

Social Exclusion and Tendency to Violence as Predictors of Alienation from School among High School Students in Turkey

Exclusión Social y Tendencia a la Violencia como Predictores de Alienación Escolar entre Estudiantes de Secundaria en Turquía

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DESCRIPTORES:

Tendency to violence
 Social exclusion
 Alienation
 School; Students

RESUMEN:

This study was carried out to explain social exclusion and tendency to violence as predictors of alienation from school among adolescents. The sample of the study consisted of 595 students studying in different high schools. The data were analyzed using descriptive statistics. According to the results obtained, it was determined that the participants' levels of the tendency to violence, social exclusion, and alienation from school were not very high, and the participants were mostly socially distanced. It was determined that students' levels of the tendency to violence had positive and significant effects on "powerlessness," "normlessness," "meaninglessness," and "social isolation" that are the sub-dimensions of alienation from school. Furthermore, it was determined that "Ignorance," one of the sub-dimensions of social exclusion, had positive and significant effects on all sub-dimensions other than the "social isolation" sub-dimension, one of the sub-dimensions of alienation from school, and that ignorance had a negative and significant effect on social isolation. It was determined that "exclusion," one of the sub-dimensions of social exclusion, had positive and significant effects on "powerlessness" and "social isolation," which are among the sub-dimensions of alienation from school, however, it had no significant effects on the sub-dimensions of "normlessness" and "meaninglessness."

KEYWORDS:

Tendencia a la violencia
 Exclusión social
 Alienación
 Escuela
 Estudiantes

ABSTRACT:

Este estudio se realizó para explicar la exclusión social y la tendencia a la violencia como predictores de la alienación escolar entre los adolescentes. La muestra del estudio estuvo conformada por 595 estudiantes que cursan estudios en diferentes escuelas secundarias. Los datos se analizaron mediante estadística descriptiva. De acuerdo con los resultados obtenidos se determinó que los niveles de tendencia a la violencia, la exclusión social y la alienación de la escuela de los participantes no eran muy altos y que los participantes estaban mayoritariamente distanciados socialmente. Se determinó que los niveles de tendencia a la violencia de los estudiantes tuvieron efectos positivos y significativos sobre la "impotencia", la "falta de normas", la "falta de sentido" y el "aislamiento social" que son las subdimensiones de la alienación de la escuela. Además, se determinó que la "ignorancia", una de las subdimensiones de la exclusión social, tuvo efectos positivos y significativos en todas las subdimensiones distintas de la subdimensión de "aislamiento social", una de las subdimensiones de la alienación de escuela, y esa ignorancia tuvo un efecto negativo y significativo sobre el aislamiento social. Se determinó que la "exclusión", una de las subdimensiones de la exclusión social, tuvo efectos positivos y significativos sobre la "impotencia" y el "aislamiento social", que se encuentran entre las subdimensiones de la alienación de la escuela, sin embargo, no tuvo efectos significativos en las subdimensiones de "falta de normas" y "falta de sentido".

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1. Introduction

The concept of alienation is a very important issue that affects all institutions and human relations of today's industrial societies and is involved in scientific research. The individual who feels alienated is a person who has distanced himself from the society in which he/she lives, has become hostile to society and culture, and has rejected his/her society and culture (Tezcan, 1997) because alienation is involved in cultural mismatch and conflict, social roles and role conflict, tensions and contradictions between individual existence and social existence, separation and contradictions occurring in the world of values with respect to mutual cause and effect, and their aspects reflected in social life from economy to politics, and from art to literature are also available (Ertoý, 2013). According to Tezcan (1997), secondary education and higher education are among the areas that are mostly affected by alienation. While rapid changes taking place in today's societies force educational institutions to change, institutions usually fail. It is clear that educational activities, which are not reflected in daily life, will prevent educational institutions from achieving their goals by leading to the formation of negative attitudes towards school among students who constitute their target group (Çağlar, 2012).

Alienation from school, which is a multidisciplinary concept with sociological, psychological and educational dimensions used to understand student behaviors, is defined as the process in which the student withdraws, feels desperate and gets lonely by breaking his/her social ties (Avcı, 2014), as the student's alienation or estrangement from the learning process (Brown et al., 2003), and as the student's lack of commitment to other students, teachers, and even to the environment and structure of the school in general (Warner et al., 1999). It appears that alienation from school has been conceptualized in two dimensions, including negative attitudes towards school staff, other students in the school, and even the school in general, and indifference and nonparticipation in activities and groups in the school (Kulka et al., 1982).

While the concept of alienation and its dimensioning were first put forward by Seeman (1959), it was adapted to the field of education by Newmann (1981) and Mau (1992). Newmann (1981) evaluated alienation from school in four dimensions, including powerlessness, meaninglessness, normlessness, and social isolation.

