

# CAUSES OF EMOTIONAL VIOLENCE AMONG STUDENTS AT SECONDARY LEVEL



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FACULTY OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD**

**(June, 2024)**

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Submitted in partial fulfillment of the requirements for the Master Studies in Education Faculty of Education, International Islamic University, Islamabad

**DEPARTMENT OF TEACHER EDUCATION  
FACULTY OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD  
(June, 2024)**

**APPROVAL SHEET**  
**CAUSES OF EMOTIONAL VIOLENCE AMONG**  
**STUDENTS AT SECONDARY LEVEL**


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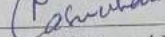
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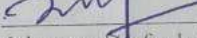
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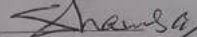
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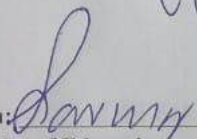
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This thesis is dedicated to the pillars of my life, whose unwavering love and support have been the bedrock of my academic journey.

To My Parents, My Mother in law whose, prayers, sacrifices, and encouragement propelled me forward. Your belief in my abilities has been my source of strength. This achievement is as much yours as it is mine.

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In loving memory of my **Grandmother**, whose wisdom and love shaped the person I am today. Though she is no longer with us, her spirit continues to inspire and guide me. This thesis stands as a tribute to her enduring influence.

Together, you have been my source of inspiration, and this work is a reflection of the love and support that surround me. Thank you for being my guiding lights.

## **FORWARDING SHEET**

This thesis entitled "CAUSES OF EMOTIONAL VIOLENCE AMONG STUDENTS AT SECONDARY LEVEL" submitted by Zahid Mushtaq Qureshi, Reg. No: 431-FSS/MSEDU/F21 in partial fulfillment of the requirement, for the degree of MS Education, under my guidance and Supervision, is forwarded for the further necessary action.

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## **STATEMENT OF UNDERSTANDING**

I, Zahid Mushtaq Qureshi Registration No:431-FSS/MSEDU/F21 as a student of MS Education at International Islamic University, Islamabad do hereby declare that the thesis entitled "CAUSES OF EMOTIONAL VIOLENCE AMONG STUDENTS AT SECONDARY LEVEL" submitted for the partial fulfillment of Master Studies in Education is my original work, except where otherwise acknowledge in the text and has not submitted or published earlier, be submitted by researchers for obtaining degree from this or any University or institutions.

Signature: \_\_\_\_\_

Zahid Mushtaq Qureshi

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## **ABSTRACT**

This thesis explores the prevalence, Causes, and consequences of emotional violence among secondary school students at Tehsil Taxila Rawalpindi, shedding light on a critical yet often overlooked aspect of adolescent well-being. Emotional violence, encompassing verbal abuse, intimidation, and manipulation, can have profound and lasting effects on the psychological and social development of students. The research employs a mixed-methods approach, combining surveys, interviews, and data to gather comprehensive insights into the dynamics of emotional violence within the secondary school environment. The study investigates the factors contributing to the perpetration and victimization of emotional violence, including individual characteristics, familial influences, and socio-cultural factors. Through the analysis of collected data, patterns and trends in emotional violence are identified, allowing for a nuanced understanding of its dynamics. Additionally, the research assesses the impact of emotional violence on academic performance, mental health, and overall well-being of students. The thesis also delves into existing prevention and intervention strategies, evaluating their effectiveness and proposing evidence-based recommendations for mitigating emotional violence in secondary schools. By enhancing awareness and understanding of emotional violence, this research seeks to contribute to the development of targeted interventions that foster a safe and supportive school environment conducive to positive social interactions and emotional well-being for all secondary school students. Ultimately, the findings aim to inform educators, policymakers, and stakeholders in the education system to create a more empathetic and inclusive educational environment.

**Keywords:** Analysis, Emotional violence, School students

# **Chapter 1**

## **INTRODUCTION**

School violence is a social problem that has gained much attention in the United States, Europe, and abroad. Addressing violence in school settings is highly important, and much research has been done to examine its causes and ways to intervene. The topic of school violence is very broad and encompasses many aspects in need of discussion. The Center for prevention of School Violence defines school violence as any behavior that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions, and disorder. Miller's *School Violence and Primary Prevention* (New York: Springer, 2008), states that school violence includes, but is not limited to, such behaviors as child and teacher victimization, child and/or teacher perpetration, physical and emotional violence, cyber victimization, cyber threats and bullying, fights, bullying, classroom disorder, physical and psychological injury to teacher and student, cult-related behavior and activities, and other boundary violations, and use of weapons in the school environment. According to the Bureau of Justice Statistics and the National Center for Education Statistics, students aged twelve to eighteen were victims of approximately 828,000 nonfatal victimizations at school in 2010; thirty-three school-associated deaths occurred between 1<sup>st</sup> July 2009 through 30<sup>th</sup> June 2010 for youth ages five to eighteen. Over the past several years, the number of deaths as a result of school shootings has increased, with rates of safety and security measures in public schools also growing. A variety of risk factors exist that influence the probability of a youth to engage in violent behavior in schools. In particular, youth characterized by substance use, delinquency, and gang involvement may increase their aggressive behavior. Those exposed to school violence may subsequently experience negative outcomes including alcohol and drug use, delinquency, depression, anxiety, traumatic stress, physical injury, or fatality. Treatment and prevention efforts may mediate the relationship between exposure to school violence and adverse outcomes.

### **1.1 Background of the Study**

Emotional violence may be the most prevalent type of child violence; however, it is also the most hidden, under-reported, and least studied type of violence. Literature on emotional violence is limited, which could be attributed to the fact that it is the most difficult form of

violence to research, because of lack of a consistent definition, detect, assess, and substantiate. Several reports indicate that victims of emotional violence have been found in anxiety (Watson, 1998). Researchers commonly believed that teachers have experiences of external behavior problems including anxiety (Hunter, 2010). The effect of exposure to emotional violence on high school students is dominant in the classroom setting. Students utilize healthy coping and problem solving skills training interventions for their protection against threatening and harmful situations (Haeseler, 2006). Various studies on emotional violence at school reported that emotional violence and bullying are most likely to be observed in high school students (Larke & Beran, 2006). Emotional violence at schools has been observed in schools worldwide. In a report of UNICEF (2016) on emotional violence, 34% emotional violence has been noted in schools in USA in the form of emotional violence and bullying. Similarly, in a doctoral study in China on emotional violence, 29% high school students have been noted in emotional violence. In India, emotional violence may be the most prevalent type of emotional violence at schools; however, it is also most hidden, under-reported, and least studied type of violence. The legal system, the child welfare system, and the mental health system frequently minimize or ignore emotional violence, which is a pervasive and harmful social issue (Doyle, 1997; Glaser, 2011; Marshall, 2012). Although there isn't a published, thorough statistic on the frequency of emotional violence, Doyle (1997) speculates that the rate of stand-alone emotional violence could be as high as 29 percent. The emotional violence that takes place in homes where there is also physical or sexual violence is not included in this.

The definition of emotional violence is currently up for debate within and between different systems. "A repeated pattern of career behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, or both" is one of the definitions that is most frequently used to describe it. unwelcome, in danger, or only valuable for satisfying the needs of others (American Professional Society on the Violence of Children, 1995, p. 2). The work of Hart and Brassard (1986), who were among the first to attempt to define emotional violence in the two literatures, served as the model for this definition. However, the idea is apparent in past works.

For example, the well-known author Charles Dickens frequently wrote about maltreated children and discussed the psychological effects of cruel treatment of children in addition to physical violence and material neglect. Rene Spitz (1945, 1946) noted the

distinctions between a group of infants raised in isolation and infants under the care of their mothers. Although the effects of nurturing and attachment were being studied for many years, emotional violence was not formally recognised as a concept until the 1980s. Parenting in general and violence in particular are social constructs in many ways. This implies that different people, groups, and cultures have different ideas about what constitutes violence and what does not. The challenge of defining emotional violence has made it difficult to intervene and prevent emotional violence (Iwaniec, 2006).

Doyle (1997) discovered that 29% of participants in her study reported having experienced emotional violence; however, since her sample size is limited to 504 individuals, some may doubt the statistical generalizability of this finding. Research finds it difficult to produce precise estimates of the occurrence of various forms of violence as a result of violence's typically covert nature. Doyle's statistic is more forgiving than most, but depending on the inclusion criteria for emotional violence, it might be reasonable or even low. Emotional violence is covered by mandatory reporting laws in many states (Hamarman et al., 2011). The inconsistent reporting of emotional violence by mandated and unmandated reporters is discussed by Russell Carleton (2006). Even in states where reporting requirements for emotional It is challenging to use official state reports to determine prevalence because professionals are less likely than other types of violence to report emotional violence, and those reports are also less likely to be looked into by child protection agencies (Marshall, 2012).

