*Qualitative Study: Disruption and Violence Among Primary School Students in the Lahore District of Punjab Pakistan*

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**Abstract**
Children's welfare has been impacted by the global problem of school violence. Few studies have examined how school features in public primary schools serve Asian cultures, It poses a serious risk to students' social, familial, and personal well-being. The study's goals were to examine the type and degree of disruption that results in violence among primary school students, which spread to elementary school students, and finally, before entering high school, they stopped attending their schools for odd jobs, becoming the poorest and marginalized group in society, and some of them joining the unfair ideologies that harm others. The research was qualitative, The representative sample for the study was chosen using a stratified cluster random sampling procedure through the interviews with public primary school teachers in Lahore. The findings indicate that teachers perceive disruption in the classroom and verbal and physical aggression among public primary school students are harmful to the future of our kids. They believe that the main causes are a lack of accountability for one's actions, a lack of self-efficacy to engage in productive teaching activities, personal, family, and social factors, the school environment, teaching strategies, classroom management, and school administration are responsible. The future of our children and nations can be saved by the implementation of real monitoring, training, work satisfaction, and long-term educational plans.


Keywords: Student Violence, School Administration, Class Room Management, Primary School Students, Class Room Disruption

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# INTRODUCTION

School violence has spread around the globe, posing a threat to kids' well-being. Few studies have looked at how school variables buffer the relationship between personal and family factors and school violence in Asian cultures' primary schools. School violence has become a major social issue in recent decades, hurting the personal, family, and social well-being of kids. The majority of school violence research has thus far concentrated on adolescent data. The demographic of primary school children has received far less attention. Furthermore, numerous studies on the risk variables linked to school violence have been undertaken in Western countries. Although considerable disparities in attitudes, perspectives, and worldviews appear to exist between East and West, a nationally representative sample demonstrating that these risk factors extend to primary school in Asian cultures is lacking.

Additionally, research studies on school violence in primary schools have looked at how children's personal, family, and school experiences influence the persistence of student-on-student violence. According to international research, teachers are also targets of student violence in the classroom, but little is known about how students' personal, social, and school experiences influence student aggression toward teachers in primary school. Few studies have looked at organizational or school variables between personal and family factors and school violence in primary schools to date. Few studies have looked at organizational or school variables that may act as mediators between personal and family factors and school violence in primary schools to date.

Different types of violent behaviors are considered the root causes of violence among primary school students. Physical violence is the intentional use of physical force for causing harm, injury, or disability, It includes scratching, pushing, shoving, throwing objects, biting, shaking, slapping, physical fighting, twisting ears, slapping, hair pulling, pinching, pushing, snatching belongings, biting with teeth, face pinching, and use of strength against another person in school.

The intentional verbal behavior or kind of act which causes aggression, abuse, threats, makes one feel stupid, and mentally disturbed, and negatively affects one's achievement and confidence is psychological violence in school which consist of stolen belongings, shouting, bullying, name-calling, teasing, and be fooling.

## Statement of the problem

In Pakistan, violence among primary school pupils is a serious concern. The purpose of this study was to explore the disruption and violence among primary school students in the Lahore district of Punjab Pakistan.

## Objectives of the Study

The objectives of the study were:
1. To explore what sort and intensity of disruption and violence among primary school students.
2. To explore the factors promoting disruption and violence among primary school students as perceived by the teachers.

**Research Question**

1. What was the nature and extent of violence among students?
2. Which were the factors promoting violence among primary school students as perceived by the teacher?
3. What was the impact of the corporal Punishment law on primary school students?
4. What were the major causes of violence?

## LITERATURE REVIEW

Schools are in charge of instilling in kids beneficial social behaviors such as creativity, talent, and critical thinking, as well as life skills, social relations, confidence, and self-esteem. Schools should establish policy patterns that encourage nonviolent behavior and play a role in the development of communication skills, negotiation skills, and support for peaceful dispute resolution. Schools must create a safe atmosphere for kids because it is where they spend the majority of their time (three quarters), learn social conduct, and even develop their objectives and values (Burton & Leoschut, 2013).