- **Powerlessness:** According to Oerlemans and Jenkins (1998), the feeling of powerlessness occurs when school rules are created without considering the interests and abilities of the student, and the student is not given the right to prefer. In such a case, the student acknowledges that it will not be beneficial for him/her to complain because he/she is ignored by the school administration and teachers (Brown et al., 2003, p. 228).
- **Meaninglessness:** The student with the feeling of meaninglessness towards the school does not believe that education has an important function and thinks that curricula will be insufficient to prepare him/her for life. These students believe that there is no rational justification for being in school or in the classroom, and even that the school is not related to daily life, society, and problems in the world (Brown et al., 2003).
- **Normlessness:** According to Mau (1992), the sense of school belonging of students who criticize the classification according to their course success gradually weakens, and consequently, they have normlessness. Oerlemans and Jenkins (1998) also indicated that students who cannot establish a connection between themselves and the school, school administration and school rules consider rules as insignificant and unnecessary and that students who prefer to violate these rules experience alienation.
- **Social isolation:** Gierveld (1987) divided social isolation into two: a student's unwillingness to communicate with other students despite being in the classroom, and being physically in a separate place than others. According to Mau (1992), in such a situation, since the student considers the school as a complex, intolerant and disappointing place, he/she prefers to stay at home or be out with friends instead of going to school and is frequently absent from school. He/she rejects everything related to school and course since being successful in school or finishing school no longer makes any sense for him/her (Brown et al., 2003).

Although Finn (1989) stated that alienation from school is observed in the first years of students' education life, it is indicated that sixth and seventh-grade students are at risk of alienation from school (Anderman and Maehr, 1994; Eder, 1995; Fend, 1997). Murdock (1999) also indicated that alienation from school increases during adolescence, and identity seeking, the increasing influence of popular culture on students, and also the tension caused by intensive curriculum and exam-based education system in this period affect especially high school students.

According to Tarquin and Cook (2008), alienation from school results in the student's estrangement from the learning process, other students, teachers, school principal, and school staff or social activities in the school. Students who are alienated from the school have problems in focusing on the course and also feel reluctant to learn, so courses and course contents are now meaningless for them (Şimşek et al., 2015).

Brown and others (2003, pp. 4-5) indicated that students who are alienated from the school consider school as a boring prison, find school responsibilities too high for themselves, and they also do not make efforts to meet the expectations of the school and their families since they consider their own views and thoughts worthless. According to Hascher and Hagenauer (2010), these students feel lonely and disconnected from the rules and standards in the school with the idea that the education they receive at school will not be useful for their future lives. Therefore, alienation from school is not only the sign of drop out but also a process that may bring along many incompatible functions.

According to Hyman and others (2004), students may experience alienation from school at different levels. While some of them experience it at a temporary and mild level, deep resentment, anger, and hostility may develop in others. Some students may also express these feelings by threatening or physically attacking other students, teachers, and school staff. Staples (2000) indicated that alienation from school is not only a factor that negatively affects the quality of life of students, it may also cause students to develop negative attitudes towards school, to consider school unnecessary, to violate the school rules, and to use physical violence against people and things. Brown and others (2003) also stated that school absenteeism, aggression, violence, gang activity, vandalism, and also psychological and emotional problems may occur in students who are alienated from the school.

There are many studies on alienation from school. The studies of (Atnafu, 2012; Gibbs, 2004; Hascher and Hagenauer, 2010; Mau and Yuanshan, 2001; Şimşek and Ataş, 2015; Şimşek and Katıtaş, 2014) can be listed among them.

1.1. Tendency to violence

The World Health Organization (WHO) defines violence as "the use of threat or physical force which may result in injury, death, physical harm, certain developmental disorders or deprivation against oneself, another person, or against a group or community" (Krug et al., 2002, p. 5). It is observed that the incidents of violence that are usually studied as domestic violence have reached worrying levels especially in schools among adolescents in the world and in Turkey (Özgür et al., 2011; Yell and Rozaski, 2000; WHO, 2002). UNICEF's (2018) report indicates that approximately one-third of students aged between 13 and 15 years around the world are exposed to mobbing behaviors such as humiliation, threat, exclusion, and psychological violence. The tendency to violence emerges from individuals' feelings, behaviors, and thoughts about violence. The tendency to violence is not only the use of violence by individuals in any situation, the fact that they think that there are justified reasons for resorting to violence also refers to the tendency to violence.

The studies indicate that tendency to violence may be associated with adolescence depending on developmental characteristics. According to Gordon (1999), adolescents may act reactively, especially in cases of frustration and non-understanding, and therefore, they may tend to be violent against authority figures they perceive hostilely. Çuhadaroğlu (2008) attributed adolescents' sensitivity to provocations to their difficulty in regulating their mood. Cowie (2000) indicated that desire to gain strength and popularity among peers and loneliness had an effect on violence among adolescents and that tendency to violence was more common in male adolescents compared to female adolescents. He stated that there was a relationship between the desire to be respected, loneliness, and dissatisfaction with life during adolescence and tendency to violence. Flannery (1997) stated that the tendency to violence was much more common among adolescents who used anger and violence as a coping method in solving their problems.

