

The Effects of Violence on Social & Emotional Development of the Secondary Students of Public & Private Schools

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ABSTRACT

Education is a process, which transforms the behavior of a person from ‘instinctive behavior’ to ‘human behavior’. The English poet Robert Bridges had very beautifully said: ‘and since we see how man’s judgment of Right and Wrong, Variety with education we conclude there from thatthe educationsharpened our moralities.’In this research the target audience was secondary student of public and private schools. This is the period of adolescence. It means ‘to grow’. In that sense adolescence represent a period of rapid growth and change in nearly all aspect of Children this is the period of stress and strain (Bronfenbrenner, U. 1979).This research focused on violence which is the use of power to harm another whatever form if take harm is mostly physical pain it can also accure in many dimension beyond the physical to include psychological or emotional, material or economic, social or moral ethical and so on. During such violent circumstances education is the most victimized element of the society due to which students are facing consideration problem like issues related to their social and emotional development. The purpose of the research was to analyze the effect of violence on social and emotional development of secondary school student. This research also identified the role of school and teachers.Itwas conducted in public and private schools of Karachi and used the qualitative and quantitative approach. The findings showing that the majority of the student’s violence experience in their life and as a result students took bad effect on their personalities. The element of negative egoism and worries seems in their lives which damage their social and emotional development.

Key words: Violence, social development, emotional development, secondary students of public and private students.

INTRODUCTION

The word education is derived from the Latin word *educare* which means 'to bring up'. Education plays a vital part in development of the human and shape the new generation for the future. According to the Dewey Education develops all the capacity in the person which will assist to control the environment and fulfill his or her responsibilities. These capacity refers to the development of all aspect of an individual that are social, moral, emotional, physical, Psychological and spiritual development it is to promote the balance development of an individual which assist to understand the surrounding and help to control it effectively.

Education develops the mind of person and which provision the true knowledge and happiness it modifies the human behavior which improves the perception and thinking level. It is the training of the living of the life to become a good member of family, society, citizen and promotes the feeling of patriotism in that sense the body and the brain to train and do right things in right time at right place. Encourage the feeling of cooperation, love, compassion and sympathy.

Education directs towards the right destiny. Human borns with the natural instinct and this instinct need direction for that education which plays a vital role. It is continuous, re organization and integration activity and experience. It influence of the environment upon the individual such an influence bring a change in his or her habits of behavior through these influences develop all capacity which assist to adjust within the environment.

Secondary education is the period when child enter in adolescence. This is the most important stage of life child face so many challenges regarding their social, physical, emotional. Due to changes of their hormone and body their confidence level become weak already they faces family and social pressure. They are not expressing their feeling directly to the parents or other members of the family they show off and fulfill with the enthusiasm. They take interest in friends rather than family. This is the time full of egoism.

This is the time when they need guidance and support from family, teachers and schools because this is the time to ready to face the practical challenges of society this is the time to ready to adjust within the society and do work practically and become strong generation.

As Pakistan society is highly affected by extreme level of violence that includes bomb blast, kidnappings, life threats, snatchings, killings, robberies, target killings and bullying etc. and it has its deep rooted impacts on each and every aspect of society.

LITERATURE REVIEW

In a similar vein, Henry (2000) suggests that a more inclusive, integrated definition of violence is necessary, which replaces the term 'force' with 'power' and takes a more comprehensive view of harm. Violence is thus defined as "the use of power to harm another, whatever form it takes" (Henry, 2000). In this case, harm is not only physical pain and suffering. It "can also occur along many dimensions beyond the physical to include psychological or emotional, material or economic, social or identity, moral or ethical, and so on. Within each dimension, the harm can be of two kinds: 'harms of reduction' and 'harms of repression' (Henry & Milovanovic, 1996). Harms of reduction remove something from a person's existing status as a human being. For example, physical harms or reduction produce bodily pain or loss (of blood, organs, limbs, physical functioning). Material harms of reduction remove some of the person's economic status (property, wealth, money). Psychological harms of reduction have destructive effects on the human mind and weaken a person's emotional or mental functioning (such as in posttraumatic stress syndrome). Social and symbolic harms of reduction lower a person's social status (by violating their human rights, sexuality, social identity). Moral or ethical harms of reduction corrupt standards of concern for the well-being of others (as in hate, pressure to cheat, and the like).

One of its most effected aspects is the youth of our society which is our next generation and undoubtedly the hope of our future.

