

STREET VIOLENCE AND ITS EFFECTS IN SOCIAL SPACE

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Abstract: *The issue of violent manifestations in different social environments such as street, school or family constitutes a priority and a fundamental field, both for scientific research and for the intervention of competent institutions and personnel, in the context of contemporary societies, including the Romanian social space. Streets are a space for manifestations of violence that propagate in different registers. Deviant behaviour among students and, at the same time, among other categories of participants in educational and instructive activities significantly affects the school institution. In contrast to other social spaces, the school requires an immediate, appropriate, and particularly professional response.*

Keywords: *students, school violence, terrorism, deviant behavior.*

Introduction

Street violence represents a violation of the social norm of legality “an attack on good morals” and is caused in most cases by people belonging to the lower layer of society, the urban periphery being a real school of delinquency.

It can be stated that any individual can become delinquent if the circumstances motivate him to the criminal act. Through these delinquent actions, certain advantages can be obtained more easily than by obeying the law. Street violence can include acts such as crime (thefts and murders), vandalism (destruction of property), scandals (hysteria and violence after concerts, football matches or other events), and gang violence (violent confrontations between rival gangs of young people) riots.

Street violence and abuse can take many forms such as: physical aggression, threats, mental abuse, verbal abuse, sexual abuse, humiliation, rape, arguments, devastation of shops, burning cars, etc.

The causes of street violence and the social problems, which determine in the majority of the cases violent street acts, can be enounced as follows:

Cause 1: Poverty. Although most of the gangs belong to the lower class but also to the middle class, almost all the members belonging to these gangs are young, from a predominantly urban environment, the poor part of the population.

Cause 2: A research carried out within „Babeş-Bolyai” University of Cluj-Napoca, together with the international company SAS, between May 27 and June 6, 2022, conducted a survey on the perception of economic and financial crime in Romania, on a representative sample of 1856 respondents from the whole country and showed that a fairly large percentage of the interviewed population, 64%, have a good and very good level of tax compliance, i.e. they pay taxes even if the per capita income is low, contributing to the impoverishment of the population and the emergence of criminality(adevarul.ro/stiri-locale/cluj-napoca/studiu-privind-criminalitatea-economico-financiarã-2177309.html).

Cause 3: School Dropout. By leaving the education system before obtaining a qualification or full vocational training, school leavers are marked for acts of violence for which they have been repeatedly punished in school. The school does not matter in the hierarchy, it is not perceived as a value in itself and the children and students no longer consider the school a future. American literature and especially the sociologist Cohen (1955) noted that boys from the lower classes are not valued according to their level of training and can do very well in their subculture without doing satisfactorily in school, which in their understanding is more for girls. The status they crave revolves around six values: trouble with authorities, toughness, intelligence, enthusiasm, fate, and autonomy (Miller, 1958). The problems they face and participate in (revenge, robberies, etc.) relieve the monotony they feel in their daily lives by providing a source of excitement. These problems give them the opportunity to display their values, to show how tough they can be, and the injury,

the injury, they believe, is simply due to fate, it was meant to be. Thus, men from the lower class can build their identity within the gangs that corresponds to their own value system. These motivational factors for school appear mainly at the transition to the 9th grade and in the period immediately following the beginning of the upper secondary cycle.

Cause 4: Unemployment. It represents a complex phenomenon that includes economic, psychological and moral aspects. It appears as an exclusive result of the labour supply or labour force, the demand not being taken into account. The correlation between the demand and supply of jobs can correctly assess the situation on the labour market and can cause a deterioration of employment, a fact that can cause violence in the domestic and street space.

Cause 5: The lack of housing, social control and the free expression of neighbourhood gangs can also contribute to the promotion of street violence. Gangs consider some neighbourhoods "their property" and act against intruders (scrigroup.com/educatie/sociologie/Infractionione-si-violenza-stra44875.php). Miller (1975) identifies two forms of manifestation of violence: noise and hitting. So first, the conflict occurs as the media mentions, a small group is shot, and then the cars scout the rival gang's activity in their areas and then descend into the rival gang's area, cross the area and hit the victim or victims. There are several ways. They either shoot the victim from the car or leave the cars and hit, beat, stab. If the victim is wearing a typical gang outfit, a t-shirt or something else, these items will be taken as a trophy. For those who attack, it does not matter if some people are not gang members and are victims, only the provocation to attack and destroy lives matters. If the violence is kept in the areas that belong to them for manifestation, it is not a concern for the rest of the population. The attitude of the citizens, of the rest of the population, is non-involvement "let them kill each other". However, when scandalous crimes or mass murders occur, the population reacts and considers these things a social problem.

