Chapter 4
Stress and Violence in the Academic Space: Research, Phenomenology, Factors, Solutions

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ABSTRACT

The study deals with the diversity of the values of the connections that appear between stress and violence in the academic social environment in the context of the research in the field, of the specialized literature, of the psychological and pedagogical semantics and pragmatics. The configuration of the study is a multiple one: definitions and terminological connections, authorities that have roles in the psycho-academic counseling, factors, contexts and risk situations with stress generative potential, behavior with violent potential. It has been identified and examined a rich set of group or psycho individual social, institutional factors, such as group conflicts, asymmetrical interrelationships, motivations of risk, explanatory mechanisms, and situations with reductive, tense release potential. The model of the approach is also defined by methodological-empirical explorations, syntheses, and statistical results which are useful for the community of the university actors. The study ends with proposals and suggestions of analysis and psycho-socio/ pedagogical intervention.

INTRODUCTION

Violence and Education: General Approach

Without exaggeration, especially in recent times, violence has been one of the most frequent words among many others which are present on the social agenda and in the public speeches, being a topic of interest...
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for institutions and different groups, the topic of dialogue between countries and political communities, between parties and social forces, as well as in the educational social environment.

We almost always encounter direct and indirect forms of violence, generally with obvious consequences, which affect our personality, the quality of our life, the aspiration for wellbeing.

We ask ourselves: “Is it possible that today socialization could also happen in violence, through violence, for violence?” Our opinions are based on our own experience, on data from many reports, on the open communication with large groups of professors and students from different universities, on empirical research regarding the young people’s opinion about violence. There are also other questions: to what extent are young people aware of and involved in stopping this scourge, especially taking into account the fact that we face today a continuous fight between governments and the groups that promote terrorism, a continuous dialogue with the purpose of diminishing the rate of impact between social and political on the one hand, between human and community on the other hand.

Let's honestly admit that there are perceptible conflicts between school personnel, between some parents and their children, and that there are frequent attacks against the issue of violence through lie, against hiding the knowledge of the truth.

Violence is present in the inner structures of some social groups assumed warlike concerns. Sometimes today we encounter a perverse violence, yet more hidden, of technology sometimes against humans or against another technological aspect (hardware or software). In synthesis, there is a social violence against humans, against satisfying the children's right to education. It is frequently noticed the non-formal existence of another opinion, of another belief regarding values, regarding different and differentiated statements about the daily life.

In a recent article, “The Recoil of Violence, the journalist A. N. Popescu (2016) wrote: “One of the most visible ordinary manifestations of the contemporary society, which is in a permanent extension and ascension, is aggression driven to physical, verbal, psychical or any other kind of violence. Violence breeds violence.”

Associated moods and examined effects in the space of the interpersonal violence that have been pointed out in the specialized literature take different shapes, which are sometimes difficult to identify: cynicism, fury, beating, major aggression. The symptomatic consequences are: depression, risk of abuse, neglecting health disorders, effect of stress, fear and motivated apprehension, trauma and so on. All these appear and may be encountered no matter the age, ethnicity, gender, cultural status or the universe of the socio-behavioral values of the young student. Some of them are defined as being with or without answer, but they require protection or a pedagogical, psychological or psychiatric treatment.

At the level of external causes, especially regarding the social environment, which breed violence there are identified as being associated some which result from derivation from marginalization, socio-cultural disadvantage, unequal level of access to education and chance to quality education, fast socio-economic changes (e.g. unemployment), high level of stress in their own family or in their family of origin, difficulties in the university social environment, students' difficulties at their workplace, gender discrimination, marginalization, social exclusion, consumption risk, unordered, unhealthy lifestyle and so on.

The watchword that we utter without any hesitation is simple: “Nonviolence! Nonviolence! Zero tolerance for violence!, no matter where it happens: at home, at school, in students’ campus and hostels, on the street, in community, on sports arenas, in virtual messages, on theatres’ stages, in lyrics, in media, in video games, in social-democratic events, geopolitical events, all of them with many tense aspects, accompanied by conflicts, local confronting, etc.”
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