School Administration: Violence Among Elementary School Students in District Lahore

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Abstract
School violence has become a global issue that has harmed kids' well-being. Few studies have looked at how school features buffer the relationship between personal and family factors and school violence in Asian cultures' elementary schools. School violence has become a major social concern in recent decades, hurting students' personal, family, and social well-being. The majority of school violence research has thus far focused on data concerning adolescents. The demographic of elementary school children has received less attention. Furthermore, many studies on the risk factors for school violence have been undertaken in Western countries. The objectives of the study were to identify the nature and extent of violence among elementary school students, and factors promoting violence perceived by the teachers. The survey method is used to collect the data by questionnaire from all the elementary school teachers and head teachers of the Lahore district through cluster sampling. Data is analyzed by using the statistical software SPSS version 23 for windows. It is concluded from the results that verbal and physical violence exists among elementary school students perceived by teachers and head teachers. This research study provides valuable practical implications to the top management and policymakers for ensuring the quality behavior of students towards society and their learning.

Keywords: Student Violence, School Administration, Elementary School Students, Corporal Punishment

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Introduction

School violence has spread around the world and impacted children's well-being (Debarbieux, 2003). Limited research has examined how school characteristics in Asian cultures' elementary schools mediate the association between personal, and family factors and school violence(Robinson, Saltmarsh, & Davies, 2012). In recent decades, school violence has grown to be a significant social issue, harming students' social, familial, and personal well-being. The majority of research on school violence to date has been on adolescent data (Morrison, Furlong, & Morrison, 1994). Numerous researches on the causes of school violence has also been conducted in Western nations. Although there appear to be significant differences between East and West in sentiments, perspectives, and worldviews, there is a dearth of data from a representative national sample suggesting that these risks apply for elementary level in Asian cultures(Furlong, Morrison, Cornell, & Skiba, 2004).

According to international studies, teachers are also targets of student violence at school, but little is known about how kids' personal, familial, and school experiences influence student aggression toward teachers in schools (Steffgen & Ewen, 2007).

There are different types of violent behaviors which are considered the root causes of violence among elementary school students (Finkelhor, Turner, Hamby, & Ormrod, 2011).

Physical violence is the conscious use of coercive power to inflict hurt, injury, or impairment. It involves biting, shaking, slapping, pushing, shoving, throwing things, and using force against another student. Physical fighting, twisting ears, slapping, hair pulling, pinching, pushing, snatching belongings, biting with teeth, and face pinching are the kinds of reported physical violence among school students (Ferrara, Franceschini, Villani, & Corsello, 2019).

Psychological violence in schools is defined as any purposeful verbal conduct or type of activity that results in aggressiveness, abuse, threatening, making one feel foolish, psychologically disturbed, and negatively affecting one's performance and confidence. Psychological violence against schoolchildren has been cited as being caused by the stolen property, yelling, bullying, name-calling, teasing and being fooled (Ferrara et al., 2019).

Corporal Punishment

Corporal punishment is the intentional infliction of bodily harm as a means of behavior improvement. Examples of physical punishment include hitting, punching, spanking, beating, kicking, clutching, shaking, shoving, choking, using various objects including belts, sticks, pins, uncomfortable body postures, using rigorous exercise exercises, or preventing the elimination of urine or feces (Greydanus et al., 2003).

Literature Review

Schools are responsible for developing positive social behaviors among students such as creative skills, talent, critical thinking, life skills, social relations, confidence, and self-esteem. Schools should set such policy patterns that help maintain non-violent behavior and role in developing the skill to communicate, ability to negotiate, and support peaceful solutions to conflicts. Schools need to provide a safe environment because it is the place where students spend most of the time (three quarters) and learn social behavior and even developing their goals and ideals (Burton & Leoschut, 2013).

Some factors are promoting school violence rapidly like poor interaction and collaboration between school and parents, poor grading in exams, lack of attention in school, and low-income resources. Schools can improve their group work and teamwork by teaching the students to control anger, problem-solving habit, and conflict resolution with their group or team members (Cornell, 2014).

At the secondary level students feel like themselves as seniors and become more violent based on seniority. Students mostly do their home tasks at tuition and have a lot of pressure on competitions and achievements. This factor is also making them aggressive and violent. They want to achieve their goal in any way. So aggression becomes a part of their life. Many students dislike their school. They only study in a particular school due to family pressure or near the home location of the school. They are admitted to that school by parents or elders where they have to complete their schooling. Such students become aggressive on miner problems and behave violently (Jumprasert & Ket, 2008).