### **1.1.1 Definition**

Emotional violence is any kind of non-physical violence imposed from one person to another. Victims of emotional violence are subjected to repeated threats, manipulation, intimidation, and isolation that cause them to feel anxiety, fear, self-blame, and worthlessness. (Sharon W Stark, 2015)

Emotional violence involves controlling another person by using emotions to criticize, embarrass, shame, blame, or otherwise manipulate them. All kinds of actions in emotional violence are applied to isolate one from society with the aim of controlling emotionally, emotion violence has been commonly observed among the school adolescent specially secondary school level.(Westhves,2020)

It is defined as "a repeated pattern of carer behaviour or extreme incident(s) that convey to children that they are worthless, flawed, unloved, endangered, or of value only in meeting another's needs" (American Professional Dictionary), which is one of the definitions that is most frequently used (Society on the Violence of Children, 1995).

### **1.1.2 Nature, Characteristics and Forms of Emotional Violence**

**Nature:** Emotional violence involves nonphysical behavior that belittles another person and can include insults, put down, verbal threats or other tactics that make the victim feel threatened, inferior, ashamed or degraded. (Srivastav, 2021)

**Characteristics:** Humiliating or constantly criticizing a child, threatening, shouting at a child or calling them names, Making the child the subject of jokes, or using sarcasm to hurt a child, Blame making a child perform degrading acts. (Srivastav, 2021)

**Forms:** Accusations of cheating or other signs of jealousy and possessiveness, constant checking on or attempting to control the other person's behavior, Criticizing, Isolating the individual from their family and friends, Name-calling and verbal violence, Refusing to participate in the relationship, Shaming or blaming. (Srivastav, 2021)

## **1.2 Statement of the Problem**

Emotional violence among school adolescents is an international concern. Nature, causes and effects of emotional violence vary in different countries of the world. Students with emotional violence effect the school discipline prominently. Identification of emotional violence is essential to develop remedies to overcome the emotional violent activities among the school adolescents. In the developing countries like Pakistan, India, Bangladesh etc, emotional violence is rapidly promoting among the school adolescents. Therefore, this is need of the day to explore the nature, causes and effects of emotional violence among school adolescent in Pakistan. It is essential to develop strategies to overcome emotional violence in the light of effects of emotional violence on the school discipline as well. Developed countries like United States of America, United Kingdom and Australia had worked on the emotional violence among school adolescents but in Pakistan, this study required the attention. Emotional violence has been reported prominently at the age of 14 years adolescents in South Asian countries (WHO, 2022). Forty six percent of school adolescents are victims of emotional violence (UNICEF, 2020). Therefore, the researcher decided to work on "Analysis of



Emotional Violence among Students at Secondary Level”.

### **1.3 Significance of the Study**

Various study concluded that emotional violence is an escalating problem since the corporal punishment has been banned in schools. The finding of the study will be concerned with the form and characteristics of emotional violent activities among the school adolescent that will be beneficial for the school principal in reforming there school discipline rules to reduce the existing situation of emotional violence among school adolescent. the findings of the study will be beneficial for teachers in the understanding the background of emotional violence activities among the students so that he can adopted the strategies in the class room to overcome such violent activities. Therefor findings will be important for the school management in understand the forms of effects on school discipline and to revised there policy.

### **1.4 Objectives of the Study**

The following are the objectives of this study:

1. To explore the nature of emotional violence among secondary school students in Tehsil Taxila.
2. To find out the causes of emotional violence among secondary school students in Tehsil Taxila.
3. To determine the effects of emotional violence on school discipline in Tehsil Taxila.
4. To develop the remedies to reduce emotional violence among secondary school students in Tehsil Taxila.

### **1.5 Research Questions**

1. What are most prevalent forms of emotional violence among school students?
2. What are the causes of emotional violence among school students as observed by school principals?
3. What are the school causes of emotional violence among school students as observed by school teacher?
4. What are the school environment related causes of emotional violence among secondary school students as observed by school teacher?
5. What are the psychological effects of emotional violence among secondary school students?
6. What strategies are adopted by the teachers to reduce emotional violence among

school students that effect class room management?

7. What strategies are adopted by school Principals to reduce the violent activities among school students that are effecting school discipline?

### **1.6 Delimitations of the Study**

This study will be delimited to public sector boy's secondary schools situated in Tehsil Taxila, Rawalpindi. More over study will be delimited to class 9<sup>th</sup> (Boys).

### **1.7 Operational Definitions**

Emotional violence is the pattern of aggressiveness, Deviant attitude, and disrespect and inhumanstic approach for the others.

Emotional violence involves behaviors that harm an individual's emotional and psychological well-being, such as verbal abuse, manipulation, humiliation, and isolation, aimed at controlling or demeaning the victim.

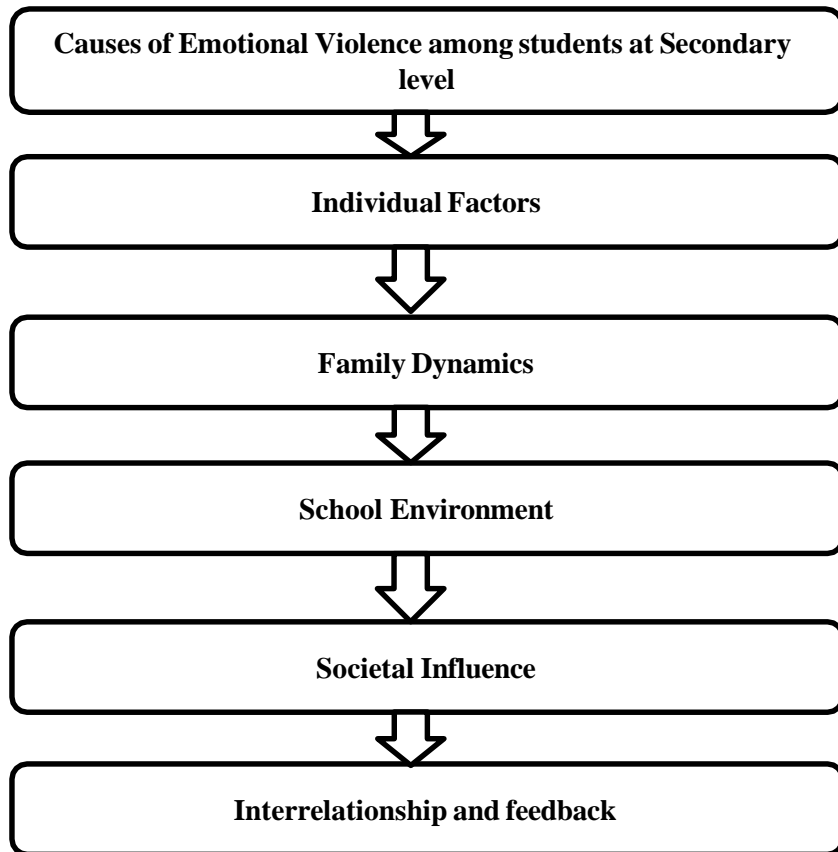
Emotional violence refers to any behavior that causes emotional pain or distress, including verbal assaults, constant criticism, and isolation, intended to dominate or hurt another individual.

Emotional violence is characterized by non-physical acts such as ridicule, threats, and controlling behaviors, aimed at damaging a person's emotional and mental state.

### **1.8 Theoretical Framework**

Students in schools have typically been seen engaging in Emotional violence. Student experiences of emotional violence have a negative impact on their emotional and psychological well-being (Khan, 2021). Theories of emotional violence are concerned with the factors of emotional violent activities that would be in the form of maltreatment and corporal punishment. Edward (2019) presented theory of aggressive attitude that reflects the causes of emotional violence among the school adolescents. Similarly, Stringer (2018) presented theory of deviant attitude among the adolescents that elaborates the nature of deviant attitude among the adolescents. There is a dearth of literature on emotional violence, which may be due to the fact that it is the hardest type of violence to study due to the absence of a clear definition and a body of evidence that supports the negative consequences of emotional violence on children. Additionally, it has a strong correlation with later criminal behavior and academic challenges in early adolescence.

### **1.9 Conceptual Frame Work**



1. **Individual Factors:** Psychological traits, previous trauma, and social skills.
2. **Family Dynamics:** Parenting styles, family conflict, and socioeconomic status.
3. **School Environment:** Peer relationships, teacher-student relationships, and school policies/climate.
4. **Societal Influences:** Media exposure, cultural norms, and community violence.
5. **Interrelationships and Feedback:** Bidirectional influence, cumulative effect, and protective factors.

## **Chapter 2**

### **LITERATURE REVIEW**

Emotional violence in schools is a serious issue that can have long-lasting effects on students' mental health, self-esteem, and academic performance. (Pietro Ferrara, 2019) Emotional violence can take many forms, including bullying, teasing, ostracism, and harassment. Research has shown that emotional violence can be just as harmful as physical violence, and can lead to a range of negative outcomes, such as depression, anxiety, and suicidal ideation. A study conducted by the National Center for Education Statistics found that approximately 20% of students in the United States reported being bullied during the 2016-2017 school year. Of those who reported being bullied, about 13% reported being the victim of emotional bullying, such as name-calling, spreading rumors, or being excluded from social activities. (Statistics, 2021)

#### **2.1 Nature, Meaning and Characteristics of Emotional Violence**

**Nature:** Emotional violence involves nonphysical behavior that belittles another person and can include insults, put down, verbal threats or other tactics that make the victim feel threatened, inferior, ashamed or degraded. (Srivastav, 2021)

**Meaning:** Emotional violence involves controlling another person by using emotions to criticize, embarrass, shame, blame, or otherwise manipulate them. (Sherri Gordon, 2022)

When someone subjects or exposes another person to behavior that could cause psychological trauma, such as anxiety, chronic depression, or post-traumatic stress disorder, it is referred to as psychological violence, also known as emotional violence (Clark & Lewis, 2021).