Cause 6: The existence of an underground economy based on the trafficking of narcotics, cigarettes, alcohol and the trade, street trade of stolen goods. The degradation of the human mentality towards moral values can lead to the commission of antisocial acts. The promotion through the media of some antisocial acts that are allowed and presented in a distorted manner with the aim of inciting violence. The manipulation of the social masses by various interest groups in the underworld tries to imprint in the moral consciousness of the masses of individuals a lack of appreciation towards the observance of norms, laws of moral and civic conduct, constituting a form of repressing the negative energy externalized by committing violent acts and antisocial street demonstrations. (scrigroup.com/educatie/sociologie/Infractionione-si-violenza-stra44875.php)

1. Violence in schools

Violence is more and more widespread and present in newspapers where different cases are presented and we can read about wars in different areas of the world, on television where we see people raising their voices or in the innocent play of children. We learn through the media the high rate of street crime, it can be mentioned that violence has become a way to resolve conflicts. Children raised in this environment will consider violence as a necessary element and practice in resolving conflicts using other methods.

In school, violence is the most widespread form of conflict between students because society as a whole is aggressive, the relationship models to which students are subjected at home on the street, on television, where we see people raising their voices or in the innocent play of children where expressions of form "kill him because he is bad". We learn through the media the high rate of street crime, and you can mention that violence has become a way to resolve conflicts. Raised in these environments, children will consider violence as a necessary element and practice in resolving conflicts (ro.scrib.com/presentation/68/64149/Ppt-Violenta).

To change this mentality young people should learn to recognize violence and deal with conflicts using other methods. In school, violence is the most widespread form of manifestation of conflicts between students because society as a whole is aggressive, the relationship models to which students are subjected at home, on the street, mass media including shows for students that also have violent connotations.

The most widespread form of violence is the verbal one that manifests itself in the form of: arguments, swearing, threats, insults, harassment and appears as a normal acceptable behaviour tolerated in society. Physical violence in the form of beating occurs more frequently in the family, perpetrated by the parent and less frequently by teachers; but it can also occur in the immediate vicinity of the school, after the program, breaks during classes, etc. practiced between students, parallel classes or schools. "At the school gate" neighbourhood gangs (Grecu and Rădulescu, 2003) act most of the time, who can, upon leaving the school, deprive the students of valuable goods that are demanded under the threat of beating and even hitting. In many situations, teachers requested the help of law enforcement to resolve conflicts. For this reason, it appeared necessary to guard the schools. This environment of the schools has allowed the regrouping of teenagers who first try these behavioural manifestations (belonging to neighbourhood gangs) to assert their independence and moral autonomy, being also used to sell drugs. These acts not only harm social values, but also affect and violate the moral norm producing more effects for the one who commits them than for his entourage. Such deviant forms (Connor, 2002) with a moral character, highlight the situation of adolescents who present disorders specific to this period due to either an inadequate family climate or an educational error proving a reduced capacity to adapt to the normative demands imposed by

the community. These groups, called neighbourhood gangs, are made up of young people who present serious socialization problems, which constitutes an increased risk for the manifestation of deviant behaviours. These street groups also appear as forms of revolt (Grecu and Rădulescu, 2003) that appear as a reaction to protests against social norms and values. Each group or subculture is therefore defined by a set of specific norms and values that conflict with those of the dominant group.

These groups can manifest through the irresponsibility of the individuals who make them a real “culture of illiteracy”, “a culture of uncultured” of violence and social parasitism (Miftode, 2010). The students who join these groups questioned the need to attend classes, in general, school as long as there are individuals like him in society who “do well” without “studying books”. The presentation of the typology of illiteracy is necessary when the area of scientific analysis deals with the causes and effects of educational abandonment, to which the defects of the institutionalized educational system must also be mentioned and emphasized.

The audio-visual competes with the school (Drăgan et al. 2009), the representatives considering that the responsibility of viewing rests with the individual who can change the channel. Some researchers considered that the models presented in the media “produce mental laziness”, recommend comfort “promote superficiality”. It is thus considered that “abandonment of the institution” is also related to the role that the individual has in obtaining the means of subsistence (Ferréol and Neculau, 2003) by performing non-specialized activities, performed in favour of socially privileged individuals. The illiteracy that results from the abandonment of training is, as pointed out, in direct proportion to social failure, and this to the degree of irresponsibility that appears in the school behaviour of the child. Joining the neighbourhood gangs of children who find themselves under the same label or sanctions applied by the authorities are stimulated by roles inappropriate for their age and status such as “the guy who makes money from anything”, “the trickster”, “the guy who makes his way in life alone” and they don’t realize that they don’t know how to read or write, a necessary condition for success, for them there are other ways to succeed in life.

