the student to go out at the break - time (16.7 %) and the third one is giving them a writing punishment (14.3 %). While punishing the students, the expressions that are most frequently used can be enumerated as; "I'll scold you"(71.4 %), "I'll pull your ears" (57.1 %), "I'll shout at you" (57.1 %). The first of the rarely used expressions is; "I'll send you back" (87.5 %), "I'll hit you with a ruler" (50.0 %) is the second and third one is "I'll make you stand one foot" and "I'll shout at you" (42.9 %). Among the punishment methods which the teachers explain that they never apply, the first one is saying "I'll hit you on the head" (85.7 %) and the second one is "I'll send you out of the class" and "You will not be allowed to go out at the break-time" (66.7 %). "Giving a writing punishment" (57.1 %) that the teachers say they never apply comes in the third place.

Table 3 The frequencies of the attitudes that the teachers apply when they get angry with the students.

BEHAVIOUR	OFTEN	SOMETIMES	RARELY	NEVER
I Warn	% 77.8 (8)	% 22.2 (2)	-----	-----
I Scold	-----	% 71.4 (4)	%28.6 (2)	-----
I Send Him Out	-----	-----	%33.3 (2)	%66.7 (4)
I Pull His Ears	-----	% 57.1 (4)	%14.3 (1)	% 28.6 (2)
I make Him Stand On One Foot	-----	% 28.6 (2)	% 42.9 (3)	% 28.6 (2)
I Hit Him With A Ruler	-----	% 50.0 (3)	% 50.0 (3)	-----
I Don't Allow Him To Go Out For Break	% 16.7 (1)	%16.7 (1)	-----	%66.7 (4)
I Hit Him On The Head	-----	-----	% 14.3 (1)	%85.7 (6)
I Tell Him That I Will Give Him Zero	-----	% 28.6 (2)	%28.6 (2)	%42.9 (3)
I Give Him A Writting Punishment	%14.3 (1)	-----	%28.6 (2)	% 57.1 (4)
I Send Him To The Back Row	-----	%14.3 (1)	% 85.7 (6)	-----
I Scold Him By Shouthing	-----	%42.9 (3)	%42.9 (3)	% 14.3 (1)
I Pull His Hair	-----	%14.3 (1)	-----	%85.7 (6)

Which of the attitudes listed above are applied by the teachers who feel themselves obliged though they are involuntary to do? Could you give the attitudes in a correct order considering the priority of applying? All the teachers who answered these questions expressed that they warn the students at first.

The results taken from the scale showing the teachers' ways of expressing their anger is shown on table 4. The continuity of anger is found as 17 ± 3.55 . the highest point is obtained from "controlling anger" and the lowest point is obtained from "anger sending out".

Table 4. the mean and standart deviation of the teachers' expressing their anger.

EXPRESSING ANGER	MEAN AND STANDART DEVIATION	N
Countinous Anger	17.00 \pm 3.55 (11-22)	8
Anger Sending In	14.62 \pm 3.20 (11-21)	8
Anger Sending Out	12.38 \pm 2.45 (10-18)	8
Anger Control	20.88 \pm 4.82 (11-28)	8

According to the information obtained from the evaluation of the survey forms given to the students; 47.3 % (130) of the students who answered the forms are girls and 52.7 % (145) are boys and their ages are between 10-14.

When the educational backgrounds of the parents were taken into consideration, a meaningfull defirences couldn't be found, but it was observed that the educational level of the fathers was higher than the mothers'.

Table 5 illustrate that educational level percent of the parent.

	Illiterate	Literate	Graduates from primary school	Graduate from junior high school	Graduate from high school	Graduate from university
Mother	16 (5.9 %)	12 (4.4 %)	177 (65.6 %)	37 (13.7 %)	24 (8.9 %)	4 (1.5 %)
Father	6 (2.2 %)	20 (7.3 %)	107 (39.2 %)	57 (20.9 %)	64 (23.4 %)	19 (7.0 %)

The information obtained from the students' survey forms shows that among the attitudes which the teacher never apply "walking towards him and push" takes the first place and "making the student crouch up and down" is in the second place and "insulting him by using bad remarks" is in the third.

The number of the students expressing that their teachers never punish them by "walking towards and push them" is 262 (96.3 %), whereas 5 students (1.8 %) say their teachers do this one or twice, 4 students (1.5 %) say they sometimes do and only 1 student (0.4 %) says this is the kind of punishment their teacher use.

