PROSPECTIVE TEACHERS' STRATEGIES TO COPE WITH POSSIBLE FUTURE VIOLENCE

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Abstract
The purpose of this study is to investigate the strategies that prospective female and male teachers will use to cope with verbal, emotional, physical and sexual violence when they are faced with these forms of violence in the future, and their perceptions of self-competence to cope with violence. The data were collected through questionnaires from 183 female (59.6%) and 124 male (40.4%) students of three universities in Turkey. The study describes, by frequencies and percentages, which coping reactions the prospective teachers would prefer when they encounter verbal, emotional, physical and sexual violence in the future, their perceptions of self-competence in coping with violence. The chi-square test of independence was used to find whether their reactions differ by gender. To cope with violence, female students mostly prefer social support whereas male students tend to disregard violence or react in the same way. The prospective teachers' level of finding themselves competent in coping with violence also differs by gender. Female students perceive themselves more competent in coping with verbal and emotional violence, while male teachers in coping with physical and sexual violence. The types of violence that prospective teachers think they are likely to encounter most frequently in schools do not show difference by gender.

Keywords*. Perception of violence; coping with violence; school violence*

Violence is a problem that has been encountered across the world. Particularly school violence constitutes a great problem in Turkey, where this research was carried out, as well as in the whole world. In Turkey, the research on school violence mostly focuses on violence towards students (Çinkır & Kepenekçi, 2003; Kapcı, 2004; Mertoğlu, 2008; Pişkin, 2005; Şahan, 2010; Yaman, Eroğlu, Bayraktar & Çolak, 2010), and disregards the violence that teachers experience. The literature nevertheless involves studies showing that teachers have been highly affected by school violence (Abay, 2009; Aydın, 2009; Cemaloğlu, 2007; Chen & Astor, 2009; Dzuka & Dalbert, 2007; Gökçe, 2006; Okan, 2010; Steffgen and Ewen, 2007; Wilson, Douglas & Lyon, 2010; Yaman, Vidinlioğlu & Çitemel, 2010; Yavuzer, Gündoğdu & Dikici, 2009; Yıldırım, 2010).

Despite the severity of the problem, the research on violence encountered by teachers and their reactions to cope with violence (Türküm, 2011) is quite limited in Turkey. One of the ways of preventing violence is to train teachers competent enough to cope with violence effectively in cooperation with students, the administration, other teachers and parents. Though few in number, there are studies on the violence that teachers are faced with; but, there is no research on the strategies used by teachers or prospective teachers to cope with different forms of violence. The relevant research has revealed that the effects of violence and coping reactions vary by gender (Romito & Grassi, 2007). Located geographically between east and west, Turkey bears characteristics of both cultures. The cultural characteristic of this country is expected to lead to differences between genders in coping with violence. In this respect, the present study seeks answers to the following three questions:

1. How do prospective female and male teachers prefer to cope with verbal, emotional, physical and sexual violence they are likely to encounter in schools?
2. Do prospective female and male teachers have different perceptions of their self-competence to cope with different forms of violence?

3. What types of violent behaviors do prospective female and male teachers expect to encounter in schools in the future?

The purpose of this study is not to investigate the coping skills that prospective teachers already use. It is to seek the coping skills they will use when faced with different types of violence in near future, their perceptions of self-competence in coping with violence, and what types of violent behaviors they think they will encounter in the future. The results of this study are expected to contribute to the preservation of both physical and mental health of teachers and students, and the prevention of school violence.

Teachers and school violence

Violence towards teachers. The World Health Organization defines violence as "the intentional use of physical force or power, threatened or actual, against oneself, another person, 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, 2002). In educational settings, violence is defined as an intentional physical, psychological or social assault or intervention towards students or teachers, and may cause physical or psychological harm or pain (Ministry of National Education, 2006). Violence towards students in schools has been a common topic of research; however, violence experienced by teachers has usually been disregarded. However, the previous research has shown that, not only in Turkey but all over the world, teachers have been exposed to violence. To exemplify, every year 253,000 (7%) teachers are subject to violence in the United States (American Psychological Association, 2010), 30.1% of the teachers are exposed to violence in Taiwan (Chen & Astor, 2009), and 49% of the teachers are exposed to violence at least once a month and 55% at least once a fortnight in Slovakia (Dzuka & Dalbert, 2007). The statistics have revealed that 80% of the teachers were subject to violence at least once during their professional life; and 75% were subject to less serious violence and 27.6% to physical violence without a weapon (Wilson, Douglas & Lyon, 2010).

Teachers have been exposed to different types of violence. The national data collected in 2003 and 2004 shows that, in the United States, 7% of the teachers were threatened with injury and 3% were subject to physical assault (Dinkes, Kemp & Baum, 2009). In Israel, during a period of one year, 9% of the teachers were subject to physical violence and threat (DeVoe, Peter, Noonan, Snyder & Baum, 2005). In Luxembourg, 23.3% of the teachers reported to have been exposed to verbal violence many times in a year, 19.40% to emotional violence, 9.30% to economic violence, 7% to sexual violence, 5.80% to telephone terror and 4% to physical violence (Steffgen & Ewen, 2007). In Taiwan, 30.1% of the teachers said to have been exposed to violence, 28% to psychological violence, 6.5% to verbal insult, 5.7% to teasing and mocking, 1.2% to physical violence, 1.2% to material harm, and 1% said to have been threatened (Chen & Astor, 2009). The situation in Turkey is not different from other parts of the world. The limited research on this issue has revealed that approximately 8.5% of the teachers in the country have been subject to violence, and 14.1% have witnessed violent events twice a year (Yavuzer, Gundoğdu & Dikici, 2009), and that 50% have been subject to bullying (Cemaloğlu, 2007).

Teachers are faced with long-term violence from not only students but also administrators and colleagues. Many teachers have reported that the school principal has been reluctant to listen to and support them and have not received their opinions when making a decision, and that they have been subject to emotional violence from other teachers (Blasé & Blasé, 2003; Ertürk, 2005; Gökçe, 2006; Yıldırım, 2010; Onbaş, 2007). Teachers exposed to all forms of violence in schools are influenced negatively in physical and psychological terms, which results in impairing the quality of education.

