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PREDICTION AND EARLY PREVENTION OF VIOLENCE IN CHILDREN AND ADOLESCENTS

This study addresses the issue of violence among children and adolescents. Its primary goal is to determine the prevalence of violence in families and educational institutions and to identify the key psychological and social contributing factors. A questionnaire developed by educational psychologist T. V. Loginova was used. An anonymous survey involved 94 adolescents aged 13 to 17. Data were processed using IBM SPSS Statistics 26 with Fisher's exact test, Pearson's chi-squared test, Phi coefficient, and Cramer's V. Results revealed a statistically significant correlation between family relationships and adolescents' tendency toward violence. Additional factors considered included education level, social status, and emotional condition. The research integrates quantitative and qualitative methods. Theoretical significance lies in explaining the influence of family and school on adolescent behavior. The results are very useful because they may be used in schools, social assistance centers, and programs that teach parents how to keep their kids from becoming violent. This research adds important information to the area and encourages the creation of more programs.

Key words: violence prevention, children, adolescents, emotional state, aggressive behavior.

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Балалар мен жасөспірімдер арасындағы зорлық-зомбылықты болжау және алдын алу

Бұл ғылыми зерттеу балалар мен жасөспірімдер арасындағы зорлық-зомбылық мәселесіне арналған. Зерттеудің мақсаты – отбасындағы және білім беру мекемелеріндегі зорлықтың таралуын анықтау және оған әсер ететін психологиялық және әлеуметтік факторларды зерттеу. Зерттеуде Т. В. Логинова әзірлеген арнайы сауалнама қолданылды. Сауалнамаға 13–17 жас аралығындағы 94 жасөспірім жасырын түрде қатысты. Мәліметтер IBM SPSS Statistics 26 бағдарламасы арқылы өңделді, Пирсонның хи-квадрат критерийі, Фишердің дәл тесті, Фи және Крамердің V коэффициенттері қолданылды. Зерттеу нәтижелері отбасылық қарым-қатынас пен агрессивті мінез-құлық арасында мағыналы байланыс бар екенін көрсетті. Сондай-ақ, білім деңгейі, әлеуметтік жағдайы және эмоционалды жай-күйі ескерілді. Зерттеу сандық және сапалық әдістерді ұштастырады. Теориялық маңыздылығы – жасөспірімдердің мінез-құлқына отбасы мен мектептің әсер ету механизмдерін түсіндіру. Практикалық маңыздылығы алынған деренктерді білім беру және әлеуметтік салаларда зорлық-зомбылықтың алдын алу үшін қолдану болып табылады.

Түйін сөздер: зорлық-зомбылықтың алдын алу, балалар, жасөспірімдер, эмоционалды күй, агрессивті мінез-құлық.

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Предикция и ранняя профилактика насилия детей и подростков

Настоящее исследование посвящено проблеме насилия среди детей и подростков. Цель работы – определить распространенность насилия в семье и школе, выявить психологические и социальные факторы, способствующие его возникновению. В исследовании использовалась анкета, разработанная педагогом-психологом Т. В. Логиновой. Анонимный опрос проведен среди 94 подростков в возрасте 13–17 лет. Статистическая обработка данных осуществлялась с помощью IBM SPSS Statistics 26, применялись критерии хи-квадрат Пирсона, точный тест Фишера, коэффициенты Фи и V Крамера. Результаты показали статистически значимую связь между характером семейных отношений и склонностью подростков к насилию. Также учтены уровень образования, социальный статус и эмоциональное состояние респондентов. Исследование сочетает количественные и качественные методы. Теоретическая ценность заключается в объяснении механизмов влияния семьи и школы на поведение подростков. Практическая значимость – в применимости данных для профилактики насилия в образовательной и социальной сферах.

Ключевые слова: профилактика насилия, дети, подростки, эмоциональное состояние, агрессивное поведение.

Introduction

Child abuse is defined as any behavior directed toward a child that disrupts their physical or psychological well-being and poses a threat to their health and development.