271 students out of 258 (95.8 %) has evaluated the punishment, making the student crouch up and down and they explain that their teachers never apply it, 9 students (3.3 %) say their teacher do this once or twice and four students (1.5 %) express that the teachers use this punishment from time to time.

253 students (94.4 %) out of 296 has evaluated "insulting the student by using bad remarks" as a punishment and they say that they never have this kind of punishment, 5 of them (1.9 %) confess that they have it once or twice and 8 students (3.0 %) say they experience it occasionally and 3 students (0.7 %) explain that they are given punishments in this manner very often.

Among the punishment behaviours of the teachers which the students confess

they do once or twice "getting very angry, shouting and scorn" takes the first place, "slapping" follows this and "pulling the student's ear" comes in the third.

The number of the students saying that their teachers never punish them by getting angry and shouting at them is 112 (41.6 %). Whereas 103 students (38.3 %) confess that their teachers do this once or twice and 46 students (17.1 %) say that the teachers do this occasionally and 8 students (3.0 %) explain that the teachers use this attitude to punish the students frequently.

89 students (33.1 %) say that they never experience the slapping of the teachers as a punishment. 82 students (30.5 %) explain that they have had this kind of punishment once or twice, 88 students (32.7 %) say they have it occasionally and 10 students (3.7 %) confess that they are given this punishment quite often.

102 students (37.2 %) out of 274 who have evaluated the punishment "pulling the student's ear" explain that their teachers never pull the student's ear, 87 students (31.8 %) their ear is sometimes pulled by the teachers, 78 (28.5 %) say that the teachers do this once or twice and 7 (2.6 %) students explain that this kind of punishment is often given by the teachers.

The first of the teachers' punishment attitudes which takes place occasionally is "slapping", the second one is "pulling the student's ear" and the last one is "hitting by a ruler or a stick".

115 students (42.6 %) say that they are never subjected to have the punishment that is hitting by a ruler or a stick. 79 students (29.2 %) say that they have met with this kind of punishment once or twice, 68 students (25.1 %) explain that they experience this once or twice and 9 students (3.3 %) say they are given this punishment very often.

Among the punishment behaviours that the teachers use frequently, "slapping" takes the first place, "hitting by a ruler or stick" comes the second and then follows "standing on one foot", "hitting on the head" and "getting angry, shouting and scorn".

The number of the students who have never got the punishment to stand on one foot is 169 (62.4 %) and 56 students (20.7 %) say they are given this punishment once or twice, 38 students (14.0 %) explain that they are made to stand on one foot occasionally and 8 students (3.0 %) say that they are given this punishment very often.

185 students (67.8 %) explain that the teachers never punish the students by hitting on their head, 47 students (17.2 %) say that the teachers punish their students once or twice in this manner, 33 students (12.1 %) say they are given this punishment occasionally and 8 students (2.9 %) confess that they are punished in this manner quite often.

Table 6 The students' evaluation of the frequencies of the teachers' attitudes directed to the students.

ATTITUDE	NEVER	ONCE OR TWICE	OCCASIONALLY	OFTEN
Pulling his ear	102 (37.2 %)	78 (28.5 %)	87 (31.8 %)	7 (2.6 %)
Pulling his hair	223 (81.7 %)	29 (10.6 %)	18 (6.6 %)	3 (1.1 %)
To slap	89 (33.1 %)	82 (30.5 %)	88 (32.7 %)	10 (3.7 %)
Hit him head wall or desk	247 (90.8 %)	15 (5.5 %)	7 (2.6 %)	4 (1.1 %)
Hit him with ruler/stick	115 (42.4 %)	79 (29.2 %)	68 (25.1 %)	9 (3.3 %)
Trowing chalk or eraser	203 (74.9 %)	31 (11.4 %)	33 (12.2 %)	4 (1.5 %)
To kick him	225 (83.0 %)	25 (9.2 %)	19 (7.0 %)	2 (0.7 %)
Crouch up and down	258 (92.5 %)	9 (3.3 %)	4 (1.5 %)	-----
Send out the class	205 (75.6 %)	33 (12.2 %)	30 (11.1 %)	3 (1.1 %)

