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School violence related to Mauritian context.

Abstract

Violent acts are in existence in the Mauritian colleges among pupils. The violent learners keep disrupting the positive school environment. There is an increase in violent acts by some pupils in the Mauritian schools. The school management should find solutions for this social ill. The educators in some secondary schools face constraints to carry out some classes where there are violent pupils. The college is a vital component for the overall development of the pupils. The crucial knowledge is transmitted to the pupils at the secondary institutions. The aim of the colleges should be to lessen violence and increase progress of the children. School violence is a problem in Mauritian colleges. In Mauritius, violence at school outline; threat, use of force, injury, death, psychological harm, lacuna of socialisation and deprivation. Bullying at secondary schools is a phenomenon in Mauritius. In Mauritius, some of the pupils are very indulged in bullying. There are differences among pupils in the classroom, for example, gender as well as age differences. Therefore, in Mauritius the learners are bullied by their friends and they adopt abusive attitude that is not according to the norms of schools. In Mauritius, there is also the problem of peer violence. The pupils may adopt a negative peer group attitude. There may be gender differences in the negative peer group.

The learners are successful when they have high IQ, they are pro-social, they have skills as well as they usually follow religion in a positive way in their lives. School violence is in relation to family background, problems[poverty] as well as violence. The pupils are influenced by peer groups and they may face character problems like not adapting with the other friends. The rectors should outline strict rules in order to lessen violence for the pupils. The policy making is done to diminish violence by Ministry of education with the collaboration of the colleges. The school violence issue is present in our island and there are prevention measures that are outlined for the betterment of the students in the secondary institutions.

Introduction

Violence is present in the Mauritian colleges, especially among pupils. The violent pupils keep disturbing the peaceful school environment. There is a rise in violent acts by some learners in the Mauritian colleges. There are solutions found by the school management for this phenomenon. The teachers in some schools face problems to instruct in some classes where there are violence occurs frequently. The college is an important component for the overall development of the child.

School violence in relation to Mauritian colleges.

Croatia Two evaluation studies (Velki & Ozdanovac, 2014; Tomić-Latinac & Nikčević-Milković, 2010) had focus on the impact of the bullying prevention programs indicating that the number of incidents of abusive behaviour has been reduced by half and that the majority of parents consider that the school is seriously approaching the problem of bullying and they evaluate the cooperation with the school as a good one.Therefore,in Mauritius the learners are bullied by their friends and they adopt abusive attitude that is not according to the norms of college. In addition, this may causing a problem between the parents and the management of the institution.Hence ,both should collaborate to reduce this case of bullying at secondary schools.

Velki and Ozdanovac (2014) examined which bullying prevention programs are implemented in elementary schools and what kind of efficiency they have. The research was conducted with professional associates (pedagogues and psychologists) in 67 elementary schools of country. The results show that most of the countries schools (91%) do implement some of the bullying prevention programs. The results also suggest that schools which implemented programs continuously for many years in a row estimate bigger decrease in bullying. In Mauritius, bullying exists in colleges and the students are disturbed. In addition, the students may be stressed and less concentrate on their studies. In the colleges, there should be prevention bullying programs where the students can understand the consequences of bullying. In some colleges, for example, the students may dropout, may experience fights and they even be hospitalized bullying preventions programs is important to reduce bullying at colleges and have a safe as well as enabling environment for learning to take place.

The research by TomićLatinac and Nikčević-Milković (2010) included an accidental sample of 4 939 students and 1 205 teachers, as well as a convenient sample of 1 931 parents from 39

schools. The results obtained in 2008, in comparison to the results from the initial research conducted in 2004 and the results by an independent evaluation from 2005, suggest that in schools participating in the bullying prevention programme a level of the teacher's competence toward bullying has risen and is maintained, and the number of teachers feeling helpless and confused has lowered. Furthermore, the results indicate that in these schools all forms of discrimination and violence are recognized, that there are elements of a protective network helping to suppress bullying and that measurable changes have been achieved. Bullying at secondary schools is a problem in Mauritius. The violence is rising in colleges. The working-class parents do not socialize their children well, they usually use foul words and they adopt an unacceptable behaviour towards their friends, teachers and management.

