

Comparing School Violence in Israel & Chile

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School Violence – A global Phenomenon

...school violence is a global phenomenon that affects one of the core institutions of modern society to some degree in virtually all nation-states

(Akiba, LeTendre, Baker, & Goesling, 2002, p. 830).

Why International Comparisons

- ***Raising National Awareness and Providing International Context***
- ***Creating a Global Inventory of Interventions and Policies; Learning from others***
- ***Better understanding of school violence and victimization:***
 - *The Relative Influence of Student Characteristics (gender, age)*
 - *Within/between country variance (social and cultural groups)*
 - *Differential impact of context (e.g., poverty, urban-rural)*

Context of this International Collaboration

- Failed and limited previous and current efforts
- Monitoring school violence as an organizing conceptual and methodological framework
- The use of similar instruments

Research Questions

- This is an exploratory study
- How similar are **overall school victimization rates** in Israel and Chile (only Valparaiso)
- Are there patterns of similarity/difference:
 - By types of school victimization (e.g., social, physical, sexual)
 - Within country Subgroups (e.g., Arabs and Jews)
 - Gender
 - School level/age group (i.e., primary, middle, high)
- Interactions group X gender X school level

Methods

Sample

- Israel- A representative national sample (N = 24,208)
- Chile – The city of Valparaiso (N = 5,490) – **Only Low SES**

Measurement

- Paper in Israel, online in Chile
- A similar questionnaire, based on a modified version of Furlong SCSS, as used in Israel
- Concrete victimization types in the last month in school
(0 = No 1 = At least once)
- Indices = Mean of items in each victimization type
(0 = no item checked – 1 = all items in the type checked)

Examples of questions

Verbal-Social Victimization

- A student humiliated you or made you feel bad
- Student tried to convince others to boycott-exclude you

Victimization by Threats

- A student threatened to hurt you in or outside the school
- You received threats through the internet or cell phone

Physical Victimization

- A student seized you or pushed you on purpose
- A student gave you a hard beating

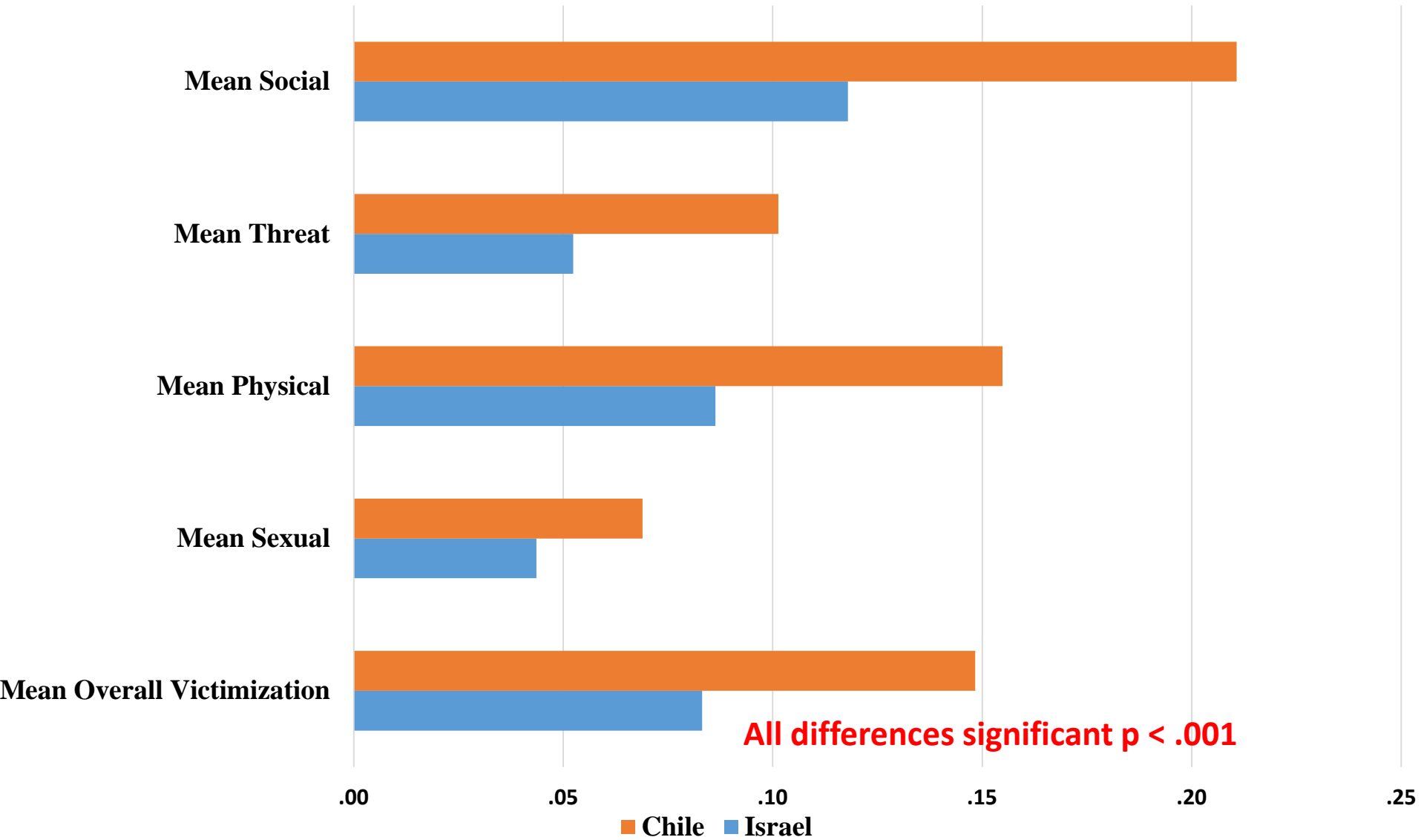
Sexual Harassment

- A student tried to kiss you when you did not want it
- A student took or tried to take your clothes off (for sexual reasons)

