



ORIGINAL CONTRIBUTION

Analysis and Preventive Measures of Violent Acts: A Case Study of Secondary Schools of Punjab

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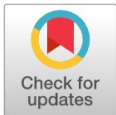
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Abstract— This research aimed to investigate the violent acts by female students at the secondary school level along with the preventive measures to eradicate that violence. A self-constructed questionnaire was designed to look into the study problem. For this purpose, 822 female school teachers (SSTs) were selected as the target population working in 46 public sector schools of Lodhran District, Punjab, Pakistan. The simple random sampling technique was adopted for 110 secondary school teachers. So the average response rate was 89%. Frequency counts, percentages and mean scores were used to derive the results. The study results show that female students were found involved doing smacking carriers, rebuking, nibbling and raging. As far as the preventive strategies were concerned, most of the teachers adopted precautionary measures to mend the aggressive behavior of the female students, like a warning, moral lessons and sharing information to the parents in parent-teacher meetings (PTMs) to handle the situation.

Index Terms— Violent Acts, Secondary School, Preventive Measures, Female Teachers, Situation Handling

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Introduction

Education is a process that helps an individual to grow. Even before a child enters school, this process carries on. As with other basic needs of an individual, education is also a basic need. In every nation's life, it plays a vital role. Adolescents are being trained by it. It gives awareness to them to solve the social issues with the given skills. The progress of a country depends on the change that the process of education has brought. Every nation has these educated adolescents as its backbone. It's necessary to provide a conducive environment in order to get a peaceful process of education. A person can grow in a violence-free environment. The poor management is creating many problems in the school premises. Violence is one of these problems out of many problems. "This has been imagined as a cause of many issues regarding aggression prevailed in the school environment which in turn stops the process of learning and spoils the environment of the school as well" (Furlong & Morrison, 2000). Furlong and Morrison (2000) both were trying to point out the results of violence in schools. Such an attitude has impacted individual and group health and development. In the way of receiving education, violence is being considered as a great hindrance. There are various types of violent acts like physical violence, including choking, injuring, knocking down, ragging, abusing, stealing, punching, pushing, grabbing ears, expectorating at each other, hitting, tying up, hair stretching etc. (Gorton, Alston, & Snowden, 2006; Levesque, Johnson, & Prochaska, 2017; Levesque, Johnson, Welch, Prochaska, & Paiva, 2016). In psychological violence, students misbehave with other students, which causes psychological problems to them. It belongs to the emotional torture of

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the weaker student by a strong, powerful and aggressive student. Although this kind of torture is not visible, as does physical torture, but it affects deep down inside a sufferer. It may be because of some maltreatment in the past. The students who were exposed to some ill-treatment in their childhood may become society threats (McFarlane et al., 2017). It affects the psychological development of a child. So if these types of students are neglected by society, teachers and parents, they become shy towards society, and their aggression gets too high. Also, they get separated from their age fellows and are fearful of expressing their feelings before anyone. Bullying is another type of physical and psychological violent act. As man is considered a social animal, and everyone wants to have others' attention. It's the duty of every concerned person not to reject any of the students in any case. At least they should have listened fairly without any biased opinion. No favoritism should be on the teachers and parental side because it can cause serious psychological issues, which may result in violence. Sometimes stronger and powerful students do this to weaker ones.

The rationale of the study

The principal author had been teaching at the school level. The second co-author is the class teacher of the 9th class. Both researchers have observed violent acts like shouting loudly, hair stretching and pinching in their classrooms, and they have to deal with many problems as mentioned above on a daily basis. So researchers decided to study the cause and effect of such behavior and also want to know how to decrease occurrences of such behavior? Little research has been done in the area of violence of female students in (Ali & Zubair, 2011; Rahman, Iftikhar, Kim, & Enright, 2018). No such study was conducted, especially at the secondary school level of female students in Pakistan.

Objectives of the study

The main objectives of the proposed study were as: 1. To identify various kinds of violent action being observed by the secondary school teachers. 2. To find out the precautionary measures pertained by secondary school teachers to reduce violence in action. 3. To discover the reasons behind violent acts as viewed by secondary school teachers 4. To compare the responses of urban and rural areas school teachers regarding violent acts and their preventive strategies.