TomićLatinac and Nikčević-Milković (2010) outlined according to children's self-statements, the number of incidents of abusive behaviour has been reduced by half. In schools participating in the project, more than 50% of parents are acquainted with the activities implemented by the school with the aim of bullying prevention, the majority of parents consider that the school is seriously approaching the problem of bullying and they evaluate the cooperation with the school as a good one. In Mauritius, the bullying of the students is in existence and the bright learners that are disciplined complain to the management about it.The parents know that the learners face constraints because of bullying. The cooperation between the management and the students is crucial for an improvement in the behaviour of violent learners.

Several teachers and principals expressed their concern with the phenomenon of "cyber-bullying", i.e. verbal violence over Facebook. The aim of this research by Rajhvajn Bulat and Ajduković (2012) is to improve the understanding of high school peer violence by examining how peer violence is connected with family violence and youth strength and difficulties. The research included 588 second grade high school students, from four cities. Results show that 37.8% students experience at least one form of peer violence every week. The most common is psychological violence, especially gossip. In Mauritius, the students, in any layer of the society, whether working class, middle class, upper class, they are connected to internet[facebook].School violence is related to family background, problems[poverty] and violence. The student are influenced by peer groups and they may face character problems like not adapting with the other friends. Hence, they are usually facing bullying and are emotionally depressed. So,they may also lack concentration in their studies.

Experienced family violence and (dis)content with family relations are important for the prediction of peer violence. The main purpose of the Ricijaš, Krajcer and Bouillet (2010) research is to gain information about intensity of different groups of risk behaviour among Zagreb high-school students and to explore possible differences in this behaviour regarding gender. Research included 529 second and third grade students (58% girls and 42% boys) in Zagreb. Their age ranges from 15 to 18, with the mean of M=15,82, (SD=,531). Most of the students attend four year vocational school program (69,2%.tasdi-pbs.eu gymnasium program (21,2%), and after that three year vocational school program (6,9%).In Mauritius, there is peer violence. The learners have violent attitude, for example, those who are in vocational classes. In addition, these learners are very slow learners and mostly from working class families.Hence,they may have family constraints like divorcee parents, single parent family, reconstituted family and they may face financial problems.

 Ricijaš, Krajcer and Bouillet (2010) said about the Risk Behaviour Scale was specially constructed for the purpose of this research. The Scale has three factors: (1) Languor and distraction, (2) Truancy and consuming psychoactive substances and (3) Aggressive behaviour. Results show how Zagreb high-school students most frequently display behaviour connected with languor and distraction, and how gender differences are present only in the area of aggressive behaviour in a way that boys manifest this type of behaviour more frequently than girls. In Mauritius, the learners adopt negative behaviour may be because of their family conditions, for example, they may be distracted in class,play truancy and adopt aggressive attitude. The boys are more prone to have such behaviour than girls.

The aim of this research conducted by Marušić and Pavin Ivanec (2008) was to analyse the frequency of individual forms of peer abuse in two measurement points, in the beginning of the first year and after the first year of the implementation of intervention programme. It has been shown that boys are more frequent perpetrators of peer violence in both measurements. In the first measurement, expected gender differences in the pattern of exposure to individual types of violence are present, showing that the girls are more exposed to various forms of social isolation and relationship aggression. In Mauritius, there is peer violence. The students may adopt a peer group attitude. There may be gender differences in the peer

group.Therefore,the girls usually face isolation and agrression,for example in mixed college, the students may have break up between girlfriend and boyfriend and they fight and may even be hospitalized.

Marušić and Pavin Ivanec (2008) outlined that it has been determined that, in the second measurement, pupils significantly more frequently declare that they have been violent or that they have been victims of violence once or twice in relation to the first measurement, while the number of those who were neither perpetrators or violence nor the victims is lower. In Mauritius, there is peer violence, the students face peer abuse. There are violent behaviour on behalf of the students in the classroom. The other learners may be victim of violence by their violent classmate.

