

Violence at School: A Case Study of Government Boys' Middle School Tehsil Hub, District Lasbela Balochistan

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Abstract

Violence is rapidly increasing throughout the world. Violence in school decreases students' educational achievements, increases drop-outs, causes decay in school climate and creates psychological ill-being among students. The main purpose of this study was to explore the perceptions of headmasters, teachers, and students regarding the prevalence of violence and its form at government middle school, Balochistan, Pakistan. This study adopted a mixed-method research design to collect data from the targeted population through convenient sampling method. Total of 180 participants participated in this study including 150 students, 2 headmasters, and 28 teachers. Quantitative data were analyzed using descriptive statistics and qualitative data was thematically analyzed. The study found that violence with its various forms prevail at government schools and students experience different forms of violence which contain bodily harassment, unease or anxiety, and environmental issues. Qualitative findings demonstrated that school violence affects students' academic outcomes and teachers' performance. Further discussion is discussed and implications are given.

Keywords: School, Violence, Case Study, Balochistan.

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I. Introduction

Violence is rapidly increasing throughout the world. Violence in school decreases students' educational achievements, increases drop-outs, causes decay in school climate and creates psychological ill-being among students. To appropriately intervene and prevent violence, it is significant to explore administrators, teachers, and students as well as how often violence is observed in schools by stakeholders (Altun & Baker, 2010; Uysal, Altun, & Akgün, 2010). According to Khan & Khan (2019) school violence occurs in different form such as physical, emotional and sexual violence. Furthermore, school violence happens in the form of peer fighting, verbal bullying and sexual harassment (Khan & Khan, 2019).

School ill-treatment or violence is disturbed with bodily and mental violent activities (Longobardi et al., 2017). Pillay (2018) reported that students had a fear of victimization in Malaysia. A study conducted with 9th class students in Pakistan exposed that parental harsh behavior is the foremost cause of physical violent actions in 9th class students inside schools (Khan, 2015). A study conducted by Bolton (2017) on violence in schools in Cambodia, Indonesia, Nepal, Pakistan, and Vietnam, and demonstrated that bodily violence is the second uppermost form of violence among students. Another study concluded that Indian schools have turned into a playhouse of violence (Nigham, 2017). Lyengar (2015) stated that in Asian countries students faced violence in schools. Physical and vocal misapplication was leading in youths of school students in Pakistan (Khawaja et al., 2015). Yerin-Guneri, Baker, and Akbaba Altun (2006) concluded that it will be unrealistic to expect zero-level violence at school. A further similar study is needed to generalize findings on the role and perceptions of different school stakeholders including administrators, teachers, and students to suggest preventive measures. Therefore, the main purpose of this study is to explore the perceptions of administrators, teachers, and students regarding violence occurring at school level in Pakistani.

1.1 Research Questions

The following research questions were developed to drive the study:

1. What are the perceptions of students and teachers regarding prevalence and forms of school violence at Government Boys' Middle School Akram Colony, Hub Chowki, District Lasbela, Balochistan?

Sub-questions

1.1 How do students and teachers perceive school violence at Government Boys' Middle School?

1.2 How do students and teachers protect themselves and prevent the occurrence of school violence?

1.3 Does violence prevail at Government Boys Middle School Hub District Lasbela, Balochistan?

1.4 Which types of violence occurs in school and how do headmasters deal with students and teachers aggressive behaviour in the school?

1.2 Basic Assumption of the Study

As every research has some assumptions, the present study assumes that violence is prevailing in different form among students of schools which is affecting students' progress as well as creating different issues.

II. Literature Review

Over two decades, school violence has been an international concern. Despite the remarkable efforts of research, intervention, and prevention school violence went beyond school borders and became a huge concern that must be dealt with not only by school and mental health professionals but also by parents, policymakers, professionals working in the area of media and the community at large.

Henry (2000) defines school violence as victimization among peer students as well as students victimizing their teachers. It is an ever-increasing issue for students and teachers everywhere in the world and number of studies conducted in western schools and concluded that boys are found more involved as victims and offenders (Kingery et al., 1998). Moreover, United State Department of Justice in (2005) defines school violence that it is bodily attacks and forceful taking the stuff of fellows and other students of the school by bullying or weapons. According to the UNESCO Global education digest (2011) Occurrence of Various form of violence in schools were bullying, physical, psychological and sexual violence which may cause due to inequity in income and conflict that are associated with social norms and values, gender as well as other inclusive structural factors.