In developed countries, attention to the problem of child abuse began in the early 1960s. However, at the theoretical level, the issue had been considered even earlier. In 1944, Anna Freud wrote:

“It has long been known that a lack of certain foods, vitamins, etc., in early childhood may not have immediate harmful effects, but later leads to physical deficiencies. However, it is not as widely recognized that the same can occur with a child’s psychological development. If specific needs are unmet, long-term psychological impairments may emerge. These specific needs include personal affection, emotional stability, and continuous educational influence.”

In 1963–1964, the United States adopted its first legislation addressing child abuse. According to statistical studies, approximately 1.5 million children experience abuse annually in the United States, with 63% being victims of neglect and 43% suffering from direct violence (Koval, 2014:99).

In Europe (specifically England), nearly 90% of children are subjected to corporal punishment, with

about 50% of seven-year-olds experiencing severe physical discipline (Koval, 2014:99).

In Russia, according to statistical data from the previous year, over 89,000 minors were recognized as victims of violent crimes, including domestic violence. Over the past three years, the number of criminal deaths among children increased from 1,600 to 2,100. Approximately 4,900 children suffered from violent acts committed by their own parents in the last year (Koval, 2014:99).

In Kazakhstan, a study revealed that over half (52.7%) of children aged 1–14 were subjected to psychological or physical punishment by their parents or other adult household members within a one-month period. Violence-related disciplinary measures were applied to 55.2% of boys and 49.9% of girls. Psychological aggression affected 47.2% of the children, and about 26.2% were subjected to physical force. Severe forms of corporal punishment (e.g., hitting on the head, ears, or face, or frequent beatings) were practically nonexistent in the country, affecting only about 1.0% of children. Meanwhile, 42.7% of girls and 35.5% of boys were raised without the use of violent methods. In wealthier households, 42.7% of children were disciplined without violence, compared to 33.2% in poorer households (Ulttyk Statistika Bju-rosy, 2015).

Literature review

Issues of Violence Among Adolescents

Adolescence is defined as the period from approximately 11–12 to 14–15 years of age. This stage is often referred to as a critical or transitional period, highlighting the challenges inherent to a child's personal development (Abramova, 2000:624).

During adolescence, against the backdrop of age-related developmental characteristics, the frequency of aggressive behaviors related to violence sharply increases.

Types of emotional abuse include:

- Mockery, the invention of derogatory and offensive nicknames, subjective negative evaluations, public humiliation, and similar actions;
- Rejection, social isolation, boycotting, ignoring the victim's attempts at interaction, and devaluation of their emotions and actions.

This form of violence often includes exposing the victim to ridicule, disclosing embarrassing secrets, public shaming, or blackmail involving the threat of revealing forbidden actions to friends or adults (Grigorovich, 2014:248).

Verbal forms of aggressive behavior are frequently used by adolescents in interpersonal communication. Not only the child personally but also their possessions, clothing, hobbies, and close loved ones often become targets of ridicule or insults. Such attacks can hurt more profoundly than insults directed at the individual themselves.

During adolescence, there are clear gender patterns in aggressive behavior. Typically, boys are the primary organizers of bullying against both boys and girls, while girls are more likely to target other girls. When a boy becomes a victim of girls' aggression, girls either adopt a neutral position or even defend the victim. Fundamentally, the motivation behind bullying is often the desire to assert oneself and stand out. Rarely is bullying an act of personal revenge (Jurchenko, 2012:144).

The initiators of peer-directed aggression are often:

- Active, ambitious adolescents striving for leadership in the classroom;
- Highly aggressive students selecting a vulnerable peer for self-affirmation;
- Adolescents seeking to attract peer attention and become the center of their social group;
- Children raised with an exaggerated sense of superiority over others;
- Psychopathic personalities incapable of empathy;

- Maximalists and uncompromising idealists, typical for many adolescents.

Such aggressors are characterized by:

- High self-esteem and ambition;
- A pathological desire to be the center of attention at any cost;
- A drive to establish "justice" (Jurchenko, 2012).

Other participants in aggressive acts may be motivated by different factors:

- Many children conform to group pressure without critically assessing their actions, experiencing deindividuation and lacking a sense of personal responsibility, a phenomenon common among adolescents with underdeveloped abstract thinking and moral reasoning;
- Some join in bullying hoping to gain the approval of the group leader or teacher;
- Others see bullying as mere entertainment, ignoring the victim's feelings;
- Certain adolescents participate in bullying out of fear of becoming victims themselves, particularly those insecure about their status;
- Finally, some children engage in bullying as a way to compensate for personal insecurities and failures by exerting power over a weaker peer.