Violence is defined as the "intentional use of physical force or power, threatened or actual, against an individual, or group or community that either result in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation" (MISHRA, 2013).

According to (Clark, 2011) survey, 71% of physical violence victimizers believe that they were bullied or threatened by the victim person. So it is the revenge of the act. Violence as an act of revenge is not considered shameful by most of the students because they think that if someone is hitting you or irritating you that means it is fair to hit him back or irritate him back.

Context and individual characteristics of the background aggression support the violent behavior. The power and status of society and lack of guidance and relationships marked by jealousy and lack of sense of identity and mental disorders and unequal gender roles are significant factors of violence (Mateos, Amoros, Pastor, & Cojocaru, 2013).

Personal beliefs play an important role in student violence. Physical fights and abuse or taunt are considered appropriate responses or even preferred strategies in interacting with personal clashes. Some students commit violence in fashion. They want to gain attention and show their presence. Such kind of students has double personalities, they are very shy and less talkative at home but in schools, they are different persons (Jumprasert & KetUm, 2008).

Some students who commit violence have a family background that promotes and leads toward aggression and violent behavior. They are mostly ignored or unwanted children in the family. These students have a disturbing environment at home and they release their frustration in the schools with their school or classmates. Such students taunt their friends and feel happy to disturb other classmates or schoolmates (Burton & Leoschut, 2013).

In the eastern culture, it is expected the family deal with childhood problems. Our social setup and norms have made it very difficult these days for parents to fulfill all the needs of their children. Ideal parents always reinforce positive behavior but when parents fail to do this duty, children may develop negative behavior and become violent in school. Their self-esteem is badly damaged due to an unbalanced home environment (Tugli et al., 2014).

Friendship is a social bond between children and they like to stay with social groups where they feel relaxed and easily converse without hesitation. From peer groups, children learn behavioral norms where a child regularly associates with other children and feel confident in group membership. Children learn through relationships through observation and practice. Peer relationships promote social skills among students and teenage students want to stay in groups and peers play a different role than the family in the development of school culture (Gauvani, 2001).

Due to a lack of parental support, interest, education, and poverty, such schools have a lot of conflicting demands on teachers, parents, and society. Here the head of school can make a difference in the life of each child, every day, by giving them knowledge, improving their habits, and keeping watch on what happens in the classroom (Peterkin, Jewell-Sherman, Kelley, & Boozer, 2011).

Schools are making effective efforts to reduce violence in school through proper training and conflict resolution training and controlling aggression among students. School management is also trying to root out violence by improving the school and classroom climate and introducing zero-tolerance discipline strategies in the school. This effort is expected to help in making schools a peaceful and secure place to learn and adopt the best behaviors (Clark, 2011).

In the school environment dress and physical appearance of the student is also important. For this purpose, schools have developed uniform policies. Uniform minimizes individual differences and brings discipline among students (Powell & Powell, 2015).

Schools should adopt such policies in which parents, teachers, and students can easily participate to control school violence (Mills, 2001). Self-control improvement, mental health, seating, and awareness of child's rights, social skill training, role-playing, real-life situations, and practice work can be used to reduce violence (Ramos-Jimenez, Wall-Medrano, Villar, & Hernández-Torres, 2013).

School staff employees' lack of training, as well as the school principals' lack of collaboration and behavior, are to blame for school violence. Only if individuals involve, coordinate, and communicate actual understandings with others will a school's punishment system achieve the requirements of justice and uniformity(Morrison, Peterson, O'farrell, & Redding, 2004).

(Burton & Leoschut, 2013) propose that to develop prevention for the management of school violence, schools should involve members of the local community and local government. The classroom's physical environment can reveal vital details about the types of transactions that are most likely to occur. The physical environment is a location that can influence a variety of actions. Physical settings have been found to contribute to students' and teacher performance, the arrangement of the space, the cleanliness of the room and whole area of the school, and the ability of the classroom to accommodate student's needs, such as space to accommodate students mobility and storage of personal belongings. School administrators and teachers should design classroom arrangements in a manner to facilitate students' cooperative learning (Osher et al., 2004).

School violence affects not only the violent victim but also those who witness the violence in schools. This creates an atmosphere of fear for learners and disrupts the academic attitude and the possibilities of learning. Every fifth student report that they feel fear of physical

fighting near parking areas or school gate and every tenth student report that they have seen or victimization by physical violence at school playgrounds and near toilets (Burton & Leoschut, 2013).

Bullying is the most common and rapidly occurring violence in the area of behavior in the school violence study. It involves high aggression and rudeness. This type of violence can be minimized through proper checks and balances and by making effective peer members and through their involvement in social base activities in schools (Clark, 2011).