Negative impacts of violence. Five days a week, teachers spend approximately six hours or more per day with school children. During this period of time, they assume the responsibility of not only ensuring their own and children's security but also providing high-quality education. In the event of violence and assault in educational environments, the abovementioned responsibilities and the anxiety of failing to fulfill these responsibilities constitute a critical source of stress for teachers

(Byrne, 1992). The studies have revealed that school violence is the stress factor that most affects not only novice and prospective teachers but also experienced teachers (Byrne, 1992; Geving, 2007; Rieg, Paquette & Chen, 2007).

The violence and assaults in schools have negative impacts on both teachers and students. Of the teachers exposed to violence, 84% were affected emotionally and psychologically, 60.8% physically, and 86% suffered from adverse effects on their professional life (Wilson, Douglas & Lyon, 2010). The research has further shown that there is an increase in stress and anxiety level of teachers exposed to violence and they suffer from post-traumatic stress disorder (Daniels, Bradley & Hayes, 2007; Galand, Lecocq & Philippot, 2007), and that violence has negative effects on teachers' belief in a just world and life satisfaction (Dzuka & Dalbert, 2007). Due to the violence environment in a school, not only teachers suffer from mental or physical health problems, but also students' health and academic performance is affected adversely. Teachers who are threatened or do not feel safe at school fail to come to work regularly, are less competent in teaching, and have difficulty in performing their duties professionally (Benbenishty, Khoury-Kassabri & Astor, 2006). Furthermore, teachers that are victims of violence cannot establish a healthy relationship with students, which has detrimental impacts on psycho-social wellbeing and academic performances of students (Astor, Meyer, Benbenishty, Marachi & Rosemond, 2005; DeVoe, Peter, Noonan, Snyder & Baum, 2005; Finley, 2003; Wilson, Douglas & Lyon, 2010).

Teaching is known as a stressful profession. If teachers are able to make use of effective coping skills in their challenging workplace, this would serve both their own wellbeing and the wellbeing of students, and contribute to the improvement of education quality. The concept of coping refers to cognitive and behavioral efforts to manage stress. Whereas problem-focused coping intends to change certain aspects of a stressful situation, emotion-focused coping aims to reduce negative emotions experienced by an individual (Falkman & Lazarus, 1988). Developing positive personal relations and receiving social support alleviates the effects of stressful life events during the process of coping (DeLongis & Holtzman, 2005; Nelson, 1990). Avoidance-focused coping strategies refer to coping with a stressful situation by avoiding the experiences that restrict or threaten us (Amirkan, 1990; Compas, Connor-Smith, Saltzman, Thomsen & Wadsworth, 2001). Studies with teachers have shown that problem-focused (Brenner, Sörbom & Wallius, 1985) and social support seeking (Galand, Lecocq & Philippot, 2007; Smith, Shu & Madsen, 2001) strategies play a role in preventing violence and reducing its effects. For the purpose of this study, the concept of coping is dealt with as a problem-focused strategy (e.g. resorting to legal solutions), as an emotion-focused strategy (e.g. crying or disregarding) and as a social support seeking strategy (e.g. communicating with friends).

Teachers' role in the prevention of violence and their coping skills. Teaching is a demanding profession. Being a good teacher requires good personal and social skills in addition to enhanced academic knowledge. Among the difficult duties of teachers is preventing and intervening in undesired behaviors in the school (Ministry of National Education, 2006). The research has shown that one of the most important reasons for the increase in school violence is the failure to cope effectively with violent behaviors (Myles & Simpson, 1998). Teachers' responsibility to prevent violence aims to protect both their health and students' health.

Teachers assume significant duties in creating a safe and secure school environment (Colvin, Tobin, Beard, Hughes & Sprague, 1998; Gelfand, Jenson & Drew, 1997; Kasen, Berenson, Cohen & Johnson, 2004; Levin, 2000). Teachers' primary duty in preventing violence is to develop positive relations with students in the classroom and school, as well as with school personnel, parents and the society (Canter & Garrison, 1994; Druck & Kaplowitz, 2005).

Among teachers' duties related to the prevention of violence are distinguishing the risky behaviors of students, realizing the warning signs of violence, reporting safety threats to the school administration, recognizing students inclined to commit violence and intervening in time by observing students in and out of the classroom (Druck & Kaplowitz, 2005; Fisher & Ketle, 2003;

Stone, Astor & Benbenisthy, 2009). Violent behaviors in schools are likely to increase if teachers disregard the violence they are faced with or do not report the negative behaviors to relevant authorities because of the fear of being perceived unsuccessful in classroom management (Alsaker & Valkanover, 2001; Doll, Song & Siemers, 2004; Espelage & Swearer, 2003; Holt & Keyes, 2004; Rodkin & Hodges, 2003). When teachers are furnished with effective behaviors and strategies to cope with violence at school, they will be able to ensure their own and students' security. When teachers learn and use conflict settlement, anger management, stress management and violence coping strategies, they both protect their own health and serve a role model for students (Bende, Neutens, Skanie-Hardin & Sorachan, 1997), and thus contribute to the reduction of violence.

In Turkey, where this research was conducted, there has been an increase in violence in schools. Teachers often lack the skills to cope with school violence. It has been observed that teachers do not know how to cope with violence, are afraid that they would be harmed, are not willing to intervene in students' family relations, and do not know where they can resort in case of violence. Furthermore, it has been found that teachers witness violence, but fail to employ effective intervention methods (Pişkin & Ayas, 2005). That is why, in Turkey, there has recently been accelerating efforts to train school personnel, particularly the teachers, with a view to preventing the increasing school violence. In this respect, the "Strategy and Action Plan for the Prevention and Reduction of Violence in Educational Settings", launched in 2006 by the Ministry of National Health, has been implemented across the country. In the action plan, the duties of teachers are defined as "assisting the school/institution team in works related to risk factors that may cause violence, assault and bullying in the school or classroom; declaring definitely and clearly in the classroom that any form of violence, assault and bullying between teachers and students, among students, between the school and families and between families and students is not acceptable; and assuring that families gain positive coping skills" (Ministry of National Education, 2006). It has been stated in the plan that teachers at primary and secondary schools have received training on violence prevention (Ministry of National Education, 2006). However, despite these measures, the school violence has been increasing and the preventive function of teachers has been decreasing in Turkey. The situation in the country leads us to think that teachers need to get prepared to this problem during the process of receiving university education.