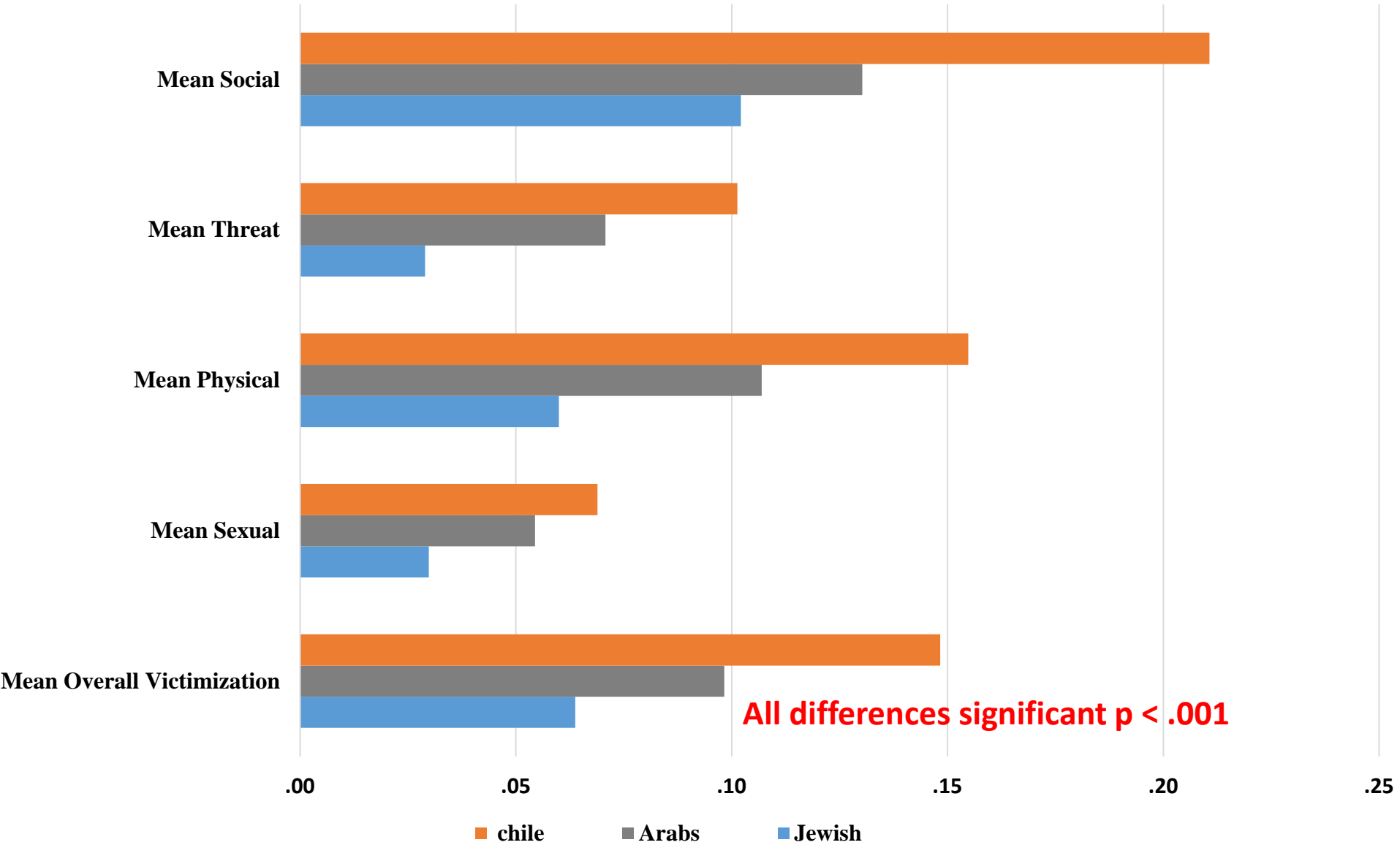
Findings

	Israel		Chile	
	Once twice	More	Once twice	More
A student humiliated you or made you feel bad	18.4%	6.3%	21.3%	13.7%
A student gossiped about you or said bad things behind your back	9.4%	2.9%	25.6%	14.9%
Student tried to convince others to boycott-exclude you	12.5%	3.6%	11.5%	6.5%
A student made fun of you because of your color of skin, origin, or religion	7.0%	3.5%	14.3%	11.9%
Other students boycotted/excluded you and did not want to talk or play with you	6.4%	2.4%	11.2%	5.3%
You received insulting or mocking messages through the internet or cell phone	5.1%	1.5%	6.5%	4.1%
A student published a picture of you on the internet or through cell phone to hurt you	2.8%	1.0%	4.7%	2.8%
A student threatened to hurt you in or outside the school	6.8%	2.7%	10.8%	6.2%
You were blackmailed under threats by another student (for money, food, or to keep silence)	2.7%	1.4%	6.3%	4.1%
You received threats through the internet or cell phone	3.1%	1.1%	5.5%	3.5%
A student threatened you with a knife or sharp object and you saw the knife or object	2.1%	1.1%	3.7%	2.0%
A student seized you or pushed you on purpose	9.4%	2.9%	23.0%	9.1%
A student who wanted to hurt you kicked you, hit you or slapped you	8.0%	2.8%	8.8%	5.2%
A student gave you a hard beating	4.1%	2.2%	6.8%	3.8%