To control violence schools should treat students with tolerance and discipline. Teachers should strictly train them to behave properly in class and movements during the classes and motivate them to learn and apply the rules in the classroom and the other areas of the school.

Schools should decide on behavior they want from students together and individually, mark it on the chart, and paste it on a visible place where all students have access to see and read. Break and free time may be used to promote the ethics focus on the student's current behavior but accepting the excuses and giving chance to prove the student. Teachers need to remember that many of these students may not understand even basic classroom and school rules and procedures. So, it is the duty of the teacher first of all to convey the rules of school and class, even where they should stand in line for assembly or where they should queue up for moving to another room when a bell rings or participate in games (Brookhart, 2004).

Many students come to school alone, frightened, and frustrated. The school environment should be so caring for the student that they feel ownership and security in the school. Students have different home environments and cultures. Many students do not have proper guidelines in studies from parents or have low income and cannot fulfill even basic needs of life, here school should provide them extra guidelines and some financial support to complete their educational process (Crothers, Hughes, Kolbert, & Schmitt, 2020).

Media can play a vital role in improving children's interpersonal behavior such as cooperation, helping each other, understanding others feeling, the habit of calmly solving problems, and following the rules (Hopkins, Geangu, & Linkenauger, 2017).

School violence is the terrible and unfortunate reality of the day. Schools should conduct open discussions about all violent actions and events that occurred in school. Students can play an effective role by avoiding physical fights, reporting all violent behaviors to the teacher, managing their anger, welcoming new students, and helping others. Parents can also stop or overcome violence through some simple steps like taking an active part in a child's school activities, regularly attending Parent-Teacher Meetings, giving quality time to the children, and guiding their child on how to solve the problems (Volungis & Goodman, 2017).

There are two main effects of school violence, firstly damaging the mental health of the student and secondly, it is creating feelings of insecurity. The teacher should share good behavior practice with students and should exchange ideas with students in the classroom, functions, and other activities (Gittins, 2006).

Violence affects the learning potential of millions of children around the world. Schools are social Centres so school violence should be discussed with students and local school resources should be utilized to overcome this problem. Students should be involved in these programs. These measures will empower young students to become leaders in different tasks

in school violence prevention. When making school violence strategies the areas of the school compound where more violence occurs should be identified and more monitoring be provided there. Posters or cards related to peace education, teamwork, and cooperative behavior should be displayed in visible places in school (Bundy, 2011).

School violence is also a serious issue for Pakistani schools like other countries and it is a major threat to the prosperity of the country. School violence is not only affecting the teaching-learning process but also a great barrier to the attainment of internationally agreed education goals for girls. It takes many forms including hair pulling, ear twisting, physical fights, shouting, teasing, and threatening. On the other hand poverty, political issues, terrorism and the long journey to school put girls at additional risk (Cavanaugh, 2009).

Methodology

The study was quantitative, and it was decided that a survey method would be the best way to carry it out. The population of the study consisted of all elementary school teachers in the district of Lahore. The representative sample for the study was chosen using a cluster random sampling technique. Based on all of the government-run primary schools in the Lahore district, the population was sorted into strata (gender and location) and then into clusters (each school was treated as a cluster). A questionnaire was created as a research tool to gather data from the target demographic and determine how elementary school instructors felt about violence among their children. The researcher himself created a questionnaire that was sent to primary school teachers and district Lahore head teachers. Data were analyzed using SPSS version 23 for Windows, a statistical program. To examine the data gathered by distributing a questionnaire to primary school teachers, the respondents' replies were tallied, and relevant statistical procedures were utilized, such as frequencies, percentages, mean scores, standard deviation, and t-tests.

Analysis and Interpretation of Data

SPSS software was used to examine the data. In this chapter, the statistics Mean (M), Standard Deviation (SD), Frequencies, item Evaluation, Percentage, and Independent Sample T-Test were used to analyze the data.

Demographical Information of Respondents

Table 1: Reliability of the scale

Cronbach's Alpha	N of Items
.961	26

Table 1 shows that Scale has high internal consistency, with Cronbach's alpha coefficient being .96.

Table 2: Distribution of respondents by gender

Gender	N	Percent
Male	87	32.8
Female	178	67.2
Total	265	100.0

Table 2 shows that there were respondents, males (N=87, 32.8%) and females (N=178, 67.2%), while the total No of respondents by gender was 265.