Attempts to frighten, control, or isolate you are considered emotional violence. Although threats of violence against you or your loved ones may be used, physical violence is not a part of this type of violence. It is defined by the words, deeds, and consistency of an individual's behaviors. Even though violence may begin gradually, it never stops (Jacquelyn J., 2023).

**Characteristics:** A student may be the victim of emotional violence if they are insulted or called names repeatedly, if they are threatened with violence but it is not carried out, if they are allowed to witness emotional violence of others, or if they are allowed to use drugs and alcohol.

Indifference to a child's needs, humiliating a child for failing at a task, demeaning a child, and neglecting a child are other examples of emotional violence. All types of families can experience emotional violence, but those facing financial hardships, single-parent households, divorce-related households, and families with drug violence problems are statistically more likely to undergo emotional violence.

The American Psychological Association has found in recent research that emotional can have serious negative effects on a child's growth and well-being. According to the American Psychological Association, students who experience emotional violence and neglect may actually experience more serious mental health problems than those who experience physical or emotional violence. Children who are subjected to ongoing emotional violence may experience suicidal thoughts, anxiety, depression, low self-esteem, and PTSD. Adolescent emotional maltreatment is closely linked to substance violence, depression, anxiety disorders, and attachment issues. The effects on a students can be far more severe when emotional violence coexists with physical or emotional violence.

Unlike physical or emotional violence, it can be very challenging to prove emotional violence of a students. Even though a students who experiences emotional violence may not have obvious bruises or broken bones, the effects can still be quite severe. In situations where a students is being yelled at or humiliated, law enforcement and child protective services might not be able or willing to step in without concrete proof of violence. Nonetheless, law enforcement can intervene and parents or other caregivers may face criminal charges in cases where there are blatant indications of neglect or where a students has been threatened with harm. Child protective services organizations have the authority to step in, teach parents about the effects of emotional violence, and assist in modifying emotionally violence behavior and habits by involving them in educational programming or counselling. Emotional violence should be treated very seriously since it frequently serves as a sign of more serious violence. (Michael E., 2023)

## 2.2 Causes of Emotional Violence

**Parental Causes:** Though it can occur in any kind of family, the statistical likelihood of emotional violence is highest in families facing financial hardships, households headed by a single parent, divorcing families, and families with drug addiction problems. Even the best parents will occasionally lose their cool or become irate when faced with

difficulties. On the other hand, a child may experience the long-term consequences of emotional violence if this kind of behavior persists.(Michael E.,2023) There are six recognized types of emotional violence, including:

Rejecting – Communicating to a child through words and conduct that he or she is unwanted and/or worthless.

Ignoring – Withholding affection or showing little or no interest in a child.

Threatening – Using threats, cursing and yelling at children.

Isolating – Prohibiting a child from engaging in appropriate activities with friends or keeping a child away from human contact.

Corrupting – Exposing a child to drugs, alcohol, criminal behavior or inappropriate sexual conduct.

Exploiting – Manipulating a child into a forced activity or responsibility without regard for the child's development.

**School Causes:** Secondary school students' emotional and psychological wellbeing can be severely impacted by emotional violence, also known as psychological violence, in the classroom. Emotional violence is more common in school settings due to a number of endemic factors:

**Bullying:** Bullying that is persistent in nature, whether it be verbal, physical, or emotional, can make students feel ashamed, afraid, and alone (Smith et al., 2004).

**Peer Pressure:** According to Espelage and Swearer (2003), peer pressure to adhere to particular social norms or behaviours can create a hostile environment that can cause emotional distress and self-worth issues.

**Inadequate Support Systems:** The absence of peer support groups or guidance counselling can intensify feelings of abandonment and isolation (Olweus, 1993).

**Academic Stress:** Students may experience increased stress and emotional upheaval as a result of excessive academic demands and the fear of failing.

**Discrimination and Prejudice:** Discrimination and prejudice against students on the basis of their sexual orientation, gender, race, or other characteristics can exacerbate emotional violence and push them to the margins.

**Social Causes:** Emotional violence, also known as psychological or emotional violence, describes actions or patterns that are detrimental to a person's sense of value and emotional health. This type of violence can take many different forms among secondary school students,

such as verbal violence, humiliation, exclusion, and manipulation. This group is more likely to experience emotional violence due to a number of social factors.

**Family Dynamics and Background:** Many secondary school students come from homes where they may be exposed to emotional violence or witness it themselves. These settings normalise aggressive behaviour patterns, increasing the likelihood that these students will act out in similar ways when they are in school (Smith & Jones, 2019).

**Peer Pressure and Group Dynamics:** The adolescent years are marked by a great yearning for acceptance and a sense of belonging. Driven by the desire for popularity or the fear of being shunned, students may resort to emotional violence in order to preserve or improve their social standing within their peer groups (Taylor et al., 2020).

**Media Influence:** Students may become less sensitive to the negative effects of emotional violence if they are exposed to violent or aggressive content in media, such as films, TV series, and internet platforms. It might also give them strategies or concepts for imposing authority or control over their peers (Williams & Brown, 2018).

**Lack of Knowledge and Education:** Comprehensive programs addressing emotional intelligence, conflict resolution, and the effects of emotional violence are often absent from educational settings. Without sufficient direction, students might not be aware of the harm they create or comprehend the value of respect and empathy (Clark & Lewis, 2021).

**Lack of Empathy and Respect:** A lack of empathy and respect for others is a social cause of emotional violence among students. When students fail to understand or consider the feelings and perspectives of their peers, they may engage in behaviors that cause emotional harm, such as spreading rumors, mocking, or belittling others.

**Cultural and Social Norms:** Cultural and social norms can influence students' attitudes and behaviors, contributing to emotional violence. Some cultures may emphasize competition, aggression, or power imbalances, which can manifest as emotional violence among students.

**Stress and Coping Strategies:** Students may develop unhealthy coping strategies, such as emotional outbursts, as a result of traumatic experiences, personal difficulties, or academic pressures. These behaviours have the potential to become ingrained and feed an ongoing cycle of emotional violence in the absence of sufficient support networks (Miller & Kim, 2017).

**Inadequate Support Systems:** Lack of appropriate support systems within the school environment can contribute to emotional violence among students. Insufficient counseling

services, lack of anti-bullying programs, or ineffective disciplinary measures can perpetuate an environment where emotional violence thrives.

**Home Environment and Parenting Styles:** The home environment and parenting styles can significantly impact a student's behavior and emotional well-being. Students who experience violence or neglect at home may be more likely to engage in emotional violence at school (Miller & Kim, 2017).

## **2.3 Emotional Violence among Secondary School Students at Developed Countries: A Review**

### **2.3.1 Emotional Violence among Secondary School Students in United States**

Literature on emotional violence among students at school represent that anxiety is reported in the victims of emotional violence. Several reports indicate that victims of emotional violence have been found in anxiety (Watson, Clark, & Carey, 1998). Researchers commonly believed that teachers have experiences of external behavior problems including anxiety (Hunter, 2010). The effect of exposure to emotional violence on high school students is dominant in the classroom setting. Students utilize healthy coping and problem solving skills training interventions for their protection against threatening and harmful situations (Haeseler, 2006). Various studies on emotional violence at school reported that emotional violence and bullying are most likely to be observed in high school students (Larke & Beran, 2006). Emotional violence at schools has been observed in schools worldwide. In a report of UNICEF (2016) on emotional violence, 34% emotional violence has been noted in schools in USA in the form of emotional violence and bullying.

### **2.3.2 Emotional Violence among Secondary School Students in United Kingdom**

Around 1 in 15 children in the UK have been emotionally violent by a students. Most forms of emotional violence include an emotional element, but it is recorded as a specific concern for just over 1 in 3 children who are the subject of a child protection plan or on a child protection register in the UK. There were over 11,000 contacts to the NSPCC's helpline and almost 5,000 Child line counselling sessions in 2020/21 about emotional violence. There were over 34,000 police-recorded offences related to emotional violence in England, Wales and Northern Ireland in 2019/20 (Emotional abuse: statistics briefing, 2021).



### **2.3.3 Emotional Violence among Secondary School Students in Australia**

In Australia, emotional violence reported among secondary school students (The Wesley Mission, 2020). According to the reports age 14–17 years, some 50% of those indicated that they had been effected by emotional violence by an individual student and 50% by a group of students.

### **2.3.4 Emotional Violence among Secondary School Students in New Zealand**

In a nationwide study, 2,077 children between the ages of 13 and 17 from 28 randomly chosen schools across different regions, socioeconomic classes, and school sizes made up the representative sample. Children's right to report violent experiences was facilitated by the use of the passive consent procedure<sup>2</sup>. The UNCROC's Article 12, which gives children the right to speak on issues that affect them, was recognised and confirmed by the Ethics Committee after it was carefully considered and given weight to the issue of children's rights to protection. Both of these rights might have been jeopardised by active consent. Violence and violence are social issues, not personal ones, as Perry (1997) suggests. By allowing children to make their own decisions about whether or not to participate, the passive consent procedure was able to achieve a high participation rate (93% overall).