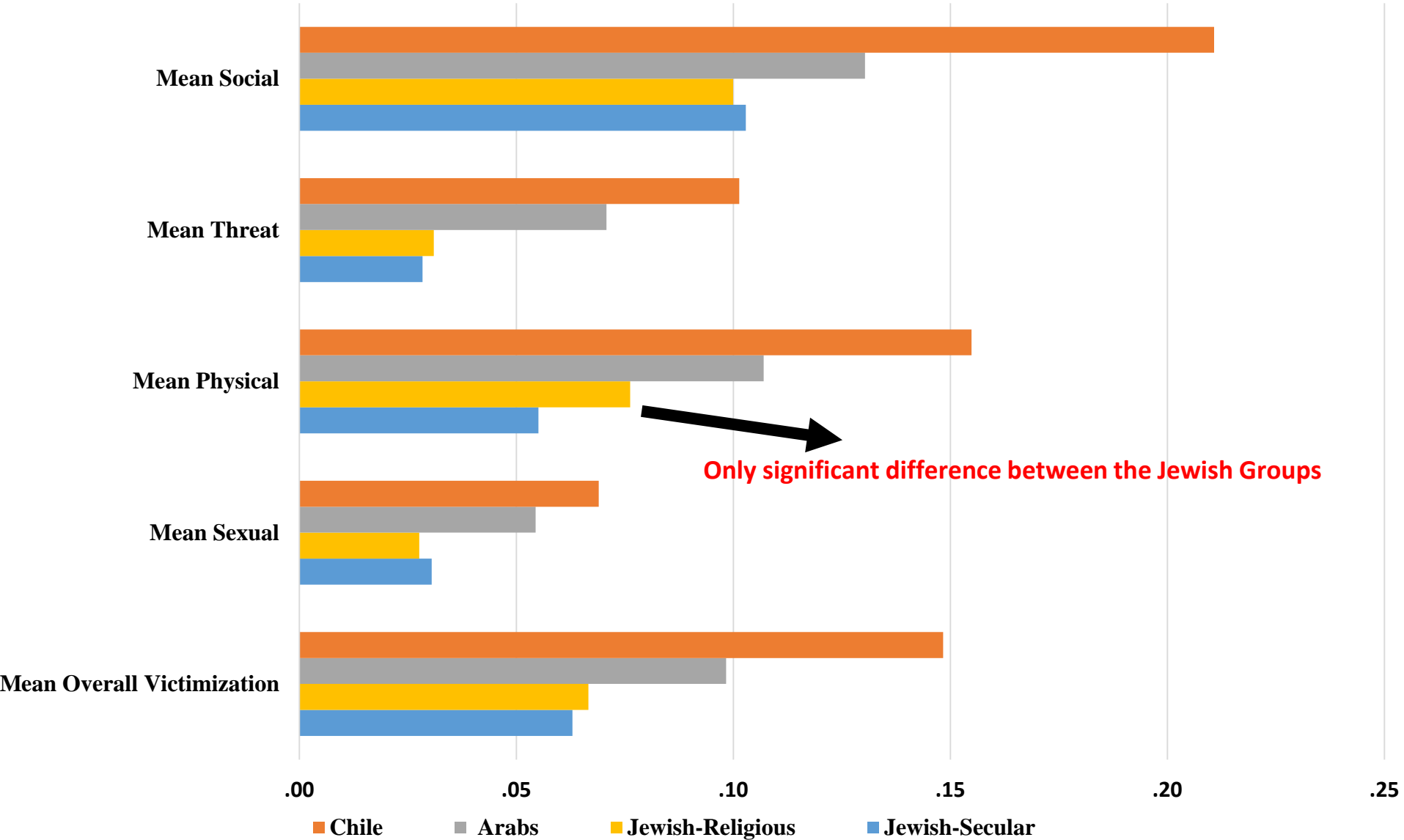
Comparing Israel and Chile



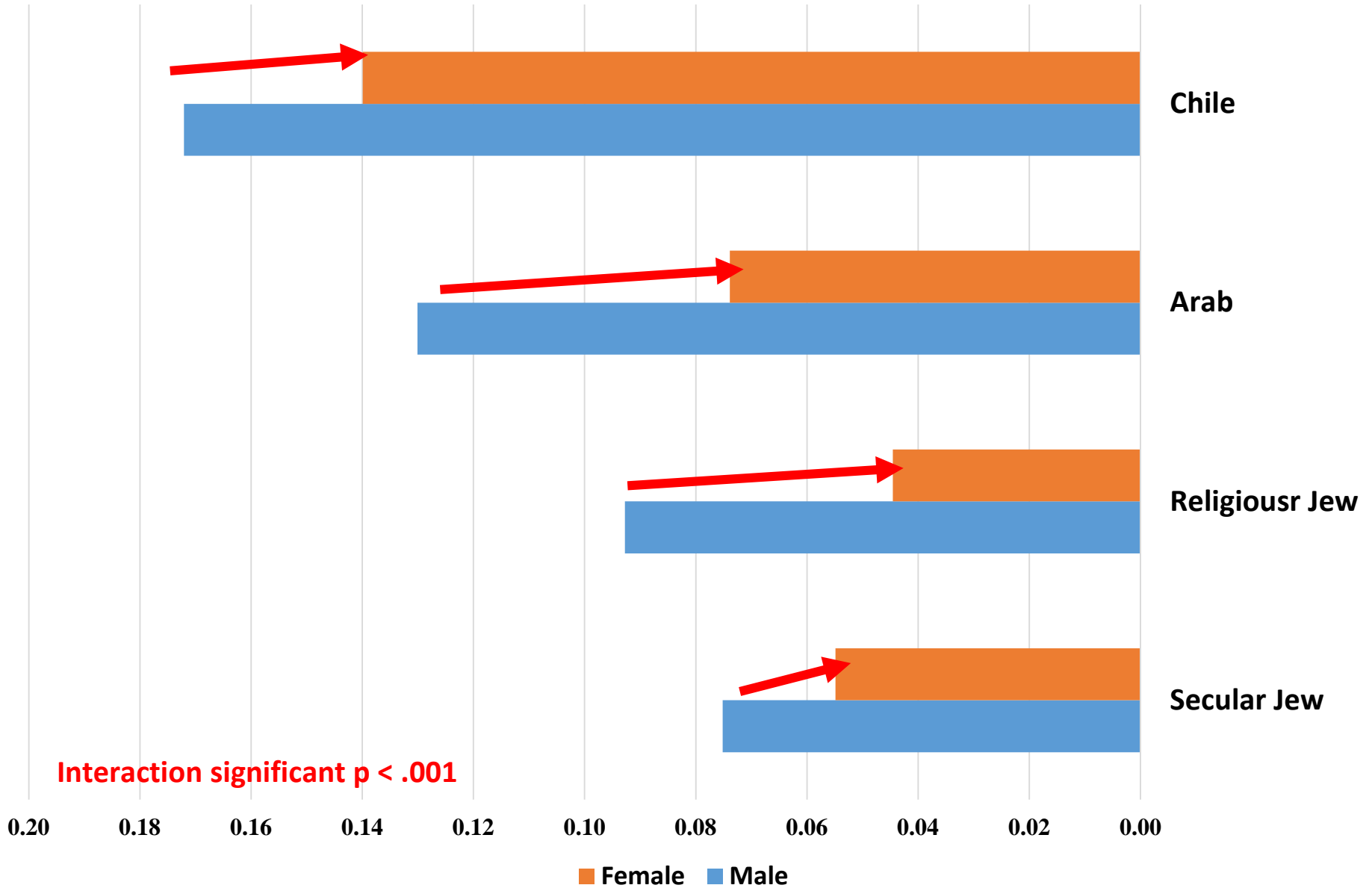
Comparing Israeli Jews, Israeli Arabs and Chile