According to Weir (2005), the determinants of the tendency to violence are very complex and even confrontational, including individual characteristics, family-related reasons, and social effects. With respect to individual characteristics, low or high self-confidence, the lack of learned skills in conflict resolution, more or fewer financial resources are effective. While family-related reasons (weak parental skills, economic stress, bad behavior patterns) are effective, the low level of social participation, joining gangs, poor school curriculum, media messages showing aggression or egocentrism, and low social security can be listed among the social effects of the tendency to violence.

The factors such as past experiences related to aggression or violent behaviors in individuals, alcohol or substance abuse, gang membership or request for gang membership, prolonged observation of carrying a weapon and threatening others are effective in the emergence of the tendency to violence. Nevertheless, problems in anger control, distancing from friends, feeling isolated or alone, being a victim of bullying, low academic achievement, disciplinary problems and problems with school administration, continuous feeling the threat of being disrespected, and ignoring the rights of others also affect the tendency to violence (American Psychological Association, 2002).

With respect to schools, factors such as a failure in school, absenteeism, drop-out, frequent disciplinary offenses, frequent change of school, low interest in school and being indifferent to school-related activities are considered to be effective in the tendency to violence (Hawkins et al., 2000). Adolescents who cannot get love and attention from their parents and teachers, who are excluded and rejected by their friends, and who feel lonely may be angry with the world and may become prone to violence (Haskan and Yıldırım, 2014).

The incidence or consequences of violence are generally discussed in the studies on violence in Turkey (Özgür et al., 2011). In the studies on violence in schools, it is reported that 34% of the students according to Kılıç (2012), 51.6% of them according to Sohbet and Mermer (2012) and 37.1% of them according to Bebiş and others (2014) witness violence in schools. Sohbet and Mermer (2012) determined that 16.8% of the students were exposed to violence and were afraid to come to school, 18.2% of them were absent from school when exposed to violence, 15.7% of them thought of changing their schools, and the marks of 38.8% of them declined. The study by Bebiş and others (2014) indicated that the rate of exposure to violence in secondary school students was 15.2%.

1.2. Social exclusion (ostracism)

People live in groups in order to meet their basic biological, social, and psychological needs. In the sense that individuals or groups are excluded from the group or society in which they live, social exclusion is defined in different ways. It is defined as being ignored by one or more people and not being included in the group by Williams and Nida (2011: 71), as “the degree of perception that a person is ignored or neglected by others” by Ferris and others (2008, p. 1348), and as “a higher concept which also includes associated meanings such as abandonment, rejection, exclusion, being left out of the scope, disregarding, ignoring, being neglected, omission” by Tutar and others (2018). Williams, (2009). It is stated that social exclusion emerges as an important problem, especially in adolescence during which peer relationships gain great importance. Non-admission to schoolmates, a political formation, a sports club, or to the groups created by peers living in the neighborhood that the adolescent wants to join leads to social exclusion. When exclusion continues, consequences such as alienation, worthlessness, helplessness, and depression may be observed in people who are excluded.

Although exclusion is a situation which is encountered in different dimensions in social life, it causes unwanted situations in educational institutions. Marshall and Calderón (2005) indicated that exclusion in education arises from three main reasons. The first reason is the inequality between individuals, and factors such as low income and ethnicity differences constitute inequality. The second reason is that the conscious and deliberate political attitudes of the states for the interests of some marginal groups make certain sectors or groups advantageous or disadvantageous. The third reason is the inter-regional income inequality that usually affects educational institutions, which undertake the task of fulfilling the educational function of society, in terms of quality and also arouses the feeling of regional exclusion.

In schools, some individuals may be routinely excluded or ignored by peer groups. In many cases, exclusion from social life is neither malicious nor intentional; on the contrary, it may be a consequence of simple

indifference. In particular, children who are shy or have unusual characteristics (unwanted social characteristics) or do not share the interests of other students may be ignored in schools. However, there are also cases when children are intentionally excluded from social activities (Leary et al., 2003). Pehlivan and Acar (2009) indicated that inequalities in society, poverty, and factors such as inability to benefit from basic services put children at risk, interrupt learning, and lead to exclusion in education. According to Barro and Xala-i-Martin (1995), the competitive environment created by schools that have the strongest influence on the development of individuals among students intentionally or unconsciously causes the education environment to become the main source of exclusion. In general, students who are socially rejected are individuals who have no friends in the classroom, are disliked by many of their peers, and experience alienation (Asher and Wheeler, 1985).