Marušić and Pavin Ivanec (2008) outlined that gender differences were not determined in the second measurement. Also, in the second measurement the pupils less frequently mention some forms of violence, such as threats, taking and destroying things, physical aggression, lying and spreading rumours, and mocking. These differences can be attributed to the increased awareness of different forms of violence that appeared during the intervention programme implementation, which leads to the clearer recognition of these forms, but also to their more efficient suppression. In Mauritius, when there is strategy implementation, there is some types of violence like threats, destroying amenities, physical violence, rumours , threats and mocking of students at school. The policy making is done to reduce violence by Ministry of education with the collaboration of colleges.

Zloković and Vrcelj (2010) present results of research on teachers' and educators' perceptions of the problem and risk behaviour of elementary and high schools students (polytoxicomania, binge drinking, hook-up culture, risk driving, etc.). The design of the sample was not random but consisted of 196 subjects made up of teachers and educators. The questionnaire was constructed so that the subjects could express their opinions on the forms and intensity of the risk and problem behaviour of students, the possible aetiology of the problems, the self-perception of the educational competence of the educators, cooperation with parents, and the teachers' perception of parents' competence. There are some students in Mauritius adopt pessimistic behaviour like drinking alcohol ,drug addicts and counter school culture. The learners and parents should cooperate with management to reduce violence through the prevention programs.

According to the World Health Organisation (WHO) violence constitutes the "intentional use of physical force or power, threatened or actual, against oneself, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation" (WHO, 2014). In Mauritius, violence at college is related to threat, use of force, injury, death ,psychological harm , lacuna of socialisation and deprivation. The students may be violent in different circumstances. There may be violence in class because of lack of comprehension between the peers. The students may be violent as they may be challenging their friends for different competitions.

A violent behavior has been described as an aggressive intentional action that can be verbal and/or nonverbal (Olweus, 1999). When discipline is in place, people exhibit rule-governed behaviors and a healthy social environment is maintained. In Mauritius, violent behaviour can be verbal or non-verbal in classroom. The discipline is outlined in colleges, the management propose their rules and thus implement them for the better functioning of the institution. The rule is to maintain a harmonious environment in the teaching and learning process.

Violence in Mauritius at school take place according to the culture. The rector do strict laws for the students' for example, the presence record as well as absenteeism percentage. The rules of the management allow safe environment at college and the educators are also motivated and interested for the progress of the institution. Olweus, 1999 quoted that the discipline is central for learners' development in the educational field. School discipline has a central place in education system due to its association with student achievement, school climate and teacher job satisfaction (e.g., Bradshaw, Koth, Thornton, & Leaf, 2009).

Additionally, the strong correlation between problem behaviors and student achievement has been well established (Algozzine, Chuang, & Violette, 2011). This section purports to describe research evidence on school discipline and violence within the Cypriot context. Below is a synthesis of the existing empirical studies. The Cyprus Observatory of Violence in Schools, under the Ministry of Education (MoEC), has conducted so far only one national study on school violence (Kapardis et al., 2008).In Mauritius,the ministry of education give the rectors guidance how to discipline the students at colleges. The management in the

secondary institutions are responsible for the implementing different rules and regulations for the maintaining discipline in their schools.

Algozzine, Chuang, & Violette, 2011 demonstrated that the purpose of the study was to examine student and teacher views on school climate and victimization across primary and secondary schools. Questionnaires were administered to a randomized clustered sample to measure types of victimization (verbal and non-verbal behaviors) and elements of school climate (e.g., values, relationships between student-teachers and among students). In Mauritius, there is violence in colleges and there may be verbal or nonverbal behaviour that victimise the students. The rectors should implement strict rules in order to lessen violence for the pupils. There may be constraints for other learners that are serious and higher achievers, they may be revolting against the violent learners. There should be an enabling positive school climate for the development of the students.

Algozzine, Chuang, & Violette, 2011 revealed that main results showed that school violence incidences, as reported by students and teachers, had low frequency and school climate had been rated positive. Specifically, 88.6% of primary school teachers had stated that school violence either did not exist or was extremely limited in their school. Additionally, 93.3% and 82.2% of primary and secondary students, respectively, had reported feeling very satisfied at school. The study revealed that as students moved from elementary to secondary school settings, they were less satisfied with school climate and safety. Likewise, the majority of primary school students had reported that student-teacher relationships were more positive while at the secondary level 39.8% of students had reported aggressive student-teacher interactions. In Mauritius, violence is not a myth ,it is indeed a reality in the modern society. There are students that are less satisfied with the security of the colleges' climate. There are students that are violent and aggressive with the classmates and even the educators.

