Vandalism at Boys Schools in Jordan

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ABSTRACT This study aimed at investigating the forms and causes of vandalism at boys schools in Jordan. In order to achieve the objectives of the study the researchers developed an instrument. This instrument was applied on a stratified random sample consisting of (237) students (8.4 % of the study population). The findings of the study indicated that: students displayed different forms of vandalism and the causes of vandalism, These forms could be categorized into four main categories: communication skills and human relations factors, instructional subject factors, family factors, and school factors. Also the results indicated that there were statistically significant differences ($\alpha=0.05$) on the vandalism attributed to 11th grade students.

INTRODUCTION

Aggression is one of the problems that faced human societies since ancient times, and it continues to be the center of attention of specialists since it affects individuals, societies and workers in educational institutions and organizations of behavioral modification as well as parents and teachers (Yahia 2003, p. 186). Aggression is a behavior resulting in hurting another person or damage something (Fechbach 1970). Bandora (1973) defined aggression as behavior that results in sabotage, hatred, and control by physical or verbal force on the other. According to (Scheffer and Mehlman 1996) the disruptive behavior (Vandalism) is a form of aggression, which results in the breaking and destruction of the property. Aggressive behavior is a well-known behavior among students with many forms like disturbance, lack of for teachers respect, and the use of bad words, assault and destruction of school properties; so it has a disturbing, economic and psychological effects either on parents and/or schools. Students who practice vandalism are divided into two groups: a group of individuals doing vandalism inadvertently; because of the lack of alternative skills, and a group of students with the intention of destroying. There are many factors that contribute to the emergence of aggression, including social learning and modeling especially when students learn wrong models for self-defense such as verbal, emotional and criticism of others. These wrong models were learned in family, schools, society and family. Media plays a major role in raising the aggressive behavior of individuals through the films of violence and terror that often appear on the screens (Abu humaidan 2003).

Many theories explained the origin of aggressive behavior: the biological theory states that peripheral part of the brain, glands secretions and chromosomes are the major factors resulting in aggressive behavior. While Mursey's (1985), psychoanalytical theory explains aggression according to sexual and childhood experience. The behavioral theory explained aggression according to reinforcement or punishment follows the aggressive behavior, while the social theory explained it according to modeling behavior which he experiences from social environment or media (Shenawi 2005).

Vandalism is a common phenomenon in the boy's schools in Jordan. Students write on seats and walls, destroy school facilities, sanitation, bathrooms, seats, damaging doors, windows, library contents, laboratories, and even water tanks.

The causes of student's vandalism could be addressed as follows:

First, The Psychological Reasons

Vandalism has psychological roots, students practice vandalism after they have responded to

their: minds, plans, and feelings. The psychological roots could be due to these reasons:

1. *Investigation:* students sometimes damage things in order to investigate the reality of things, but it is not intended to sabotage.
2. *Sensitivity:* children are sensitive to the nature of things they see in front of them, and this thing is a request for their growth so they like to do absurd things, test, and sometimes sabotage.
3. *Childish Imagination:* in some cases, children destroy things to please their imagination, because they have great capacity to imagine, they even have the imagination to build palaces on the moon, they imagine that they have wings to fly in the sky.
4. *Turmoil:* Sometimes, a child indulges in a type of vandalism because of the psychological turmoil and loses control of his will.
5. *Emotional Reasons:* Many of the disruptive practices had emotional roots, in other words, the child sometimes sabotages because something hurts his emotions.

Secondly: The Social Reasons

1. The child shows the practices of violence as a reflection of the family relations.
2. Severe punishment.
3. *Entertainment:* Sometimes a child practices sabotage in order to obtain entertainment especially when he does not find himself busy, whereas others are engrossed in their work. One of the manifestations of this situation is the drawing, writing on walls, tables, and chairs.
4. *Drawing Attention:* Drawing attention is a psychological and social issue, it could be noticed when the child finds himself neglected either by his /her parents or friends, so in order to draw attention a child starts to practice vandalism.

Thirdly: The Personal Reasons

These factors vary from one person to another, they include:

Neurological diseases, genetic factors, sometimes the child practices the disruptive behavior because of a feeling of failure (Scheffer and Mehlman 1996).

Fourthly: The Biological Reasons

These reasons are arguable, they include genetic structure, gland secretions, diseases, and negative attitude resulting from weak body structure especially short height (Scheffer and Mellman 1989; Yousef 2005).

Review of Studies

The related studies on vandalism concentrated on aggression, without elaborating on the behavioral side, the size of damage caused by students, or the reasons behind the vandalism. One of the studies was conducted by Calvete (2008) he assessed the role of grandiosity and justification of violence cognitive schemas as predictors of adolescents' anti-social behavior. The 974 Spanish adolescents (457 girls and 517 boys, aged between 14 and 18 years) were assessed at the beginning of the school year and at follow-up 6 months later. They responded to the measures of aggressive behavior and delinquent behavior, justification of violence and grandiosity cognitive schemas and impulsivity. The results showed that grandiosity, justification of violence schemas predicted both aggressive and delinquent behavior 6 months later and that the association between grandiosity and aggressive behavior was moderated by impulsivity in boys. However, boys showed higher delinquent behavior rates than did girls and the tests of mediation revealed that this difference was partially accounted for by boys' higher scores in grandiosity and justification of violence.

