



## A study of violent behavior among the students of upper primary school: Its causes and correlates

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### Abstract

The bedrock of learning process is laid in the schools. Children are provided with an atmosphere of peace and happiness in the school. The development of social relationship with a combination of corporation and competition is aimed in addition to learning in schools. The present study deals with assessing the violent behaviour and its kind prevalent in upper primary school of Winners English School of Aurangabad city. The study also deals with the causes that lead to violent behaviour and the effect of counseling on violent behavior among upper primary students. The findings indicate that the violence prevalent among the upper primary school students was at low after the counseling session.

**Keywords:** Violent behaviour, upper primary school

### Introduction

Teachers play important role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation to another generation. The most important factor in the contemplated educational Reconstruction School being a formal institution caters to the basic requirement and successful learning activity. The bedrock of learning process is laid in the schools. Children are provided with an atmosphere of peace and happiness in the school. The development of social relationship with a combination of corporation and competition is aimed in addition to learning in schools. Children learn and also compete with one another. The school and the teacher supervise, guide and help pupil for their achievement. Each child in turn being a unique individual with respect to their physique, mental ability or behaviour put up a challenge to the teacher. Few are active, some are passive and few others put up impulsive or intolerant behaviour which the teacher caters to. Though the teachers actively monitor the student's activity for positive result in societal development, there are few actions put up by the children in some negative ways. The positive action forms an individual's contribution to the positive societal development and the negative actions to the retardation of the society. Parents send their children to schools and think that they are studying there and doing lots of other good activities. They do not think about anything else. But they are not aware of the fact that the kids sometimes are indulging in some violent activity or becoming victims of violent attack from other children.

The characteristics of an individual or characteristics of environment or family history may be the background for creating an atmosphere of terror and violence in the school by

some students. This effects other students as they could not concentrate on studies in the classrooms. But while some students put up such violent behaviour in the classroom or in the school which effects and obstructs not only their own a achievement but also of others in the academic field. In one of the schools of Aurangabad city the school experienced a rise in the rude behaviour of the people in higher primary section. The observation of the teachers of the school in general was that the students used rude language, rude tone, high volume speech, back answering, bullying of other classmates and use of bad language, which prompted to take up a case study of such aggressive and violent students (behaviour). Aggression in simple terms can be said to some type of hostile behaviour or harmful action or act or even inappropriate behaviour. Poking, pinching, pushing, hitting, kicking, throwing things. Insult, taunts, teasing, threatening, gossiping, excluding one person from a group are the forms of aggressive behaviour. Verbal or non-verbal or physical behaviour that injure other person directly or indirectly are the violent behavioral acts of the students. Such type of behaviour can cause serious consequences for both the students and those in his/her environment. Aggressive or violent behaviour in schools is not a new phenomenon in our educational system but their increasing number and frequent occurrence is a matter of concern because this may manifest in the form of rioting, sexual violence, fighting and bullying in future. Such destructive activities may result in the physical harm, dropout or poor academic performance among the students. The cause of violent behaviour can be due to developmental strategy, modeled aggressive strategy, media influence or social skills deficiency. Human being is a learning being compare to other animals. The trait, the way of life is

picked up from the surroundings in which the individual lives. The traits, way of life, norms, etc. are set up by the society for a peaceful coexistence. But this doesn't happen as we aim. The rules are broken and may cause imbalance when the violent behaviour are learnt. The behavior may be internalize at an early life and can become a major concern to be looked into. Hence the present case study was taken to find some plausible solution to the raising problem.

**The objectives of the study were**

1. To study the violent behaviour and its kind prevalent in upper primary school of Winners English School of Aurangabad city.
2. To study the causes that lead to violent behaviour among upper primary students.
3. To study the effect of counseling on upper primary students who exhibit violent behavior in the school.

**The hypotheses of the study were**

1. Through the direct observation in the upper primary school the violent behaviour exhibited by the students was on rise.
2. The 'Hit back attitude', intolerance/low tolerance, reactions at the spur of the moment are the kinds of violence among the students of the upper primary school.
3. Neglect or inattentive attitude of the family members, mass media, peer group influence and materialistic culture are the major causes of violence among the students of the upper primary school.
4. The violent behaviour among the students is low after counseling.
5. The plausible solutions are conscioustization, monitoring of children's moment, firmness by teachers and parents regarding value system and attractive value based programs.

**Statement of the Problem**

A study of violent behaviour among the students of upper primary school: its causes and correlates.

**Population and Sample**

For the study of the problem, 100 mischievous boys studying

in the upper primary schools of a coeducational school of Aurangabad city were selected. They were selected based on the direct observations and complain of the teachers teaching in upper primary school. Thus the population of the study was selected from teacher's observation, interviews, peer groups and parents. Purposive sampling was selected for the study.