Being threatened, called names, ganged up on, ignored, not spoken to, narked on, gossiped about, and "having tales told about me" were all considered forms of emotional violence. Initially, the kids were questioned about whether they had ever experienced emotional violence or if they had seen it done to others. The data showed that emotional violence against other children, emotional violence in the media, and direct experience all had high prevalence rates. In this study, 80% of participants said they had personally experienced emotional violence, and 88% said they had seen it happen to other kids. Although it was less common, nearly 25% of the sample did report having seen adults subjected to emotional violence (Carroll-Lind, J., Chapman, 2011).

### **2.3.5 Emotional Violence among Secondary School Students in Canada**

For a long time, it appeared that Canadians believed that school crime and violence were primarily the result of American culture and were almost nonexistent in their northern neighbor. However, Canadians noticed a discernible increase in school violence by the middle

of the 1990s. In fact, one study that found that American students were more likely than Canadian students to engage in physical aggression was cautious to note that the "magnitude of the differences was modest" and that "rates of aggression" were fairly similar between the two nations. According to additional survey data, over 90% of Canadian adults considered school violence to be a serious concern. It's reasonable to argue that school violence has increased in frequency in recent years Canada than it was before. According to one study, 46% of Canadian children aged 14 to 17 reported experiencing physical assault, verbal violence, threats, and harassment at school. In addition to bullying, other forms of violence that occur in Canadian schools include gang violence, sexual assault and harassment, stabbings, shootings, attacks with baseball bats, and verbal violence directed towards teachers. According to a 2002 study, bullying among grade-school students in Calgary, Alberta, occurs more frequently than it did in previous research. According to the study, 27% of students reported having experienced both physical and emotional violence, while 21% and 5%, respectively, reported having only experienced emotional violence or just physical bullying. According to a previous study on violent behaviour in small towns, over two thirds of students in grades seven through twelve reported experiencing bullying or verbal violence at school (Akiba,et al.,2002).

#### **2.4 Existing situation of emotional violence among secondary school students in Pakistan**

Research carried out by Plan International and the International Centre for Research in Pakistan the emotional violence among school students at secondary level rate is 43%. Emotional violence refers to behaviors that harm an individual's emotional well-being, self-esteem, and mental health. In the context of secondary schools in Pakistan, emotional violence can manifest in various ways:

Bullying is a significant issue in many schools globally, including Pakistan. It can involve verbal violence, name-calling, spreading rumors, exclusion, and cyberbullying through social media platforms. Students often face peer pressure to conform to certain behaviors or attitudes. This can lead to emotional distress, as students might feel forced to go along with activities that make them uncomfortable. Emotional violence can result from discrimination based on factors like gender, ethnicity, or socioeconomic background. Students who are targets of such discrimination may experience feelings of isolation and worthlessness. Stress from Academic Pressure: High expectations and intense competition in the education system can lead to emotional distress. The pressure to perform well academically can result in anxiety,

depression, and low self-esteem. Negative interactions with teachers, such as public humiliation, belittling, or favoritism, can contribute to emotional violence among students. Family Issues: Problems at home, such as dysfunctional family dynamics, violence, or neglect, can impact a student's emotional well-being and their interactions with peers. Limited access to mental health resources and counseling services in schools can exacerbate emotional violence, as students may not receive the necessary support to cope with their feelings (N. Khan, S.Amin,2020).

## **2.5 Effects of Emotional Violence among secondary school students on School Discipline**

Emotional violence also have significant effects on school discipline and the overall school environment. Emotional violence involves using words, gestures, and actions to belittle, demean, or intimidate others, leading to emotional distress and psychological harm. When it occurs within a school setting, it can impact various aspects of school discipline in the following ways (Masath, 2023):

**Disrupted Learning Environment:** Emotional violence can create a hostile and disruptive learning environment. Students who are victims of emotional violence may feel anxious, stressed, or unsafe, which can hinder their ability to focus on their studies and participate actively in classroom activities.

**Decreased Academic Performance:** Students who experience emotional violence may experience a decline in their academic performance. The emotional distress caused by such violence can make it difficult for them to concentrate, complete assignments, and perform well on tests and exams.

**Increased Behavior Problems:** Victims of emotional violence may exhibit behavioral problems as a result of their emotional distress. They might become withdrawn, exhibit aggressive behavior, or engage in acts of retaliation. This can disrupt the classroom environment and require additional disciplinary measures.

**Negative Peer Relationships:** Emotional violence can damage peer relationships and lead to social isolation. Students who are targeted may have trouble making friends, trusting others, or engaging in healthy interactions with their peers.

**Bullying and Retaliation:** Emotional violence can escalate into bullying situations, where the victim may become a target of continuous violence from one or more individuals. In some cases, victims might retaliate against their violencers, perpetuating a cycle of conflict and

hostility.

**Decreased Emotional Well-being:** Emotional violence can have severe and long-lasting effects on a student's emotional well-being. Victims may experience low self-esteem, depression, anxiety, and even symptoms of post-traumatic stress disorder (PTSD) as a result of the violence.

**Diminished Trust in Authority:** Students who experience emotional violence may lose trust in school staff and authority figures. They might be reluctant to report incidents or seek help due to fear of further victimization or lack of confidence that the issue will be effectively addressed.

**Ineffectiveness of Traditional Discipline Approaches:** Traditional disciplinary measures might be less effective in addressing emotional violence compared to physical incidents. Emotional violence is often more subtle and may not leave visible evidence, making it challenging for educators to identify and address.

**Contributing to a Negative School Culture:** A pervasive atmosphere of emotional violence can contribute to a negative school culture where respect, empathy, and positive behavior are undervalued. This can impact the overall well-being of both students and staff.

## **2.6 Emotional Violence among Secondary School Students: A Review**

Emotional violence, also known as psychological or emotional violence, is a form of mistreatment where one person uses verbal or nonverbal behaviors to control, manipulate, or demean another person's emotions and psychological well-being. This can have serious and long-lasting effects on the victim's mental and emotional health. While I can't provide you with an entire review, I can certainly outline some key points that are often discussed in research related to emotional violence among secondary school students:

**Definition and Types of Emotional Violence:** Emotional violence can encompass various behaviors, such as verbal insults, humiliation, intimidation, isolation, and manipulation. These behaviors aim to undermine the victim's self-esteem, self-worth, and emotional stability.

**Prevalence and Impact:** Research often explores the prevalence of emotional violence among secondary school students and its impact on their mental health, academic performance, and overall well-being. It's not uncommon for victims to experience depression, anxiety, low self-esteem, and even suicidal thoughts.

**Perpetrators and Victims:** Studies may analyze the characteristics of those who engage in

emotional violence and those who are more likely to be targeted. Factors like gender, social status, and prior experiences can play a role in both perpetration and victimization.

**Cyberbullying and Social Media:** With the rise of technology and social media, emotional violence can extend into the digital realm through cyberbullying. This includes online harassment, spreading rumors, and public humiliation on social networking platforms.

**Role of Family and Environment:** Research might examine the influence of family dynamics, parenting styles, and the overall school environment on the occurrence of emotional violence. A lack of positive role models, proper communication, and support systems can contribute to its prevalence.

**Prevention and Intervention:** Schools, parents, and policymakers often seek effective strategies to prevent and address emotional violence. This may involve implementing anti-bullying programs, fostering a culture of respect and empathy, and providing resources for victims.

**Long-Term Effects:** The long-term effects of emotional violence can extend beyond the school years. It may impact a person's ability to form healthy relationships, maintain emotional stability, and succeed in various aspects of life.

**Legal and Ethical Considerations:** Depending on the severity of emotional violence, legal and ethical considerations may come into play. Some forms of emotional violence can be considered criminal behavior, and schools may need to adhere to specific guidelines to ensure a safe learning environment.

## **2.7 Theories of Emotional Violence among School Students at Secondary Level**

Emotional violence when it comes to school students at the secondary level, theories related to emotional violence often stem from psychological, sociological, and educational perspectives. Here are a few theories that can help us understand emotional violence among secondary school students:

**Social Learning Theory:** This theory, proposed by Albert Bandura, suggests that individuals learn behavior through observation, imitation, and reinforcement. In the context of emotional violence, students might observe aggressive or emotionally abusive behavior from their peers, family members, or media. If they witness such behavior being rewarded or not punished, they might be more likely to engage in emotional violence themselves (A & Delva, J. (2016)). According to the theory of social learning, people can pick up new behaviours by watching and copying others in social situations. It says that even in the lack of motor reproduction or explicit

reinforcement, learning is a cognitive process that happens in a social setting and can happen only through observation or direct instruction. Vicarious reinforcement is the process through which learning happens when rewards and penalties are observed in addition to behaviour. Regular rewards for a given behaviour increase the likelihood that it will continue; on the other hand, frequent punishments increase the likelihood that a behaviour will stop. In order to create a comprehensive model that could account for the variety of learning experiences that occur in the real world, social learning theory integrated behavioural and cognitive theories of learning. The theory was wholly behavioural when it was first presented by Bandura and Walters in 1963; its emphasis on the role of imitation was what distinguished it as novel and increasingly influential. But as time went on, Bandura adopted a more cognitive viewpoint, which resulted in a significant revision to the theory in 1977. At this point, the following were listed as the main principles of social learning theory (Grusec, Joan 1992).