Research questions

Following the research, questions were formed by keeping in view the objectives of the research. 1. What types of violent acts of students are observed and dealt with by secondary school teachers? 2. What are the most occurring violent acts observed by the secondary school teachers? 3. What are the strategies adopted by secondary school teachers to stop violent acts of their students? 4. What is the difference of responses of urban and rural areas school teachers regarding violent acts and their preventive strategies?

Review of Literature

The progress of the country largely depends on the change that has been brought by the process of education. The education of kinder is also important, but the education of youth is much important because every nation has these educated adolescents as its backbone. It's necessary to provide a conducive environment in order to get a peaceful process of education. Child peer violence is a global problem and seriously impacts health and education (Brennan, 2003; Gelles, 1978; Karmaliani et al., 2017). It may be caused by this imbalance of power shown by the students who bully the weaker students. The teachers observe that female students use these bullying acts more than boys. Lack of attention from the teachers and parents is another cause of violence in students' behavior (Caspi et al., 2002; Musharraf & Anis-ul Haque, 2018). Teachers are the spiritual parents of the students, so it's their responsibility to deal with them like parents as parents are not biased with their children, so do the same by teachers. If teachers give five minutes to that problematic student and listen to them carefully, it can help them save from future violent behavior of the students. Sometimes students do all these violent actions in order to take attention of their teachers (McFarlane et al., 2017). Sometimes they show bad results in exams, and as a result, they have to face criticism from the teachers and fellow students, which can also cause violent behavior (Bandzeladze & Arutiunov, 2020; Murshid, 2017). They need to pay more concentration and focus to their teachers, but unfortunately, these kinds of students are dealt with ignorance instead of politeness by their teachers concerned and fellows as well. In case if they fail to pass the class, they have to repeat the same class, they face bitter criticism by the teachers, fellows and society as well (Karmaliani et al., 2017).

Another cause of violence in action is the lack of facilities in the classroom. If there were no proper furniture available in the classroom, it would fail to fulfill the spatial factor of settings. Especially in Pakistan, such is the problem in primary and secondary schools of rural areas. Even board does not properly exist and used by the teachers. Oral work is being done in the class, and students remain passive during their lessons. No activity has been done on the students' part, and even teachers do not take pains in that concern (Gibb & Abela, 2008; Torres-Rueda et al., 2020). Audiovisual aids are not even available in the schools, and even if they are available, they are not used

by the teachers. The old method of Grammar translation method is being used in the class. No new strategies are used by the teachers. Overcrowded classrooms may also be a reason for violence among the students. The teaching-learning process is directly affected by this factor as the size of the classroom is small, and students are more in number. If the classrooms are crowded, the discipline, unrest and violence among the students increase. That's why the process of learning and focusing on studies is affected. Also, it increases the agitation among the students. If an ideal number of students is concerned, then there should be 25 to 30 students in the class (Eisenbraun, 2007; Musharraf & Anis-ul Haque, 2018). Some of the rural area schools do not have proper classrooms. In this regard, the teacher has to take the class outdoors. In case no concentration and focus on the studies remained constant by the students, and as a result, they indulge in violent actions. Start teasing each other. Complaints against each other start, and frustrated teachers start punishing them, which becomes the major reason for violence in action. Memon et al. (2007) is of the view Load shedding is another giant cause of hurdling the education process. It also becomes a major cause of violent acts in students because in the scorching summers of Pakistan, without any facility and having load shedding, students get frustrated and become violent. If there were no facility for other power systems in schools, students would have to sit in small rooms all day long. Their mind would get diverted, and they would start agitating, which caused restlessness.

All these verbal and non-verbal violent acts are caused by certain factors which include, environmental impact, being bullied by others, lack of attention from the teachers, psychological problems and negligence of parents (Shariff, 2008). School violence causes anti-social activities and aggressive behavior of the students, which in turn disturbs the whole atmosphere of the school. Also, it disturbs the social relations of students among their fellows and teachers. As violent acts by school students are common all over the world. So to eradicate such problems, teachers, parents, school administration should work in collaboration because it affects the academic procedure and sometimes stops it. Students get disturbed and feel frightened. Their character building also suffers. Noaks and Noaks (2000) and Sugai and Horner (2002) explained "violence as the preplanned use of physical power and force that would be resulted in physical, mental and psychological harm." This definition explained that preplanned use of physical power or force against an individual or a group could cause more harm than unintentional acts like road accidents. It also explains that the result of this kind of relationship becomes threatening others which in turn causes mental and psychological damage (Leary, Kowalski, Smith, & Phillips, 2003; Murshid, 2017; Ybarra, Mitchell, Wolak, & Finkelhor, 2006). This threatened behavior can be managed by the teachers in the classroom. The aim of this classroom management is to avoid such situations and increase the students' engagement academically (Evertson, Weinstein, et al., 2006; Rahman et al., 2018). It also enhances the skills to improve education quality in the classroom. It creates a strong bonding between teachers and students. It depends on how the teacher communicates with the pupil. It's obvious that if a teacher manages his/her class in a good manner, the process of education develops speedily as teacher's role is considered the most pivotal in classroom management (Sakai & Kikuchi, 2009). So they are considered as the managers of the classroom. So if the class manages in a good enough then the quality of education must be good in turn. It depends on how a teacher manages his/her classroom regarding activities and objectives which are too carried out while in the classroom. It also depends on how the teacher communicates in the classroom environment to the students; if his/her way of teaching is manageable regarding studies and other activities, then pupils would have a responsive behavior.