To slap his nape	190 (70.4 %)	47 (17.4 %)	30 (11.1 %)	3 (1.1 %)
Hit him back	195 (73.6 %)	49 (18.5 %)	18 (6.8 %)	3 (1.1 %)
Hit all students	193 (72.0 %)	48 (17.9 %)	25 (9.3 %)	2 (0.7 %)
Standing on one foot	169 (62.4 %)	56 (20.7 %)	38 (14.0 %)	8 (3.0 %)
Say give zero	225 (83.6 %)	33 (12.3 %)	8 (3.0 %)	3 (1.1 %)
Hit him head	185 (67.8 %)	47 (17.2 %)	33 (12.1 %)	8 (2.9 %)
Walking towards him and push	262 (96.3 %)	5 (1.8 %)	4 (1.5 %)	1 (0.4 %)
Give writting punishment	242 (89.6 %)	22 (8.1 %)	5 (1.9 %)	1 (0.4 %)
Hit the students head each other	193 (72.0 %)	53 (19.8 %)	18 (6.7 %)	4 (1.5 %)
Hit his cheek	248 (93.2 %)	9 (3.4 %)	8 (3.0 %)	1 (0.4 %)
Send back row	204 (76.4 %)	35 (13.1 %)	24 (9.0 %)	4 (1.5 %)
Not be allow to go out at the break time	187 (70.3 %)	42 (15.8 %)	34 (12.8 %)	3 (1.1 %)
Standing on the one foot near thegarbagecan	218 (81.6 %)	27 (10.1 %)	19 (7.1 %)	3 (1.1 %)
Getting angry, Shouting & scarn	112 (41.6 %)	103 (38.3 %)	46 (17.1 %)	8 (3.0 %)
Insulting him by using bad remarks	253 (94.4 %)	5 (1.9 %)	8 (3.0 %)	3 (0.7 %)

When the sexual differences were taken into consideration, a meaningful differences couldn't be found, but it was observed that the boys was punished more than the girls.

Table 7 Defision of the punishment according to sex,

GIRLS %				BOYS %			
Attitude	Never	1-2 Times	2<	Never	1-2 Times	2<	Ki-Square
Send back row	80.3 %	12.6%	7.1%	72.9%	13.6%	13.6%	3.20
Hit the students head each other	78.0 %	13.4 %	8.7 %	66.7 %	25.5 %	7.8 %	6.22
Shouthing and scarn	41.7 %	41.7 %	16.5%	41.5 %	35.2 %	23.2%	2.24
Hit him head	70.0 %	16.2 %	13.8 %	65.7 %	18.2 %	16.1 %	0.57
Hit him head wall or row	93.1 %	2.3 %	4.6 %	88.7 %	8.5 %	2.8 %	5.38
To slap his nape	74.2 %	13.3 %	12.5 %	66.9 %	21.1 %	12.0 %	2.90
Insulting him by usingbad remarks	93.7 %	2.4 %	4.0 %	95.1 %	1.4 %	3.5 %	0.38
Pull his ear	43.8 %	34.6%	21.5 %	31.3 %	22.9 %	45.8 %	17.95
Pull his hair	85.3 %	10.9 %	3.9 %	78.5 %	10.4 %	11.1 %	5.02
Threating by give zero	86.0 %	12.4 %	1.6 %	81.4 %	12.1 %	6.4 %	4.08
Send out the class	78.7 %	14.2 %	7.1 %	72.9 %	10.4 %	16.7 %	6.17
Hit all students	75.2 %	15.2 %	9.6 %	69.2 %	20.3 %	10.5 %	1.34
Hit his back	71.9 %	19.5 %	8.6 %	75.2 %	17.5 %	7.3 %	0.38
Hit him with stick/ruler	42.6 %	30.2 %	27.1 %	42.3 %	28.2 %	29.6 %	0.24
Kick him	84.5 %	7.0 %	8.5 %	81.7 %	11.3 %	7.0 %	1.60
Standing up on one foot	87.2 %	7.2 %	5.6 %	76.8 %	12.7 %	10.6 %	4.84