Learning is a cognitive process that occurs in a social environment rather than being solely behavioural. Learning can happen through watching an action and then watching what happens as a result of that action (vicarious reinforcement). Observational learning, also known as modelling, is the process of gathering information from observations, applying that information to decision-making regarding behaviour performance. So, learning can happen even when there isn't a noticeable behavioural shift. Although it is not the only factor, reinforcement plays a part in learning. The student is not only a passive information consumer. The interdependence of cognition, environment, and behaviour is known as reciprocal determinism.

**Social Cognitive Theory:** Building on social learning theory, social cognitive theory emphasizes the role of cognitive processes in learning and behavior. Students develop a sense of self-efficacy, or belief in their ability to influence their environment, which can affect their behavior. If students perceive emotional violence as an effective way to achieve their goals or assert themselves, they might be more likely to engage in such behavior (Heleniak, C., & McLaughlin, K. A. 2020).

Albert Bandura's Social Learning Theory (SLT) was the precursor to Social Cognitive Theory (SCT) in the 1960s. It asserts that learning takes place in a social context with a dynamic and reciprocal interaction of the individual, environment, and behaviour, and it evolved into the SCT in 1986. The focus on social influence and both internal and external social reinforcement is what makes SCT special. SCT takes into account the various ways that people learn and retain behaviour in addition to the social context in which that behaviour is displayed. The

theory considers an individual's past experiences, which influence the likelihood of behavioural action( Bandura, A 1980). These prior experiences have an impact on reinforcements, expectancies, and expectations, all of which influence whether or not an individual will engage in a particular behavior as well as the motivations behind it (Bandura, A. 2008).

Many behavior theories that are applied to health promotion emphasis behavior initiation over behavior maintenance. This is regrettable because the real objective of public health is behavior maintenance, not just behavior initiation. The explanation of goal-directed behavior that can be sustained over time through control and reinforcement is the main objective of self-control theory (SCT). The self-efficacy construct was added when the theory developed into SCT, but the other five constructs were created as part of the SLT. The main idea behind SCT is reciprocal determinism. This is the dynamic, reciprocal relationship between the person (an individual with a set of learned experiences), the environment (the outside social context), and behavior (the way an individual responds to stimuli in order to accomplish goals). Behavioral capability is the actual capacity of an individual to carry out a behavior using necessary knowledge and abilities. To carry out an action effectively, a person needs to know what to do and how to do it. People pick up lessons from the effects of their actions, which have an impact on their surroundings. Reinforcements: These are the reactions, either internal or external, to an individual's behavior that influence the behavior's propensity to continue or cease. Reinforcements can be positive or negative, self-initiated, or found in the surroundings. The SCT construct that bears the strongest connection to the mutual influence between behavior and environment is this one. These are the results that one anticipates from their actions. Expectations for results may or may not be connected to health. Before acting, people consider the repercussions of their choices, and these thoughts can affect whether the behavior is carried out successfully. A lot of expectations come from past experiences. Expectations are subjective and center on the value that is placed on the result, even though they are also influenced by prior experience (Bandura, A., 2008).

**Strain Theory:** Robert K. Merton created the sociological and criminological theory known as "strain theory" in 1938. According to the theory, people are under pressure from society to fulfil socially acceptable objectives (like the American Dream), even when they don't have the resources to do so. This causes stress, which can push people to turn to illegal activities like drug sales or prostitution in order to get by financially. This sociological theory, often associated with Robert Merton, suggests that individuals engage in deviant behavior, such as emotional

violence, when they experience a disconnect between societal goals and the means available to achieve those goals. In the context of secondary school students, if they feel academically or socially marginalized, they might resort to emotional violence as a means of gaining control or status (Zavala & Spohn, 2013).

Strain theories, which mainly addressed underprivileged groups, held that shared ambitions and the incapacity to realize them was what motivated criminal activity. People whose earnings fell below the poverty line, for instance, were compelled to resort to criminal activity in order to fulfil their goals because they were unable to use legal means to fulfil common, socially acceptable aspirations. Later, those theories were revised, most notably by American criminologists Richard Rosenfeld, Steven F. Messner, and Robert Agnew. Strain theory emerged as a result of Agnew's work, addressing flaws in previous strain theories, such as insufficient justifications for middle-class delinquency and discrepancies between expectations and aspirations for achieving them (Britannica, T. 2023).

**Social Identity Theory:** Developed by Henri Tajfel and John Turner, this theory explains how individuals develop a sense of identity and self-esteem based on their membership in certain social groups. Emotional violence might arise when students try to assert their superiority over other groups or maintain their own group's status through demeaning or abusive behavior. British social psychologist Henri Tajfel and his colleagues conducted a series of studies in the early 1970s that are often referred to as minimal-group studies, which laid the foundation for social identity theory. The participants were divided into groups that were intended to be as meaningless and arbitrary as feasible. However, when asked to assign points to other research participants, subjects consistently gave in-group members more points than out-group members. The minimal-group studies were interpreted as showing that the mere act of categorizing individuals into groups can be sufficient to make them think of themselves and others in terms of group membership instead of as separate individuals. That finding deviated from a common view at the time, namely, that an objective conflict of interest is a central factor in the emergence of intergroup conflict. The idea that belonging to a group can aid individuals in finding purpose in social interactions gave rise to the theory of social identity. Belonging to a group aids in self-definition and understanding interpersonal relationships. Since social identity theory sought to make a connection between behavioural motivation and cognitive processes, it was developed as an integrative theory. Its primary focus at first was on relations between groups generally and conflicts between them. The theory was first known as the



intergroup relations social identity theory. Subsequent clarifications of the cognitive elements pertinent to social identification provided by John Turner, a student of Tajfel, and his associates further detailed how individuals understand their own place in various social contexts and how that influences how they perceive both themselves and other people (Ellemers, N., 2023).

**Bullying and Power Imbalance:** Emotional violence can often be a form of bullying, where one student repeatedly targets another with the intention of causing emotional harm. This behavior often arises from a power imbalance, where the bully perceives themselves as having more power or control over the victim. The power imbalance might be based on physical attributes, social status, or other factors. Olweus identified bullying as a problematic behaviour that needs to be addressed by researchers and practitioners through interventions. Bullying is a specific form of aggression that is characterised by an imbalance of power. As previously mentioned, bullying has less consequences than other forms of aggression because it is carried out selectively in settings where the victim is less likely to face reprisals, receive support from onlookers, or garner sympathy from peers (Veenstra et al., 2010; Volk et al., 2014).

Furthermore, developmental research has validated Olweus's theory that bullying is goal-directed aggression that can be advantageous for some individuals in some circumstances (Olweus, 1993), particularly as a means of signalling attractive or intimidating attributes to bystanders, despite the fact that bullies are despised by some peers and at risk for a range of antisocial behaviours. Positive correlations with popularity, the quantity of romantic and sexual partners one has, dominance, and resource accessibility provide evidence of this (e.g., Dane et al., 2017; Reijntjes et al., 2013, 2018; Volk et al., 2022b). It is difficult to change a behaviour that offers a good cost-benefit ratio, at least initially.

**Attachment Theory:** Attachment theory, developed by John Bowlby, explores how early relationships with caregivers shape an individual's emotional and social development. Students who have experienced insecure attachment styles might struggle with regulating their emotions and behavior, leading to emotional violence as a way to cope with their own insecurities. According to Bowlby and others, the attachment system has two main purposes: first, it shields vulnerable people from harm or threats, and second, it controls negative feelings that arise after threatening or harmful experiences. The attachment theory's normative component describes the situations and stimuli that typically cause and end various types of emotions as well as the emotional sequence that is typically felt after particular relational events. The individual-difference component focuses on how people's individual histories of receiving care and

support from attachment figures influence their objectives, interpersonal attitudes, expectations, and cognitive schemas, as well as their coping mechanisms in the face of relationship events that evoke strong emotions (Simpson, J. A. and Beckes, . Lane, 2023).

**Peer Pressure and Conformity:** Adolescents are particularly susceptible to peer pressure and the desire to fit in. Emotional violence might be perpetuated as a means of conforming to group norms or gaining acceptance within a particular social circle. The alteration of an individual's judgement, perception, or behaviour due to peer pressure is known as social conformity (Berns et al., 2005; Cialdini & Trost, 1998). Numerous studies have demonstrated the widespread nature of social conformity and its effects on a wide range of behaviours (e.g., buying pricey goods, using illegal drugs; for a review, see Cialdini & Goldstein, 2004). The current study looked at how participants' perceptions and confidence in those perceptions were affected by peer pressure. Our aim was to show how the presentation of false information causes pressure to conform, which affects cognition. Peer influence, for instance, may impair task performance by raising the degree of uncertainty in judgement and perception. The history of conformity research is reviewed below, with a focus on several (Masterclass, 2022).