Some of the negative effects of social exclusion on students in the studies carried out are presented below. It threatens the meaningfulness of belonging, self-confidence, control, and existence, decreases the class participation of children (Buhs et al., 2006), increases bullying behaviors, has a positive relationship between social exclusion and aggression and social alienation (Çelikkaleli and Tümtaş, 2017), and leads to separation of students, who are consistently excluded, from the education system (Hallam and Castle, 2000).

When the literature on exclusion was reviewed, it was observed that the studies were generally carried out on social exclusion (Marshall and Calderón, 2005). It appears that there is a limited number of studies on social exclusion related to students in the field of education (Çeliköz and Türkan, 2017; Çelikkaleli and Tümtaş, 2017; Genç et al., 2015; Ogurlu, 2015; Pehlivan and Acar, 2009).

When the general literature on the subject was reviewed, no study in which social exclusion, the tendency to violence, and alienation among high school students were discussed together was found. Revealing the effects of the tendency to violence and social exclusion on alienation from school will contribute to the models proposed to explain alienation from school. Furthermore, it will enable experts working in the field of education to interpret the behaviors that students with social exclusion and tendency to violence will exhibit depending on their alienation from school and to gain a different point of view in their approaches.

For this purpose, in the study, an answer to the question “Do the relationships between the tendency to violence and social exclusion have a significant effect on predicting alienation from school among high school students?” was sought.

The aim of this study was to investigate the effect of the tendency to violence and social exclusion on alienation from school among high school students.

2. Method

Methodology design

This study investigating the relationships between the tendency to violence and social exclusion and alienation from school among high school students was designed in the relational screening model. In this context, Structural Equation Modeling (SEM), which is a frequently used data analysis method in relational studies since it allows for the simultaneous analysis of predictive relationships between variables, was used to explain the predictive relationships between the variables (Fraenkel et al., 2012).

Population and sample

The population of the study consisted of 1807 students studying in 6 public high schools located in Dargeçit district of Mardin Province in the 2017-2018 academic year. A clear number of sample size is not generally mentioned in SEM analysis. A number of samples between 200-400 was used in most of the studies carried out. In SEM, the number of samples should be at least 200, so that analyses can be performed with the lowest measurement error (Kline, 2011). In this context, it was observed that the number of samples used was sufficient to perform the analyses. 595 students representing approximately 39% of the population were randomly selected on a volunteer basis. The research was carried out with 5% level of significance. The sample size is enough for analysis based on 5% level of significance (Meydan and Şeşen, 2015). Demographic data of the participants are presented in Table 1.

Table 1
Characteristics of the study population.

		N	%			N	%
Gender	Female	292	49.1	Number of siblings	No sibling	9	1.5
	Male	303	50.9		1 sibling	5	0.8
	Total	595	100		2 siblings	7	1.2
Age	15 and below	267	44.9	3 siblings	25	4.2	
	16	133	22.4	4 and more	549	92.3	
	17	129	21.7	Total	595	100	
	18 and above	66	11.1	Income	Low income	80	13.4
	Total	595	100		Lower middle income	121	20.3
Grade	9 th grade	284	47.7		Middle income	362	60.8
	10 th grade	110	18.5		Upper middle income	32	5.4
	11 th grade	117	19.7		Total	595	100
	12 th grade	84	14.1	Success in School	Very successful	49	8.2
	Total	595	100		I am considered successful	105	17.6
School	IVHS	162	27.2		Moderately successful	356	59.8
	VSG	95	16		I am not considered successful	74	12.4
	IHHS	151	25.4		I am very unsuccessful	11	1.8
	AHS	187	31.4		Total	595	100
	Total	595	100				

It was observed that 49.1% of the students participating in the study were female, 50.9% of them were male, approximately 70% of them were under the age of 16 years, and 66% of them were 9th and 10th-grade students. Approximately 93% of the participating students had at least 4 siblings. 14.2% of the students identified themselves as unsuccessful. It was determined that the families of approximately 60% of the participating students had a middle-income level.

Data collection tools

The data of the study were obtained by the “Personal Information Form,” “Violence Tendency Scale,” “Social Exclusion Scale,” and “School Alienation Scale”.

Violence Tendency Scale (VTS): The scale consisting of 20 items was arranged as a 4-point Likert-type scale. While a high score obtained from the scale indicates that the student has a high tendency to violence, a low score indicates a low tendency to violence. In the total score evaluation, aggression tendency is evaluated as “very little” 1-20 points, “little” 21-40 points, “much” 41-60 points, and “too much” 61-80 points. According to the Confirmatory Factor Analysis (CFA) results, goodness of fit indices was found as χ^2 / df : 4.660; GFI: 0.926; AGFI: 0.887; CFI: 0.905 and RMSEA: 0.089. These values show that the scale is sufficiently fit. Cronbach Alpha value was determined as .78.