UNESCO in school violence and bullying report (2017) stated that schools cannot play their vital role to provide effective learning and socialization until they cannot provide them with a peaceful and free violence environment. Prevalence of violence in schools generates a lack of self-confidence, anxiety and fear for school which also violet school environment and effect students learning progress which is possible in a peaceful climate. Psychological violence contains abuses, rejection, and disregarding emotional and verbal violence. On the other hand, sexual violence contains undesirable touching and physical harassment. Violence incidence can prevalence in the whole school, inside and outside of class, playground and on school way and end time of school. School violence in various form become the reason for poor education progress of students as well as the violate safe climate of school (Blanco et al., 2008).

According to Longobardi et al. (2017) school violence is alarmed with bodily and psychologically aggressive behavior. Several studies concluded that boys are more involved than girls in school violence issues. As well as in some cases of school violence it was found that victim students were weak to protect their selves. (Fleming & Jacobsen, 2010). Due to school violence victim students feel fear become isolated and it may become the key factor to low their confidence as well as self-assurance (Dukes et al., 2009). Lines (2006) stated that school violence occurred in different form such as calling name, pushing and hurry of students on one another. Kowalski and Limber (2003) revealed that those students who become victims of school violence have physical well-being disorders such as less sleeping and improper treatment of health disorders. And victim's students may face learning disorders which may become the reason for dropouts.

A study conducted by Yerin-Guneri and Cakir (2003) found that psychotherapist's distinct violence mostly by corporal terms for instance thrusting, beating or strike out to other students and elements observed to contribute violence by contributors were band together as individuals due to the absence of social skills, life aims, single or divorced parents, use of physical penalty in schools because of ineffectual self-control activities and communities issues such as disclosure through media, political sets as well as cultural issues or violent conducts etc. Swearer et, al., (2010) stated that school violence in the form of bullying is common in schools but unluckily it is ignored everywhere in the schools. "Bullying is verbally, sensitively or bodily harassment and contain inequality of power" (Olweus, 1993). Lee (2004) found that in schools physical bullying contains damaging property and in observation regarding school violence it was found that bullying in verbal form has prevalence commonly in both girls and boys.

Astor and Benbenishty (2003) suggested that an evaluation of perceptions of teachers from changed experience may offer to a profound understanding of the school violence problems and for developing significant mediation. The bulk of studies were conducted on school violence which delivers essential data on the occurrence and causes of violence at schools. Boltan (2017) reported that in Asian Countries physical violence was found in the second-highest rank in the form of violence among students in schools. Several studies reported the prevalence of verbal and physical violence in school such as Khawaja et al. (2015) revealed that in Pakistan incidents of violence were leading among youths. Khan (2015) conducted a study about violence on class 9th student's school in Pakistan and ended that chief factor of school violence among students is the reason for parental violent behavior. Correspondingly Nishikawa (2008) described in daily "Reuters" that in Japan high record of violence was recorded in schools. Similarly, another study reported that it was observed that Malaysia school students had anxiety of bullying (Pillay, 2008). In India, schools had turned into a playhouse of violence (Nigham, 2017). About 7 out of 10 school students faced violence in Asian Countries (Lyengar, 2015).

According to Korean Ministry of Education on the second survey (2015) regarding school violence stated that school violence can impact the physical health of students and become the source of psychological disorders such as anxiety and depression, long-lasting disability as well as have an influence on mental and intellectual health. Physically, it can be the reason for severe injuries, wounds and may be the source of death by suicide or murder. Furthermore, many studies revealed that victim's students feel fear to attach emotionally with others and they may respond aggressively when embraced and comforted by others. School violence can create challenges for the classroom, affect academic progress along with leading to aggressive behavior.

According to studies school violence have a major effect on educational settings. students those who faced violence by teachers or other students may feel fear to go to school as well as it affects their abilities to focus in class and interfere with their participation in curricular or co-curricular activities. Victims of school violence may miss their classes, do not participate in activities, this may lead to drop out and make their behavior aggressive. School violence can have an adverse impact not only in present educational achievements, future progress and job issue. School violence victims may face low rankings as well as it can create issues on future education. Various international analyses mainly highlight the impact of school violence such as bullying on students' educational achievements. Violence compact students' progress especially on mathematics as well as on other subjects (Ferrara et al., 2016).