**Cognitive Dissonance Theory:** This theory, proposed by Leon Festinger, suggests that individuals experience discomfort when their beliefs or attitudes contradict their behaviors. Emotional violence could emerge as a way to reduce this discomfort by justifying one's own behavior and beliefs through aggressive or demeaning actions. According to the theory of cognitive dissonance, people dislike internal inconsistencies in their own thoughts. It provides one explanation for why people occasionally try to reframe their ideas when their own words, ideas, or actions appear to contradict one another. A person may feel driven to find a way to alleviate the negative emotion that follows to restore cognitive consonance when they come across new information that contradicts a deeply held belief, for example, or behaves in a way that appears to undermine a positive self-image. Even though a person may not always be able to overcome cognitive dissonance, there are several ways to deal with it, from ignoring its cause to altering one's beliefs or actions to end the conflict (Cancino-Montecinos S, 2018).

## **2.8 United Nation and Violence among Students: A critical Review**

The UN Study on Emotional Violence against Children considers bullying to be a pattern of behavior rather than an isolated event. The most common form of bullying is verbal, which, if left unchecked, can lead also to physical violence. The Study underlines that almost

all bullying is sexual or gender based in nature, aimed at putting pressure on children to conform to cultural values and social attitudes, especially those that define perceived masculine or feminine roles. For both the bully and the student who is bullied, the cycle of violence and intimidation results in greater interpersonal difficulties and poor performance in school. Students who are bullied are more likely than their peers to be depressed, lonely or anxious and have low self-esteem. Bullies often act aggressively out of frustration, humiliation, anger and in response to social ridicule (WHO, 2009). Recent studies suggest that around half of all children involved in bullying are both victims and perpetrators, and that they are the most troubled of all children involved in this manifestation of violence. Among perpetrators, boys are more likely to engage in physical bullying, while girls most often engage in verbal forms of harassment of their peers. As is the case with many forms of violence against children, data on bullying are scarce. Research conducted between 2003 and 2005 in a number of developing countries for the Global Schoolbased Health Survey (GSHS) found a wide variation in national experiences: in China (Beijing), 17 per cent of girls and 23 per cent of boys (ages 13-15) reported having been bullied in the previous 30 days and in Zambia these figures rose to 67 per cent for girls and 63 per cent for boys. In most of the countries where data were available, between one quarter and one half of students indicated that they had been bullied in the last 30 days. Information from European countries, while not strictly comparable, suggests a similarly wide variation from country to country: at the lowest end of the scale, 15 per cent of girls and boys in Sweden aged 11, 13 and 15 reported having been bullied “within the past couple of months”, while the figure rises to 44 per cent of girls and 56 per cent of boys in Portugal, and 64 per cent of girls and 65 per cent of boys in Lithuania.<sup>26</sup> During the 2007-2008 school year in the USA, 32 per cent of students between the ages of 12 and 18 reported being bullied. Of these students, 21 per cent said they were bullied once or twice a month; 10 per cent reported being bullied once or twice a week; and 7 per cent indicated that they were bullied daily. Nearly 9 per cent reported being physically injured as a result of bullying (Pineiro,2000).

## **2.9 Empirical Review**

School violence is a global issue that affects both developed and developing nations (Meyer, 2005). This safety problem has drawn attention on a global scale (Reddy, Zuze, Visser, Winnaar, Juan & Hannan, 2015). While there are many issues with the South African educational system, school violence has emerged as the most significant one (Reddy, Zuze,

Visser, Winnaar, Juan & Hannan, 2015). Although school safety is a hot concern in South African, independent schools are seen as being more secure than public ones. Concerns about safety in schools are widespread, and it is believed that violence in schools is a continuation of violence in communities. These processes limit the ability of those who are affected to make a difference, either by lowering their existing capacity for function or by preventing them from achieving their goals. The normally necessary safe learning environment at school is disturbed by school violence ( Lewis, 2012).

Victims of emotional violence reveal higher levels of truancy and are more expected to drop out and experience striving in sexual and social relationships (Hazler et al. 1996). Except this, victims of emotional violence experience social isolation and lowered self-esteem that continues into adulthood (Hazler et al. 1996). Emotional health plays a vital role in academic achievements of students. A lot of research efforts were made to link the academic achievement with emotional health of school students and it was concluded that academic achievements are directly proportional to emotional health of students (Thompson, & Trice-Black, 2012). Several studies concluded that the children who are exposed to violence by parents are found to be in more troubled in controlling their emotions and are found to be less sociable in the society (Georgiou ST., & Stavrinides, P, 2008). Keeping in view several studies, it has been concluded that approx. 500 million school students around the world experience emotional violence (UNICEF, 2016, p.17). Various studies on emotional violence among students in South Asian countries determined that emotional violence is common among high school students including India, Pakistan, and Bangladesh (Khan, 2015).

## **2.10 Why emotional violence has been found more among male students**

There are a number of reasons why emotional violence is so common among male students in schools, including socialisation, cultural norms, and outside influences. The following are some main ideas that clarify this phenomenon (Espelage, 2004):

**Gender Socialization:** Boys are often socialized to be more aggressive and assertive. This socialization can manifest as emotional violence when they attempt to assert dominance or control over their peers.

**Cultural Norms:** Many cultures emphasize traditional notions of masculinity that include being tough, dominant, and emotionally stoic. These norms can lead boys to engage in behaviors that involve emotional violence as a way to conform to these expectations.

**Peer Pressure:** Boys may face peer pressure to engage in behaviors that demonstrate their strength and toughness. Emotional violence can be a way to gain status or acceptance within peer groups.

**Family Environment:** Exposure to violence or conflict within the family can lead boys to replicate these behaviors in school settings. Witnessing or experiencing violence at home can normalize such behaviors and make them more likely to occur in other settings.

**Media Influence:** Media often portrays male characters as aggressive and dominant. This portrayal can influence boys to emulate these behaviors, including emotional violence, in real-life interactions.

## Chapter 3

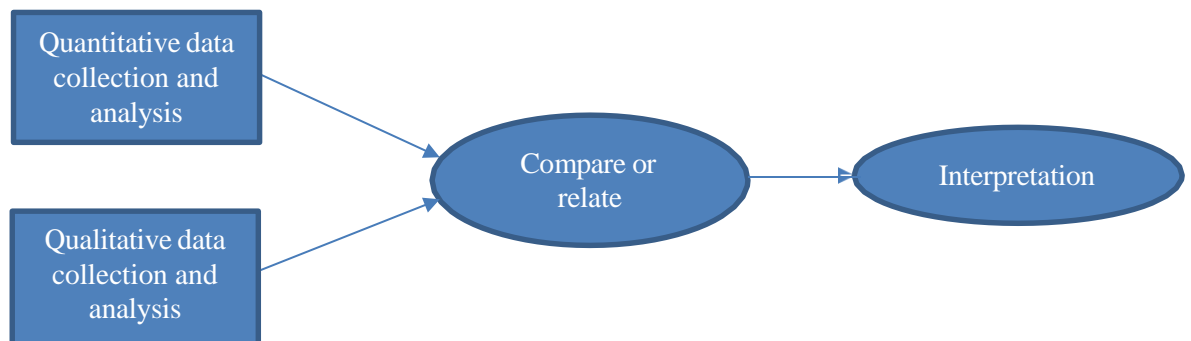
### RESEARCH METHODOLOGY

A research design is a plan that specifies the respondents to be used, the data collection methods, and the data analysis procedures to be used, transcending the research approach and underlying philosophical assumptions (Nieuwenhuis, 2007). Cooper and Schindler as cited in (Shabalala ksk, 2016) state that, a research design assists the researcher to decide on the research methodology that is most suitable for a particular investigation. Several descriptions of a research design have been advanced by different authors (Shabalala, 2016).

#### 3.1 Research Design

The research was conducted through mixed methods approaches. Mixed method. Triangulation research design enhance the validity and credibility of your findings and mitigate the presence of any research biases in your work. The triangulation mixed-method design is used because it allows researchers to collect and analyze data from multiple sources and perspectives, which can lead to a more comprehensive understanding of the research topic. By combining different research methods, researchers can address the limitations of each method and overcome biases that might arise from using a single method.

Overall, the triangulation mixed-method design is a powerful research approach that can help researchers to gain a deeper understanding of complex research phenomena and provide more comprehensive and reliable research findings. Various study on emotional violence among adolescent have adopted triangulation research design (Grobler, 2018).



Source: Creswell, John W., Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition, © 2012.

### **3.2 Population and Sample**

The Population of the study are Public sector schools at Tehsil Taxila, Rawalpindi. There are 13 secondary schools for boys. Nineteen is the teaching staff that taught to 9<sup>th</sup> class. Researcher collect the quantitative data through questionnaire from 90 teachers according to universal sampling. The population has been selected through [sis.punjab.gov.pk](http://sis.punjab.gov.pk) portal and the sample was selected through the Lr-Gay sample size table. For qualitative research researcher was conducted interview of 10 Teachers/Principals and 10 students. After consulting with the supervisor and reviewing relevant literature, the interview protocol was created. Oral consent was obtained from the chosen head teachers and observing teachers prior to the interviews. Researcher was develop check list, Questionnaire and interviews question for emotional violence and validate it by two experts. Check list was provided to school discipline committee for identification of students who involve in emotional violence. After the identification of concerned students interviews conducted from them.