Research Methodology

The detail of the research procedure is presented below.

Population

The population of this study was constituted by all the female secondary school teachers of 46 girls schools of District Lodhran. 822 were the total number of female secondary school teachers from the public sector from District Lodhran.

Sampling

To make the sample representative of the whole population, the sample of 123 secondary school teachers [15% of the entire population] were taken in the study by using convenient sampling techniques.

Statistical analysis

In order to discover the violent action of the students and precautionary steps by the teachers, a questionnaire was made. Precautionary steps measures were recorded for each violent action. The questions were made at three levels, as Often, Sometimes & Never (with scoring 3, 2, 1 respectively), and the variable for adaptability of preventive measures were comprised of Yes, No options, where the scoring of 1 for Yes and 2 for No options were assigned. In order to find out the violent acts of students and the preventive measures taken by their teachers, Arithmetic means, percentage, standard deviation and t-test, were computed. Help was taken from formulas and functions of MS-Excel and SPSS software (version 19).

Results

Summary of the Violent Acts of Students, reported by Teachers To conclude this, the below gist shows violent actions done by the students, which are observed by their respective teachers. The table content below displays the whole violent actions of the students with mean and standard deviation values.

Table I
Violent Acts of Students, Reported by Teacher

Violent Actions	Std. Deviation	Mean
Knocking down	.453	2.18
Rebuking	.692	2.21
Fighting	.574	2.32
Purloining	.566	2.35
Having Knife	.684	1.81
Nipping pencils	.440	2.16
Dangerous narcotics in carriers	.592	1.92
Antagonistic attitude	.520	2.36
Nipping one another	.547	2.34
Smacking books	.510	2.40
Hurling ink	.427	2.24
Smacking Shoulders	.440	2.16
Shoving out	.486	2.37
Grabbing Ear	.603	2.20
Hair stretching	.494	2.06
Gashing Nerve / Vein	.622	1.87
Weeping	.523	2.32
Yelling	.519	2.46
Hitting on Back	.553	2.46
Raging	.514	2.58
Nibbling	.587	1.80
Smacking with hand carriers	.425	2.15
Expectorating on each other	.542	1.98
Hurling items	.516	2.44
Ripping up sheets	.448	2.24
Hitting	.566	2.25
Teased through face making	.536	2.45

The gist of violent actions of students that were noticed by their teachers of District Lodhran has been taken (as a sample) as displayed in table I. The computed Mean value of the whole violent actions ranged from 1.80 to 2.58 that associated with nibbling & raging in this respect. In this regard, the standard deviation on the whole violent actions ranged from 0.425 to 0.692 that associated with smacking hand carriers and rebuking. To sum up most of the violent acts by the female students, it was observed that most females were involved in raging, yelling, hitting on back, and teasing by making faces, hurling articles and smacking books as the order of mean score high towards these violent acts. While, the tendency of females towards involves them in expectorating at each other, having dangerous narcotics in their carriers, gashing their nerves, having a knife in bags, or nibbling was too low.

Test of significance (t-Test) for area wise analysis (urban vs. rural)

In order to take out the differences between application and precautionary measures to control such behavior by the violent students, teachers of the secondary school of Lodhran used a t-test to compute analysis of the comparison of urban and rural area teachers. In this regard, the result of this computation of t-test and mean difference of urban vs. rural area schools are given below:

Table II
Independent Sample T-Test on Urban Vs. Rural Area

	Area	N	Mean	Std. Deviation	T	Df	Sig. 2-tailed (p)
Score	Urban	35	61.4571	4.91303	1.587	108	0.115
	Rural	75	59.4533	6.66433			

This table content shows the independent sample t-test of urban vs. rural area secondary school teachers' responses of Dist. Lodhran.