According to Hurford et al. (2010) school environment or climate has a great impact on school violence as well as a vital role in the prevention of violence. The social structure or organization of schools and the school environment decreases the risk of violence (Zaykowski & Gunter, 2012). Similarly, Watkins and Maume (2011) stated that the school environment and other associated aspects disturb students recording of violence cases in school. School violence has a great impact on students' success which reduces the test performance (Burdick, 2013). Booren et al. (2011) concluded that school environment is frequently used as a sign to foresee prevalence of violence and peer to peer victimization or abuse in the school environment as well as it will be helpful to find out the areas of anxiety inside the students' population.

Another study reported that those schools have reported prevalence of high ranks violence have informed lack of resources and conveyed that due to insufficient resources can stop heads from fulfilling active social control activities to avoid school violence and conveyed a possible association between lack of financial or economic resources and violence (Agnich & Miyazki, 2013). Moreover, Cohen et al. (2009) define the link of four areas which can be used to find out the areas of the environment which affect the attitude of students, safe environment, and the environment with the presence of acceptance of individual differences or diversity as well as the institutional environment. All these associated factors or areas may help to find out the paying aspects that clue students to involve in aggressive attitude at school (Cohen et al., 2009). An insecure environment of school and students fear of violence may raise the chances to involve in gang activities or participation (Yin & Gottfredson, 2014). James et al. (2014) observed that when students faced inequality by teachers to follow the rules of school then chances of school violence may increase.

III. Method and data collection

The nature of this research is a mixed method. The study was conducted at Government Boy's Middle School Akram Colony Hub Chowki District Lasbela Balochistan. Data were collected using open and close-ended questionnaires. Interviews were conducted based on open-handed questions.

The researcher used a convenient sampling method to collect data. "It is a particular sort of non-probability sampling technique that depends on data collection from population members who are conveniently accessible to participate in the study". Total of 180 participants participated in this study includes 150 students and 30 teachers. Furthermore, an authorized letter from LUAWMS University, Uthal was forwarded personally to the School Head Master for permission to collect data from expected participants. Additionally, the researcher assured them that the collected data would be used for research purpose only.

3.1 Data analysis

The study processes are examined conferring to their nature and the statistical procedures of analysis were employed. Quantitative data was analyzed using descriptive statistics and qualitative data was thematically analyzed. The statistical analysis techniques/measures are comprised of frequency distribution, descriptive statistics. The data of this study is presented in the form of tables to make an easier interpretation of the data.

3.2 Composition of the Sample

The participated sample of this study were students and teachers. The sampling components were taken from the population and developed the portion of study sample decently on an appropriate source using a convenient sampling method. The study sampled 180 participants were composed of 150 students and 30 teachers.

Table 1 Composition of the Sample

Students	Headmasters/Teachers	Total
150	30	180

Table 1 shows that a total of 180 students, headmasters, and teachers participated in this study. Among them, 150 student and 30 teachers participated respectively.

Table 2 Demographic of Participants

Demographics	Frequency	Percent
Age		
less than 10	32	21.3%
10-15	78	52%
16 and above	40	26.7%
Class/grade		
7th	47	31.3%
8th	45	30%
9th	29	19.3%
10th	29	19.3%

Table 2 presents that 21.3% of student respondents aged less than 10, 52% age of student respondents age was between 10-15, while 26.7% age of respondents was 16 and above. In terms of class or grades, 31.3% of student respondents were in 7th class; 30% were in class 8th, while 19.3% of respondents studied in class 9th and 10th respectively.

3.4 Validity and Reliability of Instrument

For research tool such as questionnaire based on open-handed items, pilot testing was used to check the validity of the data. Inner Reliability qualitative unit of the questionnaire was 0.78, firm by Cronbach's Alpha. Entirely all the items within each aspect have Cronbach's Alpha of more than 0.7. The reliability examination displays that the scale is used to process these variables in the data is trustworthy.

IV. Results

This section contains item by item analysis of students' and teachers' questionnaires which were asked to explore students' and teachers' perceptions regarding prevalent and form of violence at school as well as their school policies and how they protect themselves from violence.

4.1 Students' perception regarding violence prevalence and its forms

Table 3 shows that the majority of students reported that violence does prevail in their school, 25.3% strongly agreed, and 18% agreed with the statement respectively. While 20.7% and 17.3% of students reported that violence does not prevail in their school. Only 18.7% of students responded neutral, suggesting that they were neither agreed nor disagreed with the prevailing violence at their school.

Table 3 Frequency Statistic: Does violence prevail in your school?