Table 3: Distribution of respondents by locale

Locale	N	Percent
Rural	52	19.6
Urban	213	80.4
Total	265	100.0

Table 3 shows that there were respondents, rural (N=52, 19.6%) and urban (N=213, 80.4%), while the total No of respondents by location was 265.

Table 4: Distribution of respondents by Academic qualification

Academic Qualification	N	Percent
B.A/B.SC.	139	52.5
M.A/M.Sc.	108	40.8
M.Phil.	14	5.3
Any other	4	1.5
Total	265	100.0

Table 4 shows that there are respondents by academic qualification were, B.A/B.Sc. (N=139, 52.5%), M.A/M.Sc. (N=108, 40.8), M.Phil. (N=14, 5.3) and Any other (4, 1.5%), while the total No of respondents was 265.

Table 5: Distribution of respondents by Professional qualification

Professional Qualification	N	Percent
B.Ed.	197	74.3
M.Ed.	68	25.7
Total	265	100.0

Table 5 shows that there are respondents by professional qualification were, B.Ed. (N=197, 74.3%) and M.Ed. (N=68, 25.7), while the total No of respondents was 265.

Table 6: Distribution of respondents by experience as a teacher

Teaching Experience	N	Percent
Less than 1 Year	23	8.7
2 to 3 Year	26	9.8
4 to 6 Year	36	13.6
7 to 10 Year	17	6.4
More than 10 Year	163	61.5
Total	265	100

Table 6 shows that there are respondents by teaching experience is Less than 1 year (N=23, 8.7%), 2 to 3 Years (N=26, 9.8%), 4 to 6 Years (N=36, 13.6%), 7 to 10 Years (N=17, 6.4%), More than 10 Year (N=163, 61.5%), while the total No of respondents was 265.

Table 7:Distribution of respondents by Job Status

Job Status	N	Percent
Contract	41	15.5
Permanent	224	84.5
Total	265	100.0

Table 7 shows that there were respondents having job status, contract (N=41, 15.5%), and permanent (N=224, 84.5%), while the total No of respondents by location was 265.

Table 8: Distribution of respondents by Job Scale

Job Scale	N	Percent
BS (9-12)	95	35.8
BS (13-16)	170	64.2
Total	265	100.0

Table 8 shows that there were respondents having job scale, BS (9-12) (N=95, 35.8%) and BS (13-16) (N=170, 64.2%), while the total No of respondents by location was 265.

Table 9: Questionnaire Items, the value of M, SD, data collected in percentage for strongly disagree, disagree, uncertain, agree, and disagree

Items	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	M	SD
Fight among students increased	5.7	8.3	1.5	35.1	49.4	4.1434	1.15560
Students are twisting ears of each other	9.4	15.5	10.2	38.5	26.4	3.5698	1.28652
Students are slapping each other	3.8	10.9	10.2	35.8	39.2	3.9585	1.12906
Students are pulling the hair of each other	7.9	13.6	9.4	38.1	30.9	3.7057	1.25686
Students are pinching each other	6.8	11.7	12.1	33.6	35.8	3.8000	1.23460
Students are pushing back each other	3.0	8.7	6.0	27.5	54.7	4.2226	1.08688
Students are snatching belongings of each other	5.3	12.1	7.9	34.7	40.0	3.9208	1.19878
Students are biting each other with their teeth	22.3	21.3	14.6	24.9	17	2.9208	1.42931
Students are pinching the faces of each other	20.0	21.1	11.3	28.3	19.2	3.0566	1.43832
Students are punching each other	13.2	15.8	9.8	29.8	31.3	3.5019	1.41187
Students are twisting their arms over each other	12.8	17.4	11.3	30.9	27.5	3.4302	1.38575
Students are abusing each other	9.1	15.1	7.5	27.2	41.1	3..7623	1.36240
Students are shouting at one another	3.4	12.5	12.1	31.3	40.8	3.9358	1.15455
Students are stealing belongings of one another	5.3	15.5	10.9	30.6	37.7	3.8000	1.24377
Students are calling bad names one another	5.7	9.8	11.3	31.7	41.5	3.9358	1.19644
Students are threatening one another	6.0	11.7	13.2	31.7	37.4	3.8264	1.22167

