



Cases Studies of Children' Violent Acts at School

Fauzia Khurshid and Shazia Qummer

Department of Education, National University of Modern Languages.

ARTICLE INFO

Article history:

Received: 25 January 2013;

Received in revised form:

15 July 2013;

Accepted: 24 July 2013;

Keywords

Cases Study,
Children' Violent Acts & School.

ABSTRACT

Present research was designed to explore the causes of violence acts of children in school through case study approach. Due to the nature of the study qualitative research approach was used and case study method was employed to unravel various causes attached with violence acts of children. Cases for the study were selected from one of the government sector school of Islamabad. Present study explored various causes of violence acts of children which are mostly related with family status, environment and intellectual level of the students. Findings of the study will help teachers and school administration to understand individual differences and also help them how they deal with highly intelligent students and motivate them to use their energies in positive way.

© 2013 Elixir All rights reserved.

Introduction

Violence is not acceptable in the school community, there are many reasons for it, and it is widespread, but schools that focus on the issue and persist in working constructively could reduce the incidence and acceptability of violent and aggressive acts which can destroy school environment. Violence acts are not acceptable in society as well as in class room. There are many reasons for it or we can say there are many factors involves in it. The important factors are personality composition and others factors e.g. heredity, environment, emotional development, and intellectual level of the students etc.

The term personality comes from the Latin word "persona" meaning "mask". Personality refers to the special blend of talents, attitudes, values, hopes, loves hates, and habits that makes each of us a unique person. Allport's definition is one of the most inclusive, according to his definition:

"Personality is the dynamic organization within the individual of those psychophysical systems that determine the individual's unique adjustments to the environment"

The term dynamic points up the changing nature of personality, it emphasizes that change can occur in the quality of a person's behavior. Organization implies that personality is not made up of a member of different traits, but they are interrelated. The "psychophysical system" is the habits, attitudes, values, beliefs, emotional states, sentiments, and motives which are psychological in nature but which have a physical basis in the child's neural, glandular and general bodily states. These systems are of heredity, though they are based on heredity foundations, they have been developed through learning as a result of the individual's various experiences. Since each person has different learning experiences, the kind of adjustment the individual makes is "unique" in the sense that no other individual will react in exactly the same manner.

There are two main factors that have strong effect on personality, heredity and environment. Heredity and environment are important and in fact, inseparable. As a person grows, there is a constant interplay, or interaction, between the force of nature and nurture. Heredity shapes development by providing a framework of personal potential and limitation that are altered by learning, nutrient, disease culture and other

environmental facts. Early environment obviously begins to modify development immediately after birth, but the prenatal environment is also important. Normally we think of the intrauterine environment of the womb as highly protected and stable. In general, it is, but a number of conditions can affect development before birth.

During embryonic and fetal development, it is quite possible for the effect of environment to reach the seemingly well protected interior of the womb. If a mother's health or nutrition is poor, if she has certain disease, uses drugs or expose to x-rays or atomic radiation, fetus may be harmed. As we know, there is no direct intermixing of blood between the mother and child. Nevertheless, but some substance especially drugs do reach the fetus. If the mother is addicted to morphine, heroin, the infant may be born with a drug addiction. Affected infant have low birth weight, a variety of bodily defects and facial malformations, and many are mentally retarded.

Right from time of birth the child's personality is shaped and molded by the community in which he/she lives. At first child's family, his parents and siblings, later on school, teachers, friends, movies all influence the personality with the same degree of subtlety and complexity that genetics can. The treatment which child receives in the home will determine to a larger extent the kind of bio-social traits which he exhibit.

Loving parents make children feel good about themselves and this leads to security, low anxiety and self-esteem in the children warm parents may be more effective than hostile parents in behaviour. When physical punishment is used to control aggression, the child is being frustrated. By the same token the dominant father or nagging mother may leave permanent scars on the child's personality. In the form of emotional instability, shyness and hostility. Children from home broken by death, illness or divorce often reveal a basic insecurity through their anxieties and fears the over protected child develops habits of dependency. The spoiled child is likely to become selfish and exaggerate his own importance and to have little consideration for others. On the other hand the rejected child subjective to rigid discipline often shows social timidity and fear, withdrawal from responsibility, lack of self-confidence and insecurity. He/she may seek pathetically to win the favor of

older children, of the teacher and of other adults. Child's birth order is also an important factor in determining behaviour.