Winicki (2010) defined school violence as the act that upsets or negatively affects the schooling process. It can involve criminal acts, aggression, and many other related factors like harsh behavior, teasing, physical fights, and attacks.

According to Ozdemir, (n.d.), school violence covers a wide array of intentional or reckless physical and psychological behavior ranging from bullying to murder. Sexual harassment, school fighting, bullying, verbal threats and intimidation, gang violence, rape, hate crimes, vandalism, and verbal or physical harassment on the way to and from school have also been observed.

School violence is increasing day by day and the feeling of an unsafe school environment is spreading in society. School violence can be defined in many ways but exactly it can be said that violence is all kinds of those behaviors revolving around physical harm, psychological harm to the student, and property damage to the school and students (Llewellyn, 2011).

According to Ridler (2006) most commonly reported physical violence among elementary and secondary school students is slapping on the hand or arm, head or face, twisting of the ear, pulling hair, etc. Psychological types of violence are shouting, threatening with bad remarks, calling names, insulting, making one feel stupid, and stealing others' belongings.

Bullying is common behavior in schools across the world and a survey conducted in 2003 – 2005 in developing countries resulted that one-third of students committing bullying violence on daily basis and most of the victims do not complain to their teachers because they feel shame to repeat it. So they get psychological harm (Ramos-Jimenez et al., 2013).

Child abuse is a highly concerning matter in secondary students. It has been observed that when children feel aggression then they are abused and abused even to their belongings to release depression. Some students abuse to treat other students because they feel secure and use their abusive habit as a tool of defense so they start abusing others even in slighter conflict. Some students learn such social behaviors from peer groups. The company of group members made them habitual to abuse (Dembo, 1998).

Most students avoid informing their school problems to parents. They feel that nobody at home will believe them. They might be having the inner feeling that if they report such incidents to their parents and teachers they may feel they are strengthless or not brave enough. Secondly, they think that reporting teachers or parents will become worried (Burton & Leoschut, 2013).

It is bullying when a student threatens or irritates in aggression by others. It is also bullying when a student makes conflict among the group or with another. In conflict, most students say nasty and unpleasant things to others. It is also bullying when parents or elders at the home hit, kick, or lock children inside the room. So it is established that students bulled in aggression and defense to resolve their aggression (Cornell & Brough, 2004). A significant amount of research has examined that the influence of the home environment is very strong on a child's behavior. Children are first exposed to social problems within the context of family. Relations within the family, parents, siblings, and other family members are role models for how they deal with others and which way they adapt to solve conflict and problems (Stain & Albro, 2001).

Marital conflicts are common in Pakistani society. It also affects children, particularly girls' thinking and behavioral level. They start getting awareness about such kinds of social problems and find out the solutions to such problems by sharing with their peers in the school and on a slighter conflict other members of peers share it with others. So violence or verbal threats come into being and girls verbally tease each other with bad comments. Secondly, girls are so very close to their mothers, and if the mother solves all the problems in the home with strict actions and behaves aggressively then automatically girls adopt that behavior because they think it is the best way to handle the situation (Parveen, 2013).

The physical disability or any other problem of the child makes it target more likely. Similarly, sometimes the problems and disabilities of parents are the sources of the target for students in the school. Such students may be rejected by their friends and schoolmates. Students fall into depression and psychological disorders when their classmates or schoolmates treat them worse due to their family background or give names on school playgrounds or start to whisper about them (Jimenez, Medrano, Villar & Torres, 2013).

Society has to create such an environment where a student may learn how to adopt a non-violent attitude and tolerance for a healthy life and society (Bologa, 2010). Media has a great influence on children's behavior. Children look at people in the media as their role models, especially their favorite celebrities (Jumprasert & KetUm, 2008). Students are not passive recipients of media context; they select and use the media according to their motives. Nevertheless, exposure can affect both what they learn and the way they behave, even though these effects may depend on the characteristics of the teenager. They learn a great deal from the media other than entertainment. Children are typically more attentive to those characters who have high status or power or who are similar to themselves in sex, age, or ethnic background. It was found that 83% of all programs contained violent elements. Boys are fond of violent films and dramas and like to watch such programs which contain a lot of fights. On the other hand, girls like to watch fashion shows and dramas based on romance and house politics. So media affects our values and attitude to a great extent (Wal, 2006).