Prospective teachers, violence and coping

Not only teachers but also prospective teachers are anxious about violence in the school environment. One of the main concerns of prospective teachers is whether they will be able to cope effectively with violent or problem student behaviors (Ayers, 2004; Kandakai & King, 2002; Lewis, Romi, Qui & Katz, 2005; White & Beal, 1999). In various studies, prospective teachers reported to have felt inadequate in realizing the indicators of violence at school, and intervening in violence incidents such as armed conflicts, hostage taking and raping. They said to have been afraid that they and students would be harmed (Kandakai & King, 2002; Nicolaides, Toda & Smith, 2002).

Teachers need to have certain skills to create and sustain a secure and positive classroom environment, as they are the first individuals to help students that are exposed to violence. More importantly, teachers must distinguish violent and aggressive behaviors in the classroom and know how to cope with them (Nicolaides, Toda & Smith, 2002). However, prospective teachers have reported that they are not equipped with the knowledge and skills required for the effective management of violence in the classroom, and that they have not received courses or seminars to develop such skills during their university education (Nicolaides, Toda & Smith, 2002; White & Beal, 1999).

In Turkey, the research on school violence focuses largely on students (Kapcı, 2004; Öğülmüş, 2006; Özcebe, Üner & Çetik, 2006; Pişkin, 2006; Pişkin & Ayas, 2005) and the surveys of teachers mostly attempt to reveal their viewpoints on and perceptions of violence (Abay, 2009; Aydın, 2009; Bulut, 2007; Mertoğlu, 2008; Onbaş, 2007). There is limited research on teachers' skills to cope

with violence (Türküm, 2011). Moreover, there is no research on how prospective teachers cope with different types of violence.

In the country where this research is conducted, the studies with teachers, prospective teachers and university students have revealed that acts of violence and assault differ by gender. In a study with teachers, the participants think that 72% of violence committers are male, and 27% are female (Ertürk, 2005). The studies with prospective teachers have shown that prospective male teachers have higher level of aggression compared to females (Kurtyılmaz, 2005), and are engaged in destructive violent acts more than females do (Erden, 2007). According to a study with university students, male students have higher levels of physical and verbal aggression, and higher level of anger and hostility compared to female students (Eroğlu, 2009).

Teachers and prospective teachers all over the world are highly affected by violence and aggression problems in the school. These problems have negative impacts on their wellbeing, job satisfaction, work performance and relations with students (Daniels, Bradley & Hayes, 2007; Galand, Lecocq & Philippot, 2007; Kaufman et al., 2001; Wilson, Douglas & Lyon, 2010). Teachers nevertheless need effective coping skills as they are expected to assume the most significant role in the prevention of school violence. In this respect, in order to launch an effective policy for the prevention of school violence, we need to know how teachers and prospective teachers cope with violence and whether they feel competent in coping with violence. The findings of study may contribute to the programs to be designed in order to develop prospective teachers' skills to cope with violence. The findings may further a guiding role in the revision of teacher-training programs by emphasizing prospective teachers' competence in coping with violence.

METHOD

Model

This is a quantitative study, based on the survey model, seeking to find out which methods prospective female and male teachers will use to cope with different forms of violence they are to encounter in the school (and if there is any difference by gender in the methods they use), prospective female and male teachers perceive their competence in coping with different types of violence (and if there is any difference by gender in self-perceptions), and their estimations of possible parties of violence they are to encounter in the future. The data were collected through a questionnaire that includes hypothetical situations of violence.

Participants

The survey data were collected from the students of Faculties of Education at Anadolu University, Gazi University and Pamukkale University, representing various regions of Turkey. The final-year students studying in different programs of education faculties were surveyed, and the sample was selected randomly. The data were collected from a total of 320 students. However, 13 incomplete questionnaires were excluded from the study. Among the respondents, 183 (59.6%) are female and 124 (40.4%) are male. The distribution of respondents according to the program they study in is as follows: 211 (68.7%) study in teaching programs that are mainly qualitative, 67 (21.8%) in teaching programs that are mainly quantitative, and 29 (9.4%) in teaching programs that require special talent.

Data-Collecting Tools

The research data were collected through the Survey of Prospective Teachers' Viewpoints on Acts of Violence (Türküm & Eraslan-Çapan, 2009).

The Survey of Prospective Teachers' Viewpoints on Acts of Violence. The survey consists of four parts. The first part seeks demographic data from students such as gender, age and program in which they are studying. The second part involves 11 hypothetical situations of verbal, emotional, physical and sexual violence that they may be encountered in school, and coping reactions that

define responses when they are faced with such situations. This part provides realistic situations representing verbal violence (nicknaming and mocking), emotional violence (rumoring unfoundedly, physical violence (bullying) and sexual violence (leaving notes or messages with sexual content). The respondents were asked to choose a reaction they would give when faced with any of the above forms of violent behaviors. Some items in the list of reactions are as follows: "I claim my rights through legal channels", "I chat with my friends", "I try to forget", "I disregard", "I cry", and "I react in the same way". The third part aims to find prospective teachers' perception of self-competence in coping with verbal, emotional, physical and sexual violence. The fourth part is designed to get their estimations of possible parties of violence they are to encounter in their workplace in the future.

After the preliminary questionnaire form was prepared, views of experts in the field of scale development and school violence and/or bullying were taken. Then, a pilot study was conducted to test the questionnaire. The pilot study was carried out with 40 prospective teachers during a break to get feedback on the questionnaire. Moreover, the time required to fill out the questionnaire was specified. After this process, the questionnaire was redesigned to be administered to prospective teachers.

Data-Collecting Procedure
We received permissions from the dean's offices of the universities where this study was conducted. The data were collected from students available in the time period specified by the dean, under the supervision of an instructor in the department of psychological counseling and guidance.