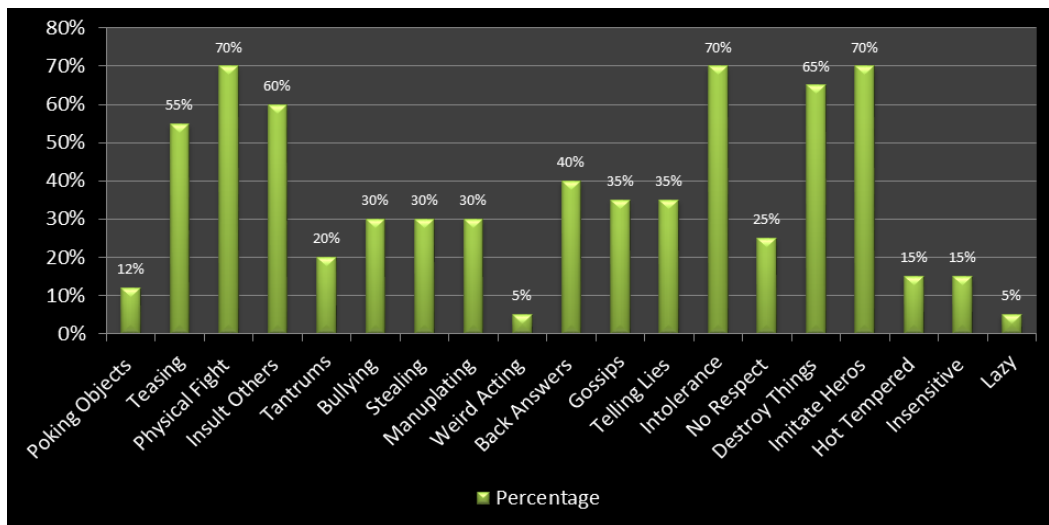
Some opinions were sought from the parents of the selected group to endorse the identification and were administered an attitude scale to find out the tendency towards violence on a 5 point scale. 40 statements were included in the attitude scale. The statements related to the self were students' feeling, emotions, actions, interest, attitude, language use etc. The attitude scale also included statements in relation to school environment, relation with peers, relation with parents and family members, environment at home and general information. The attitude scale enables the researcher to categorize among the 100 selected students into very high violent, high violent, average and low violent students of upper primary school. Thus 20 students who fall in the category of very high violence and high violence in the attitude scale were selected for the study and thus form the sample of the study.

The result of the attitude scale administered to the 100 selected students of upper primary students of Aurangabad city was as follows

**Table 1:** Table showing violent Behaviour

Scale	N	Mean	S.D.
Attitude Scale	20	168.25	8.495

The mean score of upper primary students on tendencies towards violent behaviour was 168.25. This means that the students have high tendency towards violent behaviour. Thus the first hypothesis has been accepted. The 20 students who formed the sample of the study were given minute attention and many things related to their behaviour were discussed to understand the kind of violence prevalent in them and the following graph depicts the kind of violent behaviour observed by the researcher, teachers and peers



**Fig 1:** Graphical representation of kinds of violence prevalent among students

The above graph shows a kind of violence prevalent in the upper primary school of Aurangabad city. Thus the kind of violence includes physical fight, insulting others, intolerance, teasing, destroying things, imitating heroes etc. The hit back attitude, intolerance/low tolerance, reaction at the spur of the moment is the kind of violence among the students thus the second hypothesis is also being accepted.

Thus after the pre-test of the attitude scale and noting the kinds of violence the student sample of 20 students' were given a counseling session for a period of 4 months. During the counseling session the researcher was able to draw and identify the kinds and causes of violence that prevailed in the upper primary school students. The following graph depicts the causes of violence prevalent among the students.