The typical characteristics of victims also deserve attention. Victims often possess traits that set them apart from others, provoking attacks. Common risk factors include:

- Non-standard or unusual physical appearance (e.g., scars, atypical skin color, physical deformities);
- Illnesses with unpleasant symptoms (such as enuresis or encopresis);
- Shyness, passivity, or inability to defend oneself;
- Poor hygiene and unkempt appearance;
- Extreme academic performance (either very poor or exceptionally high);
- Difficulties in interpersonal communication.

Characteristics of Violence Among Adolescents

Violence during adolescence poses particular risks because such experiences not only disrupt a young person's immediate well-being but also have a long-term negative impact on personality development. According to I.A. Baeva and L.A. Gayazova, violence against adolescents "creates a risk of psychological trauma, leading to barriers in positive development, mental health, the satisfaction of basic needs, and self-actualization" (Baeva, 2012).

Peer violence holds a special place within this dynamic because peers form a key reference group

for adolescents: through peer evaluations, adolescents build their self-concepts and develop social interaction skills. It should be noted that peer violence often becomes a normalized pattern of interaction.

Bullying, according to D. Olweus, is defined as “deliberate, repeated aggressive behavior based on an imbalance of social or physical power” (Olweus, 1993).

Adolescent peer interactions are characterized by the formation of groups within and beyond school settings based on shared interests. Within these groups, adolescents differentiate leaders, grant privileges, and develop acceptance hierarchies. Some adolescents become isolated, excluded from any group (Bochaver, 2015).

As noted by I.V. Dubrovina, belonging to a group increases adolescents’ self-confidence and provides additional opportunities for self-affirmation. However, conflicts between groups can either be covert or overtly hostile (Grebekina, 1995:218).

Peer interpersonal dynamics often give rise to various forms of violence, resulting in the phenomenon of victimization.

According to I.A. Furmanov, victimization refers to the process or outcome of becoming a victim of violence (Furmanov, 2007:480).

The victimization process involves interactions between an aggressor (the perpetrator) and a victim (the target of aggression). Furmanov, citing foreign researchers A. Bandura and R. Walters, notes that the roles of aggressor and victim can change rapidly and interchangeably (Furmanov, 2007:480).

D. Olweus further identified two subtypes of victims: “passive” and “provocative.” Regardless of subtype, victims are often seen as “social outsiders.”

Typically, “passive victims” are quiet, submissive, fearful children with low self-esteem, a lack of perceived attractiveness, physical weakness relative to peers, and a tendency to withdraw or cry when attacked. They tend to be socially isolated, having few friends or acquaintances, and are often labeled as individualists, outsiders, or eccentrics (Olweus, 1993).

“Provocative victims” may exhibit a combination of fearfulness and aggressive behavior, sometimes displaying traits similar to those of aggressors. These adolescents are impulsive, easily wounded, and prone to provoking aggression, while simultaneously bullying others who are weaker than themselves. Their behavior illustrates the difficulty of drawing a clear line between typical aggressors and victims (Olweus, 1993).

According to I.V. Dubrovina, during adolescence, males are more likely to act as aggressors. They often resist both peers and adults, exhibit impulsivity, dominance, and a preference for suppression and violence as the primary methods of conflict resolution, including psychological violence. Aggressors are characterized by a low threshold for frustration, poor emotional regulation during states of passion, demonstrative behavior, and provocativeness. Importantly, they tend to be physically stronger than their classmates, particularly those they target as victims (Grebekina, 1995:218).

Researchers I.B. Stepanova and T.M. Yavchunovskaya conducted a study on school violence, finding that:

- 51.6% of adolescents described their class atmosphere as friendly and supportive,
- 42% characterized it as divided into cliques with limited interaction,
- 6.4% rated it as conflict-ridden.

When assessing their social standing among classmates:

- 18.7% identified as leaders,
- 70.6% reported limited interaction but no hostility,
- 10.7% experienced active rejection or negative treatment from the majority.