Data Analysis
The chi-square test of independence was used to explore the reactions of prospective teachers to possible violence, and whether their reactions differ by gender. Again, the chi-square test of independence was used to find their perceptions of self-competence in coping with verbal, emotional, physical and sexual violence, and whether their perceptions differ by gender. Furthermore, we provide the frequency and percentage distribution of their estimations of possible parties of violence they are to encounter in their workplace in the future. The chi-square test of independence was used to determine whether the distribution of each form of violence differ by gender of the prospective teachers.

FINDINGS
The Coping Strategies That Prospective Female and Male Teachers Will Prefer in the Face of Possible Violence
The chi-square test of independence was used to find out whether the reactions of prospective female and male teachers to possible verbal, emotional, physical and sexual violence differ by gender (Table 1). The analysis has shown that the reactions of female and male participants differ significantly for all forms of violence. Prospective female and male teachers' reactions to verbal violence differ significantly from each other, i.e. when they think that there are unfounded rumors about them $[\chi^2_{(5)}=21.71, p<.01]$, somebody shouts at them loudly $[\chi^2_{(5)}=32.68, p<.01]$, and they are insulted $[\chi^2_{(5)}=13.78, p<.05]$. To cope with verbal violence, female students generally tend to "react in the same way" and "chat with their friends" while male students are mostly inclined to "disregard it" and "react in the same way".

Prospective female and male teachers' reactions differ significantly from each other when they imagine that they are subject to emotional violence such as being ostracized $[\chi^2_{(5)}=31.52, p<.01]$, being treated unfairly $[\chi^2_{(5)}=24.83, p<.01]$, or being disregarded $[\chi^2_{(5)}=12.81, p<.05]$. To cope with emotional violence, female students generally tend to "chat with their friends" and "disregard it" while male students are mostly inclined to "disregard it" and "claim their rights through legal channels".

Prospective female and male teachers' reactions differ significantly from each other when they imagine that they are subject to physical violence such as bullying [$\chi^2_{(5)}=36.11$, $p<.01$], or being harmed with instruments such as gun or knife [$\chi^2_{(5)}=32.96$, $p<.01$]. To cope with physical violence, female students generally tend to "claim their rights through legal channels" while male students are mostly inclined to "react in the same way" and "claim their rights through legal channels".

Table 1. The Distribution of the Strategies Preferred by Prospective Female and Male Teachers' to Cope with Violence

		I claim my rights through legal channels		I chat with my friends		I try to forget		I disregard it		I cry		I react in the same way		Chi – square
	Gender	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**χ^2**
Verbal Violence	When someone gossips about me unfoundedly													21.71, (5) p<.01
	Female	14	7.7	86	47.0	25	13.7	41	22.4	10	5.5	7	3.8	
	Male	6	4.9	38	31.1	17	13.9	55	45.1	1	0.8	5	4.1	
	When someone shouts at me loudly													32.68, (5) p<.01
	Female	16	8.7	11	6.0	18	9.8	34	18.6	30	16.4	71	40.4	
	Male	8	6.6	12	9.8	14	11.5	48	39.3	1	0.8	39	32.0	
	When I am insulted													13.78, (5) p<.05
	Female	45	24.6	17	9.3	18	9.8	12	6.6	27	14.8	64	35.0	
	Male	23	18.9	15	12.3	14	11.5	16	13.1	5	4.1	49	40.1	
Emotional Violence														31.52, (5) p<.01
	When I am ostracized from a group													
	Female	6	3.3	54	29.5	31	16.9	49	26.8	30	16.4	13	7.1	
	Male	2	1.6	33	27.	13	10.	58	47.	1	0.8	15	12.	

														χ²
			0		7		5				3			24.83, (5) p<.01
	When I am treated unfairly													
	Female	58	31.7	61	33.3	17	9.3	10	5.5	17	9.3	20	10.9	
	Male	46	37.7	23	18.9	12	9.8	18	14.8	1	0.8	22	18.0	
	When I am disregarded													12.81, (5) p<.05
	Female	4	2.2	34	18.6	36	19.7	61	33.3	15	8.2	33	18.0	
	Male	6	4.9	19	15.6	11	9.0	59	48.4	6	4.9	21	19.2	
	When I am exposed to bullying													36.11, (5) p<.01
	Female	94	51.4	6	3.3	6	3.3	5	2.7	17	9.3	55	30.1	
	Male	29	23.8	5	4.1	6	4.9	6	4.9	3	2.5	73	59.8	
Physical Violence	When I am attacked with instruments such as weapon or knife													32.96, (5) p<.01
	Female	149	81.4	0	0.0	5	2.7	6	3.3	8	4.4	15	8.2	
	Male	70	57.4	3	2.5	7	5.7	10	8.2	1	0.8	31	25.4	
	When I receive messages or notes with sexual content													49.03, (5) p<.01
Sexual Violence	Female	106	57.9	12	6.6	14	7.7	36	19.7	5	2.7	10	5.7	
	Male	27	22.	10	8.2	10	8.2	48	39.	1	0.8	26	21.	

	1						3				3		
When I am faced with words, looks or gestures with sexual connotations													49.90, (5) p<.01
Female	111	60.7	12	6.6	16	8.7	28	15.3	8	4.4	8	4.4	
Male	35	28.7	11	9.0	5	4.1	32	26.2	7	5.7	32	26.2	
When I am the victim of an attempt of sexual harassment or rape													18.59, (5) p<.01
Female	150	82.0	5	2.7	11	6.0	4	2.2	6	3.3	7	3.8	
Male	83	68.0	7	5.7	3	2.5	10	8.2	4	3.3	15	12.3	

Prospective female and male teachers' reactions differ significantly from each other when they imagine that they are subject to sexual violence such as receiving a message or note with sexual content [$\chi^2_{(5)}=49.03$, $p<.01$], being faced with words, looks or gestures with sexual connotations [$\chi^2_{(5)}=49.90$, $p<.01$], or being the victim of an attempt of sexual harassment or rape [$\chi^2_{(5)}=18.59$, $p<.01$]. To cope with sexual violence, female students generally tend to "claim their rights through legal channels" while male students are mostly inclined to "disregard" indirect sexual behaviors such as messages with sexual content, but "claim their rights through legal channels" in the face of direct sexual behaviors such as harassment and rape.
An overall evaluation suggests that, when faced with different forms of violence, female students tend to seek social support while male students are inclined to disregard it or react in the same way.