According to the results, the p-value is greater than the level of significance ($0.115 > 0.05$), which shows an insignificant difference between the responses of urban and rural area secondary schools teachers. It means there is no relationship, area-wise (rural vs. urban secondary schools). In this respect, the difference of Mean shows that the efforts of urban areas teachers are more applicable and helpful to eradicate these violent actions rather than the policies or steps taken by the rural area teachers.

Discussion

The violent acts of students as emerged from the present study are in line with [Blatchford, Bassett, and Brown \(2011\)](#) and [Stark and Landis \(2016\)](#). These are such as knocking down, rebuking, fighting, purloining, nipping pencils, dangerous narcotics, antagonistic attitude, nipping one another, smacking books, hurling color pigment, smacking shoulder, shoving out, grabbing ears, hairs stretching, gashing nerves, crying, yelling, hitting on backs raging, nibbling, smacking with hand carriers, expectorating at each other, hurling items, ripping up sheets, hitting, teased by making faces, etc., all these violent actions are seen both in urban and rural students by their teachers. Nowadays, these problems are increasing because of excessive use of the internet and other technologies which are injecting hypersensitivity in students. This may cause aggression, anti-social behavior and imbalance in life of not only the student himself but for others also. In order to eradicate or stop students from such behavior, parents and teachers should do some authentic and authoritative steps. Sometimes teachers don't understand how to handle violent students and how to punish them. Actually, physical and psychological dealing in punishment may cause and hurt the self-respect of the students, which may result in aggressive behavior. Study conducted by United Nation Organization on violence against Children ([UNVC, 2006](#)) concluded that punishment is not the solution for this purpose because it may increase the aggression in the students. As every student has a different mindset, and some students need more attention as compared to others. To handle them, parents and teachers should try to understand their psyche and try to find the reason behind their behavior. Constant criticism by the teachers and parents may increase aggression in them. The taunting of other students, parents and teachers also increases aggression which in turn may be the reason for violent actions. Also, rejection of opinions and answers by the teachers may tease the students. According to experts, parents should be aware of their children's environment. They should be aware of their whereabouts. They should gather information about their friends. If parents do not take an interest in their children's problems and their reasons for becoming violent, as it has a direct effect on their personality building, resulting in poor personality, fear of others, lack of confidence and may indulge in smoking anti-social behavior and other violent actions. Being parents, it's an obligation to focus on their children because they need the full attention of their parents. In a child's life, parents have an important role. Parents should keep in touch with school administration right from the beginning regarding the support of the curriculum, selection of teachers and the backing of religious teachings. Parents should be involved in their children's achievements throughout their careers, as it gives them a sense of security and confidence. Other factors or causes of violent behavior of students like environmental impact, physical violence (assaulting with a weapon like baseball, bat, knife, choking, injuring, hurting, stealing, punching, tying up etc.), psychological violence, verbal violence, bullying, careless behavior of parents, parents and teachers don't know how to deal with such behavior, lack of attention from teachers, repetition of the same class, lack of facilities in classroom, overcrowded classroom, outdoor classes, load shedding, and psychological problems.

So to address these violent acts, teachers often take the method of warning them, calling their parents (PTM) and dealing them with giving moral lectures. The researcher has observed that if teachers adopted some strategies in order to get rid of violent actions of the students such as students of all ages should be treated equally; their self-respect should not be hurt before others, if they are to abide from something they should be guided separately, there should be a ban on carrying harmful material or weapons, a strong control should be on cyberbullying, the role of the teacher should be very strong, teachers should work honestly as managers of the classes, the teacher should act as a helper, guide and facilitator, the administration should play a strong role. Parents should involve in the academic procedure of their children throughout so they get to know everything about them. [Silverman \(2019\)](#) findings are in line with these suggestions regarding the duties of govt. schools for providing A. V aids and other facilities are needed to school, so the education process proceeds. Teachers should design healthy activities for the students in order to engage them in the learning process. In this regard, a good behavior game is a good activity to awaken goodness among the students so they can be helpful for others ([Ambikai & Ishan, 2016](#); [Phipps, Cummins, Pepler, Craig, & Cardinal, 2016](#)). Students of secondary level have a lot of energy and potential in them. So it's a teacher who can utilize such kind of energy in a positive way in order to avoid violent acts. Teachers can involve such energetic students in games like badminton, volleyball, cricket and many others, which are good and positive sources of energy utilization. Schools should provide necessary items to the teacher to deal with it. Schools should have crisis plans to avoid such conditions; some security measures should be implemented by the school administration in order to secure their students. School-wide violence should be prevented. In this regard, principals should play an active role in that teachers, parents and students have the same goals, so everyone should be energized to follow the goals. Also, there should be a surety that school is run in a fair, firm and consistent manner. There should be an education program for the teachers to guide them to control violence among the students. Some methods should be introduced to teach students to put down their ego and stop teasing other weaker students. Promote tolerance among the students; teachers and others should appreciate acts of kindness. In addition to it, skills

