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The sense of safety among children and teenagers in the light of empirical research

Abstract. The social life is dominated by concepts such as aggression, violence, frustration. The symptoms of this phenomenon are present in schools, families and on the street. They may have different forms, from physical violence both verbal and mental. All this favors the crisis of values and authority. One of the main external causes are the mass media, that do create the lack of authority and values.

One of the conditions of a child healthy development is to provide him a sense of security, which at the end will be again emphasized, not only by the family but also by a school, carers, environment the police and organized prevention programs. The study shows how children and young people perceive the issues related to security.

Keywords: safety, aggression, violence, education, authority, value, responsibility.

**Гжегожевска Марія Катарина, Капуста Маріуш, Нога Хенрік.
Емпіричний аналіз почуття безпеки у дітей і школярів**

Анотація. У соціальному житті домінують такі поняття як агресія, насилля, фрустрація. Їхні симптоми спостерігаються у школах, сім'ї, на вулиці. Ми можемо зустрічатися із різними формами подібних явищ: від фізичного насилля до вербального і психічного. Подібним проявам сприяє криза цінностей і авторитетів. Однією із основних зовнішніх причин, на думку авторів статті, виступають засоби масової інформації із відсутніми в них цінностями і авторитетами.

Однією з умов здорового розвитку дитини є створення для неї почуття безпеки у сім'ї, школі і в навколишньому середовищі в цілому, а також напрацювання профілактичних програм, що дозволяють вирішувати актуальні проблеми, пов'язані із проявами агресії, насилля і фрустрації.

Ключові слова: агресія, насилля, фрустрація, освіта, цінності, авторитет, профілактичні програми.

Гжегожевска Мария Катарина, Капуста Мариуш, Нога Хенрик. Эмпирический анализ чувства безопасности у детей и школьников

Аннотация. В социальной жизни доминируют такие понятия как агрессия, насилие, фрустрация. Их симптомы встречаются в школах, семье, на улице. Мы можем сталкиваться с разными формами подобных проявлений: от физического насилия до вербального и психического. Подобным проявлениям способствуют кризис ценностей и авторитетов. Одной из главных внешних причин, по мнению авторов статьи, выступают средства массовой информации с отсутствующими в них ценностями и авторитетами.

Одним из условий здорового развития ребенка является создание для него чувства безопасности в семье, школе и в окружающей его среде в целом, а также разработка профилактических программ, позволяющих решать возникающие проблемы, связанные с проявлениями агрессии, насилия и фрустрации.

Ключевые слова: агрессия, насилие, фрустрация, образование, ценности, авторитет, профилактические программы.

Introduction. The issue of safety has been an area of major interest to many communities, including politics and mass media. The level of security cannot be limited only to a single type of hazard, because one-dimensional approach can cause problems that will be shallower. A contemporary meaning of a sense of security has far wider dimension than a few decades ago. And this multidimensional view leads us to the interpretation of this phenomenon also from a different perspective, which seems to be no less important, and so far has not left such a stigma in the social consciousness as security from terrorism, in the context of children's and adolescents safety.

The term "security" corresponds to the English security and Latin Securase. The origin of this expression is similar to Polish counterpart - the prefix se means without, and cura mean concern. So requiring no concern, no care, safe. According to the Polish Dictionary security is a state of feeling safety, peace and confidence.

In the sense of general public the safety covers to satisfying the needs of: existence, survival, security, stability, identity (identity), independence, protection and quality of life [1; 2].

Although there is no clear , term "subject" is without a doubt stand here as a default, because you can only talk about the safety of a particular entity, eg. A person, group of people, organizational unit, state, nation, company, city, region, etc.

In recent years there has been significantly increase in crime, both as organized as well as petty crime impacting the average citizens. Along with the rapid changes, there are many risks to which the most vulnerable is the young generation who has not have solid principles and standards of conduct [Geberle, 2006; 7].

During the transformation there is connection of new social roles. They are dictated by the collision of different value systems, opposition and revolutions against the new emerging dishonest groups of gaining rich, or as a result of disappointing hopes

mechanism [3; Bird, 2016; 14]. We are here to talk about the deviation in its various forms, as distressing social problems. We have here a in mind, eg. Crime in its various forms of brutalization and resulting low sense of public safety and individual mental deviations, different varieties of youth sub- and counter-cultures.