The Comparison of Prospective Female and Male Teachers' Perceptions of Self-competence in Coping with Violence
The chi-square test of independence was used to find whether prospective teachers' perceptions of their self-competence in coping with violence differ between female and male respondents (Table 2) According to the result of the analysis, the female and male respondents' perceptions of self-competence in coping with verbal violence differ significantly [$\chi^2_{(3)}=13.08$, $p<.01$]. In coping with verbal violence, 45.6% of the female students perceive themselves fairly competent whereas 39.3% of the male students perceive themselves fairly competent and 36.9% highly competent. It is noteworthy that the prospective female teachers tend to "react in the same way" and the males also tend to "react in the same way" or "disregard it" when they imagine being faced with verbal violence, but perceive themselves fairly competent in coping with this type of violence.

The respondents' perceptions of their self-competence in coping with emotional violence differ significantly by gender [$\chi^2_{(3)}$=8.53, p<.05]. In coping with emotional violence, 49.4% of the female students perceive themselves fairly competent whereas 46.7% of the male students perceive themselves fairly competent and 33.6% highly competent. It is noteworthy that, although the female students generally tend to "chat with their friends" and "disregard it" and the male students are mostly inclined to "disregard it" and "claim their rights through legal channels" when they imagine being faced with emotional violence, both groups perceive themselves fairly competent in coping with this type of violence.

The respondents' perceptions of their self-competence in coping with physical violence differ significantly by gender [$\chi^2_{(3)}$=58.68, p<.01]. In coping with physical violence, 36.7% of the female students perceive themselves somehow competent whereas 42.6% of the male students perceive themselves fairly competent. It is interesting that although female students generally tend to "claim their rights through legal channels" when faced with physical violence, they perceive themselves somehow competent in coping with this type of violence. It is also confusing that, although the male students tend to "react in the same way" when faced with physical violence, they find themselves fairly competent in coping with this type of violence.

The respondents' perceptions of their self-competence in coping with sexual violence differ significantly by gender [$\chi^2_{(3)}$=18.33, p<.01]. In coping with physical violence, 39.4% of the female students perceive themselves fairly competent whereas 41.8% of the male students perceive themselves highly competent. The fact that the female students usually tend to "claim their rights through legal channels" when faced with sexual violence seems to explain why they find themselves fairly competent in coping with this type of violence. However, it is interesting that the male students perceive themselves fairly competent in coping with sexual violence, although they tend to "disregard it", "claim their rights through legal channels", and though few in number, "react in the same way" when exposed to such form of violence.

Table. 2 The Comparison of Prospective Female and Male Teachers' Perceptions of Self-competence in Coping with Violence

	Not at All		Somehow		Fairly		Highly		Chi – square
Gender	f	%	f	%	f	%	f	%	χ^2
Verbal Violence									13.08, (3) p<.01
Female	11	6.1	53	29.4	82	45.6	34	18.9	
Male	6	4.9	23	18.9	48	39.3	45	36.9	
Emotional Violence									8.53, (3) p<.05
Female	11	6.1	43	23.9	89	49.4	37	20.6	
Male	3	2.5	21	17.2	57	46.7	41	33.6	
Physical Violence									58.68, (3) p<.01
Female	41	22.8	66	36.7	57	31.1	16	9.4	
Male	5	4.1	19	15.6	52	42.6	46	37.7	
Sexual Violence									18.33, (3) p<.01
Female	29	16.1	41	22.8	71	39.4	39	21.7	
Male	8	6.6	17	13.9	46	37.7	51	41.8	

In sum, the prospective female teachers perceive themselves fairly competent in coping with verbal, emotional and sexual violence, and less competent in coping with physical violence. On the other side, the prospective male teachers perceive themselves highly competent in coping with sexual violence, and fairly competent in coping with physical, emotional and verbal violence. In general, the prospective male teachers perceive themselves more competent in coping with violence compared to the females.

The Prospective Female and Male Teachers' Viewpoints on the Parties and Frequency of Possible Acts of Violence in the School

The mean and the standard deviation were used to describe the prospective teachers' estimations of possible parties and frequency of violence in the school. The chi-square test of independence was administered to find whether the opinions differ by gender for each form of violence (see Appendix C, Table 3). The chi-square test has not provided a significant difference between female and male students' opinions related to the parties of physical violence ($\chi^2 = 5.11$, p > .05), emotional violence ($\chi^2 = 2.33$, p > .05), verbal violence ($\chi^2 = 5.18$, p > .05, and sexual violence ($\chi^2 = 5.65$, p > .05). In other words, the prospective female and male teachers have estimated that they may be faced with similar types of violence between similar groups of people in near future. The prospective teachers have stated that they may encounter physical violence (female 47.42%, male 24.19%), emotional violence (female 49.62%, male 24.52%), verbal violence (female 45.48%, male 22.26%), and sexual violence (female 29.35%, male 13.55%) mainly among students. For all forms of violence, they have mentioned that the violence is least likely to occur between teachers and students. To sum up, the prospective teachers have estimated that all forms of violence are most likely to occur among students, and least likely to occur between teachers and students.

