

Publication state: Japan
ISSN: 2423-8783

Publisher: J-INSTITUTE
Website: <http://www.j-institute.jp>

Corresponding author
E-mail: klaces7@naver.com

Peer reviewer
E-mail: editor@j-institute.jp

<http://dx.doi.org/10.22471/criminal.2018.3.1.21>

© 2018 J-INSTITUTE

Research on Conditions of School Verbal Violence to Children from MULTI-CULTURAL Family and Countermeasures

Kwon Hwa-suk

Semyung University, Jecheon, Republic of Korea

Abstract

The thesis aims at proposing countermeasures against verbal violence at school with its causes segmented into educational psychology and social aspects by identifying conditions of children from multi-cultural family suffering from verbal violence at school through psychological and social analysis to have the children be involved into senses of belonging and identity, not only at school but also in Korean society, from a macroscopic perspective.

Therefore, the research monitored the school violence conditions against children from multi-cultural families and pertinent countermeasures, and identified the seriousness of, particularly, verbal violence among various school violence against the children, based on the result of 2015 National Multi-cultural Family Condition Survey.

Verbal violence induces serious damage to the character of victims and it leads to further negative influences not only on psychological but also physical manners in daily lives, suffering from anger, helplessness, demoralization and senses of outrage and humiliation.

The research analyzed the causes of such verbal violence from psychological and social perspectives based on school verbal violence conditions of children from multi-cultural family. Psychologically, it is analyzed as desire to raise self-esteem, exposure to anger, compensation to inferiority anger, emotional tension relief and defense mechanism to physical violence control of a speaker. From social perspective, it is analyzed as a mean of fellowship reinforcement, disclosure of authority and mechanism to maintain interpersonal relationship via interest inducement.

As countermeasures against school verbal violence, a campaign to eliminate school verbal violence and a mentor system and humanistic education associated with various social institutions executed by the police are discussed, and needs of language programs and multi-cultural education to prevent school verbal violence are suggested from psychological and social manners respectively.

[Keywords] *Crime Prevention, Children from Multi-Cultural Family, School Violence, Verbal Violence, Multi-Cultural Education*

1. Introduction

As the recent society has entered a multi-cultural society, the number of students from different language and cultural backgrounds has rapidly increased. With the increasing attendance ratio of children from multi-cultural family, class members are being diversified.

Simultaneously, it also entailed increasing situations of maladjustment of children from multi-cultural family due to issues of communication gap, underachievement, identity confusion and school violence, hence, concerns to school life adaptation has become attentive.

School violence is one of the major cause of school life maladjustment. School violence

has been emerging as a huge social issue, and verbal violence was found as the largest part of school violence, according to a survey. That is, it is urgent to establish active countermeasures to school verbal violence against children from multi-cultural family.

Therefore, the thesis monitors the actual school verbal violence conditions that children from multi-cultural family suffer from, analyzes it in psychological and social perspectives, and have an ultimate goal in proposing appropriate countermeasures in a ways of educational psychology and a social aspect.

2. School Verbal Violence Condition against Children from Multi-Cultural Family

Children from multi-cultural family are composed of families of international marriages and foreigners. Either of parents is foreigner for international marriage families and both are foreigners for foreigner families. Looking into the rate of children from multi-cultural family from 2012 when the number survey was initiated, the rate has been increasing by year at all classes[1].

This chapter would cover the school verbal violence condition that children from multi-cultural family suffer from at local school.

2.1. Condition of children from multi-cultural family by class

According to the survey result from '2017 Education Standard Statistics' conducted upon school, student, staff and facility conditions of nationwide preschool-primary-middle and high level educational institutions by the Ministry of Education and Korean Educational Development Institute, the rate of children from multi-cultural family attending local school have gradually been increasing.

The rate of children from multi-cultural family was 3.1% in primary school, increased by 0.3%p, at the largest gap, and was 1.2% in high school, increased by 0.2%p, maintaining similar level with the previous year.

The number of children from multi-cultural

family attending local school was 109,387, increased by 10,201(10.3%), increased by 8,761(11.8%) in primary, 865(5.7%) in middle, 518(5.3%) in high and 57(17.9%) in others compared to the previous year, and was composed of 89,314(81.6%) international marriage(domestic birth) families at the largest proportion, 12,281(11.2%) foreign families and 7,792 international marriage(immigration) families by type order[2].

2.2. School verbal violence condition against children from multi-cultural family

This chapter would look into the school verbal violence condition of children from multi-cultural family attending local school.

Verbal violence refers to any type of communication that makes others feel severely insulted either among individuals or within a community[3], and linguistic expressions intended to harm others' identity in forms of insult, disdain, criticism, belittlement, cynical smile, mockery, reprimand, threat, suppression and assault.