Thus, approximately one in ten adolescents experienced some form of peer-perpetrated bullying (Stepanova, 2011).

Further studies by I.A. Furmanov, L.I. Dementiy, and V.E. Kupchenko across Russia and Belarus confirmed the existence of systematic physical and psychological violence among schoolchildren, regardless of cultural differences.

Patterns of victimization identified include:

- Random model: incidents of violence occur sporadically without structure;
- Victim-focused model: violence is directed by a group of aggressors against a specific victim;
- Aggressor-focused model: violence is instigated by a specific aggressor toward multiple victims;
- Combined victim/aggressor model: weaker victims become aggressors toward even more vulnerable peers;
- Hierarchical model: victims and aggressors exist at multiple levels, with long chains of aggression;
- Dominant model: a few aggressive students victimize nearly all less aggressive peers;
- Unexpected model: victims retaliate against their aggressors;

- Subgroup model: violence occurs within friendship-based peer groups (Furmanov et al., 2015).

Physical victimization typically involves beating, kicking, and other acts causing physical harm; verbal victimization includes threats, name-calling, and insults; social victimization involves deliberate exclusion, reputation damage, and emotional manipulation (Furmanov et al., 2015).

According to Stepanova and Yavchunovskaya, gossip, cruel jokes, and slander constitute the most common forms of social victimization among adolescents. Their research also suggests that Russian adolescents exhibit more direct forms of social manipulation compared to Belarusian peers (Furmanov et al., 2015).

Despite the prevalence of school violence, victims rarely report incidents. According to Stepanova and Yavchunovskaya, only about 10% of adolescents inform their parents, and only 5% report to teachers, school administrators, or psychologists. Most attempt to handle the situation independently (Stepanova, 2011).

I.V. Dubrovina observed that peer-perpetrated violence leads to depression, reduced motivation, eating disorders, phobias, and, in extreme cases, suicidal behavior. These issues contribute to academic decline, withdrawal, absenteeism, and antisocial behavior (Greibenkin, 1995).

A.A. Bochaver and colleagues (2015) emphasized that bullying is often perceived as a “normal” part of adolescent socialization, downplaying its destructive psychological impact. However, growing attention to the link between bullying and suicide risk is shifting societal perspectives on the seriousness of the issue (Bochaver et al., 2015:146–154).

Materials and methods

For the purpose of this research, a questionnaire developed by educational psychologist Tatyana Viktorovna Loginova (InfoLesson – an educational online platform) was used.

The questionnaire was designed to assess instances of violence against children and adolescents and to identify the factors influencing the perception of violence by different social groups.

The research was done with adolescents between the ages of 13 and 17.

The goal of this questionnaire was to find out how often violence is in families and schools and to rate how bad it is.

It included both closed and open-ended questions, which let researchers gather both quantitative and qualitative data to look at the issue in more depth.

IBM SPSS STATISTICS 26 software was used to process the data.

Using this application made guarantee that the statistical analysis was accurate and helped find important patterns and variables that affect levels of violence.

The study looked at a number of demographic and social factors, including age, gender, socioeconomic standing, and how people interacted with their surroundings.

There were 94 people that answered the poll.

There were 52% females and 48% boys in the group. The respondents' ages ranged from 13 to 17, with the largest group (23%) being 17 years old (17% aged 13, 21% aged 14, 18% aged 15, and 21% aged 16), as shown in Figure 1.