The schools differ from the family as an agent of socialization in several important ways it is more impersonal the child has contact with the range of adult who offer views different from one another and different in some ways from the parents. Schools have a major influence on the way in which the children organized their thoughts and cognition. To the world, that allows children to develop the capacity to think in terms of general concept and rules. Lack of opportunities in social contact and for learning how to get along successfully with other will likewise delay normal development.

It has been said that you can take children away from their culture away from their culture but you cannot take the culture away from children. In every culture, children are subjected to pressure to develop a personality pattern that will conform to the standards set by the culture. The cultural group to which children's parents belong sets the mode! For the approved personality patterns. Through child training in the home and school. Children are expected to adopt this pattern as a model for their own personalities. The way the children are brought up is responsible for the kind of personality pattern they develop. As they grow older, pressures from the peer group and from the adult social group outside the home supplement family and school pressures.

Some people have opinion that gifted children and intelligent students create more discipline problems in the classroom. So we first check what differences between gifted and intelligent students are? And what are their characteristics? Difference between being a gifted child and an intelligent child often lies within the characteristics of the child. This could include certain aspects of their personality, ability in relation to grade level and observation of their social interaction. Intelligent child is able to master grade level concepts and assignments much like the gifted child. One significant difference, however, could be how gifted children perceive social situations. The gifted child may be highly aware of and sensitive to the feelings of others. This could mean, for example, that they would be able to recognize emotional connections such as sympathy and empathy at a much deeper level than an intelligent child. Gifted children may also feel more comfortable with intellectual conversation among adults.

Another way to measure the difference between the intelligent and gifted child is to look at their academic standing. Intelligent students are good scorer but sometime their behavior is more problematic. All children have some level of creativity; intelligent child most likely enjoys participating in such enriching activities but does not necessarily find creativity a struggle. A gifted child is "someone who shows, or has the potential for showing, an exceptional level of performance. Intelligent children are cognitively advanced and generally perform well. But all intelligent students are not same because every student has different kinds of intelligence as Howard Gardner's (1993) theory regarding the nature of intelligence stresses the importance of not viewing intelligence as a unit-dimensional construct, like the "general-factor," but rather as a series of independent intelligences: (a) verbal/linguistic, (b) logical/mathematical, (c) visual/spatial intelligence, (d) bodily/kinesthetic, (e) musical/rhythmic, (f) interpersonal, (g) intrapersonal, and (h) naturalistic.

Emotional development refers to an individual's interests, experiences and urges which he/she experiences throughout the phases of life. Emotions are a complex psycho physiological experience of individual's state of mind as interacting with internal and external influences. Emotions play very important role in individual's life, either these emotions are expressed in good manners or bad ways. Emotional disturbance becomes a cause of many behavioral problems some common emotions are, fear, anger and affection. Because of these factors we can observe many differences among individuals. One of the researcher is working in one of the leading government sector school of Islamabad and teaching to the primary level students since last ten years, due to this long this interaction it was realized that some of the primary level students are involve in such act of violence against schools property and peer group which can expected from children of this age group. Presents study was designed to explore the causes of various act of violence among children.

Research Objectives

1. To identify causes of violence acts among children at schools.
2. To explore the factors which are responsible for violence acts among children

Research Questions

1. Do the children who create violence acts have had lack of moral education?
2. Does the economic status have any effect on children's behavior?
3. Do their behavior excreted by a peer group?
4. Do environment have any role in their behavior?
5. Does heredity play any role in individual's behavior?
6. Does intellectual level of the students have any effect on their behavior?

Research Design

Qualitative research design was choose to uncover the better realities attached with violence acts of children. Case study design was used and six cases were selected for study.

Case one

Child name: Abdullah Raza

Father's name Raza Ahmad

Father's Rank: Air Commodore

Brief history of the student

Abdullah is very energetic boy in class three. He always busy in creating problems for other students and teachers. He doesn't know how to use his energies in right directions. He can't concentrate on one thing for long time so he moves on changing his focus and disturb others. He always busy to create some different types of act that annoyed teacher. He tries to create specific noise by sticking his shoes with chair. Sometime he makes use of his hand against other children. He kicks and hit on head and neck of other students. Mostly we find him doing such kinds of violence acts during break and P.T period. Some students have complaint against him that he snatched their lunch during break and ate it. Even in P.T.M some parents also recorded their complaints regarding this act. So we tried to find out the reason of his all these violence acts.