This holistic approach could focus on activities carried out at three levels: school, classroom, and individual (Kapardis et al., 2008). A second study examined the association between bullying behaviors, severe disruptive behaviors, and conduct disorders among adolescents in Cyprus (Kokkinos & Panayiotou, 2004). Researchers targeted a purposive sample of 202 students aged 12-15 and administered four outcome measures: bullying, victimization, self-

esteem, and disruptive behavior disorders. Findings showed that students who would bully others also tended to exhibit severe disruptive behaviors. In Mauritius, the education is for the holistic development. The students face bullying, disruptive attitude and conduct disorders. The bullied pupils show that they are depressed. They may have the feeling of fear in front of their classmates. The bullied ones targeted younger students for verbal and non-verbal abuse and show a lacuna of empathy toward their peers. Student victims reported low-self-esteem and some non- victims have good manners. In addition, the non-victims were found to present, milder attitude problems compared to bullies. The bullied ones, on the other hand, reported low self-esteem compared to students not indulged in any peer conflicts.

A more recent descriptive study conducted among 1645 Cypriot elementary and high school students investigated the prevalence of students involved consistently as bullies, victims, and bully-victims (Stavrinides, Paradeisiotou, Tziogouros, & Lazarou, 2010). The study looked into age and gender differences among students. Participants included students from 6th grade of primary school and students from the last three years of high school who had completed the Revised Olweus Bully/Victim Questionnaire (OBVQ). The OBVQ had been previously found to be a psychometrically valid and reliable instrument within the Cypriot population (Kyriakides, Kaloyirou, & Lindsay, 2006). In Mauritius, some of the students are very indulged in bullying. There are differences among pupils in the classroom, for example, gender and age differences. They react differently in various situations.

Kyriakides, Kaloyirou, & Lindsay, 2006 outlined that Stavrinides and his colleagues found that 5.4% of students involved in violence incidences were uniquely bullies, 7.4% of them were identified as uniquely victims, and 4.2% as bully victims. The overall percentage of student sample involved in any type of bullying and victimization behaviors was 17%. Gender comparisons showed that male students were more significantly involved in bullying behaviors than female ones while no gender differences were noted for victimization behaviors. Likewise, age comparisons showed that older boys were more significantly involved in bullying but no age differences were noted for victimization. In Mauritius, there is bullying in many secondary institutions. The students both girls and boys are bullied and they have violent behaviour in classroom. The students are victimised as they may be from poor family and lack socialisation.

Koutsoulis (2002) surveyed 608 Year 3 students across five high schools and asked them to record specific teacher behaviors that would make their peers or them feel intimated or uncomfortable during classroom instruction. An 85.5% response rate provided 300 teacher phrases that were analysed in the following categories: authoritarian, sarcasm, devaluation and low expectations, insults, discrimination and indifference. Koutsoulis argued that such teacher negative language used to discipline students in class only impairs student-teacher relationships and can increase student aggressiveness in school. In Mauritius, there is specific teachers behaviour ,they may be violent at times. The pupils are not at ease with instructions, for example, the teacher like to degrade certain learners in front of the classroom. There is discrimination in class by some educators, for example, in terms of cultural and race differences in class. Sometimes, some educators use sarcasm in class as well as pessimistic labelling of learners. There are also low expectations by some teachers for some students, hence they may even devalue them in class. There are also certain teachers that insult the pupils and they may also be dismissed by the institution. There may be indifference in the classroom for certain students by some teachers and this can create problems that may end into violent acts.

Koutsoulis (2002) revealed that, in sum, school violence is a concerning issue among educational stakeholders in Cyprus and in particular across secondary schools (Alambrites, 2007). School violence research conducted thus far in a Cypriot context is limited to the prevalence and types of bullying behaviors taking place across primary and secondary levels. In Mauritius, there is can be some teacher faults in communication or transmission of knowledge to the learners. In addition, the teacher may be authoritative and not willing to help, for example the slow learners and use negative language. Hence, the learners may be dissatisfied with the teaching process and revolt against the educator. This situation may create problems for example, the students call the teachers by nicknames.

