Violence in Temples of Learning

Dr.Sunita Murdia

Associate Professor
L.M.T.T. College, Dabok
JRN Rajasthan Vidyapeeth
Udaipur

I. Introduction

India is an ancient civilization; its harmonious and composite culture is thousands of years old. India has being a leading **nation in the fields of spirituality and non violence for centuries. Indians were well known for awareness of who we are, as a whole, as civilizations, as composite culture, as human beings. India gave the slogan of vasudhaiva kutumbakam to humanity.** But today's Indian reality is totally different. Violence is emerging in an unprecedented manner in human society. Looking at the world today any sensible person feels disheartened and even horrified to see the kind of violent acts being committed by man against man. The saddest part of this reality is that, this state of disorder and confusion in the society is affecting the children's innocent minds. Due to this, violent acts are increasing day by day in our schools. According to reports Delhi police on an average receive more than 20 calls pertaining to fights, breaking outside or around schools involving hotheaded students and dropouts. Many reports say that schools are danger zones where students punched, slapped, bullied, sexually assaulted, humiliated and physically punished by teachers and peers. Additionally youth are being exposed to violence through TV, video games, movies etc. This has raised concerns that children exposed to violence become desensitized and attempts to resolve conflict in a violent manner. Crime and violence affects not only families but society as well (crime, violence and your child)

According to the national Centre for children exposed to violence can hinder the learning process and led to violent revenge and a range of mental health issues

School violence is many faceted problem and often difficult to understand. It occurs from layering of causes. Most educators and practitioners would agree that one can't pinpoint just one reason of violence that shapes in our schools. It is an amalgamation of many factors viz socioeconomic factors, community and environmental, students home life, internal and external environment of schools etc. The world report on violence against children has categorized the school violence in some broad categories. These are; Verbal violence, Psychological violence, Physical violence, Criminal violence, and Structural violence etc.In this paper researcher tried to find out the most dominant type of violence, factors responsible for violence and difference exist in the violence according to gender and locality .

Objectives of the study
- To find out the present status of violence in schools
- To compare the status of violence among boys and girls
- To compare the status of violence in rural and urban schools
- To suggest the ways of reducing violence in schools

Hypotheses
- There is no significant difference in present status of violence among boys and girls.
- There is no significant difference in present status of violence in rural and urban schools.

Methodology
For the present study, the investigator adopted the survey method to find out the present status of violence in schools. Survey attempts to examine the status available and reflects the improvement for the future.

Sample
For the present study 100 adolescent students of class 9 were selected randomly from Udaipur city and nearby villages. 5 rural and 5 urban schools were selected through convenience sampling. Out

of the total students 50 boys and 50 girls were selected randomly. Out of 50 boys, 25 boys were selected from rural area and 25 from urban. Same procedure was adopted in case of girls.

Tool used

The investigator developed a three point rating scale of 36 items. It includes various components of school violence like verbal, physiological, physical, criminal and structural violence. The reliability of the tool was measured by the split half method using Pearson product moment correlation .This only gives the reliability of the half scale and hence the co- efficient of the reliability of the full scale was determined by using

spearman brown prophecy formula and was found to be 0.70.

Analysis and results
Mean score, mean percentage score (mps) and S.D of the raw scores were calculated and then "t" test was applied to test whether the difference between the mean is significant or not in terms of variables like gender and area.
The analysis and interpretation of the major findings and discussions of the result are as follows:-
OBJECTIVE 1- Present status of violence in schools

TABLE 1.1 - Present status of violence

S .No	Areas	N	Mean percentage score
1	Verbal violence	100	82
2	Psychological	100	71
3	Physical	100	20
4	Criminal	100	32
5	Structural	100	67

Table 1 shows mean percentage score (mps) of violence presently occur in schools. It shows that highest score is of verbal violence that is 82. After verbal violence, psychological violence is at second position; structural, criminal, and physical violence is at third, fourth and fifth place respectively. The hierarchy order is as follows

Verbal violence>Psychological violence >Structural violence> Criminal violence >Physical violence
OBJECTIVE -2
To compare the status of violence among boys and girls