Students are making fools of each other	9.1	11.3	15.5	34.0	30.2	3.6491	1.26785
Students are snatching lunch boxes from one another	12.1	17.7	12.5	32.5	25.3	3.4113	1.35424
Students are tearing off the books of one another	9.1	12.5	13.2	28.7	36.6	3.7132	1.31743
Students are ready to fight with each other	7.9	14.0	11.3	28.3	38.5	3.7547	1.31001
Students are throwing belongings at each other	6.8	10.6	9.1	38.5	35.1	3.8453	1.20708
Students are moving one another forcefully	6.8	9.4	8.3	37.7	37.7	3.9019	1.20203
Students are hurting each other physically	10.6	15.1	10.6	33.2	30.6	3.5811	1.34066
Students are teasing each other	9.8	15.5	9.4	34.7	30.6	3.6075	1.32457
Students are hurting each other with sticks	5.7	11.3	13.2	35.8	34.0	3.8113	1.18476
Students are burning each other	7.2	10.2	14.7	33.2	34.7	3.7811	1.22676

Table 10: Distribution of respondents by gender-wise (male, female)

Gender of respondent	N	Mean	S.D	t	df	Sig.(2-tailed)
Male	87	93.5057	22.14691	-1.475	263	.141
Female	178	98.0337	24.08434			

Table 10 shows that an independent-sample t-test was conducted to compare the perception of teachers (male, and female) regarding violence among elementary school students. There was not a statistically significant difference in scores for males (N=87, M = 93.5057, *SD* = 22.14691) and females (N=178, M = 98.0337, SD = 24.08434) t (263) = -1.475, p= .141 (two-tailed).

Table 11: Distribution of respondents by locale wise (rural and urban)

Location of Respondent	N	Mean	S.D	t	df	Sig.(2-tailed)
Rural	52	98.7885	22.54959	.766	263	.444
Urban	213	96.0000	23.77092			

Table 11 shows that an independent-sample t-test was conducted to compare the perception of teachers (rural, and urban) regarding violence among elementary school students. There was no statistically significant difference in scores for rural (N=52, M = 98.7885, *SD* = 22.54959) and urban (N=213, M= 96.0000, SD = 23.77092) t (263) = .766, p= .444 (two-tailed).

Summary of the Procedure

This part of the research consists of findings, conclusions drawn from results, and recommendations based on results for betterment in the lacking area of this research study.

Findings

The major findings of the study were:
1. It is found that Scale has high internal consistency.
2. It is found that there were the majority of female respondents. The majority of respondents were from urban areas. A very huge number of respondents were having academic qualifications of M. A, while the professional qualification-wise majority of respondents were B.Ed. Experience of teaching the wise majority of respondents have 10 years of experience. A very large number of respondents have permanent job status.
3. It is found that the majority of respondents strongly agreed with the statement that "Fight among students increased" "Students are twisting ear of each other" "Students are slapping each other" "Students are pulling hairs of each other" "Students are pinching each other" "Students are pushing back each other" "Students are snatching belongings of each other" "Students are biting each other with teeth" "Students are pinching face of each other" "Students are punching each other" "Students are twisting arms of each other" "Students are abusing each other" "Students are shouting at one another" "Students are stealing belongings of one another" "Students are calling bad names of one another" "students are threatening one another" "students are making fools each other" "Students are snatching lunch boxes from one another" "Students are tearing off the books of one another" "Students are ready to fight with each other" "students are throwing the belongings of each other" "Students are moving one another forcefully" "Students are hurting each other physically" "Students are teasing each other" "Students are hurting each other with sticks" "Students are burning each other".
4. It is found that an independent-samples t-test was conducted to compare the perception of teachers (male, and female) regarding violence among elementary school students. There was no statistically significant difference in scores for males and females.
5. It is found that an independent-samples t-test was conducted to compare the perception of teachers (rural, and urban) regarding violence among elementary school students. There was no statistically significant difference in scores for rural and urban.

Conclusions

The overall conclusion of the study:
It is concluded from the above results that verbal and physical violence exists among elementary school students. Physical and verbal violence among students is also perceived by teachers. The opinion of elementary school teachers is that it is due to the corporal punishment law. It is explored that there may be other causes of violence but the major cause is corporal punishment law.

Implementations and Limitations

In light of the above findings and conclusions, the following recommendations are made:
Physical punishment should be banned as it may cause physical disorders in students. The teacher should try to use alternative methods to maintain control of students rather than physical punishment. School-based violence prevention and intervention training programs should be conducted for teachers in schools. The teacher should try to identify the factors/causes of violent students and counsel students that how to cope with this negative behavior and report parents or use any other preventive measures in case of other factors like home environment, depression, anxiety, effects of media, and single parent-child. It is recommended to the future researcher conduct a qualitative study to explore the causes of

violence at the elementary level. The study can be carried out in other Pakistani districts and in other Asian regions. It could have a qualitative character. For quantitative data, you might use alternative data collection techniques.

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