The violence of teachers towards students is a phenomenon present in school and rather difficult for teachers to recognize. It can manifest itself in the form of irony, sarcasm, contempt, non-objective, unfair assessment, non-verbal aggression, ignoring, exclusion from classes, insults, physical violence, slaps pulling hair, pulling ears.

Parents’ violence in the school space can manifest itself in the form of inappropriate behaviour towards teachers (yelling, heated discussions, ironies, threats of complaints, physical aggression) and through violent behaviour towards their own child or his peers.

Violence towards teachers manifests itself through inappropriate behaviours: absenteeism, running away from classes, indiscipline, ignoring teachers’ messages, verbal and non-verbal aggression in the form of insults, refusals, ironic attitudes, inappropriate, obscene gestures and serious violence in the form of insults, insults

threats. In some schools, violence, aggression and rape are reported. However, there are also cases where violence stops teachers from reporting that they have been attacked, feeling that these forms of manifestation would not have occurred if they had monitored the classroom better. In some situations, these reports required at least three court appearances, which complicates the procedure, with some teachers preferring to forget the incident. Others fear retaliation from students or parents if they get into trouble by reporting an assault.

The main reason why violence rarely comes to the public's attention is that school administrators want to run a nice and quiet school. The last thing they want is to disturb the community with news involving a teacher or student in acts of violence thus presenting the unsafe conditions at the school. School principals are generally silent and minimize these forms of manifestation, which represent their success or failure in keeping these forms of school violence under control.

The idea that schools are guarded by personnel in uniforms that need metal detectors to protect their students was unthinkable in the past. It used to be that the worst kid in school carried a blade, but today students have guns in the classroom to protect themselves from others. , rings, anything. Then he proudly displays his 'defensive' 25-caliber Beretta (Hackett, 1988)" In some high schools, the violence has become so bad that some teachers practice cover drills with students to protect school children from neighbourhood shootings (Mydlens, 1991).

Neighbourhood gangs (Grecu and Rădulescu, 2003) develop, as stated, their own subculture. Violence can also be determined by rivalries between gangs or by the dominance of a single gang in a school when acts of violence committed by two or more students known to belong to a gang appear as frequent; when a student commits a violent act with the support of the gang, as a form of intimidation; or cases when a gang leader orders a violent act; there are also situations when a gang receives different rewards as a result of a violent act. The violent act (Finley 2007) is preceded by some gang actions (writing graffiti messages by one gang, erasing graffiti messages by another gang). It can happen that urban gangs take control of schools, a fact manifested by charging the "entrance fee" to the school or by charging the "protection fee" from students who do not want to "collect it" from the gang members. Children show a need for security, and joining gangs is a way to satisfy this need. Some students find in these environments a way to protect themselves from abusive situations at home, others join gangs to protect themselves from the aggressions of another rival gang. Teenagers enter such gangs for the acceptance and valorisation, which is denied to them in the family and school. Some feel so attached to the gang environment that it becomes family to them.

The causes of school violence can be represented by conflictual, disorganized, single-parent family environments where alcohol consumption, lack of communication of demands and parental control are common. Along with the family environment, the social environment can also act through the precarious economic situations of social inequality that can incite violence. The school environment, through

the faulty management of the student class and crisis situations, can favour these forms of abusive manifestation. Ignoring or preferential treatment of students, the overly loaded curriculum and the abuse of disciplinary measures can be a cause for violence. To all these social and family causes, there are also individual causes due to personality traits, fearlessness, thrill-seeking, low self-image, oppositionist, emotional instability and other problems specific to adolescence. (sites.google.com/site/violentainciululprimar/Website-builder/forme-si-cauze-ale-violentei-in-scoala).

Conclusions

In conclusion, from the specialized studies, a series of risk factors regarding street violence and school violence have been outlined. Emphasizing the relationships within the family, the child's development climate, poverty, environmental instability, the child's personality, the factors, the mass media, the permissive legislative aspect, the promoted values and the existing confusion in the manifestation of these values as well as the lack of tolerance in different sectors of social life makes children unable to develop. The cohesion of the teams involved in education and a mobilization in the sense of responsibility is necessary for each person to know the students in order to impose school discipline and the necessary respect for moral values. It is also necessary that any crime incur a sanction proportional to the gravity of the act that needs to be rigorously applied.

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