

This violence. the
author says that in
contrast



This paper is titled Urban Boys' Social Networks and School Violence and it is written by Minden Joel in 2000.

The primary goal for this study is to identify the characteristics that distinguish adolescents that are involved in school violence from those involved in community violence. The author says that in contrast to aggressive school behaviors, which have gained a lot of consideration in the literature, harmful acts like attacking students or teachers in academic settings with weapons have received little scientific study, even if such acts are not as frequent. But the situation of such acts is actually realized when you look at the rates of weapon carrying used and use by school-going adolescents. A survey in 1998 of 10,909 seventh, ninth, and eleventh grade students in a Virginia suburban school district shows that 5.6% had carried a gun to school during the previous 30 days, 7.7% carried a knife for protection, and 9.9% carried some other weapon for protection. Overall, this estimate revealed that approximately 13% of students had brought a weapon to school for protection in past 30 days.

To try to develop a theory on school violence, we first need to look at the extent to which risk factors for general violent behavior explain the display of violence in the school. There are a number of known characteristics that have been consistently identified in violent adolescents. These include: an early onset of delinquency or violence, involvement in frequent, varied, and serious delinquent acts, social-cognitive deficits, poor family relations and a lack of parental discipline and monitoring, peer rejection during childhood, association with delinquent peers during adolescence, and exposure to violence and other major stressors. Considerable research has proven that

most violent adolescents are frequently involved in a pattern of serious offending that other adolescents aren't.

The occurrence of school violence could be accounted for by the concurrent presence of other deviant activity but the display of school violence may not be limited to the serious offender and also, prior involvement in serious violence and delinquency is not a prerequisite for school violence. School violence occurs as an extension of involvement in community violence with individuals living in areas where the violence is, to some extent, normative. Conversely, in areas in which violent activity is less frequent, the display of school violence may in part be related to isolation from peers. Although there appear to be variations factors involved in the display of school violence, the common elements are lack of positive adult supervision and infrequent or no involvement in conventional behaviors and groups. A detachment from convention and adult influence may suitably describe both the isolated or rejected individual who "snaps" without prior indications and the gang member who may possess a large deviant social network while remaining removed from groups and institutions with appropriate social norms (i. e. , opposed to the use of violence). In this article, this disconnection from normative social structures is described as network unconventionality and examined for its role in the display of school violence. A research was conducted to find the connection between network unconventionality (being detached from convention) and school violence. Data analyzed for the research was based on responses given by 285 boys. The results of this study suggest that school violence among inner-city boys is related to unconventional social network characteristics, independent of the effects

of individual deviance. Network comparisons revealed that boys involved in school violence were over four times more likely than boys engaged in community violence to be gang members with a high proportion of deviant peers rather than gang members with a low proportion of deviant peers.

The boys who were violent at school were also less involved in positive activities and had lower network boundary density between adults and peers than did boys displaying community violence but not school violence.