Teachers' opinion

We asked from teachers about his behavior, they provided more or less same information. They are also worried or we can say fed up from his behavior. Science teacher told that most of the time she sent him out the class in order to maintain discipline in the class because according to her he always ask unnecessary

questions to her and sometimes those question are note related to the topic.

Parent's opinion

Then parents were called and asked about his behavior, his home environment his activities at home, his behavior with his siblings. They told that he is their only son, and because of this he got extra attention from all family members. So there is no restriction for him. His father mentioned that his son is fond of driving and he never stopped him and so many times he broke bumper of his car. But now they are also worried about him because he started same acts of fighting with his siblings

Student's opinion

But when Abdullah was asked that why he created such unwanted behaviors in the class? and why he is fighting with other children? He said that he never did anything wrong. He wanted to learn but other students and teachers create hurdle for him and teachers never gave him due attention. He also has view that his father didn't love him only his mother loved him but some time she also supported his father and that time he didn't like her. When asked Abdullah why he created more problems in science class? He said that science is his favorite subject but science teacher never gave him attention and never provided any activities. He also added that he told his science teacher about some activates and she stopped him and sent him outside.

Conclusion

On the basis of above mention information it is concluded that being an only child his parents spoil him. They gave him extra attention because of this he considered him something special and wants extra attention, but it is not possible for one teacher to give every child attention individually so he created such violence acts. Another area is that he is an intelligent boy and his intellectual level is also high and he takes less time to comprehend things that is why he creates disturbance for other boys.

Case no 2

Name Arif Hussain

Father: Hussain Raza

Father's rank: Group Caption

Arif is a student of class four; he is different type of student due to his negative leadership qualities. Whenever he has P.T period and computer period, he wanted to lead his class, but when teacher gave him opportunity he created problems. He started running and skating in corridors, and laughing and producing different kinds of sounds. Last week his P.T teacher decided that Arif would not lead the class and stand at the end of the class. This really gave him bad feelings so when all boys left the class, he put gas heater inside the rostrum, when after P.T period students came back the room was full of smoke and the rostrum was burning. This violence act created great problem for whole school.

Teachers' Opinion

Teachers of all subjects were asked about his behavior, every teacher has different opinion about him, math's teacher said he is very good boy and always solved questions before time. Social studies teacher had totally opposite opinion, she said Arif is more problematic boy in her class; he never let her to teach smoothly. According to her he always wanted to do something new and wanted to show his superiority on other students. And Urdu teacher had different opinion from both she told me that he is more argumentative and aggressive boy. She also told that he always sits near window and many times jump out the window. She called his parents and told them about his

class activities but she never noticed any kind of change in his behavior.

Parent's opinion

Then parents were called and asked about Arif activities and behavior at home environment. His parents told me that his status in family is second but he always showed that he is elder. His mother said that sometime his son's activities annoyed her, but he is good in studies so she never say anything to him, his father called him tiger so roots of his misbehavior were rooted in his home environment. While discussing about their son's violence act, parents remain detached and take it casually they have opinion that Arif is a child, and this is his right to do anything.

Student's opinion

When asked Arid, why he puts heater inside the rostrum? He said that P.T madam asked him to come at the end of the line so because of revenge he did this. His misbehaviors inside the class were also asked. He said that some teachers' behavior is not good with me; they always stop him whenever he wants to say something. While giving answer of the question about his behavior in Urdu class and why he jump out during the class? He said that he didn't like madam's behavior.

Conclusion It is concluded that he has leadership qualities and he needs proper guidance and cancelling. He is intelligent but his performance is not according to his intellect because he has wasted his energies in useless activities.

Case no 3

Name Bilal Ahmed

Father's name: Ahmed Nadeem

Father's Rank: Wing Commander

Bilal is highly problematic boy in his class although his father is an officer in Air force. He doesn't know how to behave with others even teachers. Most of the time he got punish on creating problems for his class fellows. He has habit to shuffle students' books with each other's and through waste of pencils on other students during the class. Few days before he broke all tube lights in his class room at pack up time.