Standing up one foot near the garbagecan	67.7 %	18.5 %	13.8 %	57.4 %	22.7 %	19.9 %	3.16
Not let to the break	76.4 %	9.8 %	13.8 %	65.0 %	21.0 %	14.0 %	6.49
Trowing chack/ eraser	77.7 %	11.5 %	10.8 %	72.3 %	11.3 %	16.3 %	1.78
To slap	36.9 %	30.0 %	33.1 %	29.5 %	30.9 %	39.6 %	1.91
Walking towards him and push	97.7 %	1.6 %	0.8 %	95.1 %	2.1 %	2.8 %	1.61
Fisting to the cheek	92.7 %	4.6 %	3.2 %	93.7 %	2.8 %	3.5 %	0.31
Punishment of writting	92.2 %	7.8 %	-----	87.3 %	8.5 %	4.2 %	5.61
Crouch up and down	93.8 %	3.8 %	2.3 %	96.5 %	2.8 %	0.7 %	1.42

When classified the punishment taking punishment; get out of the class, punishment of writting, sending to the back of the classroom, not let to the break time, standing up on one foot, crouch up and down, standing up on one foot next to dustpat, physical punishments are; ear pulling, hair grasping, hitting to the head with steak/ruller, trowing away the chack/eraser, kicking, giving a box to nape, hitting to the back, beating one by one, hitting to the head, pushing by walking toward his-her, hitting the heads to each other, fisting to the cheek, as verbal abuse; treathing by giving the zero, telling by shoughting, verbal injured. 222 students answered the question of 256 and say that at least once they abused by physically and 167 students out of 263 were punished at least one and 148 students out of 253 abused verbally.

Table 8 Frequency of students who punished, physically abused and verbally abused at once,

PUNISHES	NO-PUNISHES	PUNISHED AT LEAST ONE	N
PUNISHED	96 (36.5 %)	167 (63.5 %)	263
PHYSICAL ABUSE	24 (9.8 %)	222 (90.2 %)	246
VERBAL ABUSE	105 (41.5 %)	148 (58.5 %)	253

If it is look out to punished students' sex females who punished at least once is

63.2 % and males who punished at least once is 63.8 %.

Table 9 Students' sex who do not punish and they punish at least once.

PUNISHED	NO PUNISHES	PANISHED AT LEAST ONE	N
FEMALES	46 (36.8 %)	79 (63.2 %)	125 (47.5 %)
MALES	50 (36.2 %)	88 (63.8 %)	138 (52.5 %)
COLUM TOTAL	96 (36.5 %)	167 (63.5 %)	263 (100 %)

When looking the physically abused students sex no abused females is 87.9 % and male 92.3 %.

Table 10 Student sex no-physically abused and at least once abused.

PHYSICALLY ABUSED	NO ABUSE	AT LEAST ONCE	N
FEMALES	14 (12.1 %)	102 (87.9 %)	116 (47.2 %)
MALES	10 (7.7 %)	120 (92.3 %)	130 (52.8 %)
COLUM TOTAL	24 (9.8 %)	222 (90.2 %)	246 (100 %)

It is the differency about abused females and males. Female students who were abused is 52.9 % but male students is 63.6 %.

Table 11 illustrats sex and no-verbal abused and at least once abused students.

VERBAL ABUSE	NO-ABUSE	AT LEAST ONCE ABUSED	N
FEMALES	57 (47.1 %)	64 (52.9 %)	121 (47.8 %)
MALES	48 (36.4 %)	84 (63.6 %)	133 (52.2 %)
COLUM TOTAL	105 (41.5 %)	148 (58.5 %)	253 (100 %)

It is not detected any meaningfull relation with the students whose at last and the lowest grades between the student who were not abused nor physical and verbal and the students who were abused at least once.

Table 12 No abuse students and at least once abused students, their last and lowest grades.

NO ABUSE				ABUSED AT LEAST ONE				
	N	MEAN	SD	N	MEAN	SD	t	q
LAST GRADE	93	4.08	0.97	161	3.99	1.11	0.59	0.56
LOWEST GRADE	91	2.73	1.07	159	2.88	2.88	-1.06	0.28

Table 13 Relation with no physical abused students with at least once physical abused students and with their last grades and the lowest grade.

NO PHYSICAL ABUSE				AT LEAST ONCE PHYSICAL ABUSE				
	N	MEAN	SD	N	MEAN	SD	t	q
LAST GRADE	24	4.33	1.05	214	4.01	1.03	1.42	0.16
LOWEST GRADE	23	2.95	1.23	211	2.85	1.09	0.42	0.67

Table 14 Relation with no verbal abused students with at least once verbal abused students and with their last grades and lowest grade.