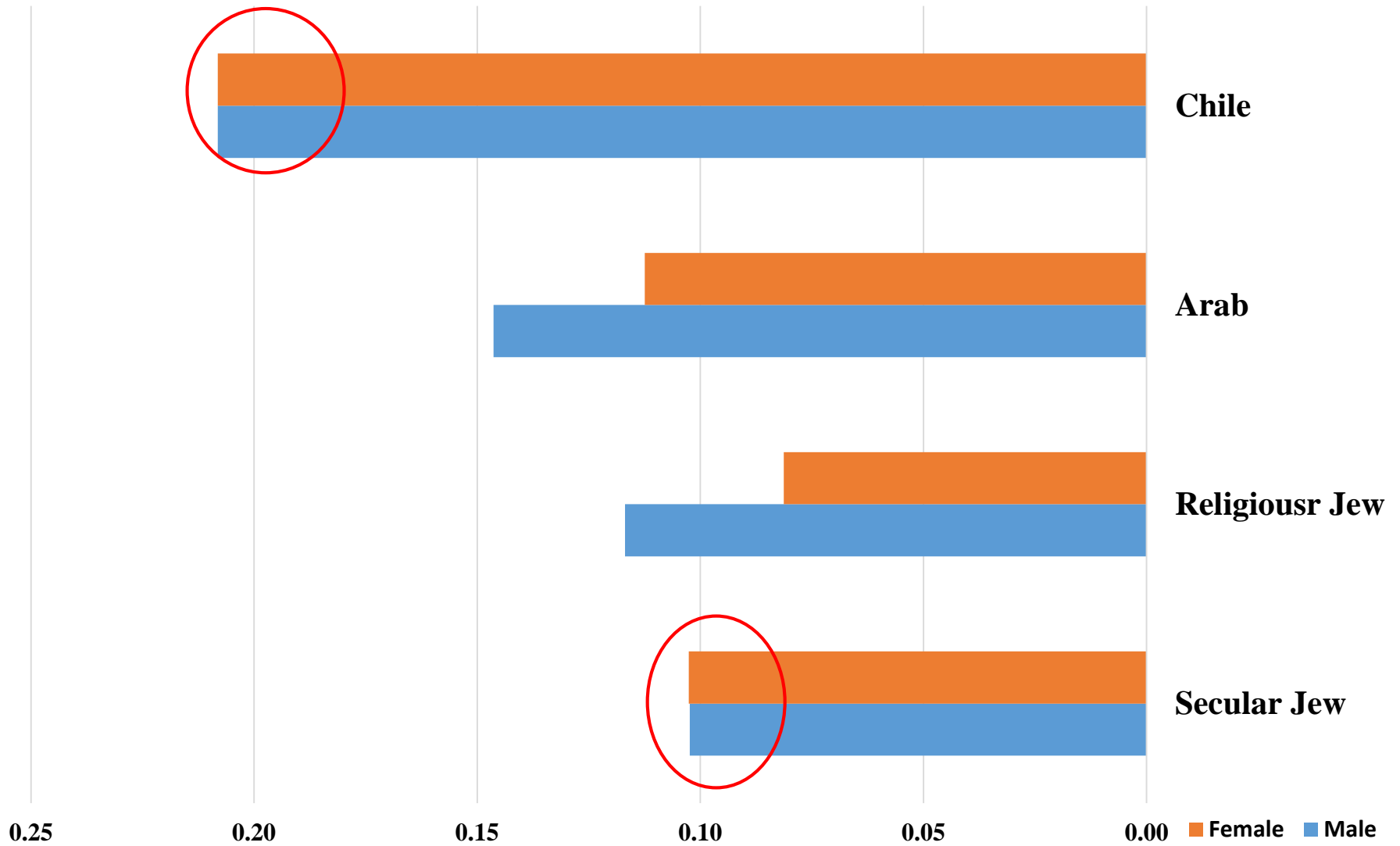
Comparing Jewish-Secular Jewish-Religious Arabs and Chile