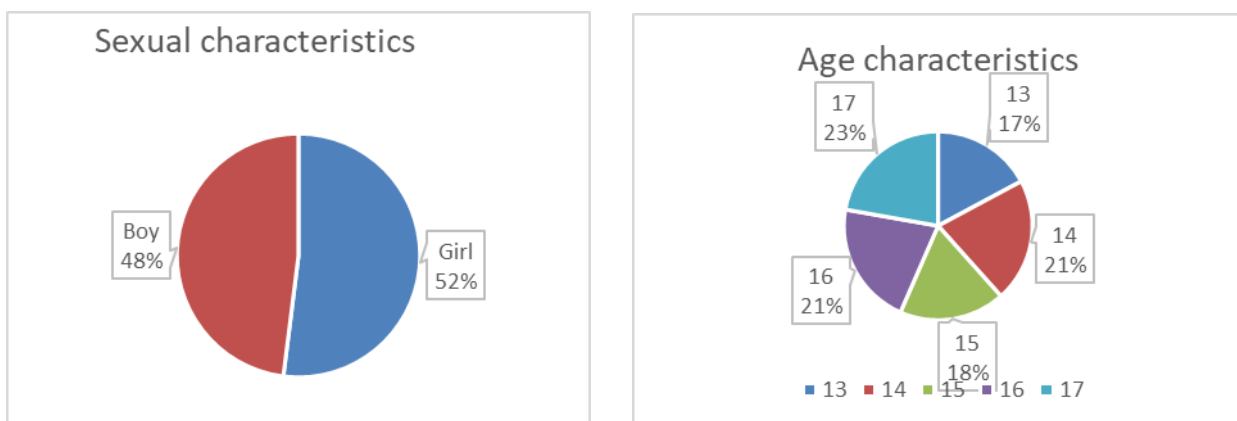


Figure 1 – Percentage Distribution of Respondents by Gender and Age

Since the collected survey data were qualitative, statistical methods such as the Fisher Exact Test and Pearson's Chi-square Test were used.

Further, when the null hypothesis was rejected, Phi or Cramér's V coefficients were calculated to determine the strength of association between two or more variables.

Results and discussion

The survey contained a series of questions.

Table 1 presents only those cases where the null hypothesis was rejected; in all other cases, the null hypotheses were accepted.

For correlation tables where the null hypothesis was rejected, the Fisher Exact Test was applied.

In Correlation Table 1, the p-value was less than 0.001, and Cramér's V was 0.408.

In Correlation Table 2, the p-value was also less than 0.001, and Cramér's V was 0.509.

In Correlation Table 3, the p-value was again less than 0.001, and Cramér's V was 0.506.

Similar significance was observed across the remaining tables.

Now, let us examine the key findings from the correlation analysis:

Correlation Table 1

The Chi-square test revealed a statistically significant relationship between the evaluation of family relationships and the disciplinary methods used by parents.

The more harmonious the family environment, the more parents used explanatory, praise-based, and motivational methods.

Conversely, families characterized by conflict demonstrated a higher use of yelling, threats, and corporal punishment.

Table 1 – Results of Survey Data Analysis Using SPSS

No.	Combination of Variables	Chi-square or Fisher's Exact Test (p-value)
1	How do you assess relationships in your family? * What disciplinary methods do your parents use most often?	$p < 0.001$
2	How do you assess relationships in your family? * What types of punishments are used against you?	$p < 0.001$
3	How do you assess relationships in your family? * Do you believe you are punished fairly?	$p < 0.001$
4	How do you assess relationships in your family? * What are the most common reasons for your punishments?	$p < 0.001$
5	Have there been instances where teachers insulted or humiliated students? * Do you consider it discipline or violence?	$p = 0.018$
6	How do you feel at school? * Have there been instances where teachers insulted or humiliated students?	$p < 0.001$
7	How do you feel at school? * Have you experienced bullying, ridicule, or humiliation from peers?	$p < 0.001$
8	How do you feel at school? * Have you ever been extorted at school?	$p < 0.001$
9	Do you believe there are students in your class who need support and protection? * How do teachers respond when students bully each other?	$p < 0.001$

Specifically:

- In harmonious families ("Calm and friendly"), explanatory methods (60%), praise (81.3%), and promised rewards (81.8%) predominated. Punitive measures were rare.

- In strained but non-conflictual families, yelling and threats were more common (42.1% and 16.7% respectively), with fewer positive reinforcement strategies.

- In families with occasional conflicts, both positive and negative methods were used equally.

- In families with constant conflicts, negative disciplinary practices such as yelling and corporal punishment predominated.

Cramér's V value of 0.408 indicates a moderate association.