NO VERBAL ABUSE				AT LEAST ONCE VERBAL ABUSE				
	N	MEAN	SD	N	MEAN	SD	t	q
LAST GRADE	104	4.13	0.98	140	3.95	1.07	1.38	0.17
LOWEST GRADE	102	2.86	1.00	141	2.79	1.19	0.52	0.60

DISCUSSION AND THE RESULTS

In this research study, it is considered to the teachers' punishing behaviours on their students and the types of these punishments, their frequency according to the students' and sex.

When the teachers are angry with their students they replied that; firstly "I warn" them, secondly "I punish with not letting to break- time", thirdly "I punish with writting punishes". And then when it was asked to teachers that, "what are the punishments of your friends give to their students without willingly or as a neccessity?" the 7 teachers who answer the question say punishment ordering have begun with firstly the "warning".

When the teachers' punishmentive behaviours were defined by their students, the ordering were figured out like; firstly is to slap. These students who were slapped are 60.9 %. This amount was stated 57.5 % in study of Gözutok, secondly is the hitting with a steak/ruler with this kind at least once punished students are 58.4 %. But this amount was stated as 14.6 % similar study by asking the question that "do your teacher hit you with steak?" with the answer is "yes".

The teachers mentioned their punishmentive behaviours in an ordering; as verbal types that; "generally I warn", "I give the writting punishment", "I do not let them to break time". But the students' ordering was stated like; slaping, hitting with the ruler/steak, involving physical neglected behaviours.

Comparing with two studies; while in our study at least once students punished with; ear pulling 57.5 %, hair pulling 21.3 %, throwing chalk/eraser 22.8 %, kicking 18.3 %, in similar study at least once students punished with; ear pulling 45.97 %, hair pulling 30.87 %, thrawing chalk/eraser 25.0 %,kicking 11.57 %.

When we look at the sex and punishment it was not obtained important differences. But more male students punish than female students. In the resarches about

on child neglect and abuse. The male students were more abused according to the females students. (10).

When the school achievement compare with the students who were abused at least once and the students who were no abused and no punishes; it is not defined any meaningfull differences.

When it is evaluated the teachers' anger fellings it is seen that the highest point is taken from the anger control (Mean 20.88) and the lowest point is taken from the out of anger (Mean 12.38).

To the question of ; is the teacher right or wrong to give the punishment 95.6 % students said "The teacher is right".

When it was evaluated the people developmental periods they learn by imitating from the early childhood. The children are modelling the around adults with looking at their sex and age while they were developing in the aising their ages. The modelled person was being become as a authority figure. The children accepted the modelled individual and also his/her imitative behaviours. After the family, the children secondly spend their time in their schools, it is clear that the teachers behaviours and attitudes are placed very much important in improving of the students new behaviours. Because of that modelled teachers' behaviours and attitudes were investigated throughly and evaluating carefully and certainly and also with the default behaviours and attitudes with education programmes and these effects on students must be told to the teachers crearly and lastly the solutions muster plannes must be reprepared and the advisements must be improved.

And also, the children rights Act which is sighned 14th September 1990 and was accepted by Turkey in 1994 must be rocignizing and parlement these works must be enlarged.

The content of this act say that ;"to rehalitaze the basic needs of children, for improving the personality, ability and master achievements of child, is the main responsibility of society". And this prinsible must be told to the children in the way of possibility for their understanding which what were their rights. And also the content of this Act must be explained to the adults. In a servey research, Ceyda Dedeoğlu was applied to all over the Tukey Universtiy students, that'S datas contained that 43.7 % students do not know about this Act. (6). This big amount of university students percent emphazied that the works of recognizing this Act is very important and needs emergency.

SUMMURY

In this research study among the primary school students ,the child abuse, it's frequency, kinds of punishments, those teachers anger feeling were disgussed on the being punished students and with punisher teachers own replaying were discussed with a comparable evaluation. For the study, all fifth class students (10-14 years aged) have replied the question forms who study in state schools of Ministry of Education, Culture, Youth and Sports and teir teachers.277 students out of 355 repliced the forms (78.0 %). Two different survey forms were applied to the teachers that first one is the anger feel measurment which is replaced by Kadir Özer, A. (1994) to Turkish. Second one is the form teachers demographic properties and punitive behaviours measurment.To the students, the survey forms which is about sex, age, parent education level (all are the demographic properties) questions and their teachers' punitive behaviours measurments were applied.