S.No	Statement	SA	A	N	DA	SDA
1	Violence prevails in your class and school	38(25.3%)	27(18%)	28(18.7%)	28(18.7%)	31(20.3%)

Most of the students reported that different forms of violence occurred in their school equally. The findings suggest that students experience different forms of violence include bodily harassment, unease or anxiety, abuses and environmental issues such as violent environment simultaneously (see Table 4).

Table 4 Frequency Statistic regarding Forms of Violence

S.No	Forms	Frequency	Percent
1	Bodily harassment	37	24.7%
2	Anxiety and fear	36	24%
3	Violent school environment	36	24%
4	Psychological violence contains abuses	41	27.3%

Table 5 displays that the majority of students ranked bodily harassment as the first rank. According to the responses of the students, bodily harassment and abuses are on the high rank in the form of violence's and they also faced fear and unsafe environment issues which are affecting their grades and creating other psychological issues.

Table 5 Frequency Statistic: Which form of violence is on the high rank?

S.No	Forms	Frequency	Percent
1	Bodily harassment	56	37.3%
2	Anxiety and fear	34	22.7%
3	Violent school environment	36	24%
4	Psychological violence contains abuses	24	16%

As shown in Table 6, 45.3% of student respondents reported that the main reason of violence is using bad languages; whereas 30% were of the view that the main reason of violence is physical involvement. In addition, 24.7% of students responded that bad gathering causes violence in schools. The findings of the study demonstrated that using bad languages is causing violence in Pakistani schools.

Table 6 Frequency Statistic: In your opinion what are the reasons of violence?

S.No	Forms	Frequency	Percent
1	Bad gathering	37	24.7%
2	Using bad languages	68	45.3%
3	Physically involvement	45	30%

The findings of the study are shown in Table 7, demonstrate that majority of student respondents (68%) discuss with their parents in order to protect themselves from violence in their schools faced by them during their studies. 18% discuss with their headmasters, while, only 14% of students take their teachers help to protect themselves from violence in the school.

Table 7 Frequency Statistic: How you protect yourself from violence in the class/school?

S.No	Statements	Frequency	Percent
1	Discuss issues with teachers	21	14%
2	Head of school	27	18%
3	Discuss with parents	102	68%

Table 8 presents that mostly 42% students responded that the policy to facilitate and train children to enable them to deal with situations is present and 15% students responded that policy to protect the right of the student is present in rules of the school. On the other hand, about 14% of students responded that the policy to ensure the active participation of students in training is present to help students to deal with violence issues (see Table 8).

Table 8 Frequency Statistic: Which type of rules and policies exist to deal with violence issues?

S.No	Statements	Frequency	Percent
1	Protect of right of students	23	15.3%
2	Ensure the accessibility of accurate data	22	14.7%
3	Ensure training for teachers	22	14.7%
4	Facilitate and train children enable them to deal with situations	63	42%
5	Ensure the active participation of students in training	20	13.3%

Table 9 shows that 70% of student respondents reported that school applies corporal punishment while dealing with aggressive behaviors. 10.7% of respondents were of the view that school take cool decision and 10% reported that they complain to parents. Only 6% feel that school rusticates violent students from school to avoid violence issues.

Table 9 Frequency Statistic: How school deals with aggressive behaviors issues?

S.No	Statements	Frequency	Percent
1	Take harsh decision/behavior	5	3.3%
2	Take cool decision	16	10.7%
3	Punish students	105	70%
4	Complaint to parents	15	10%
5	Rusticate student	9	6%

As shown in Table 10, regarding the statement that is there any implication of policy in their school regarding violence; 60.7% of student participants responded that there is no implication of policies in their school. On the other hand, 39.3% participated students responded that there is an implication of policies in their school to save them from violence. The findings suggest that school policies, to some extent, have implication to deal with violent issues and behaviors during school time.

Table 10 Frequency Statistic: Is there any implication of policy in your school regarding violence?

S.No	Response	Frequency	Percent
1	Yes	59	39.3%
2	No	91	60.7%

4.2 Teachers' perception regarding violence prevalence and its forms

The findings of the interviews data showed that when teacher respondents were asked regarding violence and its form and prevalence in their school; mostly teachers believed that verbal abuses or using bad languages are common in school violence. Approximately teachers responded and believed that bad gathering, psychological issues and aggressive behaviors and lack of tolerance are the main cause of violence by the whole environment of school get violent. Due to which students study will be affected and teachers' performance.