TABLE-1.2 comparison of status of violence among boys and girls

S. No	Areas	Boys		Girls		Difference in mean	"t"
		Mean	S.D	Mean	S.D		
1	Verbal	23.52	2.19	22.70	2.89	0.82	2.03
2	Psychological	23.51	1.92	23.23	2.45	0.27	0.78
3	Physical	16.23	2.69	14.91	2.93	1.32	2.97
4	Criminal	16.56	2.47	14.58	2.94	1.97	4.59
5	Structural	21.25	2.94	21.43	2.27	0.188	0.45

Table 2 shows that, in the psychological and structural type of violence calculated t value (0.78, 0.45) is less than the table value. So we can say that there is no significant difference in the psychological and structural violence among boys and girls. In verbal, physical and criminal type of

violence the calculated "t" value is (2.03, 2.97, 4.59) greater than the table value. So there is significant difference exist in the present status of violence among boys and girls. Verbal, physical and criminal violence is higher in boys than girls. Hence hypothesis 1 is rejected

OBJECTIVE -3   To compare the status of violence in rural and urban schools

TABLE-1. 3   Comparison of the status of violence in rural and urban schools

S. No	Areas	Urban		Rural		Difference in mean	"t" value
		Mean	S.D	Mean	S.D		
1	Verbal	24.05	3.47	25.38	2.78	1.33	2.69
2	Psychological	23.83	2.92	24.06	2.30	0.22	0.54
3	Physical	15.91	3.02	15.28	2.72	0.67	1.48
4	Criminal	21.22	2.91	21.56	3.10	0.33	0.70
5	Structural	25.30	2.73	24.37	2.07	0.92	2.40

Table 1.3 shows that in psychological, physical and criminal type of violence calculated "t" value (0.54, 1.48, 0.70) is less than the table value. So there is no significant difference in the status of violence in urban and rural schools.

In verbal and structural violence the calculated value (2.69, 2.41) is greater than the table value. So there is significant difference exist in the status of violence in rural and urban schools. Verbal violence is higher in rural schools in compare to urban schools whereas structural violence is higher in urban schools than in rural schools. Overall there is no significant difference in the status of violence so hypothesis 2 is selected.

WAYS OF REDUCING VIOLENCE IN SCHOOLS
➢   Student participation in every activity of school is very powerful weapon in reducing violence so it should be encouraged.
➢   Effective implementation of school time table is essential so that students find no time to engage in anti disciplinary activities.
➢   Peace should be integrated into all aspects of schooling
➢   A code of conduct for classes should be developed.
➢   School should identify student's potential and promote them for future through various methods of rewarding, encouraging, guiding etc.
➢   In every class a peace maker or mediator should be appointed to resolve conflicts in the class.
➢   Each class should she encouraged to draw a code of conduct and maintain it.
➢   Values of co-operation, co-existence, sharing, solidarity etc should be incorporated in students through various group activities.
➢   Quality of education should be improved through various techniques viz conflict resolution, critical thinking, positive thinking, learn to live together. Through these, non violence should be the part of school tradition.
➢   A counselor should be appointed in every school and regular counseling sessions should be held for those students who are found in vicious aggressive behavior.
➢   Strong teacher- student relationship should be developed so that students feel that there is at least one member of the school is available to listen to them.
➢   Relaxation exercises, meditation or short energizing energy games and activities should be planned for students when they feel restlessness.

EDUCATIONAL IMPLICATION
According to this study, major responsible factor for all types of violence in schools are teacher student and student- student relationship, teaching learning situations and school climate. So if we pay attention towards above mentioned factors then there will be the harmonious and peaceful school climate. Such type of climate will develop the attitude and behavior of appreciation, cooperation, belongingness, trust, and spirit of learning in students, which is the need of the present time. This study also suggests shifting the teacher centered approach to child centered approach. When active and participative learning takes place, using interesting teaching and learning methods, a friendly and lively atmosphere marked by creative expressions of potentials with non-violence will emerge naturally.

REFERENCES
[1].   Best W john (1975) research in education, New Delhi, prentice hall of India private limited
[2].   Agarwal, Y.P. (2002) statistical methods concepts, application and computation, New Delhi, sterling publisher's private limited

[3].   AVP education committee, alternative to violence project manual (second level course) 15, Rutherford place, new York, 1003

[4].   Balasooriya, A.S (1994) management of conflict in schools. National institute of education Maharagam

[5].   Pruzam, Priscilla al (1988) the friendly classroom for a small planet. Program fellowship of reconciliation, new society publisher ltd. London