among the students should be developed to solve the problem or issues among them. Teachers should also be provided instructions to have some constructive methods of communication in order to help avoid violence. There must be an instruction program for students on controlling violence among them and providing them the communication skills to express their feelings and disturbing issues. Make the students aware of the broader objectives of education. As the minor objectives are to get good marks, grades and degrees, but this is not all; the teachers should realize this to the students. If they are aware of their duties as an effective participant in the progress of the country, they will work deliberately. Teachers should deal with such students politely and softly, avoiding harsh words so that self-respect or ego should not be hurt. But the least applicable steps were taken by their teachers to provide them concentration, handle the problems in a conference or meeting in a separate place, and avoid scolding them.

Conclusion

This study concludes different violent acts committed by female students at the secondary school level in Pakistan. Teachers can play a vital role in the eradication of these violent acts as teachers are a basic pillar for building and creating tolerance, patience and peace through knowledge and behaviors. Teachers and heads of an educational institution can develop concepts and behavior through teaching and developing needs society through mainstreaming tolerance, patience, and including peace concepts in the curriculum from secondary to onwards levels of education in Pakistan.

Recommendations

After having close observation, it is suggested that teachers should try to give moral lessons to avoid such kind of behavior by the students. Effective prevention programming can also be a key component of a comprehensive strategy to reduce violence. An intervention program should be set for secondary school students. Attention should be given to the causes of violent acts. In order to eradicate such violent actions like knocking down, rebuking, fighting, purloining, nipping pencils, dangerous narcotics, antagonistic attitude, nipping one another, smacking books, hurling color pigment, smacking shoulder, shoving out, grabbing ears, hairs stretching, gashing nerves, crying, yelling, hitting on backs raging, nibbling, smacking with hand carriers, expectorating at each other, hurling items, ripping up sheets, hitting, teased by making faces, etc., by the students to the students' teachers are recommended to treat the students who indulge in such violent acts, politely and psychologically keeping in mind the government's motto "maar nei piyaar". Some other factors or causes of violent behavior of students like environmental impact, physical violence (assaulting with a weapon like a baseball, bat, knife, (choking, injuring, hurting, stealing, punching, tying up etc.), psychological violence, verbal violence, bullying, careless behavior of parents, parents and teachers don't know how to deal with such behavior, lack of attention from teachers, repetition of the same class, lack of facilities in classroom, overcrowded classroom, outdoor classes, load shedding, and psychological problems should be dealt on the early basis by the teachers, so the process of learning must not be interrupted. In that case, students should be counseled by their teachers in a separate room and asked the reason behind it. There should be a security system provided by the schools to the students so that they feel free to move around and prosper. A clean and supportive environment should be provided by the school administration. Students should be encouraged to take their duties to maintain this cleaner environment. Students should be provided with the confidence and enough courage to share their problems with free will to school officials so they can be solved on a prior basis. Students should not allow the meeting to the outsiders or any person not related to their academic process. Strict monitoring should be provided by the school administration. With the consent of parents and teachers, there should be PTM held every month in which the academic condition of the students, their extra activities related to their behavioral change discussion should be done. Teachers are recommended to create healthy activities like sports gala, inter-school competitions, quizzes, speech competitions, intra-school curricular activities, science modals, science exhibitions, art exhibitions, handy crafts exhibitions, study tours etc. all these activities are meant to make the students active and enthusiastically encouraged to show their potential in the respective field. This can help students prosper mentally, physically also make them strong enough as decision-makers. Activities like these help students to control their negative energy and convert it into a positive one.

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