For statement which form of policies is presented in your school to safe children from violence? Teachers responded that many forms of policies and rules are present in our school to deal with violence such as policies to protect students' right, facilitate and train students to deal with violence as well as the policy to ensure the active participation of both teachers and students how to protect the school from violence with help of rules and regulations.

The qualitative findings also revealed that school violence does not only affect students' progress but it also disturbs the performance of teachers and sometimes it becomes too difficult to manage teaching and aggressive behavior students in class at the same time. Due to violence, school environment gets violent which affects students' outcomes and school discipline get interrupted.

Mostly teacher respondents observed that violence starts when there is no one around students while they are busy in their works as well as it will start at break time of students. They opined that victimized students first get help from their peers then complaint them and students from lower grades mostly complaint their parents. In addition, the majority of teacher participants demonstrated that violence starts through verbal

abuses and mostly victimized students are physically weak and from lower grades as well as have no peer support.

V. Discussion and Conclusions

The main purpose of this study was to explore the perceptions of teachers and students regarding prevalence and forms of violence occur in Balochistan schools and to determine the occurrence of violence among school-going children of Government Middle School Akram Colony Hub Chowki District Lasbela Balochistan. Additionally, to know which form of policy exists in school to control aggressive behaviors and observe the opinions of school teachers and students for the reasons for school violence and perceptions to prevent the school from violence.

The study found that student experienced different forms of violence which contained bodily harassment, unease or anxiety, abuses and environmental issues such as the violent environment. According to the responses of the students, bodily harassment and abuses are on the high rank in the form of violence and they also faced fear and unsafe environment issues which are affecting their grades and creating other psychological issues. The main cause of violence is using bad languages and bad gathering. The findings of the study follow the previous studies such as Khawaja et al. (2015) revealed that in Pakistan incidents of violence were leading among youths. Nigham (2017) which exposed that Indian schools had turned into a playhouse of violence. The findings of the study also revealed that most students discussed violence issues with parents, with the head of the school and few of them responded that they take their teachers help to protect themselves from violence.

The findings of the qualitative data demonstrated that most of the teachers felt that school violence not only affects students' academic progress, it also disturbs the performance of teachers and sometimes it becomes too difficult to manage teaching and aggressive behavior of students in class at the same time. Furthermore, school violence violates the environment which affects students' outcomes and violates school discipline. Consistent with the findings of the previous study by Blanco et al. (2008) found that violence incidences can prevalence in the whole school, inside and outside of class, a playground as well as on school way and end time of school. School violence in various form become the reason for poor education, the progress of students as well as violate the safe climate of the school. The findings of the study follow the previous researches of Burdick (2013) and Ferrara et al. (2016) both revealed that school violence has a great impact on students' success as well as it reduces the test performance. Victims of school violence may miss their classes, do not participate in activities, which may lead to drop-out and make their behavior aggressive. It is concluded that violence affects students' performance, psychological issues which create a lack of confidence that may lead to fear and drop-outs as well as it disturbs the performance of teachers and violate school discipline.

The study found that many forms of policies and rules are present in the schools to deal with violence such as policies to protect students right, facilitate and train students to deal with violence as well as the policy to ensure the active participation of both teachers and students how to protect the school from violence with help of rules and policies. It is concluded that violence with its various forms is prevailing in the school of Government Middle School Akram Colony Hub Chowki District Lasbela Balochistan. Active implementation of policies is needed to concern to save students from violence and provide them with a peaceful environment to achieve their goals and enable to make them active members of society.

VI. Recommendations and suggestions for future research

The following recommendations are provided to avoid school violence among students and provide them with a safe environment:

1. To make aware of students about the serious effects of violence on their mental health, personality, and educational performance as well as their future goals.
2. To train them how to deal with those fellows who violate school rules and become the reason for violence.
3. To motivate them to participate in group work and how group work, sharing and cooperation as well as good behavior can save them from violence and increase the chances of success in curricular and co-curricular activities.
4. To design strong policies and rules for teachers that how to deal with students with aggressive behaviors and how to make them busy with healthy activities while teachers are busy in their own work.
5. To ensure guidance and counselling programs for students "who are especially defenceless as the effect of race, have disability, ethnicity including gender as well as sexual orientation".

This study has some limitations despite its contributions. Future studies need comprehensive research to be conducted including both primary as well as secondary level girls and boys so as to have a thorough study of school violence in Balochistan. Further investigation of the dominating factors of school violence and their impact on students' outcomes, academic performance, physical, and mental is highly suggested.

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