### **3.3 Instruments**

The four steps involved in instrument development are: concept identification; item construction; validity testing and reliability testing. The researcher used three research instrument Questionnaires, interviews, and checklists to collect data from the sample of the study.

Firstly researcher collect data from 90 teachers through questionnaire. Secondly open ended interviews enable the researcher to combine both structured and unstructured interviewing techniques; they enable the objective comparison of phenomena and offer a chance to discuss subjects related to that specific occurrence (Rabionet, 2011). After consulting with the supervisor and reviewing pertinent literature, the interview protocol was created. Researchers have taken interviews with 10 students and 10 teachers.

### **3.4 Procedure (Validity & Reliability)**

#### **A). Determine content validity ratio**

To determine the content validity ratio, experts will selected with the consultation of supervisor. The selection of panel of experts will be made on their qualification, teaching/administrative experience. After the opinion of panel of experts, content validity ratio will determined to develop questionnaire with use of following formula:  $CVR = (ne - N/2)/$

(N/2), CVR= content validity ratio, ne = number of SME panelists indicating "essential", N = total number of SME panelists.

The instrument sent to 2 experienced university Assistant Professors to Validate the items and appropriateness of the instruments in relation to objective of the study and after their feedback it was finalized to collect the data. The experts are following,

<b>Name</b>	<b>Designation</b>	<b>University</b>
Dr. Muhammad Arshad Dahar	Assistant Professor	PMAS Arid Agriculture RWP.
Dr. Muhammad Sufi Amin	Assistant Professor	IIU, Islamabad

#### **b). Determine Reliability of Questionnaire Items**

<b>Case Processing Summary</b>			
		<b>N</b>	<b>%</b>
Cases	Valid	94	70.2
	Excluded <sup>a</sup>	39	29.8
	<b>Total</b>	<b>131</b>	<b>100.0</b>

<b>Reliability Statistics</b>		
<b>Cronbach's Alpha</b>	<b>N of Items</b>	
.81	30	

### **3.5 Data Collection**

Qualitative data was obtained by conducting one on one interviews. Interviews conducted personally by the researcher. Similarly, questionnaire was also distributed by the researcher among the participants of the study to collect the data.

### **3.6 Data Analysis**

The collected data was analyzed using the convergent parallel design. Both the data will be collected at the same time and analyzed using the thematic content analysis for qualitative data and chi square used for the quantitative data.

### **3.7 Ethical Considerations**

Confidentiality was ensured for the collected data from the participants of the study.



Prior permission e taken the concerned authorities before collecting data through interviews and questionnaire.

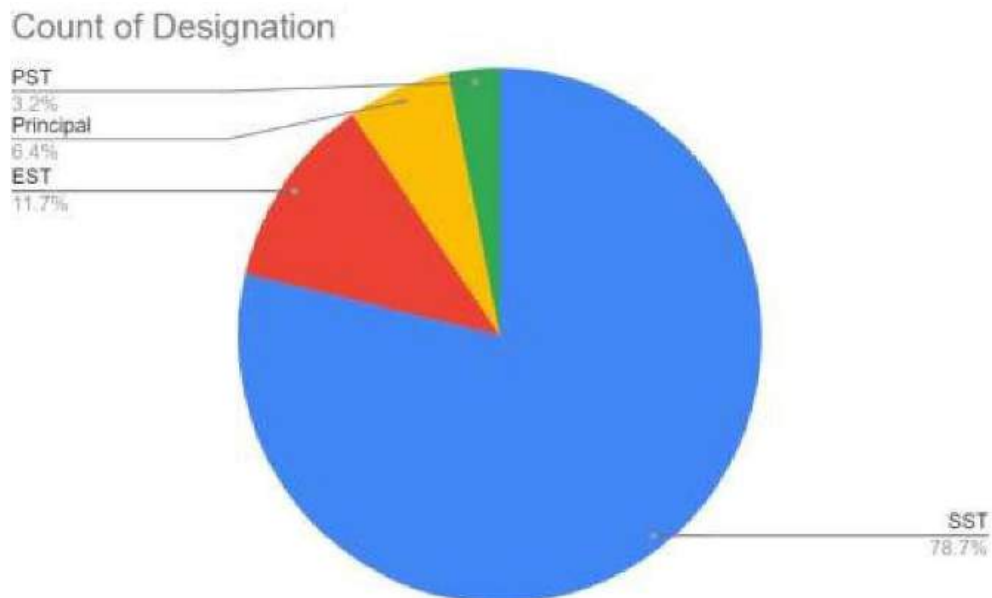
## Chapter 4

### Data Analysis

This chapter presents a detail description of data analysis that include chi square test for quantitative analysis and thematic content analysis used for qualitative study.

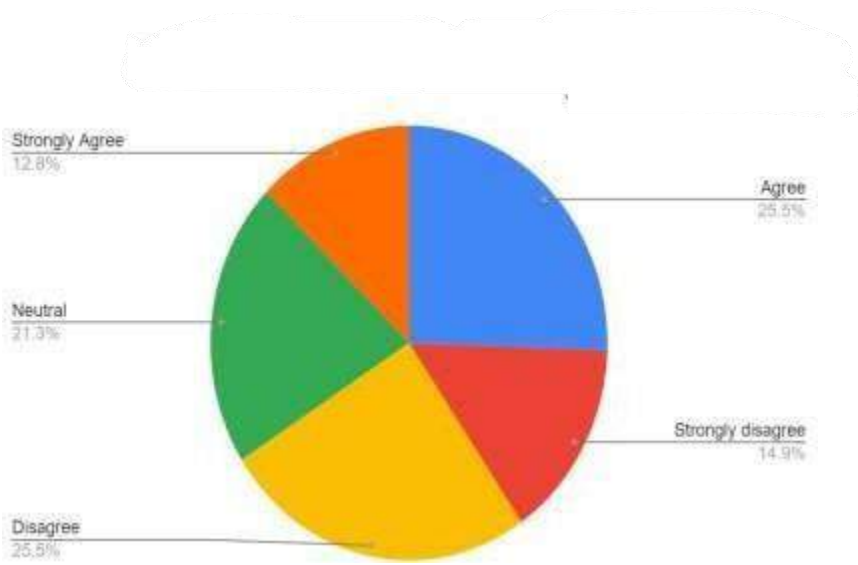
#### 4.1 Quantitative Analysis

For quantitative research researcher distribute the questionnaire among the ninety four (94) secondary schools Teachers and Principal at tehsil Taxila Rawalpindi. Below pie chart show the percentage of designation wise teachers that is participant of the research.



From the total participants in the research, designation-wise, 3.2% are PST, 6.4% are principals, 11.7% are EST, and 78.7% are SST.

**4.1.1** Emotional violence is a prevalent issue in secondary schools.



The above pie chart shows that 12.8% of respondents strongly agree, 25.5% agree, 21.3% are neutral, 14.9% strongly disagree, and 25.5% disagree with the statement.

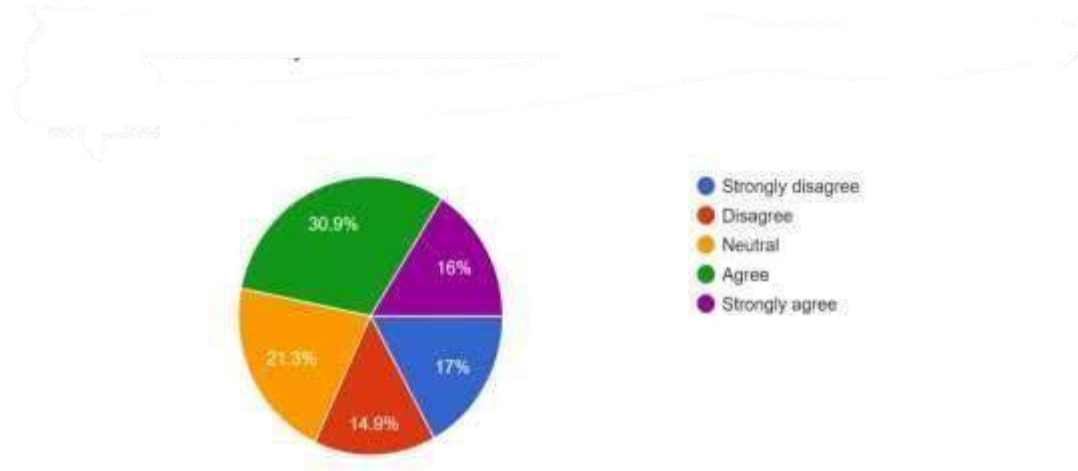
**Table 1** Emotional violence is a prevalent issue in secondary schools

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.561 <sup>a</sup>	12	.654
Likelihood Ratio	12.418	12	.413
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .38.