According to the Hadow Report of England, adolescence is an interesting period to the teacher and an exciting period between late childhood and adulthood. It is called the spring of life. It is attractive but uneven, insecure and strange path from childhood to maturity. It is the period when growth takes place in all aspects of life physical, mental, social, moral and emotional aspects.

This violence largely and badly affects the social and emotional development of a child which leads them towards Psychological damages. These damages have their reparations at every stage of their life and eventually they get worst and firm at the age of adolescence.

Emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and learning to cope with stress and manage emotions (Santrock, 2001),

Vygotsky (1978), another well-known theorist in the areas of social development and education, argued that cognitive functions are connected to the external (or social) world. He viewed the child as an apprentice guided by adults and more competent peers into the social world. Vygotsky explained that children learn in a systematic and logical way as a result of dialogue and interaction with a skilled helper within a zone of proximal development (ZPD). Several studies support a link between exposure to community violence and symptoms of anxiety, depression, and aggressive behaviors in school-age children living in violent urban neighborhoods (Gorman-Smith & Tolan, 1998).

The violence in the surrounding environment of society does not have its devastating impacts only on an individual but it transforms itself on peer, group and family. Its prolonging negative impacts is a challenging problem for the social institutions like schools and family, and child is the most important factor of these both institutions.

The research focused on effect of violence on secondary students of public and private schools and also identifies how its damage their social and emotional development and diagnose the role of teachers and school in reducing these effects.

OBJECTIVE OF THE STUDY:

- To investigate, secondary students experience violence.
- To explore the ways through which the effects of violence can be reduced among students.
- To understand the role of teacher in social and emotional development of students under the effects of violence.
- To figure out the role of school in social and emotional development of students under the effects of violence.
- To analyze the impact of violence on learning environment.

JUSTIFICATION OF THE STUDY:

- The teachers will be able to understand the causes of the effects of violence among students.
- The parents will be able to study the social and emotional changes in their children and learn to deal with them.
- The educators and trainers will have access to the valid data to plan the strategies to reduce the effects of violence.
- The teacher will be able to plan their strategies based on results.

SCOPE OF STUDY:

- Study the effects of violence on the cognitive and personality development of the secondary students of public and private schools.
- Study the social and emotional development of the students of at college and university level.
- Study the effects of violence on teacher and parents of the secondary students of public and private schools.
- Study the effects of violence on the learning environment.

LIMITATION OF STUDY:

The study was limited to two public and two private schools which couldnot be generalized. It was undertaken in Karachi due to limited resources and time.

ETHICAL CONSIDERATION:

Before the questionnaires were filled, the respondents signed the consent letter in which it was written that the name and other identifications will not be disclosed to the participants.

RESEARCH METHODOLOGY:

- Survey method was adopted as the strategy for this study.
- The population of this research comprises all the public and private schools of Karachi, consisting 18 towns.

New town was selected as a sample frame out of 18 towns of Karachi. The total sample size n=100 will be selected through purposive sampling of 50 female students and 50 male students from the selected public and private schools.

RESEARCH INSTRUMENT:

The study adopted the Questionnaire method for the collection of data total items were 24 each item was analyzed individually.

DATA ANALYSIS:

The data analysis has been performed through statistical software SPSS percentage and chi square method was used for the analyzed the data.

RESULT:

According to the results, 96% students were familiar with the word of violence, 69% students having experience of violence, 80% had a feeling of fear, 79% were under psychological stress and 59% students were feeling hesitation.

27% of public and 49% of private school students had a good relation with their teachers. 30% of public and 44% of private school students kept a good relationship with their parents. 8% of public and 15% of private students were engaged with their social activities. 29% of public and 49% of private school student's effect by the TV news. Only 7% in public and 13% in private schools, class activities took place. 8% of public and 15% of private school students learn prevention activities within the school.