Motoko and Hann (2007) analyzed nationally-representative data from eighth graders, their mathematics teachers and principals in 150 South Korean schools and in 216 US schools. They found that: 1) the rates of school violence are higher in the US than South Korea, 2) student-reported violence rates are not associated with school-reported violence rates in both nations and 3) South Korean schools with academic tracking and low-achieving US schools are more likely to have higher rates of school violence.

Anooshian (2005) and Cavanagh and Huston (2006) found that there is a significant relationship between students' violence and socio-economic status of their families.

Kyung (2007) found that Canadian boys aged (5-11) exhibit body violence more than girls did. In addition, it increases with boy's age while it decreases with the girl's age. Livaditis (2002) aimed to predict the effect of loosing parents on

behavioral problems of the Greek adolescent's students from their teacher's perspectives. He selected (833) students of high school students in the Greek district in Terrace city. He classified them into three categories: the first category is students who live with their parents, the second category is students whose parents are divorced or separated, and the third category is orphan students. The study indicated that students of the separated or divorced parents suffer from neurological problems and cause problems to the society in which they live. Biaggio (1989) conducted a study to determine whether men and women react differently to anger-arousing incidents. In the study, college students were asked to record their behavioral responses to anger-provoking incidents during 2 weeks. Independent raters then categorized participants' responses. The results showed that men reported more anger-arousing incidents and responded with more physical and verbal "antagonism" than did women.

Importance of the Study

Vandalism is a dangerous phenomenon at boy's schools in Jordan, which leads to destruction of school facilities. The rate of vandalism in the male schools is 70% and 30% in female schools and the maintenance costs for these schools is ten million U.S dollars annually and this amount is increasing rapidly due to vandalism and aggressive behavior in schools (Alrai 2006). So this study highlights the vandalism causes, forms in order to prevent this phenomenon and provides the decision makers with new information about students' behavior in order to establish behavior modification programs.

The Statement Question of Study: The Problem

Vandalism is one of the major problems especially at boy's schools in Jordan since it has economical and educational effects. So this study will investigate the forms and causes of this phenomenon More precisely, the study aimed to answer the following questions:
1 What are the forms of vandalism at boys' schools in Jordan?
2 What are the causes of vandalism at boys' schools in Jordan?
3 Are there any statistically significant diffe-

rences in students forms of vandalism attributed to the students grade?

Limitations of the Study

The present study was applied only on (6th, 9th, 11th grades) boys' schools in Tafila educational directorate.

Operational Definitions

Vandalism: An aggressive behavior caused by students and leads to damage of school facilities, and it will be measured according to the degree that student has on the study questionnaire.

METHODOLOGY

Population of the Study: The researchers selected Tafila educational directorate as a representative of the study population; since it is easy to reach and it is not different from other educational directorates in Jordan. So the population of the study consisted of all boy's students at Tafila educational directorate in (6th, 9th and 11th grades) (Table 1).

Table 1: The distribution of population according to their grade.

Grade	Total
6th	887
9th	826
11th	671
Total	2384

Study Sample: The sample of the study was a stratified random sample consisted of (237) students. They were chosen from (15) boy's schools (Table 2).

Table 2: The distribution of the study sample according to their grade.

Grade	Total
6th	88
9th	82
11th	67
Total	237

METHOD

The researchers designed a questionnaire using related literature and the responses of the pilot sample (50 students) on open-ended ques-

tions about forms and causes of vandalism. Then validity of the questionnaire was checked by using expert judgments, and its reliability was checked by using internal consistency (cronbach α equation), it equals (0.94). The final form of the questionnaire consisted of two main fields: the first one consisted of 23 items which assesses the degree of vandalism the student exhibit, the second consisted of 19 items which assesses the causes of vandalism from the students perspectives.

RESULTS

The First Question: The researchers first wanted to determine the forms of vandalism at boys schools in Jordan. It was found that the 2 most disruptive behaviors are: item 3: writing on walls and doors and item 5: writing on seats with ratios (69.3% , 68.4%) respectively. while the least disruptive behavior is burning school facilities (7.10 %).The forms of vandalism and their ratio are presented in table 3.

The Second Question: What are the causes of vandalism at boys' schools in Jordan?

These causes are ranked according to their ratio that each item had. It was found that the highest causes for student vandalism are the

Table 3: Forms of school vandalism at boys schools in Jordan

Item number	Items	Ratio %
3	Writing on walls and doors	69.30
5	Writing on seats	68.40
4	Breaking seats	46.50
6	damaging water fountain	31.60
2	scratching walls	30.00
14	damaging electric keys	26.50
7	damaging toilets	25.60
1	damaging doors and windows	23.70
20	damaging boards	22.20
10	damaging properties of otherstudents	21.90
23	damaging water tanks	21.70
8	damaging school garden	19.70
13	Writing on library books	17.00
19	Stealing school properties	15.60
9	damaging playing fields	14.90
15	damaging computers	14.90
11	damaging teachers properties	12.70
17	Damaging vocational workshops	12.70
16	damaging lab facilities	12.50
12	damaging library facilities	11.60
18	damaging sport facilities	10.80
22	damaging school cafeteria	8.60
21	Burning school facilities	7.10

absence of reinforcement for good behavior and the limitation of leisure and entertainment activities in the school, while the least one is family problems. The causes of vandalism and their ratios were presented in table 4.