In extreme cases, can occur in the life of society and the individual to a state of anomie, as a state with a clear jeopardize the equilibrium between the objectives which I assume and the means and capabilities to achieve them. This raises, among others, the desire to acquire funds quickly and illegally. From here what creates mainly thefts, burglaries and organized crime in Poland and other Central European countries [5; 11]. The negative consequences of modern changes are expressed in the wider social pathology in deviant behaviour, especially in the crime. Among these phenomena, from the point of view of pedagogue most worrying is the youth crime, wherein the size in recent years have exceeded all the expectations [12]. The general public is mainly shocked violence of young people crime (against life and health) and a significant reduction of the lower age limit those guilty of violent acts. Another worrying dimension of crime is increased the part of young people with families and communities that are not affected by the pathology [6]. One can say that modern crime far exceeded the pathological environment [13].

The world end of the twentieth century is often described as brutal world of evil. Aggression, violence and cruelty are permanent components of daily life present in interpersonal relations, on the streets, in schools, in family houses. The mass media Alarmed by the scale and drastic pathological phenomena are raising the alarm [4; 9]. One of the consequences of aggression and violence among children is the relationship between certain groups of pupils in the school and around the activities associated with the school. It's about distinction those who "harass" others and those who are the objects of (victims) different forms of these "aggressive" behaviour. Activities and processes of these groups leads to the creation of a group phenomenon "whipping boy " and the phenomenon of "black sheep".

Those two concepts, are also used in everyday language, they say, in fact, about the functioning of social groups in situations of crisis and socio-psychological mechanisms of aggression / violence in relationships between groups or against members of their own group [8].

Research methodology

Studies were conducted in the Primary School No. 4 in Bochnia. Available to students and teachers are 18 classrooms, laboratories: information technology, natural science, mathematics and physical, spaces for teacher, hygienist, student council, administration and community room, library, cloakroom.

In order to check and draw conclusions, what is the effectiveness of prevention programs about the phenomenon violence among young people, I conducted in the Primary School No. 4 in Bochnia test a sample group of 32 students (in class VI and VI, and b) using an anonymous questionnaire.

The aim of the study was to answer specific research questions, ie. Whether the youth is interested in the problems of crime and its prevention, whether the children are

familiar with school preventive program or does the students' prevention program is effective, check the level of school safety evaluation.

Research hypotheses

Based on the foregoing research issues have been raised following hypotheses:

- school has presented to their students countrywide and an own program of crime prevention among children and youth,
- students in a sufficiently level are familiar with the assumptions of the school program to prevent crime and they understand its goals,
- school youth knows Prevention program created by the school and actively participate in it according to students after introduction of preventative program school safety has been increased,
- youth indicates that the police as an institution is responsible for the prevention of crime.

Sample group characteristics

A study questionnaire was applied to group of 32 students. The respondents are sixth grade students of the Primary School No. 4 in Bochnia. The highest percentage of 70% are girls the age of 13 years and slightly less because 30% of boys of the same age. Research shows that 75% of respondents are people living in Bochnia, and 25% are rural inhabitants.

100% of respondents is being raised in a full family . Studies have shown that 44% of surveyed mothers have a high school education, 32% have higher education and 16% has vocational education. The smallest percentage of 8% are mothers of respondents with primary education. While the fathers 39% of the respondents have secondary education, 30% have vocational education, and 23% higher education. The smallest percentage of 8% (as in the case of mothers) are the fathers with primary education.

The sense of safety among children and adolescents on the basis of research

Analysing the empirical material has been diversion for groups like: presenting children with the prevention program, the attractiveness of the presentation of these programs, understand the need for preventive programs, the reaction of students to conduct illegal deeds, the security improve in schools, institutions assisting the implementation of the program.

Presentation and familiarizing children with the preventive programs

In the first question, respondents were asked to answer whether the school has implemented a program of crime prevention among children and young people, and where it has been presented. The results indicate that 72% of respondents from the prevention program was familiarised at a meeting with a police officer, 25% in education class and 3% at appeal at the school. These results are presented in Figure 1.