Students have a great influence on juniors. If they behave violently in school areas and classrooms and mostly show aggressive behaviors with teachers, friends, and other students then the juniors also feel proud to be violent in the school. It is necessary to behave politely

with students and try to promote the values among them. Similarly, the most jammed group of people who are jammed together at the bottom of the social pyramid cannot even think of their future. They contribute to developing aggression, a sense of fed up, and demotivation and contribute a lot to promoting social evils (Avlos, 2001).

Schools are playing a vital role in the personality of students and the development of behavior. The school environment is responsible for violent acts and bullying at schools. Students feel threatened and are often teased by their schoolmates on the way to school. Students who are bullied a lot are mostly low-grade achievers and have less participation in class. School violence mostly occurs on school property, on the way to and from school, or during a school event, or (APHA, 2011).

Some students start skipping classes, especially in grades $9^{th}$ and $10^{th}$ due to performing some school duties regarding supervision which makes them overconfident sometimes and they become the reason for violence. Categorization based on academic achievement labeled the students as doing well or doing poorly. Similarly, financial grouping is also creating gaps in students' mix-up habits. Violence also exists in the student's mind but compactions give it power and motivation (Jumprasert & KetUm, 2008). Physical harm is common prevailing violence in classrooms. Mostly those students are victims who are physically weaker and cannot defend themselves. Some students start shouting at others. They release their aggression but others feel psychological disturbance (Jimenez, Medrano, Villar & Torres, 2013).

Most schools focus on academic achievement and excellence. They also train their students how to handle the pressure and tolerate the behaviors. It is only possible if the teaching staff is fully trained. Unqualified teachers neglect their duties, a factor of promoting violent behavior in school. It has been observed that the occurrence rate of violence is high among students who are taught by teachers who are not professionally trained. The ratio of violence is less among those students who are taught by certified teachers (Rose & Gallap, 2007).

Schools should provide appropriate curricula adjusted to suit the local context. Religion and ethics should be a compulsory part of education (Jumprasert & Ket Um, 2008). According to Arter (2000), rural schools have more difficult challenges than urban schools. They have fewer resources in schools and have to achieve a high level of performance with limited resources.

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). Fear and mental disturbance are badly affecting the students learning and success. School-based health centers should form to manage school-based violence. It has needed to introduce anti-bullying and anti-violence programs to improve the school environment (APHA, 2011). The school head should arrange meetings with the problematic student's parents to give an accurate report of the student and to the discussion of violent behaviors and their effect on their academic achievement (Mills, 2001). It is necessary to ensure that schools adopt the rules for all individuals on an equal basis and also make sure that all the students have equal opportunities to grow and learn. Teachers can conduct Parents

Teacher Meetings to develop school and home collaboration and improve poor family-based relations with strong bounding (CDC, 2013).

To control school violence school principals should overcome school violence risk factors like dropout ratio, poor student-teacher learning bounds, and relationships, problems of the school environment, and association with peer members and change these factors into good student-teacher relations, effective teaching-learning environment, through equal opportunities in academic activities, discipline, and motivation (Burton & Leoschut, 2013). The principal can control school violence by rewarding good behavior, adopting the zero-tolerance policy, training students in anger management, and developing easy ways for parents to be involved in the school activities of students (NCPC, 2013). Now, these days the government of every country is spending millions of dollars to make schools healthy and safe for students and developing different policies to control this social problem by giving equal opportunities for co-curricular activities (Llewellyn, 2011).