To the students replaying, frequently applied punitive acts slapping (32.7 %), ear pulling (31.8 %), hitting with steak/ ruller (25.1 %). As to the teachers this column was settled down like warning (77.8 %),scolding (71.4 %) as the student mentioned that sometimes slapping (32.7 %) but the teachers replaying is very rare the slapping (14.3 %). Among these dats the most flashable one is that; it is asked to students that, "to your teacher behave like this, is he/she right?". The students reply on this "yes" (95.6 %).

The punitive behaviours are exhibited in Turkey as the same as all over the world. The education programmes which are directed to stopped these behaviours must be prepared and the effects the child abuse and agressiveness must be explained to the individuals. And also it must be emphasized that the children could develop in only independent, respectful and justiced conditions and this right is protected as the nesasity by The Child Rights Act. (6).

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- 1-Doğum tarihin: a) 1989 b) 1988 c) 1987 c) 1986 d) Daha öncesi
- 2-Cinsiyet: a) Kız b) Erkek
- 3- Babanın mesleği:.....
- 4-Babanın eğitim durumu: a) Okur-yazar değil b) Okur yazar c) İlkokul bitirmiş
d) Ortaokul bitirmiş e) Lise bitirmiş f) Üniversite bitirmiş
- 5- Baban çalışıyor mu? a) Evet b) Hayır
- 6- Annenin mesleği:.....
- 7- Annenin mezun olduğu okul: a) Okur-yazar değil b) Okur- yazar c) İlkokul bitirmiş d) Ortaokul
d) Ortaokul bitirmiş e) Lise bitirmiş f) Üniversite bitirmiş
- 8- Sen dahil kaç kardeşsiniz? a) Bir b) İki c) Üç d) Daha fazla
- 9- Geçen dönemki karné notun: a) Pekiyi b) İyi c) Orta d) Geçer e) Başarısız
- 10- Geçen yıl karnédeki en düşük notun:.....
- 11- Öğretmeniniz size aşağıda sıralayacağımız davranışları bir-iki kere mi?, arasıra mı? yapıyor.
Yoksa hiç mi yapmıyor? İşaretleyiniz.

	HİÇ	BİR-İKİ KERE	ARASIRA	SIKSIK
-Kulak çekme	(A)	(B)	(C)	(D)
-Saç çekme	(A)	(B)	(C)	(D)
-Tokat atma	(A)	(B)	(C)	(D)
-Başını duvara yada sıraya vurma	(A)	(B)	(C)	(D)
-Sopa/cetvelle vurma	(A)	(B)	(C)	(D)
-Tebeşir, silgi fırlatma	(A)	(B)	(C)	(D)
-Tekme atma	(A)	(B)	(C)	(D)
-Yere çöküp kalkma cezası	(A)	(B)	(C)	(D)
-Sınıftan atma	(A)	(B)	(C)	(D)
-Enseye tokat atma	(A)	(B)	(C)	(D)
-Sirtına vurma	(A)	(B)	(C)	(D)
-Sıra dayığı atma	(A)	(B)	(C)	(D)
-Tek ayak üstünde durma cezası	(A)	(B)	(C)	(D)
-Sıfır vermekle tehdit	(A)	(B)	(C)	(D)
-Başına vurma	(A)	(B)	(C)	(D)

-Üzerine yürütyüp, itme	(A)	(B)	(C)	(D)
-Yazı yazma cezası	(A)	(B)	(C)	(D)
-Başınızı birbirine vurma	(A)	(B)	(C)	(D)
-Yanağına yumrukla vurma	(A)	(B)	(C)	(D)
-Arka sıraya gönderme	(A)	(B)	(C)	(D)
-Tenefüse çıkmama cezası	(A)	(B)	(C)	(D)
-Çöp kutusunun yanında tek ayak	(A)	(B)	(C)	(D)
-Çok kızıp bağırıp azarlama	(A)	(B)	(C)	(D)
-Kötü sözler söyleme	(A)	(B)	(C)	(D)

12-Öğretmenin bu şekilde kime davrandı?