Verbal violence is a behavior to threaten others with their weaknesses or flaws, to taunt others to make them flare up in anger, to maliciously want others to go wrong and to insult others with their appearance, personality and backgrounds, depending on the forms of action to harm others' self-identity[4]. Most verbal violence victims hesitate to respond due to anxiety and fear or passively react by attributing the consequence to their own rather than actively respond to the verbal violence[5], resulting in experiencing mental damages with no proper measures against the verbal violence[6]. Verbal violence being presented in conflict situations involve assailants captured in negative emotions, thus, they express themselves in negative and hostile manners and begin to rely on committing verbal violence targeting ego-identity of others rather than objective logics – a negative consequence[7]. In cases of emotional and linguistic violence, various psychological and mental damages can be caused, and if it is chronically neglected, serious problems may follow[8].

Likewise, verbal violence induces severe damages in identity of victims, having them

experience anger, helplessness, demoralization, insult, harassment and negatively affects even on psychological and physical aspects of daily lives.

According to the '2015 Survey Report of National Multi-cultural Family Condition(April 26 2016 Release)' by Ministry of Gender, 5.0% of the children from multi-cultural family(9 to 24 years old children living together) attending local Korean school were reported to have experienced school violence in between July 1 2014 and June 30 2015. It was 3.7%p lower than the 8.7% previously reported from 2012 Multi-cultural Family Condition Survey. 6,097 children from multi-cultural family answered to this survey, and respondent' value(82,476 people) were applied to all questions in the research.

The most frequent school violence commitment is verbal threats or insults with 65.1%. Bullies followed after verbal threats or insults with 34.1%, about a third. Then, slandering or swearing via the Internet chat, e-mail or mobile phone took 10.9%, being beaten up with hands, feet and tools or being confined in a certain place took 10.2%, stealing money or items took 9.5%, forceful behaviors touching body or inducing sexual humiliation took 2.8% and stalking took 0.3% in order.

Compared to the 2012 Multi-cultural Family Condition Survey result, the order of verbal threats or insults, bullies, assaults or confinement and extortion is identical with the recent result, however, the percentages have become differing by 2.3%p lower in forceful errand, 5.8%p lower in extortion, 6.1%p lower assaults or confinement and 0.3%p lower in sexual harassment, while 3.8%p increased in the Internet or mobile phone based slandering or swearing.

According to the survey result from children from multi-cultural family with school violence experience has presented 51.3%, the most frequent, informed parents, 32.4% informed school, 22.5% suppressed themselves even if the violence was unreasonable, 13.6% ignored the violence without much consideration, 9.8% consulted with friends or seniors, 8.3% informed 117, counselling center, and

3.5% reported to the police, listing them in descending order[9].

In this survey, it is worthwhile to take notice of the ratio of those who ignored violence without much consideration or who suppress themselves even though the violence was unreasonable, rather than the responsive patterns presented, and that takes 36.1%, one-third. It would signify that there are many cases of connivance and improper measures to school violence when many children from multi-cultural family have suffered from them, despite recent policies strengthening education and responsiveness against school violence.

3. Causes of School Verbal Violence against Children from Multi-Cultural Family and Countermeasures

As above results, the fact which verbal violence has been identified as the most serious type among school violence against children from multi-cultural family who already have become a member of the society presents the urgent priority to pursue effective and widespread multi-cultural education to let the children establish homogeneity and ego-identity, since their state transfer into Korean society, based on practical measures performing at school scenes.

Thus, the chapter would like to analyze causes of school verbal violence against children from Multi-cultural Family and suggest following countermeasures.

3.1. Causes of school verbal violence against children from multi-cultural family

Fundamental causes of school verbal violence commitment against children from multi-cultural family can be anticipated from various perspectives. To start with, from a psychological view, the ground lies in the behavior of assailant student committing verbal violence to children from multi-cultural family lowers the self-esteem level of the other, and building own self-esteem on the contrary. It can also be thought as, disclosing a state of anger as the reason of other general verbal

violence is[10]. Moreover, it may be assumed as, defense mechanisms of assailants to get their inferiority compensated, to relieve their emotional stress or to control own physical violence actions, resulting in verbal violence commitment[11].

From a social perspective, it may be a mechanism to maintain strong interpersonal relationships by using violent expressions to intrigue attentions of others and showing own stronger authority over the ones of others, resulting in violent languages uses with slang and buzzword among peers, reinforcing their fellowship[12].

It can also be assumed as a social learning from direct and indirect experiences of verbal violence through others or media.

3.2. Countermeasures to school verbal violence against children from multi-cultural family

It is obvious that the verbal violence which children from multi-cultural family suffer from at school would be a huge obstacle in their future to be a member of the society, not only limited to school lives.

Therefore, the chapter wish to propose countermeasures in educational psychology and social approaches.

