

Analysis of test results

Liviu Rebreanu National College, Bistrita, Romania

The test was applied to a number of 100 students in the school: 58.8% boys and 41.2% girls

Age: 10 years old-2%, 11 years old-28.4% , 12 years old-21.6%, 13 years old- 17.6% , 14 years old-17.6%,

15 years old- 2%

90% of the students said they were happy when they came to school and met with colleagues,

5% said they were not happy because they did not feel good in their presence. Colleges behaved ugly and disturbing. Some children hit them and mocked them. They were annoyed by their colleagues.

About what it happens to them at school ,the students answered:

- 12% of students said they had been excluded from the group,
- 15% admitted that they were often threatened to be injured
- 11% -their things were often destroyed
- 18% are frequently pushed,
- 16% are often beaten and humiliated
- 4% are often humiliated on social networks
- 85% are not bullied on social networks at all
- 7% feel often intimidated because they are different
- 8% are often discriminated because of the same reason
- 2% are often hated on social networks
- 90% has no problem on social networks at all.

The students` reactions to these problems are:

- 44% require help from family,
- 32% require their teachers` help
- 53% ask to be left alone,
- 51% defend themselves
- some claim they talk to the person who assaulted them
- others say they fight back.
- others are indifferent because, they say, they can not discuss with the agressor
- others choose to go in places where they are seen by teachers or cameras (for evidence)

The students, as witnesses to inappropriate attitudes, say :

- 21% of the students saw other children require exclusion from the group some colleagues
- 18% often see their colleagues who threaten others to be excluded
- 32% see students being threatened
- 47% see students being humiliated
- 34% see how their classmates gossip about their colleagues,
- 32% see classmates destroying other colleagues' things
- 35% witnessed fights between classmates,
- 10% know about colleagues who were humbled on social networks,
- 20% see colleagues intimidated and discriminated because they were different,
- 16% witnessed physically abused colleagues because they were different

Being asked about their inappropriate behavior:

- 6% of the students admitted they asked other colleagues to exclude some children from the group
- 3% prohibit the access in a group
- all students denied that they threatened their classmates to beat,
- 4% admitted they humiliated other students,
- none of them admitted to spread false rumors or to destroy their classmates' things
- 11% admitted that they often did it
- 7% said that they rarely beat their colleagues
- 3% rarely humiliated others on social networks
- 2% often intimidated their colleagues because they were different
- 87% did not do it at all
- 6% rarely discriminated other colleagues because they were different
- 94% said they had no discriminatory attitudes
- 6% rarely abused their colleagues

When the students were asked to describe how they reacted to their colleagues' wrong attitude, they said:

- they didn't want to interfere between them not to have problems or because they are afraid of consequences
- they ran or didn't do anything
- they empathized with the victim
- they involved in conflict with rare positive results
- they originally reacted similarly to the aggressor but subsequently controlled themselves

When asked what they did when they saw a colleague that suffered from inadequate attitude to other colleagues, we managed to fit responses in 7 types:

- students who got involved and wanted to help those who had suffered a wrong attitude
- rational students seeking the cause of the wrong attitude
- students who seek help from an adult (teacher, tutor)
- vigilant students who wanted justice for the assaulted
- mediator students who wanted to reconcile
- careless students not involved, not interested

The students' solutions to solving these issues fall into a few aspects:

- students who believed a reason of a conflict had to be found
- students who considered communication a mean of solving conflict situations
- students who believed that a civilized behavior and calm was the key to avoiding conflict situations
- students who believed that the role of parents was very important in developing a tolerant attitude towards colleagues
- students who believed that a teacher could be able to defuse tense situations
- students who were self-critical "should look first at us"
- students who realized that solving conflict situations was a long process that required a change of attitude
- students who believed that ignoring situations led to overcome them
- students who considered the aggressor had to be punished more drastic (even expulsion)
- students who believed special classes should be created, only for offenders
- students who considered the self-defense techniques as a solution

Alina Cret, CNLR

Dalia Chira, CNLR