Greece Behavioral problems are a common issue in educational settings worldwide, acknowledged as a diachronic and international issue. In Mauritius, school violence is social phenomenon. The school violence issue is present in our island and there are prevention measures that are implemented to counter act it for the betterment of the learners in the secondary institutions. There are psychologists that are sent to many colleges

Less focus has been given on other types of violent behaviors as well as on prevention research. Just recently, some researchers in Cyprus have addressed bullying and violence issues by conducting intervention research (Kyriakides, Creemers, Papastylianou, & Papadatou-Pastou, 2014; Solomontos-Kountouri, Gradinger, Yanagida & Strohmeier, 2016). This line of research is useful in minimizing school violence issues. Further school prevention research should focus on student socio-emotional and behavioral needs. Hence, emphasis should be placed on promoting to take care and have a record of the health of the violent students. The learners who are drug addicts, from broken families or orphan may be having violent behaviour problems.

The first systematic researches took place in northern Europe during the 70s. Several researchers around the world tried to identify the causative factors of these phenomena as well as to find effective and efficient ways to address them (Chalamandaris, & Piette, 2015). A very common incident regarding behavior problem is the phenomenon of bullying in education settings. Researchers have categorized the students involved in four categories: a) to those who exhibit aggressive behavior, called "bullies," b) to those who are intimidated, called "victims", c) to those who have the same proportions both as perpetrators and as victims, called "bullies-victims" and d) to those who are not involved in bullying but they are present, called "bystanders" (Psalti, 2012). In Mauritius, there is the problem of bullying in colleges. The students face emotional constraints and they may form peer group to voice out their frustration. The violent classmates are having aggressive behaviour. In addition, they may be creating constraints for other pupils. The atmosphere in the classroom may not be a positive one when some learners disturb other students to study.

In Mauritius, there is bullying within the classmates. The male learners are more prone to violence in our island. There is more unfair and unequal treatment during bullying. The females face social rejection, isolation and rumors. Common features in this phenomenon, based on many definitions that have been reported for bullying are the desire of someone to hurt someone else, the pleasure derived through this act for the abuser, the repetition of the event, as well as the unfair and unequal use of force (Rigby, 2007) Males more frequently than females resort to physical intimidation, with direct attacks on the "victim." In contrast,

females usually resort to indirect forms of bullying, such as social rejection, isolation and spreading rumors (Sapouna, 2008; Pateraki, &Houndoumadi, 2001).

 The first extensive study on bullying among Greek students was conducted in Athens (2001), at eight public and one private school, among 1.312 elementary school students (51% females, 49% males), between 8 and 11 years old. The authors found that 14.7% of those children were involved in bullying as victims and 6.2 % as bullies, (Pateraki & Houndoumadi, 2001). In her study, Sapouna (2008) conducted a survey of bullying prevalence, among 654 (46.6% boys, 53.4% girls) students in primary and secondary schools in Thessaloniki.In Mauritius, there is bullying both in private and public schools. The boys are more bullied in Mauritius, they have a negative behaviour in their classroom. There is violence that can be produced from time to time and the management design strict rules to maintain discipline at the college.

Athens (2001) In elementary schools, 11.9% of students had declared as victims and 5.8% as bullies. In contrast, in Secondary education the prevalence of the reported victims was reduced to 6.1%, but the presence of bullies remains stable at 5.8%. In secondary education, the violent incidents are highly connected to the place/country of origin of victim students, and then by the characteristics of the gang/group in school, (Artinopoulou, Babalis, & Nikolopoulos, 2016). In Mauritian college, the violent students bully their other peers in different colleges. They may have group for bullying other students. The boys specially are more violent. In some colleges, the teachers hesitate to have a posting there as the learners are ill mannered. Therefore, in such colleges, there may be at times a slight improvement for some days but the routine anti cultural school attitude of the students persists and some of them are even rusticated from the institution.