In the second question, the respondents indicated those people who are familiar with the prevention program conducted by the school. The results are as follows. Research shows that 52% of respondents were familiar with the prevention program by a policeman, 34% by the class teacher, and 10% by the school. The lowest percentage of 4% was made acquainted by the school counsellor. The results are shown in Figure 2.

Similarly to the first question, the participation of the Police in the implementation of prevention program implemented at the school was very significant.

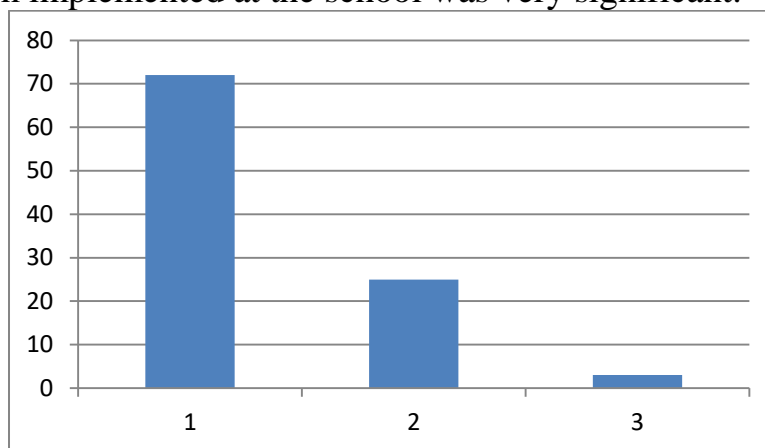


Figure 1. - Implementation of the prevention program and place of its presentation

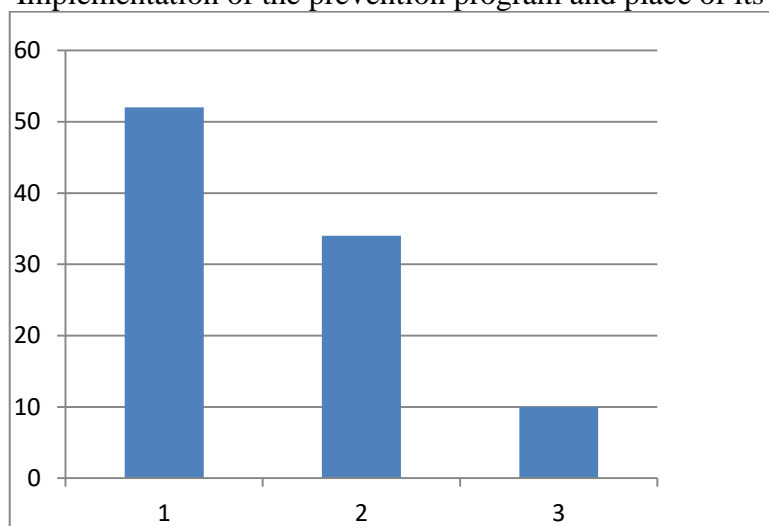


Figure 2. - Method familiarizing examined people with the programs of prevention

In the third question respondents were asked whether, presentation prevention program was attractive. The results are shown in Chart 3.

The graph above shows that 43% considered the presentation of the prevention program as an attractive, 37% said that it was a rather attractive presentation, and 20% of respondents did not like the program.

It is important that the presentation of programs were for surveyed people attractive, because through it the objectives of these programs were easily memorized. In the next fourth question respondents were asked about understanding prevention programs conducted by the school. In the opinion of 47% respondents the program for the prevention of juvenile delinquency carried out by the school is partly understandable, and not much less because 46% believe that it is entirely understandable. In general, it is understandable for 7% of respondents. I think a major impact at understanding prevention programs was the attractiveness of presentation of these programs which was discussed in the third question. Understanding these programs also has a big impact on improving safety at school. Young people know how

to act in an emergency situation, what to do when they see a student doing something illegally.