Table 3. The Prospective Female and Male Teachers' Viewpoints on the Parties and Frequency of Possible Acts of Violence in the School

Parties of Violence		Student-student		Student-teacher		Teacher -student		Administrator-student		Family-student	
Physical Violence		*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Kicking	Female	147	47.42	7	2.26	17	5.48	31	10.00	63	20.32
	Male	75	24.19	3	0.97	7	2.26	13	4.19	25	8.06
Beating	Female	131	42.26	27	8.71	56	18.06	55	17.74	56	18.06
	Male	65	20.97	11	3.55	19	6.13	22	7.10	16	5.16
Pushing	Female	146	47.10	23	7.42	34	10.97	36	11.61	46	14.84
	Male	74	23.87	5	1.61	15	4.84	14	4.52	11	3.55
Injuring with cutting instrument	Female	80	25.81	27	8.71	4	1.29	6	1.94	6	1.94
	Male	34	10.97	7	2.26	6	1.94	5	1.61	3	0.97
Waylaying	Female	90	29.03	20	6.45	11	3.55	13	4.19	5	1.61
	Male	41	13.23	12	3.87	7	2.26	6	1.94	8	2.58
Emotional Violence		*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Mocking	Female	154	49.68	58	18.71	39	12.58	36	11.61	29	9.35
	Male	76	24.52	18	5.81	16	5.16	20	6.45	14	4.52
Spreading rumors	Female	131	42.26	72	23.23	36	11.61	31	10.00	22	7.10
	Male	62	20.00	31	10.00	17	5.48	12	3.87	9	2.90
Ostracizing	Female	130	41.94	21	6.77	28	9.03	22	7.10	19	6.13
	Male	59	19.03	9	2.90	16	5.16	10	3.23	8	2.58
Slandering	Female	105	33.87	32	10.32	14	4.52	19	6.13	13	4.19
	Male	43	13.87	11	3.55	10	3.23	9	2.90	5	1.61
Writing bad things on their notebooks	Female	104	33.55	24	7.74	9	2.90	6	1.94	6	1.94
	Male	45	14.52	15	4.84	8	2.58	7	2.26	3	0.97

Verbal Violence		_f_	_%_	_f_	_%_	_f_	_%_	_f_	_%_	_f_	_%_
Using swearwords	Female	141	45.48	43	13.87	27	8.71	33	10.65	35	11.29
	Male	69	22.26	17	5.48	10	3.23	15	4.84	14	4.52
Threatening	Female	108	34.84	38	12.26	47	15.16	41	13.23	38	12.26
	Male	45	14.52	14	4.52	10	3.23	11	3.55	9	2.90
Sexual Violence		_f_	_%_	_f_	_%_	_f_	_%_	_f_	_%_	_f_	_%_
Leaving messages with sexual content	Female	71	22.90	12	3.87	6	1.94	5	1.61	5	1.61
	Male	42	13.55	6	1.94	5	1.61	4	1.29	5	1.61
Saying words with sexual connotations	Female	91	29.35	20	6.45	12	3.87	6	1.94	5	1.61
	Male	42	13.55	8	2.58	11	3.55	6	1.94	5	1.61

DISCUSSION

This study focuses on how prospective teachers cope with different types of violence they will encounter in the future, their perceptions of self-competence to cope with violence, and their estimations related to possible parties and frequency of violence in the school. In the country where this research is conducted, to our knowledge, there have been few studies on teachers' reactions to cope with violence (Türküm, 2011), and there is no detailed research on prospective teachers' reactions to cope with verbal, emotional, physical and sexual violence, perceptions of self-competence and estimations of the parties of possible school violence. That is why the findings of this study are compared here mainly with the findings of similar studies conducted among teachers and university students.

The Prospective Teachers' Strategies to Cope With Possible Violence
It is worrisome that the prospective teachers tend to use violence to cope with violence, according to the general results of our study. It is particularly worthy of note that both female and male prospective teachers are inclined to resort to verbal violence to cope with verbal violence. This finding is supported by the study which found that the level of verbal violence among university students is high (Eroğlu, 2009). It is furthermore interesting that the prospective male teachers are inclined to use physical violence to cope with physical violence. This finding parallels with the findings that the level of physical violence is high among male university students (Eroğlu, 2009; Kapıcıoğlu, 2008), and that male students tend to resort to physical violence when required (Kapıcıoğlu, 2008). This finding of the study may show that prospective teachers are not aware of their limits and limitations regarding coping reactions. Qualitative studies with larger samples may be used to carry out more detailed research, and the findings of these studies may be used to develop and implement programs for prospective teachers to ensure that they cope with violence more effectively.

The findings related to prospective teachers' reactions to cope with possible verbal, emotional, physical and sexual violence have been discussed below with references to comparable studies with teachers and university students.

There is a difference between male and female students with regard to coping with possible verbal violence. In coping with verbal violence, the female students mostly tend to receive social support from their friends while the males tend to disregard it. In various cultures, it has been reported that the social support received from friends alleviates the effects of violence (Galand, Lecocq & Philippot, 2007; Smith, Shu and Madsen, 2001), and that the strategy of seeking social support is used more frequently by women (Gonzalez-Morales, Rodriguez & Peiro, 2006; Ptacek, Smith and Zanas, 1992; Taylor, Klein, Lewis, Gruenewald, Gurung & Updegraff, 2000; Zwicker & DeLongis, 2010). Like in all other collectivist societies, in the country where this research was carried out, family and friendship relations are highly important. Thus, it is not surprising that the female

students tend to seek social support in case of violence. We have further found that the prospective male teachers tend to ignore verbal violence when exposed to it. Similar studies with teachers and prospective teachers support that men are inclined to take verbal, emotional or relationship violence and aggression less seriously (Bauman and Del Rio, 2006; Ellis & Shute, 2007; Yoon & Kerber, 2003). In the country where this research was conducted, as a cultural proclivity, men usually perceive aggressive behaviors such as gossiping or shouting loudly (excluding swearing) as a low level of violence (Kapıcıoğlu, 2008; Özcebe, Üner & Çetik, 2006). The finding that the prospective male teachers tend to cope with verbal violence by disregarding it may mean that they will ignore any verbal violence between students when they enter the profession. This may lead us to the conclusion that the verbal violence, which has already been frequently encountered in schools, may increase since male teachers will fail to cope with this form of violence effectively and take related measures.