Giovazolias, Kourkoutas, Mitsopoulou and Georgiadi (2010) reported that the 22.8% of the children participated in their research, have been bullied by their classmates. Boys scored higher on victimization compared to girls and the vicious circle between victimization and bullying becomes apparent among the participants (Goviazolias et al., 2010). In Mauritius, there may be violent incidents at colleges, there may be bullying in the classroom between friends and there may be peer group and gangs. The boys are more bullied than girls as they are more violent, for example, they watch violent scenes in the television and they imitate.

Bullies usually do not know how to express and control their feelings or their anger. On the other hand, victims are usually are physical weaker than their peers, so it is difficult for them to defend their selves. They are anxious and they feel stressed while they are in school. The victims have few friends who are usually characterised by peaceful and quiet characteristics (Politi, 2014). In Mauritius, sometimes,the students who are victim of violence at college are unable to defend themselves. In addition, they are stressed and they have few friends. The learners are timid, they may be having financial problems or family conflicts.

Summarizing, some of the surveys which had carried out in the Greek student population, through the literature review of this chapter, expand in the school climate of order and how it assists intimidation (Giovazolias, Kourkoutas, Mitsopoulou, & Georgiadi, 2010), the school plan for effectiveness and teacher behavior (Babalis, Tsoli, Koutouvela, Stavrou, & Alexopoulos, 2012), The association of Greek teachers' attitudes about cultural diversity with the prevalent of school climate (Samsari, & Nikolaou, 2015), the role of family in the demonstration of intimidating behaviors among children at school environment (Papanikolaou, Chatzikosma, & Koutra, 2011), socioeconomic status in association with psychiatric morbidity of the pupils (Magklara et al., 2012) and how children construct the phenomenon of bullying (Bibou-Nakou, Asimopoulos, Hatzipemou, Soumaki, & Tsiantis, 2014).In Mauritius, each secondary institution have a modus operandi and the teacher behaviour is important. There are students that may be suffering from psychological problems and they may be depressed. In addition, they are bullied because perhaps of their family conditions, they are poor, they lack necessary material and resources to study and they may be suffering from lack of parental love and care as for example, they are living in single parent family.

Spain Carrasco, Alarcón, and Trianes (2015) research aims to evaluate the effectiveness of the third module —Learning to Help and Cooperate— of the Programme for Developing Competent Social Relationships in Primary Education (Trianes, 2012) on a set of self-report variables (class social climate, school social climate, observed school violence and perceived school violence) and other variables with a sociometric format (physical aggressiveness, help and like). The study involved 78 participants (44 schoolboys and 34 schoolgirls) from 3rd and 4th grade at a public school in Malaga (Spain). In order to evaluate the effectiveness of

the intervention, a pre-test/post-test control group design has been conducted together with covariance statistical analyses. Results showed that the intervention had a positive effect on the class social climate variables as well as on variables with a sociometric format. In Mauritius, school violence and physical aggressiveness exist. The school climate plays an essential role in the development of the child. The learners like colleges that have a peaceful environment.

Castro (2015) work aims to analyze and establish the incidence that has the qualifications, election of curricular pathways and residence of violent behaviors and victimization in adolescents 13 to 17 years of Granada (Spain). The participation of a total of 2,273 adolescents allowed the recording and evaluation of variables Academic, Family, Gender, Victimization Scale (Victimization at School) and violent conduct (measured with the Scale of violent conduct in the School). Results showed that adolescents with lower qualifications, living in residential care and as curricular itinerary intended to enroll in vocational training or inserted into the job market showed more aggressive and victimization behaviors students with better average marks (good and excellent) intended to continue studying the option of high school and residing in the family home. The students in Mauritius who have violent behaviour are in the vocational class. They are slow learners and do not have good qualifications. They join the world of work after schooling and are less socialized, high flyers are intelligent and do not have violent behaviour. They are students that have regular attendance at school. They are very disciplined and like to progress as well as concentrate in their studies.