A)Ben B)Yakın arkadaşım C)Sınıf arkadaşım D)Tanımadığım biri E)Bütün sınıf

13-Öğretmenin 11. soruda size sıraladığım tür davranışları sınıf arkadaşlarına ne sıklıkta uyguluyor?

A) Her gün B) Haftada bir C)15-20 günde bir D)Ayda bir

14-Öğretmenin bu tür şeyleri neden yapar?

Yaramazlık yaparsak

Sorduğu soruyu bilemezsek

Ödevimizi yapmazsak

Bilmiyorum

Diğer (yazınız).....

15-Öğretmenin size yukarıda sorduğum şekilde davranmakta;

A) Haklıdır B) Değildir

Bireylerin duygularını ifadeleri ile ilgili bir araştırma yapıyorum. Yaptığım araştırmada bireysel sonuçlar elde etmeyeceğim ve okul ismi vermeyeceğim bu nedenle kimlik belirtmenizi istemiyorum. Cevap vermek istemediğiniz soruları lütfen boş bırakın. Aşağıdaki sorulara samimiyetle cevap vereceğiniz için şimdiden teşekkür ediyorum.

1-Yaş:.....

2-Cinsiyet: (K) (E)

3-Medeni durumunuz: EVLİ BEKAR DUL NİŞANLI

4- (Evli ise) Kaç çocuğunuz var:

5-Mezun olduğunuz okul: A) Üniversite B) Öğretmen lisesi

6-Mesleği seçmekteki en önemli nedeniniz:

a) Mesleği sevmek b) Ekonomik nedenler c) Toplumsal (statü) d) Diğer

7-Meslekteki kaçınıcı yılınız?:.....

8-Haftalık çalışma süreniz:.....

9-Genel olarak çalıştığınız ortamdan memnun musunuz?

(EVET) (HAYIR)

10-Genel olarak düşündüğünüzde bu mesleği yapıyor olmaktan memnun musunuz?

(EVET) (HAYIR)

11-Genelde yaptığınız iş sizi duygusal olarak tatmin ediyor mu?

(EVET) (HAYIR)

12-Genel olarak yaptığınız iş sizi maddi olarak tatmin ediyor mu?

(EVET) (HAYIR)

13-Öğrenciye kızınca ne yaparsınız, aşağıdaki davranışlarda ne sıklıkta bulunursunuz ;

	SIK SIK	BAZEN	NADİREN	HİÇBİR ZAMAN
-Uyarırım	(A)	(B)	(C)	(D)
-Azarlarım	(A)	(B)	(C)	(D)
-Sınıftan atarım	(A)	(B)	(C)	(D)
-Kulağımı çekerim	(A)	(B)	(C)	(D)

-Tek ayak cezası veririm	(A)	(B)	(C)	(D)
-Cetvelle vururum	(A)	(B)	(C)	(D)
-Tenefüse çıkmama cezası veririm	(A)	(B)	(C)	(D)
-Başıma tokat atarım	(A)	(B)	(C)	(D)
-Sıfır vereceğimi söylerim	(A)	(B)	(C)	(D)
-Yazı yazma cezası veririm	(A)	(B)	(C)	(D)
-Arka sıraya gönderirim	(A)	(B)	(C)	(D)
-Çok kızar bağırır azarlarım	(A)	(B)	(C)	(D)
-Saçını çekerim	(A)	(B)	(C)	(D)

14-Sizce öğretmenler hangilerini pek istekli olmadan ama mecbur/zorunlu olduğu için uyguluyor? Bunları uygulamadaki önceliğine göre sıraya koyar mısınız?

- Uyarma
- Sınıftan atma
- Enseyeye tokat atma
- Sıra dayığı atma
- Yanağına vurma
- Bağırıp azarlama
- Tebeşir,silgi fırlatma
- Saçını çekme
- Arka sıraya gönderme
- Notla tehdit etme
- Tenefüse çıkarmama
- Kulağını çekme
- Yazı yazma cezası
- Cetvelle vurma

Aşağıda kişilerin kendilerine ait duygularını anlatırken kullandıkları bir takım ifadeler verilmiştir. Her ifadeyi okuyan, sonra da *genel* olarak nasıl hissettiğinizi düşünün ve ifadelerin sağ tarafındaki sayılar arasında sizi en iyi tanımlayanı seçerek üzerine (x) işareti koyun. Doğru ya da yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarfetmeksizin, *genel* olarak nasıl hissettiğinizi gösteren cevabı işaretleyin.