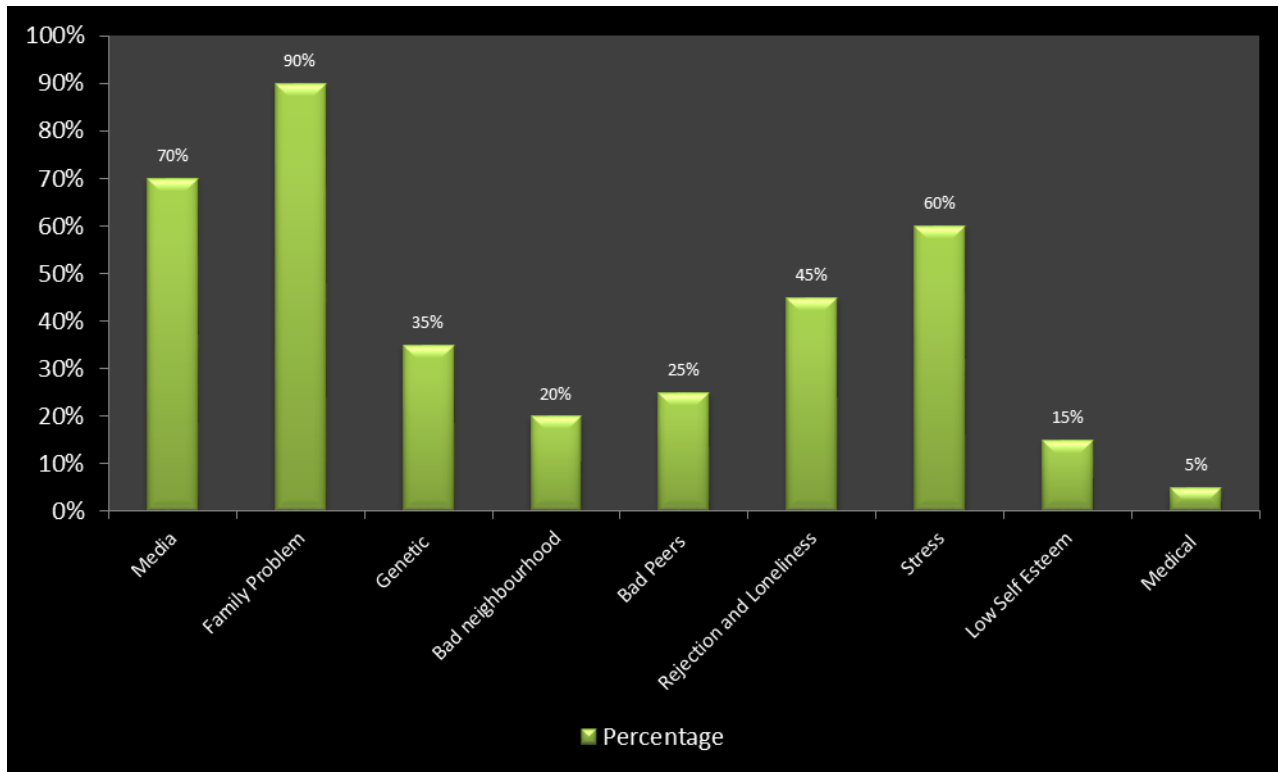


Fig 2: Graphical Representation of causes of violence prevalent among the students

The third hypothesis that media, family background, peer group influence and materialistic culture are the major causes of violence among the students of upper primary school has also been accepted. Thus the 20 students who were given counseling session regularly for a period of 4 months and the guidance of child psychologists, counselors, the researcher etc were taken to enable the researcher to chalk out the program for counseling. Many facts and information from the students were collected related to their family background, time spent after school and their relationship with peers in the neighborhood. Then again a post-test of the attitude scale was administered to the 20 students at the end of the counseling session and Observation. The result of the post-test was as follows –

Table 2: Table showing violent behavior after counselling

Scale	N	Mean	S.D.
Attitude Scale	20	108.75	5.805

The post-test mean score of upper primary students on tendencies towards violent behavior was 108.75. This means that the students have shown reduced tendencies towards violence after four months of counseling and observation. A comparison between pre-test and post-test of attitude scale on violent tendencies administered to the upper primary school is as follows:

Table 3: Table showing Pretest and Post test scores

Grade	Mean	Σ	N	C.R. Value	Table value at 0.05 level	Difference between Mean
Pre-Test	168.25	8.495	20	25.869	2.02	Significant
Post-Test	108.75	5.805	20			

The calculated mean score of pre-test is 168.25 and that of post-test is 108.75 and the S.D. of pre-test is 8.495 and post-test is 5.805. The calculated t-value is 25.869 which is more than Critical Ratio i.e. 0.25 hence it is inferred that there is significant difference between the means of pre-test and post-

test so it can be concluded that the violent behaviour is reduced after counseling. Thus the above table clearly indicates that the violence prevalent among the upper primary school students was at low after the counseling session. The fourth hypothesis that violence among the students is low after counseling has

also been accepted. The violent tendencies which were present in the students of upper primary school in various forms due to degrading family norms, values and neglect in the family, increasing influence of mass media, over use of mobiles, peer influence, lack of sufficient affection and low interest in academic activities can be minimized through counseling as the researcher has taken up the case study. In consultation with child psychologist, counselors, teachers and experienced personals of the schools the researcher suggested the followings to the teachers and parents.

1. The teachers can be vigilant and observable at the incidence which can trigger aggressive behaviour on regular basis.
2. The teachers can reach out to the pupils in stressful times and direct them in positive manner.
3. They can monitor the influence of friends and discuss with their pupil with warmth and affection the problems of the people for achieving plausible solutions.
4. They can motivate and guide their pupils to reduce the viewing of TV and mobile phones and giving them alternative activities in the class and outside.

The parents were suggested to present a peaceful and favorable environment at home. They should present themselves as role models to their kids. They should avoid physical punishment and communicate with their kids on regular basis. Good planning and guiding the kids in developing constructive habits, matching their inner talents was the need of the hour. Thus the teachers and parents have a great task on their hands to prepare and mold the future of the students and children.

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