Table 2 – Strength of Association Between Variables (SPSS Results)

No.	Combination of Variables	Strength of Association (Cramér's V)	Significance
1	Family relationships * Disciplinary methods	0.408	$p < 0.001$
2	Family relationships * Types of punishment	0.509	$p < 0.001$
3	Family relationships * Perceived fairness of punishments	0.506	$p < 0.001$
4	Family relationships * Reasons for punishments	0.489	$p < 0.001$
5	Instances of teacher humiliation * Perception of action (discipline vs. violence)	0.316	$p = 0.018$
6	School well-being * Instances of teacher humiliation	0.441	$p < 0.001$
7	School well-being * Instances of peer humiliation	0.345	$p < 0.001$
8	School well-being * Experiences of extortion	0.573	$p < 0.001$
9	Presence of students in need * Teachers' responses to bullying	0.462	$p < 0.001$

Correlation Table 2

The Chi-square test demonstrated a statistically significant relationship between the evaluation of family relationships and the types of punishments applied.

Specifically:

- In families with harmonious relationships, the majority of children reported no punishment (89.7%), and instances of moral punishment were rare, with almost no cases of physical punishment.

- In strained but non-conflictual families, both moral (33.3%) and physical punishments (40%) were frequently used, with combined punishments (21.7%) also appearing; no cases of “no punishment” were recorded.

- In families with occasional conflicts, there was a high rate of both moral (44.4%) and physical (40%) punishments, with combined punishments (52.2%) being common.

- In families with constant conflicts, combined punishments (26.1%) dominated, with no instances of moral punishment alone.

Thus, the strength of the association indicates a moderate and clear relationship between the family atmosphere and the type of punishment applied.

Correlation Table 3

The Chi-square test showed a high statistical significance ($p < 0.001$) between the assessment of family relationships and children's perception of punishment fairness.

Findings:

- In calm and friendly families, the overwhelming majority (96.8%) considered punishments to be fair.

- In strained but non-conflictual families, perceptions were more mixed: 29.4% viewed punish-

ments as fair, while 50% considered them consistently unfair.

- In families with occasional conflicts, the perception of fairness was slightly more positive, but conflict still influenced fairness perceptions.

- In families with constant conflicts, 50% of the children regarded punishments as always unfair.

Thus, a moderate association was found between the harmony of family relationships and children's perception of the fairness of disciplinary actions.

Correlation Table 4

Analysis of reasons for punishment showed:

- In calm families, punishments were primarily related to “bad behavior” (94.1%).

- In strained families, punishments were more often connected to “bad behavior” and “poor academic performance”.

- In families with occasional conflicts, punishments were distributed across multiple reasons: bad behavior, poor grades, truancy, and failure to do household chores.

- In families with constant conflict, reasons for punishment were more randomly distributed.

This confirms a moderate association between the type of family environment and the primary reasons for punishment.

Correlation Table 5

The Chi-square test showed significant differences in perceptions of teacher behavior ($p < 0.05$).

- Most respondents (63.6%) reported that instances of humiliation by teachers “never occurred.”

- However, about 30% indicated that such incidents occurred “sometimes.”

Students interpreted these situations differently:

- Some viewed teachers' actions as disciplinary,
- Others perceived them as violence.

Thus, even though majorities perceived no incidents, a significant minority experienced or witnessed teacher-perpetrated violence, and interpretations varied across students.

Correlation Table 6

The Chi-square results ($p < 0.001$) revealed a significant association between students' feelings at school and the occurrence of humiliating behavior from teachers.

Findings:

- In classrooms where teachers "frequently" or "very frequently" humiliated students, students were significantly more likely to report feeling "bad" at school.

- Conversely, in classrooms where such behaviors were "never" or only "rarely" observed, students more often reported feeling "good" or "very good" at school.

This indicates that teacher-perpetrated humiliation has a strongly negative impact on students' overall well-being and perception of the school environment.

Correlation Table 7

The Chi-square test ($p < 0.001$) confirmed a significant relationship between students' well-being at school and experiences of peer humiliation.

Findings:

- Students who frequently or very frequently experienced bullying or humiliation by peers were much more likely to report feeling "bad" at school.

- Students who experienced such incidents rarely or never generally felt "good" or "very good" at school.

Thus, peer bullying substantially deteriorates students' psychological states and their overall satisfaction with school.

Correlation Table 8

The Chi-square test ($p < 0.001$) also identified a significant association between students' feelings at school and experiences of extortion.

Findings:

- Students who had been subjected to extortion at school reported significantly poorer well-being.