Percentage

Table 1

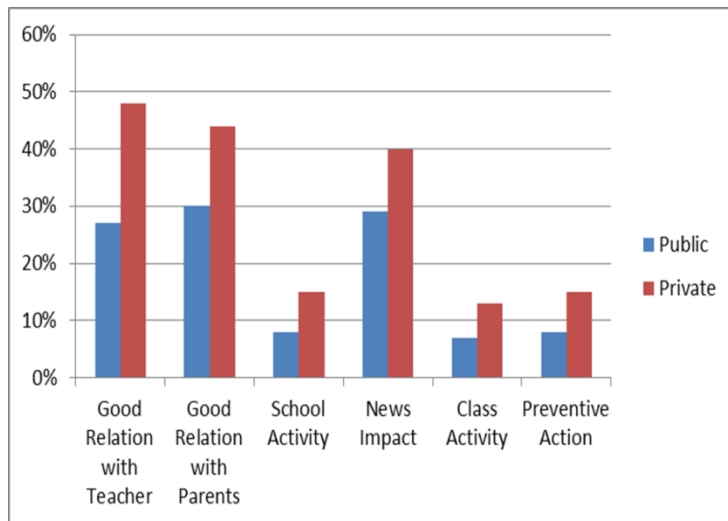
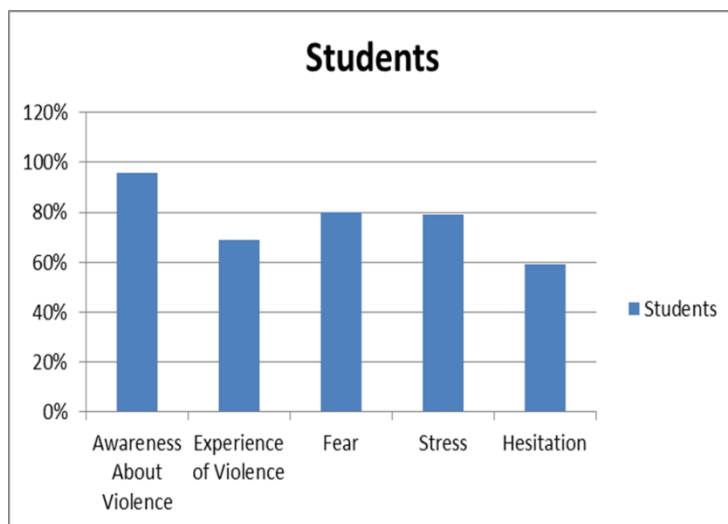


Table 2:



Chi square

Table 3

H ₀ 1	Chi-Square test (x ²)	
	Df =	1
	L =	0.05
	Calculated value x ² =	1.04
	Tabulated value x ² =	3.84
Result	Tabulated value x ² > Calculated value x ²	

Table 4

H₀ 2	Chi-Square test (x^2)	
	Df =	1
	L =	0.05
	Calculated value x^2 =	0.42
	Tabulated value x^2 =	3.84
Result	Tabulated value $x^2 >$ Calculated value x^2	

Table 5

H₀3	Chi-Square test (x^2)	
	Df =	1
	L =	0.05
	Calculated value x^2 =	1.10
	Tabulated value x^2 =	3.84
Result	Tabulated value $x^2 >$ Calculated value x^2	

Table 6

H₀4	Chi-Square test (x^2)	
	Df =	1
	L =	0.05
	Calculated value x^2 =	0.20
	Tabulated value x^2 =	3.84
Result	Tabulated value $x^2 >$ Calculated value x^2	

CONCLUSION

The result was concluded that violence has great impact on both male and female of public and private students and they are consciously or unconsciously very much aware of the existence and impact of it. On the basis of responses it is significantly proven that violence in effecting the social and emotional development of students despite of gender discrimination. There is need to come in loop parents, teachers and school promote student toward positive

egoism and motivate them toward the educational activities and assist the students to develop balanced personality to develop the social efficiency for that awareness is very first step which promote through media, workshops, seminars, conferences etc which is a main sources of current era.

RECOMMENDATION

- The finding of research suggested that awareness programs are consequential for parents, teachers and students media is the one of the source which plays a major role in this through the talk shows and discussion by experts, psychologist and educationist.
- The researcher determined that safety and security of the students are considerable issue which assists to reduce the worries and anxiety among the children and it's also promoting the co curriculum activities. School should focus on that area with the assist of different organization and Institutions.
- The researcher suggest the teacher training programs focus on how to motivate the students toward the education activities and increasing the social efficiency also promote the level of communication, feeling of love beside the academic activities through the ongoing session within the school campus.
- The researcher suggested that nurtures the parents and teachers relationship which assist the children to move toward the positive egoism through the session under the supervision of experts.
- The research would be more effective if it could examine the effect of violence on parents and teachers.
- The research would conduct on primary school student and highlight on effects of violence on cognition of child.

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