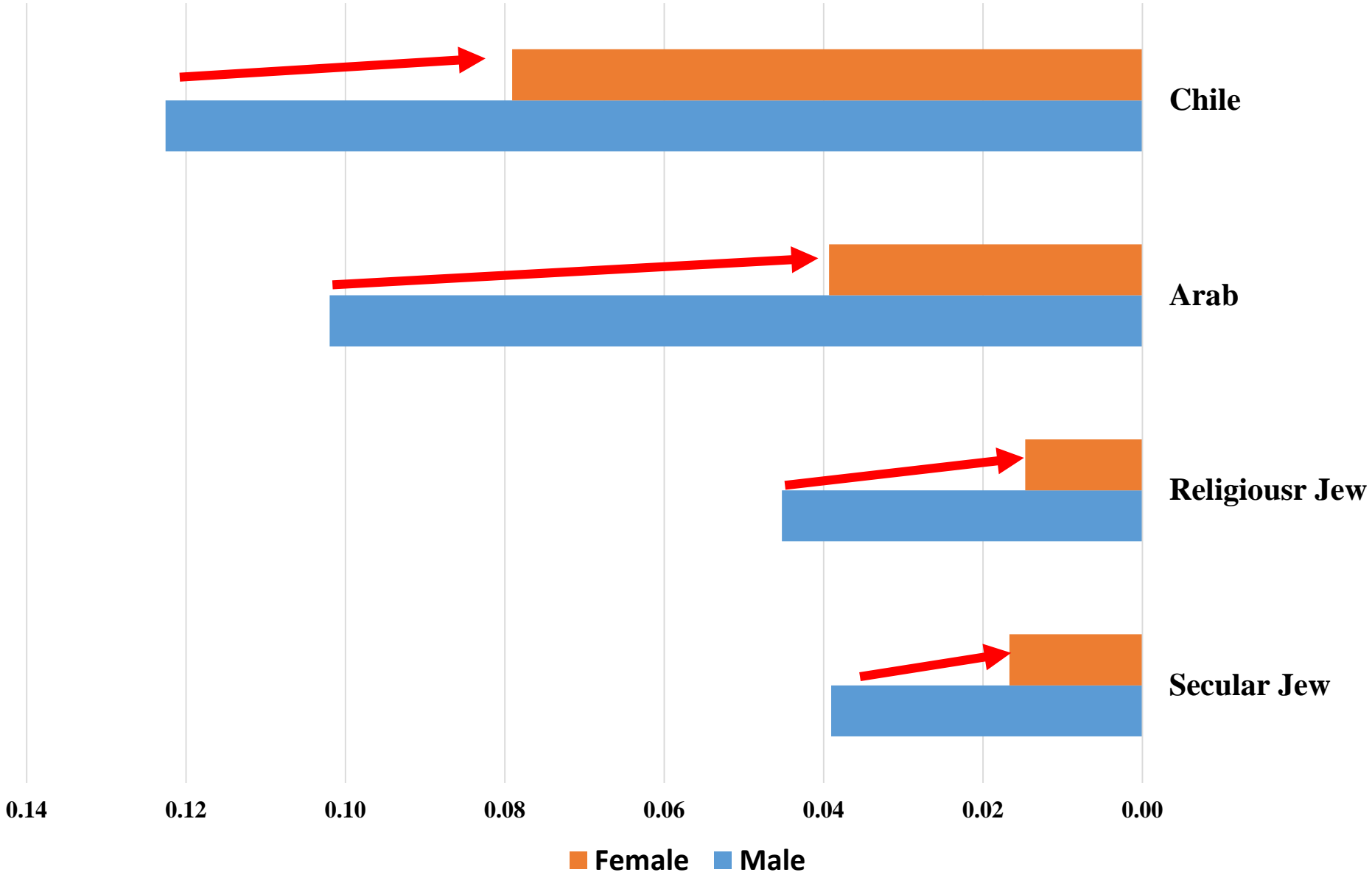
Mean of Victimization by gender



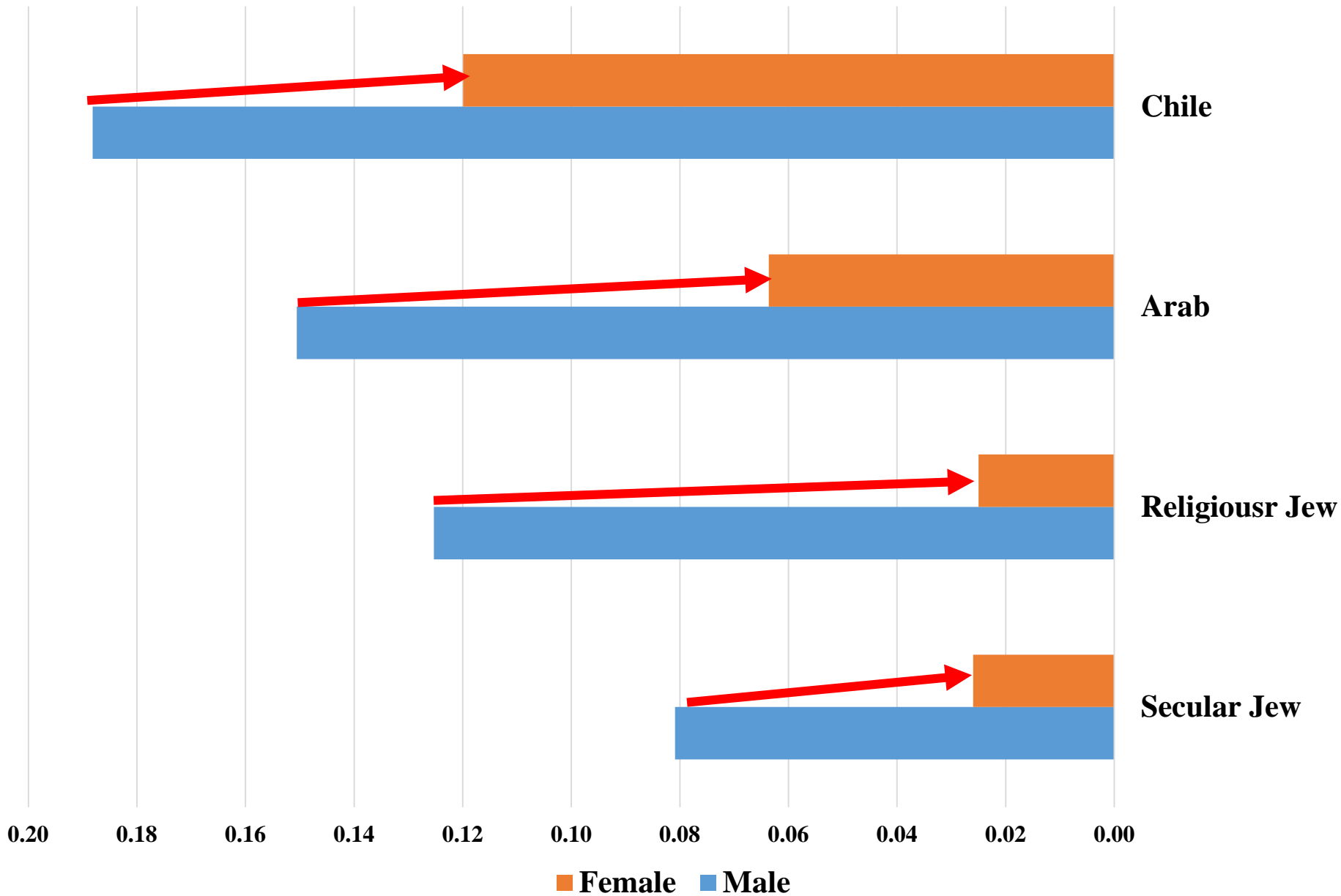
Verbal-Social Victimization by Gender



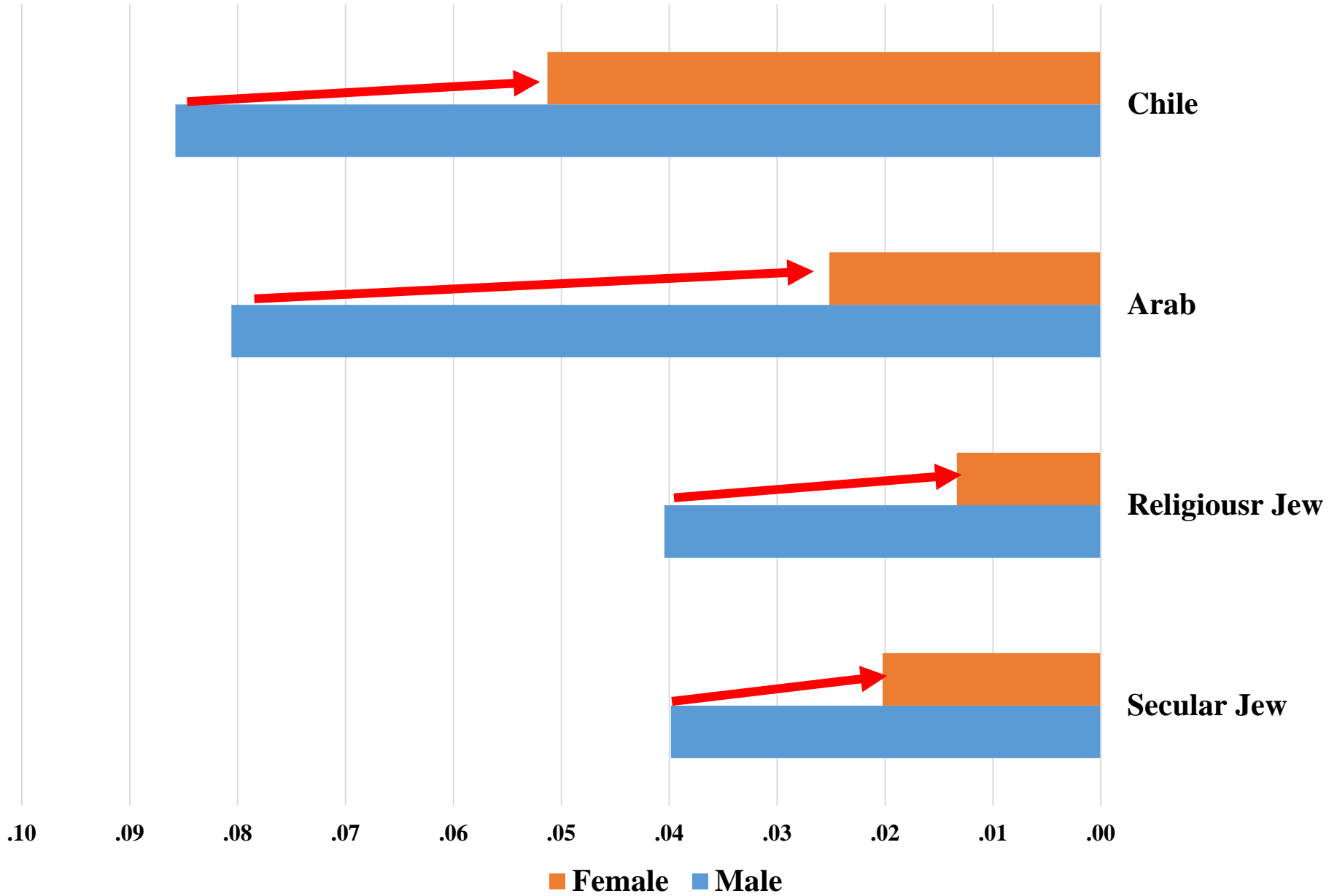
Threats Victimization by Gender



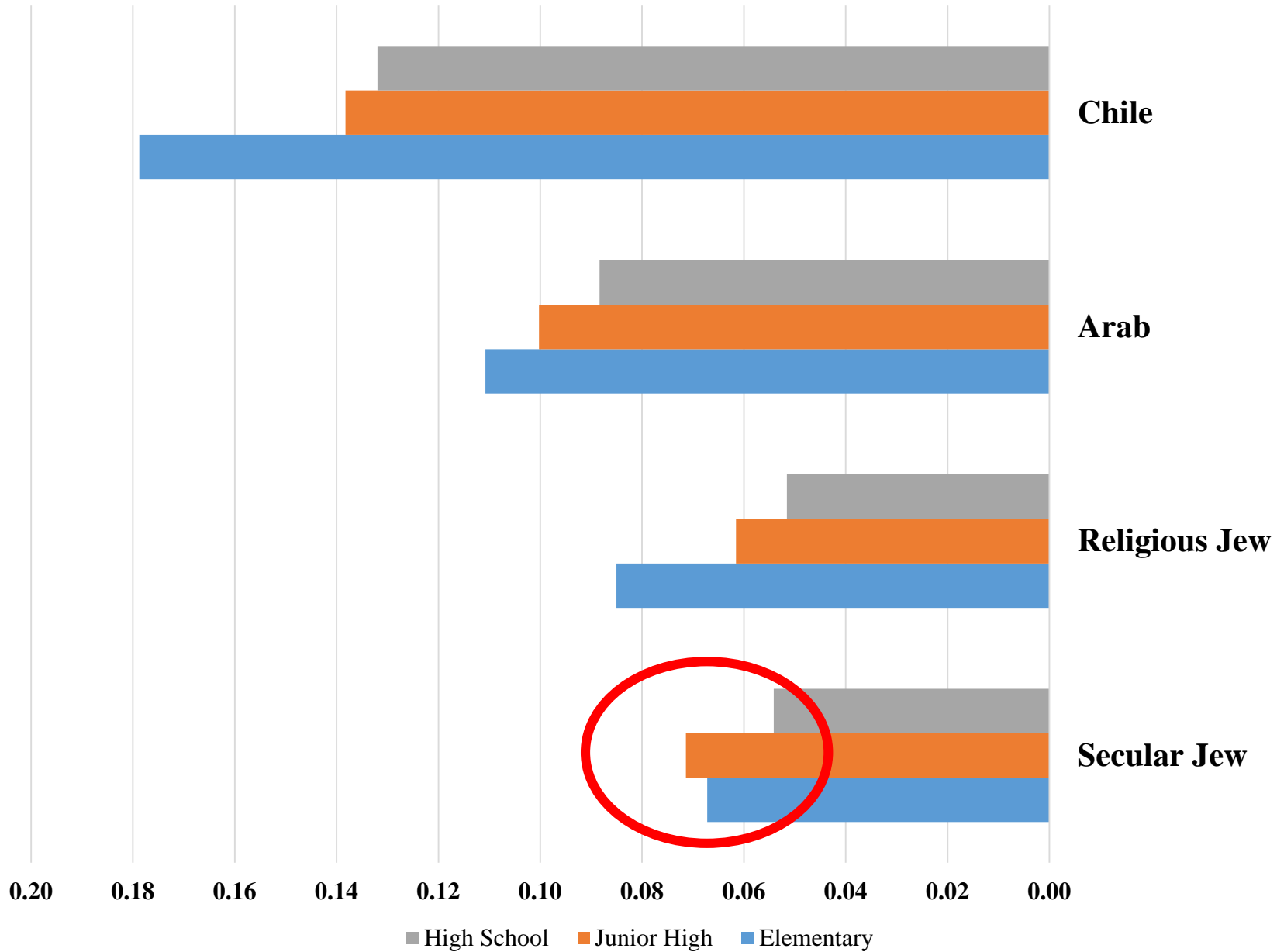
Physical Victimization by Gender



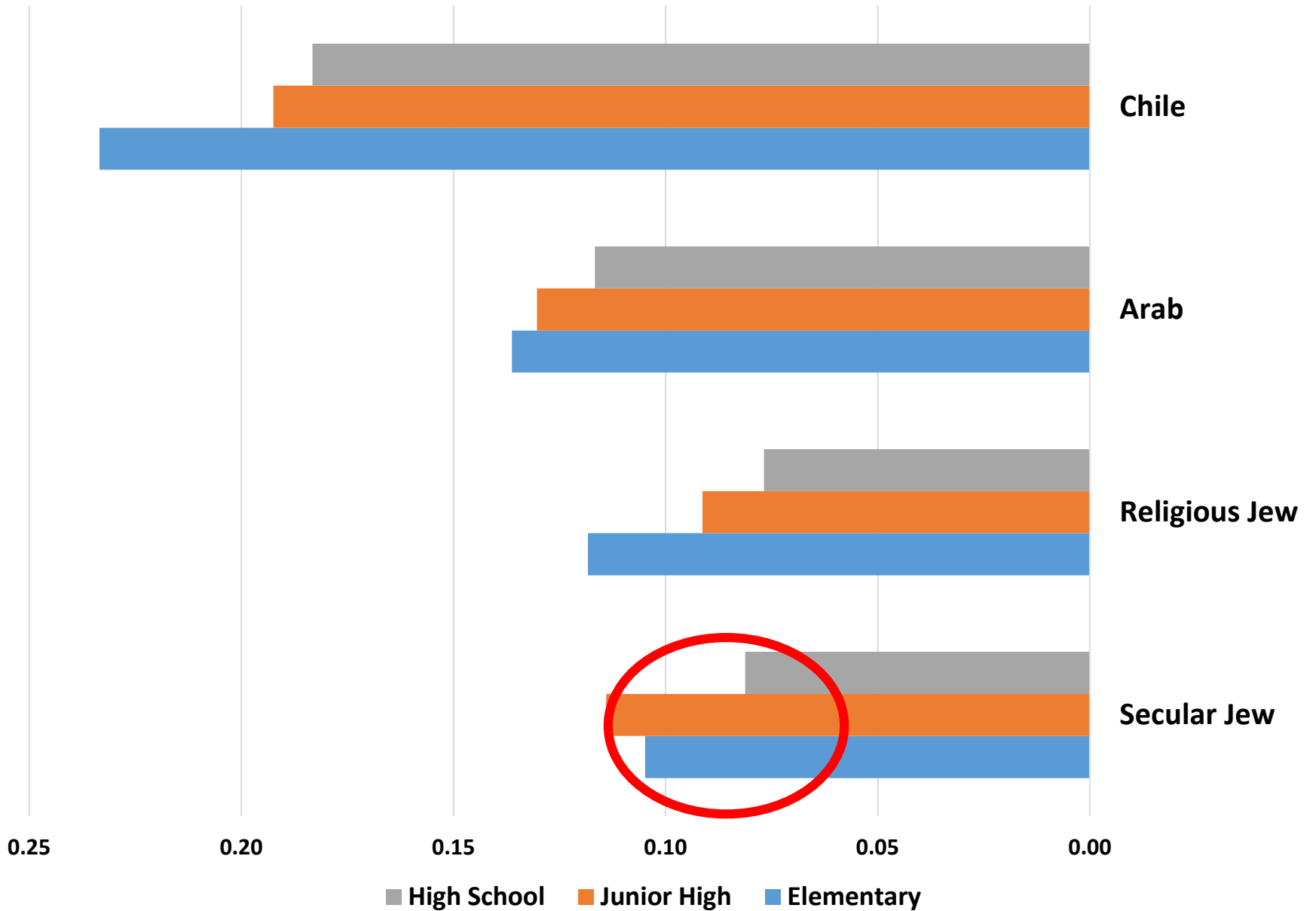
Sexual Harassment by Gender



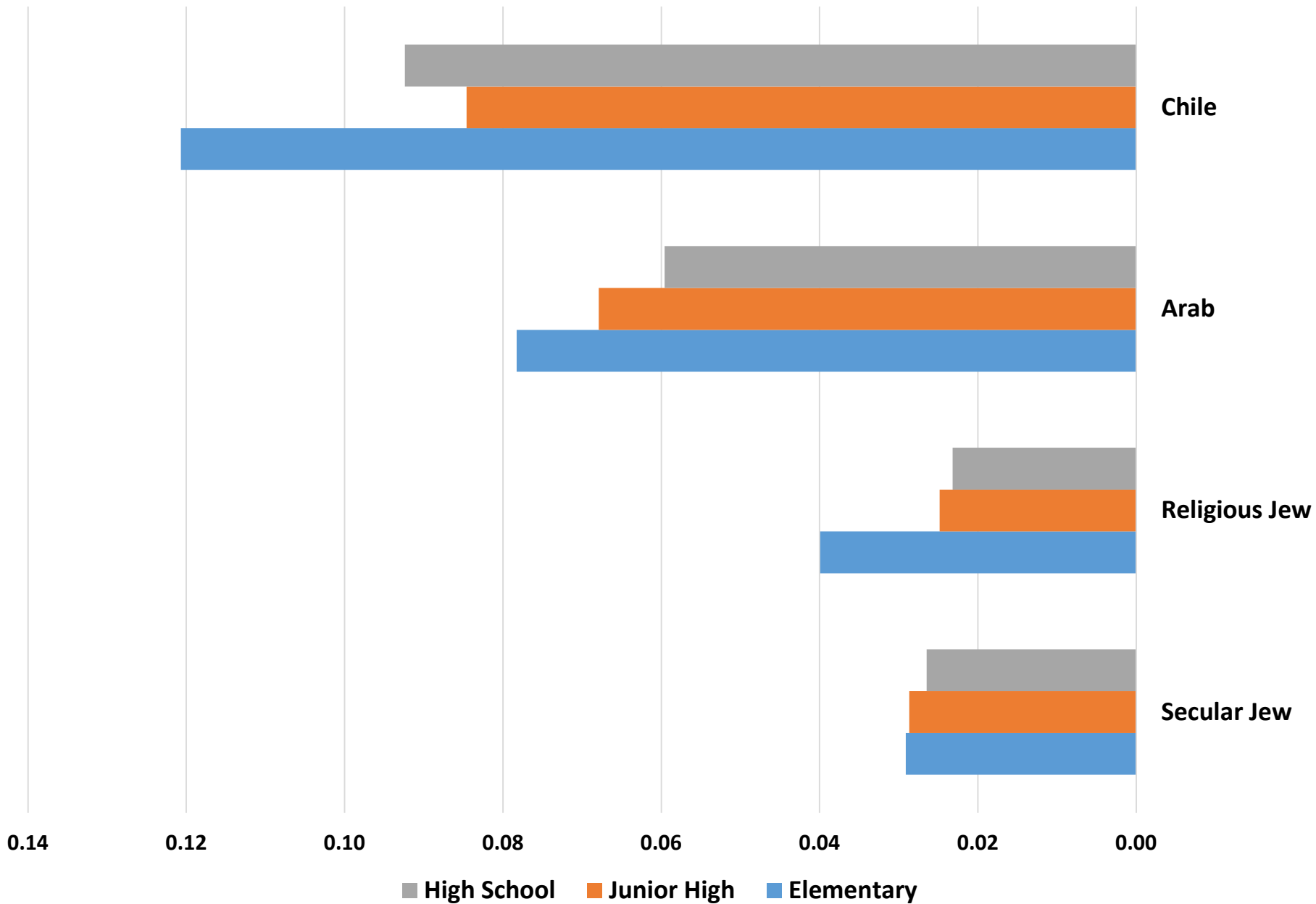
Mean of Overall Victimization



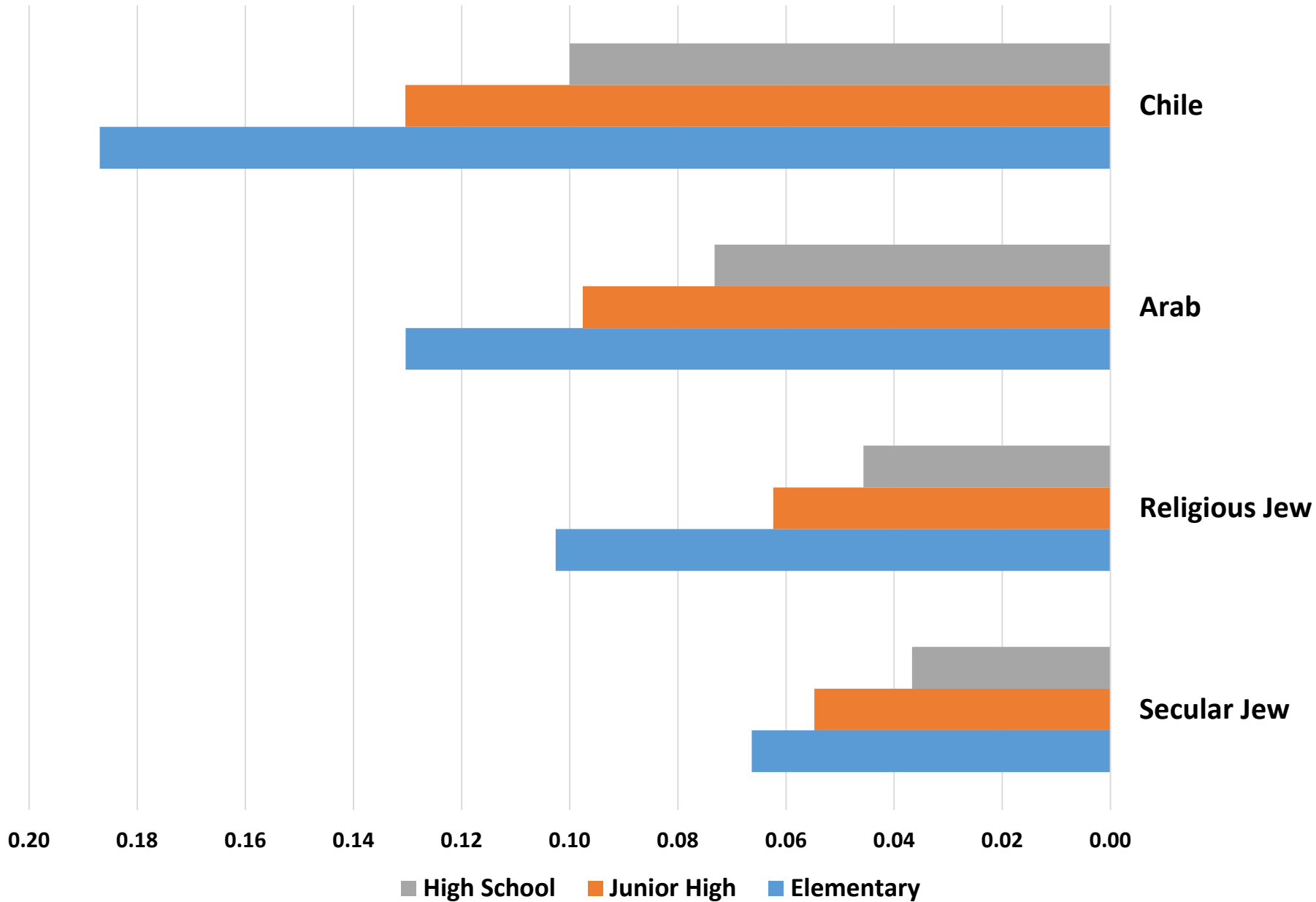
Verbal-Social Victimization



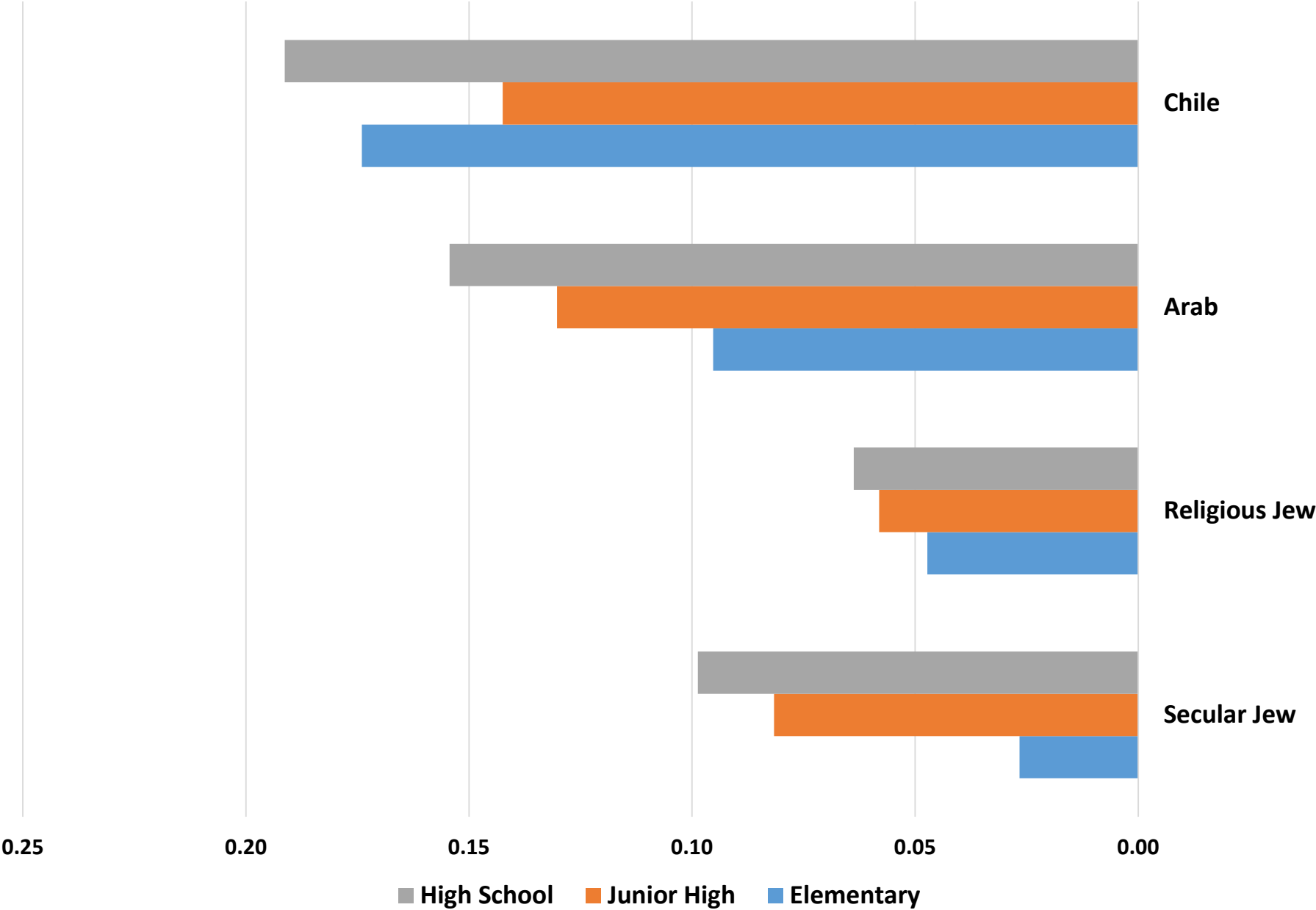
Victimization by Threats



Physical Victimization



Sexual Harassment



Discussion