There is a salient difference between prospective male and female teachers with regard to coping with possible physical violence. It is worrying that the prospective male teachers tend to resort to physical violence to cope with physical violence, whereas the female resorts to legal solutions. This research finding is consistent with the findings that university students believe that violence is most employed by physically and economically powerful people and male individuals in the society (Kapıcıoğlu, 2008), and that violence resulting in physical injury or pain is seen among men rather than women (Franzoi, 2003). The difference in reactions to physical violence may be affected by violence-related beliefs of men and women. Women see violence as an antisocial behavior stemming from the reduction of self-control and leading to stress, while men perceive violence as a way of gaining control over others, regaining power, and improving self-respect (Astin, Redston & Campbell, 2003; Campbell, Sapochnik & Muncer, 1997). The difference in reactions may also be associated with gender roles. Since the country where this research was conducted bears traditional cultural features, the society usually tends to define men as aggressive, independent, dominant, actively competitive, rational, street-oriented, adventurous and self-confident, and as individuals that are inclined to hide their feelings, not to cry, not to be easily hurt, to make decisions easily and to act as a leader (Girginer, 1994). The characteristics attributed to women are being soft, talkative, highly thoughtful, polite, aware of others' feelings, highly interested in their physical appearance; following their habits regularly; being in strong need for security; and expressing their feelings easily (Girginer, 1994). A study with university students has revealed that the male students with traditional gender roles were more inclined to aggression compared to other students (Tok, 2001). Turkey has a traditional culture. Thus, due to the effect of traditional gender roles, men believe that resort to physical violence is a positive experience, and tend to use physical violence as a coping strategy. On the other hand, women prefer legitimate ways of solution, believing that physical violence is an anti-social behavior.

This study has shown that, to cope with emotional violence, the prospective female teachers usually chat with their friends while the males tend to disregard it. The finding that women are inclined to cope with emotional violence by seeking social support is consistent with the studies that Türküm (2011) and Abay (2009) conducted with teachers. As it is the case in other collectivist societies, the family and friendship relationships are very important in the country where this study was carried out. The fact that women are inclined to receive social support, when faced with violence, thus is an expectable reaction. Based on the finding that there is a negative correlation between social support received from friends and psychological violence (Abay, 2009), it may be concluded that the female students prefer a healthy method to cope with emotional violence. The male students' tendency to disregard emotional violence is worrying, but not surprising. The studies conducted with teachers and prospective teachers in both eastern and western cultures have revealed that emotional and relational violence is not realized as easily as other forms of violence, and that particularly male individuals give less importance to this form of violence (Bauman and Del Rio, 2006; Ellis and Shute, 2007; Yoon and Kerber, 2003). In the same vein, the studies conducted in Turkey with teachers show that, as a result of the cultural tendency, the male participants do not regard as

emotional violence behaviors such as being ostracized from a group or being ignored, and are inclined to disregard such behaviors (Kapıcıoğlu, 2008; Özcebe, Üner & Çetik, 2006). Some studies conducted in Turkey have nevertheless uncovered that male teachers have mostly been the victims of emotional violence perpetrated by school administrators and colleagues (Aydın, 2009; Bulut, 2007; Gökçe, 2006; Ertürk, 2005; Okan, 2010; Yaman, Vidinlioğlu & Çitemel, 2010; Yıldırım, 2010). Given these results, the prospective male teachers' tendency to disregard emotional violence may prevent them from developing coping behaviors, and indicate that they will be exposed to such violence more in the future. This leads us to think that the male teachers will not only fail to prevent themselves from such violence but also fail to use effective coping methods to protect students from emotional violence.

There is a difference between genders in coping with any possible sexual violence that the prospective teachers may encounter in the future. To cope with sexual violence, the female students tend to claim their rights through legal channels. On the other side, the male students tend to disregard indirect sexual behaviors such as sending messages with sexual content, and to claim their rights through legal channels when faced with direct sexual violence such as harassment and rape.

It is surprising that the female students are inclined to resort to legal ways to cope with sexual violence. In Turkey, as it is the case in many other eastern countries, sexuality is a taboo. Thus, the girls may have preferred legal solutions as a way to cope with sexual violence because the given case was only hypothetical, not a real-life situation. The studies carried out in both eastern and western countries have shown that women usually employ ineffective methods to cope with sexual violence. It has been found that women exposed to sexual assault prefer doing nothing because of feelings such as shame, guilty, fear and anxiety and because of the fear that they may experience the same incident again if they tell it to someone (Santello & Leitenberg, 1993; Wirtz & Harrell, 1987), and that they prefer ineffective coping reactions such as avoidance, social drawback and self-criticism (Santello & Leitenberg, 1993), denial and behavioral disengagement (Clements & Ogle, 2009), or staying at home for a long period, not going out alone and being more cautious (Wirtz & Harrell, 1987). Only a small number of women subject to sexual violence tell the incident to others or receive social support (Draucker, Stern, Burgess & Campbell, 2000). The situation in Turkey is not different. A study with university students has revealed that 12.4% of the female students were forced to sexual intercourse and 1% was exposed to sexual violence by their partners (Pınar & Algıer, 2006). Yet still, they are not willing to seek help although being psychologically disturbed; and they take no action because they avoid from social pressure (Durmuş, 2004; Pınar & Algıer, 2006). On the contrary, the female participants of our study mentioned that they would claim their rights through legal channels when faced with such violence. This may be because, in our survey, they were responding to a hypothetical situation. As men are generally considered the perpetrators of sexual violence, there is no research, to our knowledge, on how men cope with sexual violence or assault. That is why our findings related to the male participants cannot be compared with the results of other studies. It is not surprising that the male students tend to ignore indirect sexual behaviors such as messages with sexual content, and to go to legal channels in the face of direct sexual violence such as harassment and rape. The above finding leads us to think that the prospective male teachers may disregard verbal or gestural violence at school and fail to use effective methods to protect students.

The Prospective Teachers' Perceptions of Self-competence in Coping with Violence They Will Encounter in the Future

This part of the study discusses how adequate the prospective female and male teachers perceive themselves in coping with verbal, emotional, physical and sexual violence. In coping with verbal violence almost half of the female participants perceive themselves fairly competent while the majority of male participants perceive themselves fairly competent. It is noteworthy that, although the female participants tend to "react in the same way" and the male participants tend to "disregard

it" and "react in the same way" when faced with verbal violence, they believe that they are competent in coping with this form of violence.