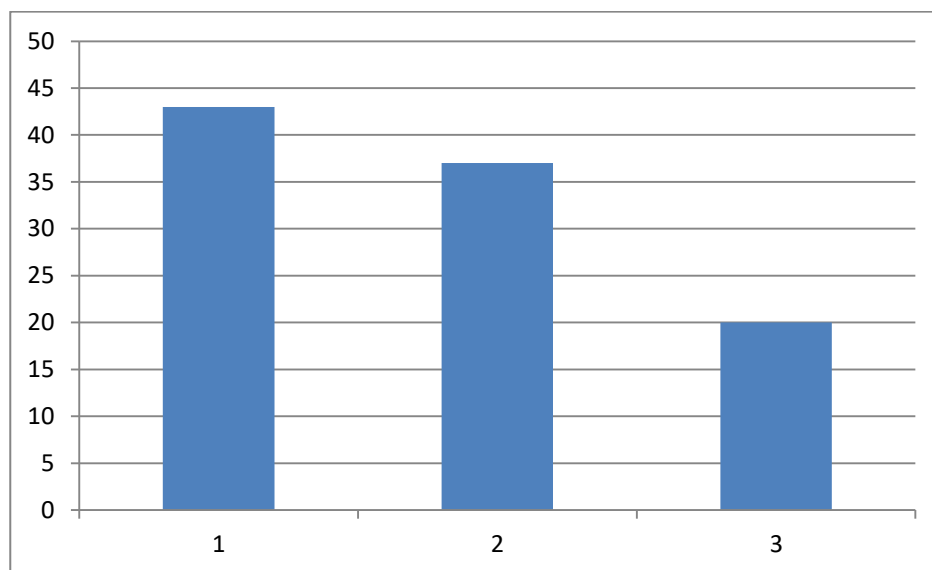


Figure 3. - The prevention programs rating the attractiveness

In the fifth question respondents were asked who they talked about to presented for them in school crime prevention programs for children and young people. 41% of respondents stated that they have been talking with their classmates. It is worrying that 37% of students haven't talk to nobody, and 22% spoked with their parents. It seems important for students to talk about prevention carried out by the school, because during such talks they can draw conclusions what is in this program and what they would like to change.

In the sixth question the respondents needed to reply on a question, how would they act when they would saw that someone acts against the law. 14% of respondents said they would talked about it with colleagues (colleagues), does not speak or inform the parents wanting to them make the actions. 30% of respondents felt that the need to inform teachers (mainly school counsellor), and not much more because 32% said they should talk about it with a student instructing him that he's deeds are wrong or illegal.

The results indicate that a high percentage of respondents, as many as 45% said that the school is safe, not much less because 40% felt that the school is rather safe. In contrast, 11% of respondents in the school did not feel safe, the smallest percentage of respondents that is 5% said that the school is not quite safe. In the eighth question, respondents gave answers which elements of the prevention program contributed to the improvement safety at school.

In the ninth question, respondents gave answers about the necessity of prevention programs. The test results are satisfactory, as much as 48% of respondents stated the need for crime prevention programs among children and young people, 32% said the needs for such programs exist, 12% of respondents said that it does not matter for the safety of the school. While 8% felt that such programs are unnecessary.

Conclusions

School safety is an extremely important topic. Young people spend in schools a lot of time and it should be a time free from fear for their safety. It is also important that children and young people acquire out there habits and attitudes that will pay off in adulthood. Making schools safe place seems to be therefore one of the most important issues of educational school. This concern takes many forms, as illustrated above. Especially important is prevention

The results of the research show that the most students with the prevention program were acquainted at a meeting with a police officer (72%) or during educational lessons (25%), and only 3% at appeal at school. Half of the respondents said a police officer was the person who presented the prevention program of ,as the second place was mentioned a teacher (34%), in some cases, have been named as school director (10%) and school teachers (4%). The presentation of the prevention program liked as much as 43% students, 37% for the presentation was rather attractive, while 20% of respondents said that the presentation was unattractive. Good news is that the objectives of the program are fully understood by 46% of respondents or partially understandable for up to 47% and only 7% of the students do not understood at all . After the presentation of the program 41% of the students talked about it with colleagues (colleagues) class, 22% with parents, and with anybody not talked 37%. Satisfying statements are students who say that the prevention program is definitely needed (48%). Part believes that it is necessary (32%), for some students it does not matter for the safety of the school (12%). The smallest percentage of respondents (8%) believe that prevention programs implemented by the school are unnecessary. On the question about the reaction of students of illegal behaviour of another student respondents said they should inform teachers (30%), or talk with the this pupil (32%).