Teachers' opinion

We asked about his activities inside the class room to different subject teachers. They have same opinion about him. They are also fed up of his behavior. Although they are satisfied of his results but still have many complaints about his ridged behavior.

Parents' Opinion

Parents were asked about his behavior at home and his states in family. His parents told that he is their younger son. Although he is very nighty but he never commit such acts at home. They also mention that don't say anything to their child because he is innocent and he may heart, and they will pay for all damages.

Student's opinion

When Bilal asked why he has broken all tube lights? He has opinion that some other boys were talking to each other's but teacher gave him punish, because of this he break all tube lights.

Conclusion

It is concluded that Bilal is intelligent boy and he does not know how to use his intelligence. That is why he created problems for others. His parents are equally responsible of his behavior because they spoil him by giving extra attention and ignoring his all mischievous attitudes.

Case 4

Name Omer Nawaz

Father's name M. Nawaz
 Father's rank: SQR Leader

Omer is the student of class 3, who always wanted to catch the attention of the students as well as teacher. So for this purpose he creates different kinds of activities. Sometime he tries to copy teacher at the spot in the class in front of other students. Quite often he tries to create noise by turning pages of the book abruptly and also broke the furniture of his class.

Teachers' opinion

First teachers of all subjects were asked about his behavior, they provide more or less same information. They are also worried or fed up from his behavior. math teacher told that most of the time he was late for class so she sent him out the class in order to maintain discipline in the class because according to her he always ask unnecessary questions to her and sometimes those question are note related to the topic. And he never shows his interest in studies in class but his results are always good

Parents' Opinion

Parents have opinion that children are nighty by nature. They tell us that Omer is last baby in their family. So for them everything that their child does is ok. Even they support him by saying that if child never do all these things it means he is not child. So in their opinion let the child do what they want to do.

Student's opinion

When we asked about his behavior that why he did this kinds of activities in the class. He said other students did everything but teachers only blame him. He gave us wrong answers.

Conclusion

On the basis of above mention information it concluded that being a younger child his parents spoil him. They gave him extra attention because of this he considered him something special and wants extra attention, but it is not possible for one teacher to give every child attention individually so he created such violence acts

Case no 5

Name Muhammad Aziz
 Father's name M. Hamza
 Father's rank: Group Caption

Aziz is more silent boy in class, but it is observed that outside the class he is very active and mischievous. School administration has complaint about him. He lived near school, one day in evening he crossed the wall and entered in the school and broke all glasses of computer lab.

Teachers' opinions

When we discussed Aziz's behavior with other class teachers they became surprised and did not believe our words. They have opinion that he is most silent boy in the class and never create discipline problem for them.

Parents' Opinion

Parents also said that he is silent at home but their neighbors always complaining about his misbehavior.

Student's Opinion

When we asked Aziz why he did this act? He was remain silent.

Conclusion

It is concluded that although Aziz is good student and also good in studies and never create any discipline problem in the class but still we don't have answer to this dual personality.

Case 6

Name Rayan Ali
 Father's name: Ahmed Ali

Father's Rank flight Lieutenant

Rayan is a student of class four but he never seems to be a student of class four from all aspects. He is heighted boy and physically healthy. He always took advantage of his physical health. Most of the time he found indulges in violence act. Last month he pushed one of his class fellows during the class and he fell down and his elbow and head were broken. After this act administration called his parents because but despite of this he turned into habitual of violent acts and get enjoyment out of it.

Parents' Opinion

When administration called his parents they misbehave to the administration and at last they expel from the school.

Teachers' Opinion

Teachers were fed up from his behavior. Most of the time teachers sent him to headmistress office, because he always disobeyed his teachers. He always took advantages of his height and health all students felt problems due to his maladaptive classroom behaviour.

We were unable to get his opinion because he was expelled.

Conclusion

Answer to Research Questions

1. Yes children who create violence acts have had lack of moral education on the part of their family and teachers.
2. Yes economic statuses have an effect on children' behavior, children from higher soci- economic status create difficulty for teachers and peers.
3. Sometimes behavior of problem children excreted by a peer group.
4. Home and institutional environment have vital roles in creating disruptive school behavior among the children.
5. Yes heredity plays a vital role in determining the reactions of children.
6. Yes intellectual level of the students have an effect on their behavior, if giftedness is not properly handled by parents and teachers then it will leads students towards negative direction of behaviour.