Mateos, Amoros, Pastor and Cojocaru (2013) present the findings of the social educational program GENER@T which has been designed and developed as a response to the needs found in the diagnostic multimethod study descriptive which was carried out between 2008 and 2011. 701 adolescents from 5 State secondary schools in different parts of Spain took part in the study. The aim of the diagnosis was to detect social educational needs about gender-based violence in adolescents of between 12 and 14. The program presented aims to anticipate the first dating relationships, aiming the intervention at the pre-adolescent stage and, secondly, the 24 sessions which make up the program means it can be applied transversally as an "optative subject" in a formal educational field or as a workshop in a non-formal educational field. In Mauritius, there is gender based violence on behalf of students between the age of 12 and 14.There meetings done by the rectors of the colleges in order to keep a good record of the violent students.

In the research conducted by Garcia, Perez and Nebot (2010), authors aimed to describe bullying and factors related to this phenomenon in students in the city of Barcelona. They performed a cross sectional study of a representative sample of 2,727 students from 66 secondary schools in Barcelona. To analyze the associations among bullying and related factors including sociodemographic variables, attitudes and behaviors, we used bivariate and multivariate logistic regression. In Mauritius, in colleges, violence starts in grade 7,the students are disturb with such actions. The pupils who are serious with their studies think that it is sine-quanon that discipline should be maintained in the secondary institutions. There are pupils that have problems in their family and they have a negative attitude at the college.

Garcia, Perez and Nebot (2010) pointed out that we found that the prevalence of bullying was 18.2%, 10.9% and 4.3% in boys and 14.4%, 8.5% and 4.5% in girls in the 8th, 10th and 12th grades, respectively. Factors associated with an increased likelihood of being bullied were negative mood states and violent behavior, while being older, alcohol consumption, cannabis use and going to bars and discos were negatively associated with being bullied. The results found in this study confirms that bullying is a serious problem in our context and identifies certain factors, such as negative mood states, negative mood states, violent behavior and other risk behaviors. In Mauritius, bullying has become a culture for some violent students at colleges. They have pessimistic mood ,they drink alcohol, have cannabis in their possession, they are slow learners as they concentrate less in their studies. In addition, they go to the bar to enjoy themselves.

 According to the study by Molina, Williamson, Pulido and Pérez (2015), peer harassment is a major social problem affecting children and adolescents internationally. The purpose of this study was to use a socioecological perspective to examine the relationships between individual student-level characteristics, problematic teacher-student relationships, and student reported peer harassment. A total of 1,864 children aged 8 to 13 years, nested in 27 schools in Spain, participated in the study. Multilevel models showed that relationships between students and teachers exerted a varying degree of influence on classroom levels of peer harassment. Specifically, student reported teacher support was associated with diminished student-reported peer victimization, whereas direct and indirect student-reported teacher-to-student aggression was associated with increased peer victimization. In Mauritius, in many

colleges there are peer harassments. The students have conflicts with their peers and also sometimes with the teacher. In Mauritius, there is peer harassment at secondary institutions. It is true that harassment at secondary schools has become a social problem. There is also peer victimisation in the colleges.

Additionally, student-reported student-to-teacher aggression and teacher-to-student 16 Álvarez García, Dobarro, Álvarez, Núñez and Rodríguez (2014) conducted a study with two aims. The first one is to identify the most common types of school violence in Secondary Compulsory Education in Asturias (Spain), from the perspective of students. The second aim is to analyze the influence of student gender and year on their perceived level of school violence. The CUVE3-ESO questionnaire was administered to 2,597 students from 1st to 4th year of Secondary Compulsory Education, from 18 schools, during the school year 2009/2010. The results show the predominance of disruptive behavior in the classroom and verbal violence among students. They also show differences in perceived level of school violence in relation to the two examined variables (gender and year). In Mauritius, there are many schools, there are pupils with disruptive behaviour in the classroom. There is verbal violence among students during the teaching and learning process. There are differences between the learners at colleges, for example, in attitudes, in gender and the age. The learners react differently in different classroom situations.