Social Exclusion Scale (SES): This scale developed by Gilman et al. (2013) was adapted to Turkish by Akin et al. (2015). The SES consisted of two sub-dimensions, including Ignorance and Exclusion, and 11 items. Cronbach’s alpha internal consistency reliability coefficient of the SES was obtained to be .89 for the whole scale. The item-total test correlations of the scale ranged from .51 to .70. The total score is obtained from the measurement tool, and a high score indicates increased social exclusion. The construct validity

of the scale was tested in university students, and as a result of the CFA performed, a structure similar to the structure obtained by Akin et al. (2015) was obtained ($\chi^2 / df = 4.87$, RMSEA = .08, NFI = .93, IFI = .94, RFI = .91, CFI = .94, GFI = .93 and SRMR = .030).

School Alienation Scale (SAS): This scale, which was prepared by Şimşek and others (2015) to measure high school students' perception of alienation from school, consisted of 19 items and was a five-point Likert-type scale. The lowest and highest scores to be obtained from the scale are 19 and 95, respectively. High scores obtained from the scale indicate that high school students' perceptions of alienation from school are high (Şimşek et al., 2015). Cronbach Alpha value was found as .82. Cronbach's alpha internal consistency coefficients obtained for the reliability of the SAS indicated that Powerlessness (6 items, $r = 0.80$), Normlessness (6 items, $r = 0.76$), Meaninglessness (3 items, $r = 0.78$), Social Isolation (4 items, $r = 0.66$) and SAS (19 items, $r = 0.86$) scale had high reliability. In this study, Cronbach's alpha reliability coefficient was found to be .82. As a result of the CFA, 1 item was removed from the scale and the results of the fit indices χ^2 / df : 4.240; GFI: 0.891; AGFI: 0.841; CFI: 0.901 and RMSEA: 0.0859. These fit index values show that the scale is fit very well (Meydan and Şeşen, 2015).

Composite reliability (CR) and convergent validity (CV) were determined for the model. CR and CV were provided. All information about CR, AVE and MSV is given Table 2.

Table 2
Reliability and validity measures for the model

	CR	AVE	MSV
Violence Tendency Scale	0.78	0.53	0.48
Social Exclusion Scale	0.89	0.52	0.49
School Alienation Scale	0.82	0.66	0.41

Note. CR = Composite Reliability, AVE = Average Variance Extracted, MSV = Maximum Shared Variance.

3. Findings

In the study, the "Social Exclusion," "Violence Tendency," and "School Alienation" scales were used as data collection tools. Among these scales, Social Exclusion had two sub-dimensions called "Ignorance" and "Exclusion," and School Alienation has four sub-dimensions called "Powerlessness," "Normlessness," "Meaninglessness," and "Social Isolation." The data on the arithmetic mean and standard deviation results of these scales used in the study are presented in Table 3.

Table 3
Arithmetic mean and standard deviation results of the scales used in the study

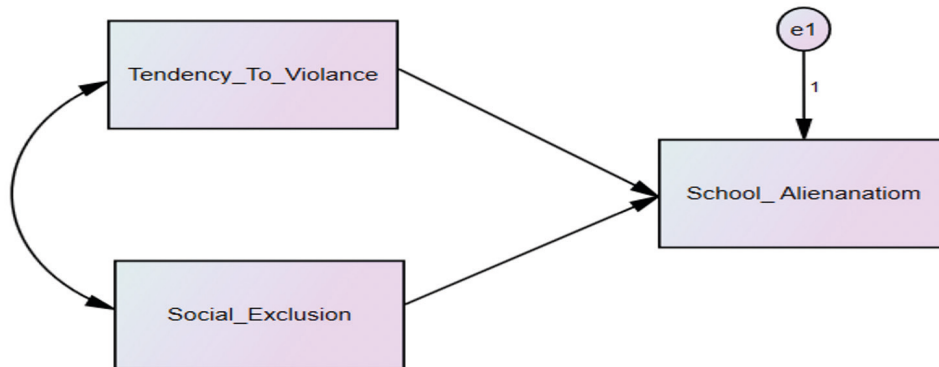
	Arithmetic mean	Standard deviation
Tendency to Violence	2.20	0.53
Social Exclusion	2.27	0.60
Ignorance	1.51	0.75
Exclusion	3.03	1.08
School Alienation	2.51	0.66
Powerlessness	2.61	1.13
Normlessness	1.97	0.93
Meaninglessness	2.04	1.07
Social Isolation	3.40	1.02

Note. N = 595.

In Table 3, it was observed that students' levels of the tendency to violence, social exclusion, and alienation from school were not high. Furthermore, students had the highest level of alienation from school in the social isolation dimension while they had the lowest level of alienation from school in the normlessness dimension.

The main analysis was created to determine the relationships between students' levels of the tendency to violence, social exclusion, and alienation from school (Figure 1).