Schools should develop individual and group strategies not only for students but also for the teachers and parents to overcome the social problem and also at that level where they take many things from other society members secondary to friends, Usually related factors of school violence at the individual level are lack ness of facilities, low income, large family size, not effective communication with parents and other family members or crime family background or history. Schools should develop individual and group strategies not only for students but also for teachers and parents to overcome the social problem (Piedrahita, Martinez, Vinazco. et, al. 2007).

**Methodology:**

This study is a descriptive qualitative approach was used for this study. This research is used to explore the disruption and violence among primary school students in the district of Lahore.

**Interview Guide Development**

A semi-structured interview guide was developed with the help of a literature review. Based on the literature review, different indicators regarding perceptions about student violence and violence are reported in the schools. A theoretical framework based on these themes was developed. The interview Guide was developed based on themes.
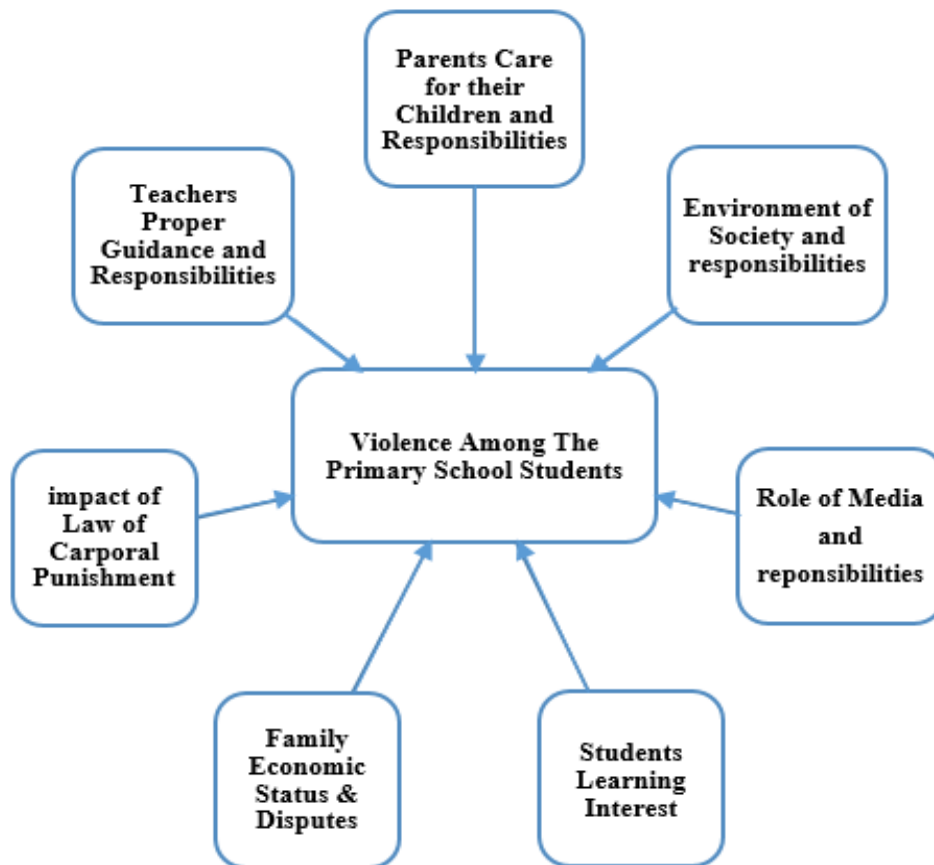
Figure 1: Interview Guide

**Interview Guide**

The interview guide was divided into two parts. In the first part, the researcher asked for demographic information regarding teachers, such as the name of the interviewee, name of institution, gender, location, marital status, age in years, academic qualification, professional qualification, teaching experience, and job status. The second part of the interview guide consists of semi-structured questions.

**Themes of an Interview Guide for Teachers**

The researcher asked teachers about:

**1. Causes of disruption and violence among primary school students**
  a. Do you observe aggressive behavior amongst children in primary schools or between students and teachers anyplace in the school?
  b. Do you notice them fighting, pushing, splashing, or pinching each other?
  c. Do you notice them screaming, calling each other names, pulling their hair, or abusing each other?
  d. Have you noticed that kids are willing to fight or tease one another over little things?
  e. What are the reasons encouraging student violence?
  f. How do students' personalities and the media interact?