The paper by Pineda (2014) presents review several plans and projects and the various legislative measures that have been taken over recent decades on this issue, as well as various educational projects in formal and informal teaching that have been proposed. Finally, the role of Citizenship Education and the promotion of social and civic competence to improve relationships in school is discussed. There is a need to approach the problem of coexistence within the framework of the curriculum, addressing this issue as content to be taught and learnt in compulsory education. Netherlands In the reviewed literature, the school violence can be defined as: "all negative verbal or non-verbal interactions between persons that are active in and around the school. These interactions have a negative intention and they bring physical, psychological and material harm to persons in and around the school. In these interactions, formal or informal, moral and behavioral, standards are violated." In Mauritius, the school violence is in rise in colleges. The students face negative verbal and nonverbal behaviour of violent learners in the classroom. There is also physical, psychological and material harm to pupils.

Bullying is a specific type of school violence, which is quite common in Dutch schools. Bullying is repeatedly and for a longer period being exposed to negative, antisocial or aggressive actions by one or more persons (Mooij, 2010 as cited in Sijbers, Fettelaar, de Wit & Mooij, 2016). Characteristic for bullying behavior is that it is intended by the perpetrator to cause physical or psychological harm to the victim, it has a power imbalance and it has repeated actions (Van Cleemput et al., 2013). In Mauritius, bullying is a form of violence. Many students are exposed to violence in an antisocial and aggressive atmosphere of the classroom. There are some students that bully other learners. The violent pupils are harmful for other learners. The learners may be victimed of physical of psychological harm. There may be an imbalance of power in the classroom when there are fights between pupils. In addition, some students may be creating disorder as they have violent behaviour.

Recently, cases of bullying were highlighted in the media, where bullying eventually led to suicide of young people. Lately, cyberbullying has become a major issue in Dutch schools. The impact of cyberbullying is extensive: "It's not just a few of the kids at school; it's the whole world." Anybody could log on and see what they said about you. What is written remains, haunting, torturing these kids. Recently another type of school violence has become more visible; violence against persons with a LHTB background and violence with a racist background. They are significantly more often victims of school violence. Research has increased the knowledge about factors that may contribute to school violence (Van Cleemput et al., 2013).In Mauritius, there there are students that have committed suicide because of bullying. There is cyber bullying in the internet and the pupils are affected. The learners are tortured by bullying. There is racist bullying

These risk factors show which populations may be more vulnerable to victimization and perpetration. Risk factors do not cause school violence, they increase the likelihood that a young person will become violent. The following risk factors in the environment of children can be related to school violence: Students come from a neighborhood with poor housing, poverty and low social cohesion Low school leadership involvement Ineffective childrearing practices and poor family functioning. Peer influence: delinquent friends, social exclusion, gang membership. The following individual risk factor can be related to school violence:Gender: Many studies indicate that boys are more likely to show violent behavior,

such as bullying, than girls. Poor academic functioning; Poor self regulatory skills; Anti-social attitude The following factors can buffer violence in schools: High IQ and academic high performance, prosocial attitude, skills and behavior and religiosity. Furthermore, schools that have a positive classroom and school climate, that fosters positive relationships within the school in which good and qualified teachers are providing high quality education, can serve as a protective environment. Other school factors that are important are intensive supervision, clear behavior rules, consistent negative reinforcement of aggression and engagement of parents and teachers (Van Cleemput et al., 2013).In Mauritius, some learners come from poor families, poor housing, low social involvement. In addition, there is ineffective child up bringing from behalf of the parents. The family may have problems like ,for example financial constraints, poor family functioning- as the father in some cases may be a drunkard or unemployed. The students may have peer influence like delinquent friends. The pupils may face social exclusion as they have family problems. The students may be in gang membership. The students may bully other pupils because of gang association. The gang involvements bring disadvantages for students at colleges. There are anti-social attitude of some violent learners at the secondary institutions. The students are successful when they have high IQ, they are pro-social, they have skills and they usually follow religion in a positive way in their lives. They are unsuccessful when they have poor self-regulatory skills and anti-social attitude. The students at school should follow the law and act less aggressive towards their peers.

Conclusion

Violence is present in the Mauritian colleges. The aim of the colleges should be to diminish violence and increase the overall development of the children. Sometimes, there are peer violence with negative peer group at schools. There is bullying of some pupils in some colleges. This ends up with some pupils usually fighting in the class. There are policies outlined by rectors to remedy the situation when violence occurs at colleges.

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