Figure 1
Structural model of the main model



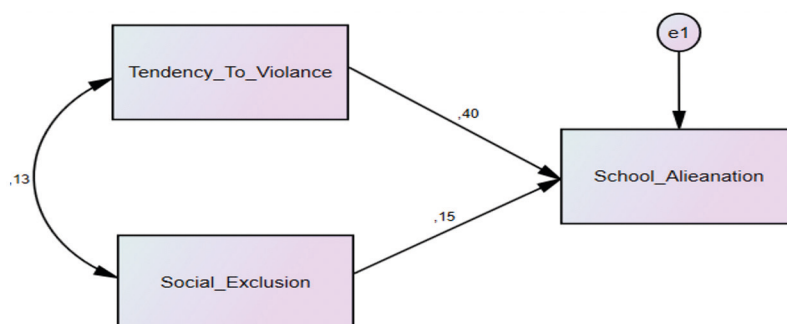
The coefficients, relations, significance values related to the structural model of the main analysis are presented in Table 4.

Table 4
Relations and coefficients related to the structural model

			Est.	Std. Est.	Std. Error	C.R.	p	R2
School Alienation	<---	Tendency to Violence	,496	,401	,046	10.811	***	0.20
School Alienation	<---	Social Exclusion	,160	,145	,041	3.917	***	

As a result of the analysis performed, it was determined that students' levels of the tendency to violence and social exclusion had positive and significant effects on their levels of alienation from school ($p < 0.01$) (Figure 2).

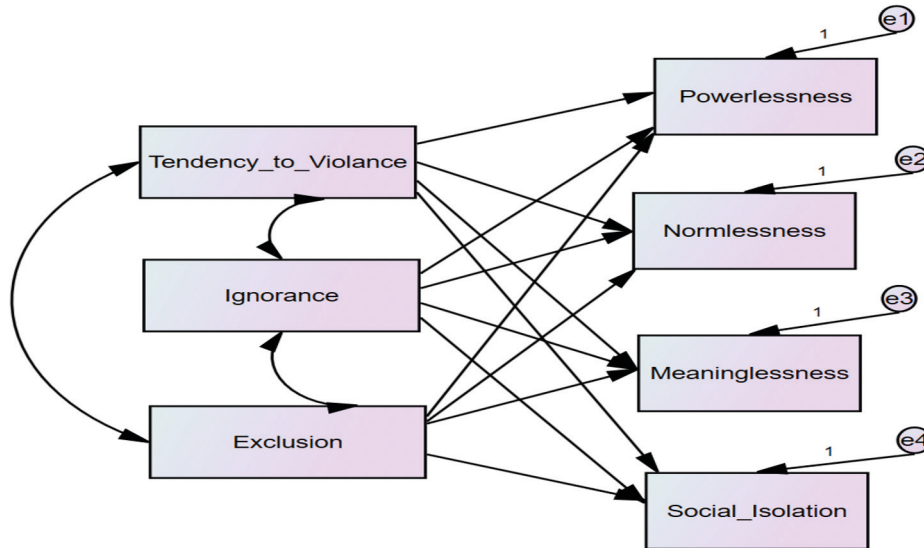
Figure 2
Structural models for the study



3.1. Testing of Sub-Dimensions

After analysing the main model, the analyses were done to determine the relationships between the sub-dimensions of the scales used in the model (Figure 3).

Figure 3
Structural model of sub-dimensions



As a result of the first analysis performed, it was observed that the goodness-of-fit indices, χ^2/df : 4.320; GFI: 0.909; AGFI: 0.876; CFI: 0.906 and RMSEA: 0.085 were within the acceptable limits (Meydan and Şeşen, 2015). All relations, coefficients, and significance values of the model are presented in Table 5.