3.2.1. Countermeasures from social perspectives

To deal with school verbal violence against children from multi-cultural family from a social perspective, connective actions by various social institutions such as welfare centers for multi-cultural family would be needed. At this stage, overall active effort by the police would be needed above all.

Guidance campaign by the police to terminate verbal violence against children from multi-cultural family would be needed in association with various social institutions including school connectively and constantly. Furthermore letting students be aware of how the ones who committed verbal violence are being punished is needed. Ways, such as role playing, trial program of getting verbally violated, to instruct upright language uses and to help students realize its significance

are needed with its further development engaged in the future actively and constantly for additional language activities.

In addition, operating mentor system with various social institutions or among children from multi-cultural family to prevent verbal violence would be a meaningful measure. Moreover, connective association among social institutions including school would be required as a basis, promoting humanistic education as a social concern.

3.2.2. Countermeasures from the view of educational psychology

From a view of developmental psychology, the age level which children from multi-cultural family spend their time at school is critically important. It is the time when their language is used to form peer group culture, leading to communication. Thus, significant educational activities would be required to explore specific language expressions and inspect linguistic habits and intentions in school lives. Inspections on stress level and emotional circumstance that students are located should simultaneously be conducted. Then, based on the collected information, psychological mechanism of verbal violence would need to be understood in advance.

Furthermore, to let students self-reflect and improve their language uses, educational programs to improve verbal violence issue need to be discusses and further executions should be performed in practice. Then, more systematic multi-cultural education in scenes of school is required to promote mutual cultural respect, cooperative attitude and consideration for others.

4. Conclusion

Having the condition of school verbal violence against children from multi-cultural family and their causes in psychological and social perspectives, the thesis has sought for countermeasures in the different views.

It would be desirable if the thesis can help the school verbal violence properly be responded and the children from multi-cultural

family in their school establish senses of belonging and identity, and adapt themselves as a member of Korean society.

School verbal violence against children from multi-cultural family causes serious harm to one's character, and it may result in psychological and physical problems in daily lives as well as school lives. As a result, it should not be overlooked that children from multi-cultural family struggle with their adaptation in school lives, further in Korean society due to such violence.

5. References

5.1. Journal articles

- [1] Kwon HS. A Study on Reasons of School Maladjustment of Multicultural Background Learners and Responding Measures. *International Journal of Police and Policing*, 2(2), 26-31 (2017).
- [3] Anderson LN & Clarke JT. De-escalating Verbal Aggression in Primary Care Settings. *The Nurse Practitioner*, 21(10), 95-107 (1996).
- [4] Infante DA & Wigley CJ. Verbal Aggressiveness: An Interpersonal Model and Measure. *Communications Monographs*, 53(1), 61-69 (1986).
- [5] Sofield L & Salmond SW. Workplace Violence: A Focus on Verbal Abuse and Intent to Leave the Organization. *Orthopaedic Nursing*, 22(4), 274-283 (2003).
- [6] Engel F & Marsh S. Helping the Employee Victim of Violence in Hospitals. *Psychiatric Services*, 37(2), 159-162 (1986).
- [7] Martin M & Anderson C. Argumentativeness and Verbal Aggressiveness. *Journal of Social Behavior and Personality*, 11(3), 547-554 (1996).
- [10] Felson RB. Aggression as Impression Management. *Social Psychology*, 41(3), 205-213 (1978).
- [11] Oh MK & Ahn JY & Kim JS. The Pathways from Children' Empathy to Verbal-violence: The Mediating Effects of Ego Resilience and Peer Violence. *Korean Journal of Youth Studies*, 21(10), 529-533 (2014).

- [12] Infante DA & Riddle BL & Horvath CL & Tumlin SA. Verbal Aggressiveness: Messages and Reasons. *Communication Quarterly*, 40(2), 116-126 (1992).

5.2. Thesis degree

- [8] Lee OH. The Effects of Psychological Violence by Husbands on the Depression and Psychological Well-being of Wives: Mediating Effect of Dysfunctional Thoughts. Daegu University, Doctoral Thesis (2011).

5.3. Additional references

- [2] <http://kess.kedi.re.kr> (2017).
- [9] <http://www.mogef.go.kr> (2017).

Author

Kwon Hwa-suk / Semyung University Professor
B.A. Kyungpook National University
M.A. Hankuk University of Foreign Studies
Ph.D. Hankuk University of Foreign Studies

Research field

- A Study of Measures to Teach Korean History Based on Content-based Teaching Method for Academic-purpose Korean Language Learners, Korean Language & Literature, 102 (2017).
- A Study on Reasons of School Maladjustment of Multicultural Background Learners and Responding Measures, International Journal of Police and Policing, 2(2) (2017).

Major career

- 2013~ present. Semyung University, Professor.
- 2013~present. The Korean Language and Culture Education Society, Editing Director.