## 2. Students learning interest
  a.  What kind of disruptive behavior do you see students engaging in during the lecture?
  b.  What do you believe is causing pupils to lose interest in their studies?
  c.  Do you believe that the violence among primary school pupils will eventually escalate to the worst possible situation or towards actual violence?

## 3. Impact of the law of corporal punishment
  a.  What factors, in your opinion, are responsible for encouraging violence among students, including the statute that forbids physical punishment?
  b.  How does the law requiring corporal punishment affect people's nature and conduct?

## 4. Teachers' Proper Guidance and Responsibilities
  a.  What counsel would you offer to teachers and other educators who are dealing with or seeing this violence?
  b.  How can they provide excellent instruction or guide kids towards a positive learning environment in the same disruptive atmosphere?
  c.  Do you believe that teachers are doing their jobs?

## 5. Parents Care for Their Children and Responsibilities
  a.  Should teachers involve parents in efforts to reduce student violence?
  b.  Why, in your opinion, is it necessary to ask parents about the reasons behind their children's aggressive behavior to help them change it?
  c.  How do you notice that the parents are responding to you in line with your expectations when you talk to them about their child's aggressive behavior?
  d.  Are their social standing and financial situation impeding their kids' ability to behave well in any way?

## 6. Environment of Society, community, and their responsibilities
  a.  Should teachers inform the community about the aggressive behavior of the pupils who attend school so that they can change their behaviors?
  b.  Based on their expectations, how do you think they will respond to the teacher?
  c.  How, in your opinion, is our community responding to the issue of student violence?

**Validity of Interview Guide**

The interview guide developed for the study was presented to the research supervisor of the field for opinion. According to the expert opinion, the interview guide had good content validity. All the questions of the related theme measure the nature and intensity of violence among primary school students. After validation, the suggestions were included in the interview guide after a discussion with the researchers.

**Population**

Primary school teachers from various primary schools in the district of Lahore Punjab, Pakistan, made up the study's population, which was made up of 80% men and 20% women. Participants in a group that a researcher is interested in studying make up the target population. Since they all share crucial traits, the study's findings can be applied to this community as a whole. The primary school teachers in Lahore are the study's target population.

**Procedure**

The focus of this study was to explore the disruption and violence among primary school students. Sufficient literature was reviewed to know more about student violence in their schools, based on the literature review, the researcher developed an interview guide to see student violence. The research tool was validated by experts from the field of education. Semi-structured interviews were collected with teachers.

**Data Analysis**

The interview guide was administered on the scheduled sample and the data obtained were organized, tabulated, and analyzed using a computer package i-e QSR NVIVO. Firstly, all the recorded data were transcribed and shifted into a file according to each theme. After this, all data were coded, and shift the answers were according to the participant's responses.

**Results of the Study:**

**Themes & Responses**

| Themes | Responses of Teachers |
|---|---|
| **1. Causes of violence among primary school students.** | It is concerning to hear about the aggressive and violent behavior observed among primary school students. The teachers' observation that violence is more prevalent when there is less teacher attention is understandable. The factors identified by teachers, such as busy parents, insufficient teacher attention, and media influences, are valid concerns. |
| **2. Students learning interest** | It is concerning to hear that students with aggressive and violent behavior are less interested in the learning process and can be a distraction to others in the classroom. This behavior creates a domino effect, leading to other students losing focus and becoming disengaged from the learning process. |
| **3. Impact of the law of corporal punishment** | It is concerning to hear that the law of corporal punishment is seen as a contributing factor to the aggressive and violent behavior observed among students. Teachers are correct in stating that punishment is necessary to maintain discipline and create a safe and supportive learning environment. However, the use of corporal punishment can have severe negative consequences on a student's mental and emotional well-being. <br> Research has shown that corporal punishment can lead to increased aggression, anxiety, and depression in children. It can also negatively impact their academic performance and social development. |
| **4. Teachers' Proper Guidance and Responsibilities** | The teachers' suggestions and advice seem very reasonable and practical. Teachers need to understand the root cause of violence and disruptive behavior among students and address those issues through communication and collaboration with parents and other relevant stakeholders. Using professional skills and experience to create an engaging and interesting learning environment can also help reduce the incidence of violence in the classroom. |