Table 4: Causes of school vandalism at boy's schools in Jordan from students perspectives

Item number	Items	Ratio %
17	Good students receive low reinforcement	61.20
15	The limitation of leisure and entertainment activities in the school.	59.80
9	Routine and boring school program.	59.50
7	For leisure.	58.90
18	Low sense of belonging to school.	57.90
9	Self proof	57.40
16	Low participation of students in school management.	55.90
14	Low awareness of vandalism effects.	55.70
8	Raise the attention of others.	55.40
11	Imitation	53.60
2	Poor relationship between students and teachers.	53.10
1	Low motivation toward subjects.	52.00
10	Frustration and low achievement.	50.70
13	Watching violence movies.	46.20
3	Bad relationship between students and school principal.	45.00
12	Low application of the penal system of school.	44.10
4	Bad relations among students.	39.60
6	Deprivation of one or both parents.	36.20
5	Family problems.	34.50

These causes could be grouped in four main categories: school factors, family factors, instructional subject factors, communication skills and human relation factors. Communication skills and human relation factors are the most common causes of vandalism then the instructional subject factors, family factors, and school factors respectively (Table 4).

The averages and standard deviations of these factors were presented in table 5

The Third Question: Are there any statistically significant differences in students forms of vandalism attributed to the students grade? To answer this question (3 – way ANOVA) was used. It was found that there are differences ($\alpha \leq 0.05$) attributed to school factors, family factors, communication skills and human relation, whereas there are no statistical differences ($\alpha \leq 0.05$) attributed to instructional subject factors (Table 6).

Sheffe test was used for post hoc compari-

Table 5: Averages and standard deviation of the domains of school vandalism causes

Domain	Average	Standard devotion	Rank
School factors	1.4533	0.27980	4
Family factors	1.5172	0.28699	3
Instructional subject factors	1.5457	0.33466	2
Communication skills and human relation	1.5472	0.27271	1

Table 6: 3 – way ANOVA of student's vandalism forms

Source of error	Sum of squares	df	Average of squares	F	Prob.
Communcation				4.84	0.009
Between groups	0.69	203	0.35		
Inside groups	23.46	205	0.07		
Total	23.96	214			
Instructional Subject				2.26	0.107
Between groups	0.50		0.25		
Inside groups	14.60	2	0.11		
Total	16.3	212			
School Factors				12.03	0.000
Between groups		2	0.85		
Inside groups	1.70	202	0.07		
Total	14.55	204			
Family Factors				5.53	0.05
Between groups	0.87	2	0.37		
Inside groups	16.99	215	0.07		
Total	17.87	217			

sons and it found that the differences in communication and human relations factor are related to 11th grade students when they compared with 9th grade students. Also these differences are related to 11th grade in school factors when those students are compared to 6th grade students.

DISCUSSION

The findings of the study are compatible with (Livaditis 2002; Anooshian 2005; Cavanagh and Huston 2006) regarding the influence family and social factors have on vandalism behavior.

The study indicated that the main reason for students' vandalism is due to lack of communication skills and human relationships. According to most students who exhibit disruptive behavior they do that to express themselves in a violent behavior. According to that students felt unfair if they don't get rewarded for their good behavior. So, 61.20% of the study sample vandalize because of the lack of positive reinforcement they expect for their good behavior. Family upbringing, like family problems and school climate specially, the boring school program also affects students' vandalism, While other factors like instructional subjects haven't that much influence.

It found that attitudes towards school and teachers, anxiety, frustration, lack of leisure and entertainment activities as a result of experiences at school, were associated with motivation to participate in acts of vandalism. Concerning forms of student's vandalism, it was found the time affects students vandalism, since students spend most time sitting on their seats so they exhibit vandalism by writing and breaking walls, seats. Also, it was found that the least places exposed to student's vandalism are places where students have leisure and good time like sport areas and cafeterias.

Regarding students' grades, the study findings indicated that the older students (11[th]grade) show noticeable degree of vandalism as compared to younger students (6[th]and 9th grades).

CONCLUSION

From the study results we could conclude that: the social context is a key element in vandalism. According to that when the school climate is supportive and encourages teamwork and students find that school is related to their lives and helping them to achieve their goals, vandalism is less likely to occur.

RECOMMENDATIONS

The researchers recommend that, on the one hand students must become aware of the costs of vandalism and its effects on environment. On

the other hand, students with good behavior must be encouraged and reinforced. In addition to that they must be involved in community services programs and school programs which enhance the human relations among students and how to communicate in a civilized way. Finally, schools have to give opportunity for students to participate in school management and how to protect school environment.

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