The remaining part of the respondents considered that one should talk about it with colleagues (colleagues) (12%), anyone would not talk about it (12%), or inform their parents (12%). The most important question of the survey was to determine the safety of students in the school following the introduction of program and as indicated by the results of research, the students in the study Primary School No. 4 feel safe (45%), and 40% of the respondents feel rather safely. Only 11% said they do not feel safe at school, and the smallest percentage of respondents 5% rather not feel safe. Respondents stated that the improvement of security in the school the most impactful by monitoring in school (29%), and the organization of various activities on the prevention of violence among minors (25%).

Great importance is also the cooperation of school with the Municipal Police (16%), putting into agenda by educators violence and aggression (15%), organizing meetings with police officers (8%), and participation in competitions and events prophylactic (5%). The most interesting answers on how to improve safety in the school were given by the respondents an open question.. The largest percentage of respondents (28%) felt that improving security in school have contribution by doing frequent conversations with teachers about juvenile violence, and the lack of school discos, which according to the respondents are ground for fighting and aggression among minors (6%).

A great importance for the surveyed is organization of additional activities in the framework of development activities for school children, ie. Trips, competitions, sports (12%). Respondents felt that a major impact on improving safety at school will have frequent meetings with the Police Officer (6%), increasing police patrols around the school (6%) and monitoring (6%). 6% of respondents felt that improving safety in schools requires "disruptive" students to be transferred to other schools. According to the respondents in the effective implementation of the prevention program should involve, especially presents of: the police (63%), city council (21%) and board of trustees (11%).

The study shows that posed in the working hypotheses have been fully confirmed, because as shown by the results, a large percentage of of students know the foundation know school program on preventing juvenile delinquency and fully understood the objectives of the program. Primary School No. 4 in Bochnia has presented their program of prevention and respondents assessed it as an attractive and understandable. In addition, young people had actively involved in the implementation of the prevention program through participation during lectures from police, various competitions on the subject of "Safe School", conducted by the Police and the municipality Bochnia.

According to the students after the introduction of prevention program some things have changed for better like school safety, mainly through monitoring, meetings with police officers and frequent discussions on the topics of violence and aggression among minors. The surveyed students in the Primary School No. 4 in Bochnia feel safe.

Respondents indicate the police as an institution responsible in the implementation of effective prevention program. The respondents expressed their willingness to participate in additional classes on topics related to aggression and violence among minors. They demand additional meetings with police officers, frequent conversations with teachers about violence among juveniles.

Summary

One of the conditions for the real child development is to provide him a sense of security, which must ensure that not only the family and the close environment, but also a school where every child, not only gain knowledge and skills, but above all learn how to function in society, Particularly disturbing phenomenon occurring in modern school is aggression and violence among children. Nowadays School faces an important task, includes such conduct preventive measures to reduce the negative behaviour's and replace them with positive ones. Another important issue in prevention programs should be lessons about other people's feelings. Learning sensitivity, empathy, tolerance, friendship, responsibility, combined with the activities of pupils based on cooperation and understanding, can be a force to overcome the phenomena identify as aggression.

Friendly attitude to another human being, proper perception of him as a intrinsic value, and promote positive behaviour, may result in an effective, free of aggression, communication, constructive way to deal with conflict or assertive defence of one's point of view. Actions taken by school which teach collaboration, cooperation, responsibility and involve the largest possible number of school community and give a sense of unity, promoting the development of positive feelings and effectively prevent violence and aggression among peers.

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Золотих Є. А.

Специфіка емоційної сфери в студентському віці

АНОТАЦІЯ. В статті здійснена спроба аналізу специфіки емоційної сфери у студентів та їх впливу на діяльність. Досліджено особливості емоційної збудливості та інтенсивності емоцій у студентському віці, а також вплив емоцій на ефективність діяльності та спілкування.