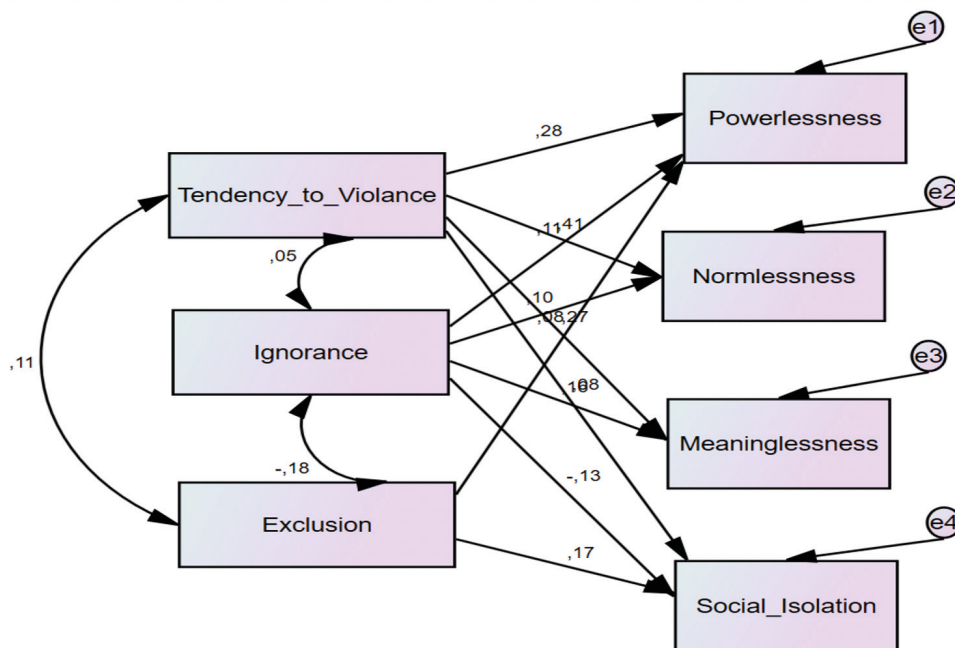
Table 5
Relations and coefficients related to the structural model of the sub-hypotheses

			Est.	Std. Est.	Std. Error	C.R.	p
Powerlessness	<---	Tendency to Violence	0.600	0.285	0.082	7.273	***
Normlessness	<---	Tendency to Violence	0.713	0.410	0.065	10.960	***
Meaninglessness	<---	Tendency to Violence	0.520	0.261	0.078	6.651	***
Social Isolation	<---	Tendency to Violence	0.189	0.099	0.077	2.465	**
Powerlessness	<---	Ignorance	0.172	0.115	0.059	2.903	***
Normlessness	<---	Ignorance	0.125	0.100	0.047	2.659	***
Meaninglessness	<---	Ignorance	0.238	0.167	0.056	4.224	***
Social Isolation	<---	Ignorance	-0.219	-0.162	0.055	4.007	***
Powerlessness	<---	Social Exclusion	0.083	0.080	0.041	2.002	**
Normlessness,	<---	Social Exclusion	0.013	0.015	0.033	0.402	0.68
Meaninglessness	<---	Social Exclusion	0.053	0.054	0.039	1.355	0.17
Social Isolation	<---	Social Exclusion	0.156	0.166	0.038	4.072	***

Note. *** p < .01 ** p < .05.

As a result of the analysis performed, it was observed that students' levels of the tendency to violence had positive and significant effects on "powerlessness," "normlessness," "meaninglessness," and "social isolation" that are the sub-dimensions of alienation from school ($p < 0.05$). It was determined that "Ignorance," one of the sub-dimensions of social exclusion, had positive and significant effects on all sub-dimensions other than the "social isolation" sub-dimension, one of the sub-dimensions of alienation from school ($p < 0.01$). It was observed that "Exclusion," one of the sub-dimensions of social exclusion, had positive and significant effects ($p < 0.05$) on "Powerlessness" and "Social Isolation" that are among the sub-dimensions of alienation from school; however, it had no significant effects on the sub-dimensions of "Normlessness" and "Meaninglessness" (Figure 4).

Figure 4
Structural models and values of the dimensions



4. Discussion

Results indicating that the relationships between the tendency to violence and social exclusion and alienation from school were statistically significant were obtained in this study.

As a result of the study, students' levels of the tendency to violence have a positive and significant effect on their levels of alienation from school were confirmed. Accordingly, high school students' levels of the tendency to violence had positive and significant effects on "powerlessness," "normlessness," "meaninglessness," and "social isolation" that are the sub-dimensions of alienation from school. When these results were compared with the studies investigating the relationship between the tendency to violence and alienation from school, it was observed that the results supported each other. Yüksek and Solakoğlu (2016) stated that with increasing level of alienation to school, adolescents' tendency to exhibit physical violence against others also increases. Şimşek and Katıtaş (2014) determined that students who used violence against one of their schoolmates once or several times had more powerlessness, normlessness, social isolation and powerlessness and alienation in general, compared to students who never used violence. Furthermore, they determined that students who used violence against their friends once in the general alienation dimension were less alienated compared to those who used violence several times. Gibbs (2004) determined that students who exhibited violent behaviors in the school were students who were exposed to domestic violence and who were in the groups in which negative behaviors were common and that those students had high levels of alienation from school. Thomas and Smith (2004) stated that the students exhibiting act of violence at school experience alienation and their school commitment is relatively less. Similarly, Çeçen (2006) contends that when students' anger level increases, they

experience a higher level of alienation to school and they are more prone to demonstrate problematic behaviors such as aggression. Another reason for individuals' tendency to violence and their perception of being excluded may be the perception of alienation from the society or community in which they live (Newcomb et al., 1993). Şimşek and others (2015) stated that powerlessness was the most important predictor of alienation from school.