In coping with emotional violence, half of the female participants perceive themselves fairly adequate while half of the male participants perceive themselves fairly adequate and almost half of the male highly adequate. It is noteworthy that, although the female participants tend to chat with their friends and the male participants tend to disregard it when faced with verbal violence, they believe that they are fairly competent in coping with this form of violence. The research has shown that, in Turkey, particularly the male teachers are exposed to emotional violence at school (Aydın, 2009; Gökçe, 2006; Ertürk, 2005; Okan, 2010; Yaman, Vidinlioğlu, Çitemel, 2010; Yıldırım, 2010). On one hand, the male participants of our study said that they might encounter emotional violence among students. But, on the other hand, they tend to disregard emotional violence and perceive themselves fairly competent in coping with it. This finding leads us to think that the male teachers may choose ineffective methods to cope with emotional violence by disregarding such violence, and thus give rise to the increase of this form of violence in schools.

In coping with physical violence, almost half of the female participants perceive themselves somehow competent while half of the male participants perceive themselves fairly competent. It is notable that, although the female participants tend to claim their rights through legal channels when faced with physical violence, they perceive themselves somehow adequate in coping with physical violence. It is also notable that, although the male participants tend to react in the same way when faced with physical violence, they perceive themselves fairly competent in coping with physical violence. Although the female prefer effective methods to cope with such violence, they perceive themselves less competent in coping with it compared to the male. On the other side, although the male choose ineffective methods, they see themselves much more competent in coping with physical violence. This situation makes us think that the prospective male teachers may have recourse to physical violence to cope with physical violence, which is likely to be the most frequently encountered form of violence in schools, and thus cause an increase in violence. This finding supports the result that physical violence is a method mostly used by male teachers in schools (Ayan, 2007; Durmuş & Gürcan, 2005; Eroğlu, 2009). Yet, our research finding is not consistent with the findings that female teachers exposed to physical violence mostly seek social support from their family and spouse (Türküm, 2011), and women exposed to physical violence mostly seek social support from friends or relatives.

In coping with sexual violence almost half of the female participants perceive themselves fairly competent while half of the male participants perceive themselves very competent. The female participants tend to claim their rights through legal channels when faced with sexual violence. This seems to explain why they find themselves fairly competent in coping with this form of violence. However, it is worrying that the male participants see themselves fairly competent although they tend to ignore indirect sexual behaviors such as messages with sexual content, to resort to legal channels in the face of direct sexual violence such as harassment and rape, and even to react in the same way, though few in number. The fact that, in our survey, the female participants see themselves fairly competent and the male participants see themselves highly competent in coping with sexual violence may mean that they only perceive sexual assaults as violence.

In our country, there is limited research on teachers' and prospective teachers' perceptions of self-competence in preventing and coping with violence. A study on school psychological counselors' perceptions of their professional competence in preventing aggression and violence has reported that 40% of the psychological counselors perceived themselves inadequate (Uzbaş, 2009). Particularly the teachers with one to five years of experience perceive themselves less adequate in coping with violence compared to more experienced teachers. In general, although the prospective teachers use ineffective coping methods, they perceive themselves fairly adequate in coping with violence. This leads us to think that the prospective teachers do not have sufficient awareness of the forms of violence they will encounter in the future and how to cope with these forms of violence.

The Prospective Teachers' Estimations of the Forms of Violence They Will Encounter in the Future
The prospective teachers have estimated that all types of violence are most likely to occur among students, and least likely to occur between teachers and students. This finding is supported by various studies showing that physical, verbal and emotional violence mostly occurs among students in Turkish schools (Çinkır & Kepenekçi, 2003; Kapcı, 2004; Mertoğlu, 2008; Pişkin, 2005; Şahan, 2010; Yaman, Vidinlioğlu & Çitemel, 2010). Nevertheless, there are also studies conducted in Turkey revealing physical violence (Gömleksiz, Kilimci, Vural, Melek & Erdal, 2008; Kapıcıoğlu, 2008), emotional violence (Atıcı, 1999), physical and emotional violence (Çiftçi, 2008; Mertoğlu, 2008), physical, verbal and emotional violence (Şahan, 2010), and verbal, emotional and sexual violence (Piskin, Öğülmüş, Çınkır, Ayaş, Babadoğan, Bökeoğlu, Atik & Şahan, 2010) that students perpetrate against teachers. In the country where this study was carried out, violence is mostly perpetuated among students and by teachers against students. The prospective teachers who have unrealistic estimations are probably not aware of the real-life situation, and may not improve themselves adequately to cope with the problems they will encounter in the future.

Limitations of the Study
It is important to define the limitations of this study in order to interpret the results more objectively and pave the way for further studies. Although the study is carried out with the students at education faculties of three universities representing different regions of Turkey, its findings cannot be generalized to cover all teacher candidates in the country. Another limitation of the study is that the data on prospective teachers' reactions to cope with violence, their self-perception of competence to cope with violence and opinions on possible violence incidents in schools were collected on the basis of hypothetical situations. Thus, the reactions they mentioned do not reflect actual behaviors observed in case of violence, but tendencies preferred.

Recommendations
The results of this study provide various recommendations for the prevention of school violence. Teachers assume a considerable responsibility to prevent violence in schools. As teachers are in continuous contact with students, school personnel and students' families, their behaviors constitute a model for all these stakeholders. Teachers are expected to be equipped with effective skills to cope with different forms of violence so that they protect both their own and students' physical and mental health and sustain the state of wellbeing. Kochenderfer-Ladd and Pelletier (2008) state that school violence may be prevented effectively only when teachers are engaged in coherent and decisive interventions. Therefore, it is important to assure personal and social development in addition to academic development of students in teacher-training institutions. In Turkey, teacher-training programs at universities tend to attach more importance to the cognitive development of teacher candidates and disregard personal and social competence. In this respect, we suggest that teacher-training programs incorporate obligatory or elective courses focusing on coping with negative phenomena such as violence, assault or bullying. The programs may also organize seminars and practical trainings to help prospective teachers cope with violence effectively. For further research, we can recommend carrying out longitudinal studies that allow more detailed investigation into the topic and incorporating qualitative data into these studies.

Conclusion
This study, despite its limitations, is a comprehensive research conducted with prospective teachers in order to prevent violence in Turkey. This paper presents the results of this comprehensive research on teacher candidates' choices to cope with violence, perceptions of their self-competence in coping skills and estimations of possible forms of violence they will encounter in the future. Thus, the study is expected to contribute to the prevention of school violence in the country where it was conducted.

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