| 5. Parents Care for Their Children and Responsibilities | It is important to note that while economic factors may play a role in promoting disputes in families, it is not solely responsible for violent behavior among students. There may be various other factors at play, such as the influence of media and peer groups, mental health issues, and exposure to violence in their surroundings. Teachers and parents need to work together to identify and address the underlying causes of violent behavior among students, rather than simply blaming one another. Collaboration and a proactive approach can go a long way in creating a safe and positive learning environment for students. |
|---|---|
| 6. Environment of Society, community, and their responsibilities | It is concerning to hear that the community is not taking responsibility for the behavior of their children and is not willing to cooperate with teachers to address the issue of violence in schools. However, teachers need to continue to reach out to the community and communicate the importance of education and a peaceful learning environment for the students. Teachers can also collaborate with local authorities and organizations to implement programs and initiatives that promote positive behavior and discourage violence. It is a collective effort to create a safe and supportive learning environment for the students, and everyone has a role to play in achieving this goal. |

Table 1: Themes & Responses

**Discussion**

Furthermore, the study found that corporal punishment is not an effective method to reduce violence among primary school students. It can worsen the situation and can lead to physical and emotional harm to the students. The role of teachers, parents, and the community is crucial to reduce violence among primary school students. Teachers should use their professional skills, teaching methodology, and experience to create an interesting and activity-based environment for their students. They should also identify and work on problematic students to reduce violence among them.

Parents should also cooperate with teachers and positively guide their children to promote good behavior. However, some parents are non-cooperative and do not accept the mistakes of their children. They should also take responsibility for their children's actions and not just send them to school for security purposes.

Lastly, the study highlights the importance of the community in reducing violence among primary school students. The community should be aware of the consequences of violence and should take responsibility for the children of their nation. They should work together with teachers and parents to promote a safe and violence-free environment for primary school students.

**CONCLUSIONS**

In conclusion, it is crucial to address the issue of violence among primary school students. By working together, parents, educators, and policymakers can create a safe and supportive environment that fosters positive behavior and helps prevent violence. It is essential to recognize the negative impact that disruptive behavior can have on the learning environment.

Teachers must take proactive steps to address these behaviors early on and provide support to students who are struggling. Collaboration between parents, teachers, and the community is necessary to create a safe and supportive environment for all students. It is crucial to address the negative impact of corporal punishment on student behavior and well-being. Alternative methods of discipline need to be explored, and teachers need to be provided with the necessary training and resources to manage disruptive behavior effectively. Additionally, there may be a need for flexibility in the law of corporal punishment to ensure that it does not cause physical harm to students. Overall, it is important for all stakeholders in the education system, including teachers, parents, and policymakers, to work together to address the issue of violence among primary school students and create a safe and nurturing learning environment for them. The researcher was limited by the possibility that the study could be conducted in each of Punjab's other provinces in Pakistan.

**Recommendations**

In light of the above findings and conclusions, the following recommendations are made:

- Parents should be encouraged to participate in school-based programs to help their children develop positive behavior and social skills. Schools should work closely with the community to address the underlying factors that contribute to violent behavior among students. Teachers and parents should be provided with adequate training on how to identify and address violent behavior in children. Schools should have a system in place for reporting and monitoring incidents of violent behavior among students.

- Schools should create a safe and supportive learning environment for all students, including those who may have been victims of violence.

- Students should be taught conflict resolution and problem-solving skills to help them deal with difficult situations. The government should allocate more resources to education, especially in disadvantaged areas, to provide better facilities and resources to schools and students.

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