As a result of the study, students' levels of social exclusion have a positive and significant effect on their levels of alienation from school were confirmed. As a result of the study, it was determined that "Ignorance," one of the sub-dimensions of social exclusion, had positive and significant effects on all sub-dimensions other than the "social isolation" sub-dimension, one of the sub-dimensions of alienation from school, and that ignorance had a negative and significant effect on social isolation. The results of the studies indicating that socially excluded students' perceptions of alienation and tendencies to violence increase support the results of this study (Ataş and Ayık, 2013; Atik, 2016; Çelikkaleli and Tümtaş, 2017).

As a result of the study, a negative and significant relationship was found between Social Isolation, one of the sub-dimensions of alienation, and Ignorance, one of the sub-dimensions of Social Exclusion. The factors such as non-belonging, feeling unsafe, inability to meet needs, non-sharing, loneliness, and social alienation arise in adolescents who have social isolation because they are ignored (Mercan, 2016; Williams and Nida, 2011). Therefore, adolescents make efforts to be included in the group from which they are excluded in order to meet these needs. According to Williams (2007), people who experience social exclusion can be expected to react in two ways. They may either try to be better, polite, and respectable, or they may do negative things in their environment. There are studies supporting the results of this study. In their study, Molden and others (2009) determined that the type of exclusion plays a role in regulating the behaviors following exclusion, and that exclusion in the form of rejection would lead to the avoidance of social relations by causing the feeling of being lost, while exclusion in the form of being overlooked/ignored would lead to behaviors aimed at making oneself accepted. In the study by Williams and Sommer (1997), women who were excluded by the group were more involved in group activities and made more efforts in group tasks following the exclusion. Maner and others (2007) showed that excluded participants tried to establish new ties with others, their desire to make new friends was high, and they preferred to work with others rather than working alone. Williams et al. (2000) observed that excluded participants later tended to comply more with group judgments. The studies conducted by Robinson, O'Reilly and Wang (2013) also revealed that excluded individuals worked harder and made an effort to adapt to the organization with an effort to be included in the group again.

The studies indicated that those who experienced social exclusion were then motivated and gave reactions at various levels to rejoin the group from which they were excluded and to meet their needs (Kerr et al., 2009; Lakin et al., 2008; Maier-Riguad et al., 2010; Maner et al., 2007; Over and Carpenter, 2009). According to the social reconnection hypothesis proposed by Baumeister and Leary (1995), the aim of reconnecting with the group or getting new group memberships constitutes the basis of positive social behaviors caused by exclusion. The fact that adolescents try to reconnect with the groups and people from whom they have been excluded, help them, collaborate with those people and comply with the norms and decisions of the group, and increased altruistic behaviors can be given as examples of positive social behaviors caused by exclusion. It can be said that all these behaviors developed as a result of the fact that adolescents' motivation to reestablish social bonds became stronger depending on the fact that the need to belong was threatened.

As a result of the study, it was determined that "Exclusion," one of the sub-dimensions of "Social Exclusion," had positive and significant effects on "Powerlessness" and "Social Isolation" that are among the sub-dimensions of alienation from school; however, it had no significant effects on the sub-dimensions of "Normlessness" and "Meaninglessness." In the studies carried out, it was observed that students had higher levels of alienation in the meaninglessness and normlessness sub-dimensions, due to heavy course load caused by competition and exam-based education system, non-participation in social activities, the lack of communication with teachers and friends, and the negative behaviors of administrators and teachers (Dağ, 2016).

As a result of the study, it was determined that students' levels of social exclusion had a positive and significant effect on their tendency to violence. In the study on school attacks in the United States carried out by Leary et al. (2003), it was revealed that almost all perpetrators of the incidents were either rejected

by their peers or subjected to the violence of their peers. Studies indicate that adolescents who are excluded by their friends and who cannot develop friend relationships tend to be violent (Baumeister and Leary, 1995; Leary et al., 2006; Maner et al., 2007; Newcomb et al., 1993; Sebastian et al., 2010; Thomas and Smith, 2004; Wike and Fraser, 2009; Williams, 2007; Zadro et al., 2004). It can be said that adolescents who cannot achieve the economic and social opportunities they want in the school environment and among their friends and consequently experience social exclusion show tendency to violence in order to solve their problems.

It can be stated that there is a need for some practices to remove social exclusion and tendency to violence, which cause alienation from school, from the education environment. Some practices such as exhibiting a moderate attitude rather than a strict attitude regarding the rules and regulations in the school, conducting education and training activities in the school in a fun and student-centered manner, including students in decision-making processes in the school, increasing social activities in the school, supporting students to solve their problems related to education and daily life, transforming the regulations related to examination systems into a more flexible structure, and directing individuals to the right schools by knowing them better can be performed to decrease students' alienation from school.

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