- Those who had never been extorted were much more likely to describe their feelings about school as "good" or "very good."

This highlights that experiences of extortion contribute heavily to psychological distress among students and emphasize the necessity of anti-extortion measures in schools.

Correlation Table 9

The Chi-square results ($p < 0.001$) confirmed a significant association between the perceived pres-

ence of students needing support and teachers' responses to bullying incidents.

Findings:

- In classes where more students were perceived as needing help, teachers were more likely to ignore bullying incidents or pretend not to notice.

- Conversely, in classes where fewer students were seen as needing support, teachers were more proactive in addressing bullying.

Thus, an alarming trend was identified: the greater the need for support among students, the more teachers tended to overlook bullying.

This finding points to a critical need for targeted interventions and increased teacher accountability.

Practical Recommendations for Prevention

Primary Prevention

School Measures

1. Creating a Psychologically Safe Environment:

It is crucial to establish trusting relationships between teachers and students.

Respect for each student's rights and dignity must form the foundation of the school culture.

2. Programs to Stop Bullying: Set up instructional workshops for the school community to help them learn how to spot bullying and what happens when it happens.

3. Giving Social Support: Social professionals and psychologists should always be there for kids who are going through hard times.

There should also be special help programs for kids from families with low incomes.

Family Steps

1. Teach Parents How to Use Positive Discipline: Set up training for parents on how to create good connections with their kids and motivate them instead of punishing them.

This will have a good effect on the child's mental growth.

2. Making the Family Environment Better: Encourage parents to use good ways to settle disagreements to make family ties better.

To keep a child's mental health in good shape, there should be no conflict.

3. Legal Awareness: Make sure that both parents and kids know about the legal safeguards that are available to them.

Tell them about the laws that are already in place and the support resources that are available to stop violence.

Secondary Prevention School Measures

1. Immediate Response to Bullying: An inquiry must be done right away if bullying is found.

The sufferer should have psychological help, and their health should be monitored over time.

2. Dealing with Conflicts: Set up specific programs to educate kids who are being bullied how to handle conflicts.

Sessions to modify behavior for offenders might help keep them from doing it again.

3. Supervision and Monitoring: Set up a mechanism for watching over both instructors and pupils.

These steps make it easier to keep an eye on discipline and the school's mental health.

Family Steps

1. Help for Victims: Set up legal and psychological help for kids who have been hurt by violence.

This makes them feel better mentally and boosts their self-esteem.

2. Helping Families Work Out Their Problems: Give parents and kids psychological treatment to help them work out their differences and improve their relationships.

3. Social Services should be involved: Social professionals should look at the family's circumstances and provide them help when they need it.

As part of long-term assistance, there should also be rehabilitation programs for kids and their parents.

Conclusion

The findings of the investigation show clearly that social, educational, and familial aspects affect students' mental health and how they feel about the school environment as a whole. These results show that we need to take a broad approach to dealing with problems including bullying, humiliation, and family fights. First, it was shown that humiliating children by teachers had a direct detrimental impact on their mental health. Students in classes where this kind of conduct happens more often say they feel bad and unhappy with their school experience. This shows how important it is to improve the ethics of teaching and put in place programs that

help instructors handle tough circumstances better. Second, peer bullying has a big effect on how kids feel emotionally. Students who are mistreated a lot often say that their time at school is "bad" or "unsatisfactory." This shows how important it is to have organized anti-bullying programs that encourage children to appreciate and help one other. The state of the family is also very important for the health of children. Kids who grow up in households who get along and use good discipline are less likely to feel bad and more likely to think that discipline is fair. On the other hand, kids from households with a lot of conflict are more likely to be spanked and have poorer self-esteem. This shows how important it is to engage with parents to help them understand how their actions affect their children's mental growth. Also, how instructors handle fights amongst students is quite important. When instructors don't do anything about bullying in the classroom, it becomes worse, and more children need help. This shows that instructors need to learn how to deal with conflicts and stop violence. So, the data shows how important it is to make the school a better place to be. Not only is it important to have anti-bullying initiatives, but it's also important to make the school a friendly place for both teachers and parents. A comprehensive approach based on education, prevention, and emotional support can significantly improve students' psychological well-being and their overall school experience.

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