Youth Violence in Schools

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Abstract

Violence amid adolescents and children lingers as a critical trouble in the United States’ schools. Information is normally available on risk facets and warning indicators of youth violence in their respective schools, together with the means to avert observed the violence (Seifert, 2006). This article intends to provide a comprehensive elaboration on the main features associated with violence in schools. The violence in schools can be realistic when grouped in three categories ranging from its definition, causes and the eventual prevention (Dünkel, 2003). When considering the definition and causes of violence, context is critical to determine because it would determine the nature of violence manifested. The prevention of violence is also an infinite variable because it acts as a solution. Therefore, the lingering question would be whether the prevention measures employed are suitable for long term or short time effect. This piece resulted from an inclusive research basing on the basic attributes of violence among youths in their learning institutions. Throughout this analysis, there will be a diverse elaboration on some aspects that are insignificant when referring to violence because, the issue of violence thrive in schools occurs due to negligence (Ness, 2010).
Introduction

Violence in schools has proven to be a serious issue forming pertinent topics of discussion worldwide. The definition of violence refers to the intentional application of force or might, threat or actual against an individual or a group (Ness, 2010). This description is suitable for the circumstances experienced in schools and of which some of the students take advantage of the opportunity to execute their violent acts. Concerning this piece, violent actions incorporate rape, assault, murder, fights, shootings, vandalism and thefts. In schools, these activities are subjects to reduction through implementation of appropriate strategies. Similarly, these activities develop through a number of reasons, especially diminished security systems, increase of drugs within the school and possession of weapons (Hess, & Drows, 2010).

There are factors that results to increased occurrence of violence within the schools and among the students (Seifert, 2006). However, in some situations, violence occurs between the students and the staff, meaning necessarily violence is not amongst the students only. Violence can also result between students and the school administration due to misunderstandings (Ness, 2010). Generally, violence results from two main factors where the first attribute emanates within oneself and the second results from the surrounding and the ways individuals’ interact. There is family content as a factor, and this shows that one can be violent in school according to the behavior one develops from home. School and peer content can also lead individuals into being violent. Neighborhood content implies to the violence that has its roots from the surrounding of individuals (Lundy, & Janes, 2009). Drug abuse in schools has fostered the insurgence of violence in schools. Violence develops when students posses weapons such as firearms in schools (Dünkel, 2003). This indicates the failure of the administration of a school to enforce sufficient security in schools.
The initial causes of youth violence in schools entail family context and neighborhood context. It also incorporates school and the peer perspective accompanied by the adolescence-adulthood transition amongst the prevailing youth (Hoffman, & Cohen, 2011). Scrawny family bonding, inefficient examination and management accompanied by the publicity result to fortification for violence at home and schools. The possession of expectations, feelings, beliefs and emotional responses sustain or tolerate the implication of violence among the youth in the learning institution because of frustrations (Dünkel, 2003). Early introduction of the youth to violence in their families eventually results to the physical abuse. According to a recent research, the introduction to violence during the childhood normally augments the risk of fierce behavior during adolescence by approximately forty percent amid the youths in schools. Nevertheless, majority of the youth who are normally victims of the corporal abuse in schools do not eventually become severe violent offenders (Ness, 2010). This thus results to the desensitization to violence accompanied by the rationalizations for the corresponding disengaging an individual`s moral responsibilities to others. Research implicate that the deficiency of effective communal bonds and management accompanied by the failure of the parents to train their offspring to internalize the prevailing conservative norms and values leads the youths to such violent and hostile behaviors in the schools (Lundy, & Janes, 2009). Parental neglect possesses a stronger impact than the underlying physical abuse on the future hostility, since it is normally more damaging to the consequent course of the youth advancement. Individual temperaments accompanied by the acquired biological factors normally leads to the difficulty in parental development to the control of the offspring (Hess, & Drowns, 2010). Antisocial personality accompanied by attention deficit disorders, may make it difficult for the parents to nature sturdy family bonding and good inner of their offspring (Lundy, & Janes, 2009).
Prevailing neighborhood normally grant opportunities for the erudition and engagement in violence (Dünkel, 2003). Existence of gangs accompanied by the illegal markets, particularly drug allotment networks normally offer high levels of publicity to violence and positive rewards for the serious violent activity among the youth who are still learning thereby them to engage in violence within their schools. Neighborhoods locations with high rates of poverty and critical feature expose the youth to early violence. Critical feature possess lofty rates of violence, transgression and drug use normally result to the ineffective social and cultural organization within these neighborhoods (Lundy, & Janes, 2009). Lofty levels of the transiency normally make it difficult for the establishment of common values and norms, informal assistance networks and efficient social controls. Lofty chronic unemployment results to the social isolation from the corresponding legitimate labor markets, thereby undermining the underlying relevance of completing school for the learning youth (Hoffman, & Cohen, 2011). Prevailing illegitimate enterprises and the emergence of gangs within these neighborhoods hamper effective ways of resisting such activities. This develops through the provision of the stable social organization for youth accompanied by some economy for the neighborhood. However, effectively organized neighborhoods possess stumpy rates of violent behavior, crime and substance abuse. Poverty normally relates to violence through the disorganized neighborhoods (Ness, 2010).

Patterns of the actions in early childhood normally results to conflict and frustration in schools (Dünkel, 2003). Schools are normally new social system where everyone develops their own niche, which pertains to their individual performance demands and developmental responsibilities. Failure of the youth to meet the school demands and peer performance expectations such as the academic accomplishment, peer consent and individual proficiency results to stress and conflict among the youth in schools (Lundy, & Janes, 2009). The
arrangements of the new conflicts and the reduced levels of scrutiny within the contexts escalate the possibility that violence normally appear in response to the underlying problems (Hess, & Drowns, 2010).

There is a strong association amidst the substance utilized and the violence amongst the youth in schools (Ness, 2010). Alcohol accompanied by other supplementary illicit drugs and firearms among the youth results to the violent behavior. Impact of marijuana and opiate drugs normally inhibit violence even though it may precipitate an intensification that pertains to the risk of violence. Successful transition into the corresponding adult roles appears to eradicate the involvement of the violence behavior. Moreover, national study depicts that eighty percent of adolescents who are victims of violent offenders are amid the age of less than thirty years (Dünkel, 2003)

Violence in schools among the youth diminishes through the execution of the effective strategy such as the individual interventions. The individual intervention mainly entails behavioral skill training, neighborhood and the society intervention. It also incorporates all the prevailing primary institutions that services the youth such as families, health agencies, schools and employment organizations in developing effective neighborhood thereby delivering effective range of services that are fundamentals to the youths (Hoffman, & Cohen, 2011). Gun control policies accompanied by the initiation of integrated justice system responses to curb illicit drug consumption, and firearms thus eradication the violence that is prevalence among the youths in schools.
References