- School victimization consists of multiple dimensions and cannot/should not be easily subsumed under one concept (e.g., bullying).
- There are differences within countries and between countries.
- These differences are evident in:
 - Overall rates
 - Gender differences
 - School level differences

Discussion

Overall, with few exceptions we observed similar patterns of frequency, both between countries (Israel-Chile) and within-country (Chile):

Social > Physical > Threat > Sexual

Males > Females

This might be speaking of a universal, less culturally-dependent patterns

Discussion

We observed between countries (Israel-Chile) differences in all types of peer victimization:

Chile > Israel

This might be due to:

SES: Chile sample is public-municipal schools only. In Chile these schools (still) have low SES, in fact school type is used as proxy for SES.

Poverty-crime: linked to SES.

Discussion

We observed differences between-countries (Israel-Chile) by type of school:

Elementary > Junior High > High

This might be speaking of a universal, less culturally-dependent patterns

HOWEVER, this pattern does not apply to Jewish-Secular schools, where:

Junior High > Elementary > High

This might be due to cultural differences in the way junior high schools in Israel are organized, as compared to the other groups

What are the sources of these differences?

- Potential explanations:
 - Culture (especially issues of gender differences) – are there differences in acceptance of violence?
 - Poverty-crime? Is it a source of between-country differences as it may be a source for within country?
 - Structural differences, e.g.,
 - In organization of schools (e.g., heterogeneity)
 - Who is actually participating in

A Call for International Collaboration

- We do not know enough.
- Clearly, a need for an international collaboration.
- Important:
 - Theoretical planning- testing **hypothesis**
 - Similar sampling
 - **Similar instruments and methods.**
 - **Collaborative analyses and interpretation**

We Thank You Very Much for Attending this Session!

We Invite You to Participate in this International Collaboration

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