1. Hiç
2. Biraz
3. Oldukça
4. Tümüyle

Sizi ne kadar tanımlıyor?

Hiç Tümüyle

- | | | | | |
|---|-----|-----|-----|-----|
| 1. Çabuk parlarım. | (1) | (2) | (3) | (4) |
| 2. Kızgın mizaçlıyım. | (1) | (2) | (3) | (4) |
| 3. Öfkesi burnunda bir insanım. | (1) | (2) | (3) | (4) |
| 4. Başkalarının hataları, yaptığım işi yavaşlatınca kızarım | (1) | (2) | (3) | (4) |
| 5. Yaptığım iyi bir işten sonra taktir edilmemek canımı sıkar. | (1) | (2) | (3) | (4) |
| 6. Öfkelenince kontrolümü kaybederim. | (1) | (2) | (3) | (4) |
| 7. Öfkelendiğimde ağzıma geleni söylerim. | (1) | (2) | (3) | (4) |
| 8. Başkalarının önünde eleştirilmek beni çok hiddetlendirir. | (1) | (2) | (3) | (4) |
| 9. Engellendiğimde içimden birilerine vurmak gelir. | (1) | (2) | (3) | (4) |
| 10. Yaptığım iyi bir iş kötü değerlendirildiğinde çılgına dönerim | (1) | (2) | (3) | (4) |

Herkes zaman zaman kızgınlık veya öfke duyabilir. Ancak, kişilerin öfke duygularıyla ilgili tepkileri farklıdır. Aşağıda, kişilerin öfke ve kızgınlık tepkilerini tanımlarken kullandıkları ifadeleri göreceksiniz. Her bir ifadeyi okuyan ve öfke ve kızgınlık duyduğunuzda genelde ne yaptığınızı düşünerek o ifadenin yanına sizi en iyi tanımlayan sayının üzerine (x) işareti koyarak belirtin. Doğru veya yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarfetmeyin.

1.Hiç

2.Biraz

3.Oldukça

4.Tümüyle

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA...

11.Öfkemi kontrol ederim.

12.Kızgınlığımı gösteririm.

13.Öfkemi içime atarım.

14.Başkalarına karşı sabırlıyım.

15.Somurtur yada suratımı atarım.

Sizi ne kadar tanımlıyor?

Hiç

Tümüyle

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA...

16.İnsanlardan uzak dururum.

17.Başkalarına iğneli sözler söylerim.

18.Soğuk kanlılığımı kororum.

19.Kapıları çarpmak gibi şeyler yaparım.

20.İçin İçin köpürürüm ama göstermem.

Sizi ne kadar tanımlıyor?

Hiç

Tümüyle

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA...

21. Davranışlarımı kontrol ederim.

22.Başkaları ile tartışırım.

23.İçimde,kimseye söyleyemediğim kinler beslerim.

24.Beni çileden çıkaran her neyse saldırırım.

25.Öfkem kontrolden çıkmadan kendimi durdurabilirim.

Sizin ne kadar tanımlıyor?

Hiç

Tümüyle

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA...

		Sizi ne kadar tanımlıyor?			
		Hiç	Tümüyle		
26.	Gizliden gizliye insanları epeyce eleştiririm.	(1)	(2)	(3)	(4)
27.	Belli ettiğimden daha öfkeliyimdir.	(1)	(2)	(3)	(4)
28.	Çoğu kimseye kıyasla daha çabuk sakinleşirim.	(1)	(2)	(3)	(4)
29.	Kötü şeyler söylerim.	(1)	(2)	(3)	(4)
30.	Hoşgörülü ve anlayışlı olmaya çalışırım.	(1)	(2)	(3)	(4)

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA...

		Sizi ne kadar tanımlıyor?			
		Hiç	Tümüyle		
31.	İçimden insanların farkettiğinden daha fazla sinirlenirim.	(1)	(2)	(3)	(4)
32.	Sinirlerime hakim olamam.	(1)	(2)	(3)	(4)
33.	Beni sinirlendirene, ne hissettiğimi söylerim.	(1)	(2)	(3)	(4)
34.	Kızgınlık duygularımı kontrol ederim.	(1)	(2)	(3)	(4)