On the bases of all cases observation, discussion with parents and teachers it is conclude that these students are very intelligent and energetic, they do not know how to use their energies in right direction, because of which that they create problem for all concerned. They are unable to concentrate on one thing for long time so they move on changing their focus and disturb others. They want to be prominent among others, so, their pattern of attitude is different from rest of class which annoys teacher a lot. These students want to lead every task given by teacher, so, whenever there is such type of activities in the class, they are on their top to lead other and if they are ignored they create disturbing the class.

These students are very intelligent and some time they use their intelligence in wrong direction i.e. disturbing class and ask unnecessary questions to teacher in order to create disturbance for others. And some time commit serious violence acts. They have fidget in their mind, so, they always out of seats. They are highly intelligent and take less time to understand teacher's lecture so, they keep disturb atmosphere of the class. They are time efficient, so, they complete their tasks before time, and disturb others who are working. These students want more attention of the teacher and always want to give answer to every question. So they are in hurry and through their acts they create disturbance.

Suggestions

Teachers should try to use their students' energies and intellectual power in positive activities. They should ask them to help others in the class and create competition among them. So in this way they try their level best to cooperate with others to show their efficiency.

Teacher should give them some incentives in shape of reward good remarks if they maintain discipline in the class and avoid violence acts. Whenever teacher conducted any activity in the class, assign them creative work so that they can spend some extra time on that task and get less time free.

Teacher should assigned duties with certain limitation or conditions so they can perform their duties in perfect and careful manners. In one class there are four or five highly intelligent students and they all wanted to be a class representative so teacher can create some sort of competition among them and clearly tell them only that student will be given a monitor badge that get first position and also having a good behavior with his class fellows. This is also a very helpful strategy to maintain discipline. one of the best strategy student is to involve students in activities and design innovative and interesting activities for them so that they participate in class activities and find less time for disturbance. By using all these strategies teachers can bring tremendous change in all students' behaviors especially in intelligent students.

Recommendations for Teachers

Teacher should begin each class period with a positive attitude and high expectations. Teachers come to class prepared with lessons for the day. Prepare lesson plan make sure to have all material and methods ready to go. Reducing downtime will help maintain discipline in your classroom. Try to minimize the disruption in the class. Watch your students as they come into class.

Post discipline plan that you follow consistently for effective classroom management to your students at the beginning for the academic year. In case of offense, 2 or more warning should be given or before punishment. Your plan should be easy to follow and also should cause a minimum of disruption in your class. For example, your discipline plan might be - First Offense: Verbal Warning, Second Offense: Detention with teacher, Third Offense: Referral.

Try to use humor to diffuse situations before things get out of hand. Note: Know your students. The following example would be used with students you know would not elevate the situation to another level. For example, if you tell your students to open their books to page 51 and three students are busy talking; do not immediately yell at them. Instead, smile, say their names, and ask them kindly if they could please wait until later to finish their conversation because you would really like to hear how it ends and you have to get this class finished. This will probably get a few laughs but also get your point across.

If a student becomes verbally confrontational with you, remain calm and remove them from the situation as quickly as possible. Do not get into yelling matches with your students. There will always be a winner and a loser which sets up a power struggle that could continue throughout the year.

If a student becomes aggressive, do remember the safety of the other students is paramount. Remain as calm as possible; your demeanor can sometimes diffuse the situation.

Keep an anecdotal record of major issues that arise in your class. This might be necessary if you are asked for a history of classroom disruptions or other documentation. Let it go at the end of the day. Classroom management and disruption issues should be left in class so that you can have some down time to recharge before coming back to another day of teaching.

Bibliography

Allport, G. W. (1961). *Pattern and growth in personality*. New York: Holt Rinehar & Winston.

Carolyn Orange, *Biggest Mistakes Teachers Make, and How to avoid*, Corwin Press.

Gardner, H. (1999). *Intelligence reframed: multiple intelligences for the 21st century*. New York: Basic Books.

K.B Everard, Geoferey Morris. Lan Wilson , *Effective school management*, Paul Chapman publishing.

Web:

http://712educators.about.com/od/discipline/ht/class_manage.htm).

http://www.ehow.com/about_6599703_classroom-discipline_.html

http://www.coe.int/t/dg3/children/pdf/ViolenceHandbook_en.pdf