The 12 degree of freedom Pearson Chi-Square statistic is 9.561. Asymptotic significance, also known as the associated p-value, is 0.654. The null hypothesis, according to which there is no correlation between the variables, is tested by the chi-square statistic. The p-value in this instance is 0.654, which is rather high and indicates that there is insufficient data to rule out the null hypothesis. The variables might not significantly correlate with one another. The statistic for the Likelihood Ratio has 12 degrees of freedom and is 12.418. 0.413 is the related p-value. The Likelihood Ratio evaluates the null hypothesis that there is no association, much like the Pearson Chi-Square. Once more, the p-value is comparatively high (0.413), suggesting that there is insufficient data to rule out the null hypothesis.

**4.1.2** Teachers in secondary schools are aware of emotional violence.



The above pie chart shows that 16% of respondents strongly agree, 30.9% agree, 21.3% are neutral, 14.9% disagree, and 17% strongly disagree with the statement.

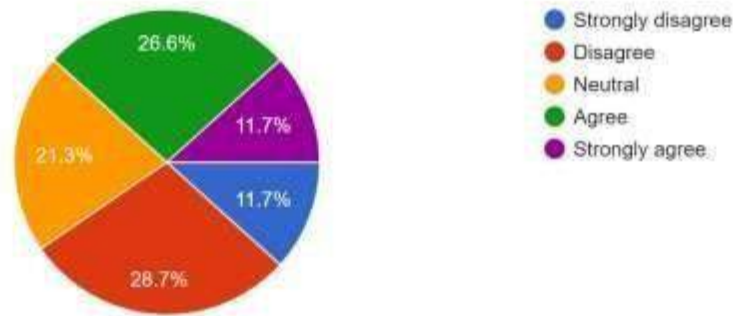
**Table 2** Teachers in secondary schools are aware of emotional violence

<b>Chi-Square Tests</b>			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.817 <sup>a</sup>	12	.093
Likelihood Ratio	21.441	12	.044
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .45.

This is the chi-square test statistic, a measure of the difference between the observed and expected frequencies in a contingency table. The "a" indicates that this value is significant at a certain level, and this level is typically specified in the statistical analysis. Degrees of freedom are associated with the chi-square test. It's a measure of the number of values in the final calculation of a statistic that are free to vary. The specific context of these degrees of freedom may depend on the nature of your chi-square test (e.g., goodness-of-fit or independence). The p-value associated with the chi-square statistic. A very low p-value (close to zero) suggests that you can reject the null hypothesis, indicating a significant association between the variables being tested.

**4.1.3** Students who witness emotional violence have confidence to report it to a teacher.



The above pie chart shows that 11.7 % of respondents strongly agree, 26.6 % agree, 21.3% are neutral, 28.7 % disagree, and 11.7 % strongly disagree with the statement.

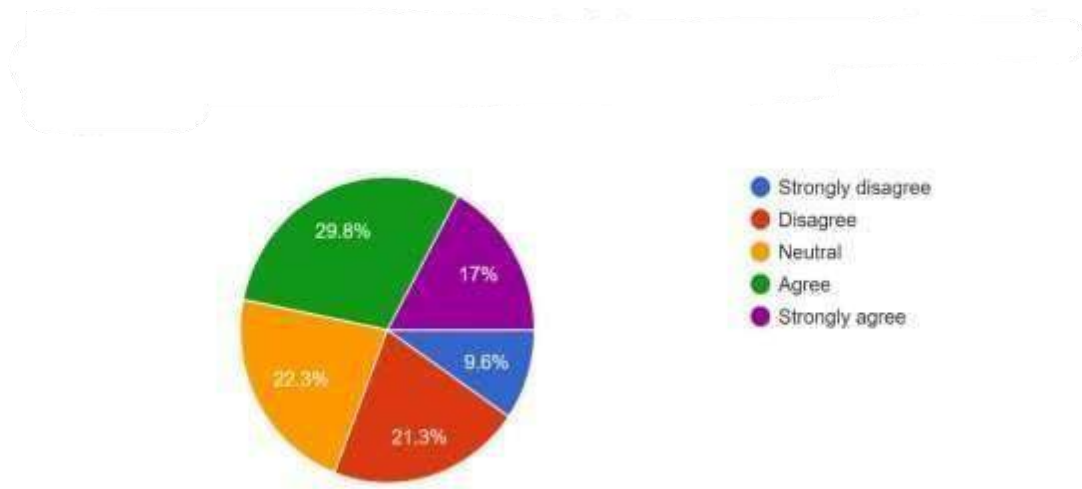
**Table 3** Students who witness emotional violence have confidence to report it to a teacher

<b>Chi-Square Tests</b>			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.850 <sup>a</sup>	12	.310
Likelihood Ratio	17.044	12	.148
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .35.

The Pearson Chi-Square value is a measure of the difference between the observed and expected frequencies of the categorical variables. In this case, the test statistic is 13.850 with 12 degrees of freedom. The p-value associated with this test statistic is .310. The p-value is higher than the commonly used significance level of 0.05, suggesting that there is not enough evidence to reject the null hypothesis. The Likelihood Ratio is another measure of the association between categorical variables. In this case, the test statistic is 17.044 with 12 degrees of freedom, and the associated p-value is .148. Like the Pearson Chi-Square test, the p-value is higher than 0.05, indicating that there is not enough evidence to reject the null hypothesis.

**4.1.4** The school administration in secondary schools has serious concerns with emotional violence.



The above pie chart shows that 17 % of respondents strongly agree, 29.8 % agree, 22.3% are neutral, 21.3 % disagree, and 9.6 % strongly disagree with the statement.

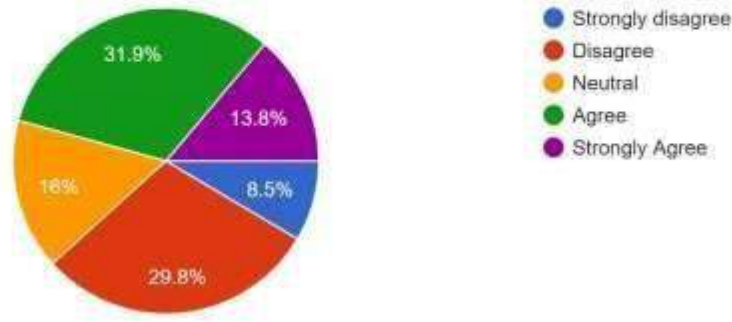
**Table 4** School administration has serious concern with emotional violence

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.495 <sup>a</sup>	12	.170
Likelihood Ratio	18.755	12	.095
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .29.

The Pearson Chi-Square value is a measure of the discrepancy between the observed and expected frequencies of the categorical variables. In this case, the test statistic is 16.495 with 12 degrees of freedom. The associated p-value is .170, which is greater than the conventional significance level of 0.05. Therefore, based on this test, there is not enough evidence to reject the null hypothesis of no association between the categorical variables. The Likelihood Ratio is another measure of the association between categorical variables. The test statistic is 18.755 with 12 degrees of freedom, and the associated p-value is .095. Similarly, this p-value is greater than 0.05, suggesting that there is not sufficient evidence to reject the null hypothesis.

**4.1.5** Student who are bullied are provided counseling services.



The above pie chart shows that 13.8 % of respondents strongly agree, 31.9 % agree, 16 % are neutral, 29.8 % disagree, and 8.5 % are strongly disagree with the statement.

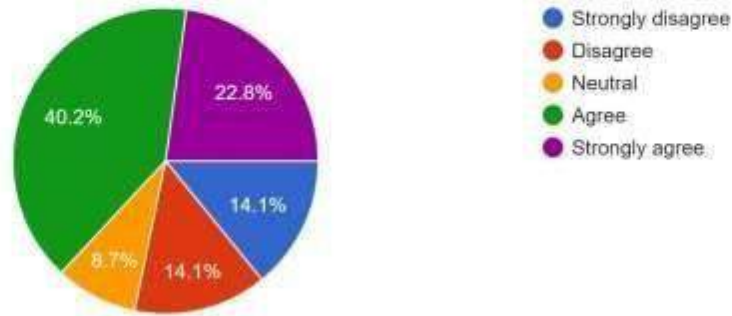
**Table 5** Student who are bullied are provided counseling services

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.176 <sup>a</sup>	12	.183
Likelihood Ratio	18.978	12	.089
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .26.

The Pearson Chi-Square statistic is a measure of the difference between the observed and expected frequencies of the categorical variables. In this case, the test statistic is 16.176 with 12 degrees of freedom. The associated p-value (Asymp. Sig.) is .183, which is greater than the conventional significance level of 0.05. Therefore, based on the Pearson Chi-Square test, there is not enough evidence to reject the null hypothesis of no association between the categorical variables. The Likelihood Ratio is another measure of association between categorical variables. The test statistic is 18.978 with 12 degrees of freedom, and the associated p-value is .089. Similar to the Pearson Chi-Square test, the p-value is greater than 0.05, indicating that there is not sufficient evidence to reject the null hypothesis.

**4.1.6** Ignoring Emotional violence phenomena in schools can hamper the positive personality development of the students.



The above pie chart shows that 22.8 % of respondents strongly agree, 40.2 % agree, 8.7 % are neutral, 14.1 % disagree, and 22.8 % are strongly disagree with the statement.

**Table 6** Ignoring emotional violence in schools can hamper the positive personality

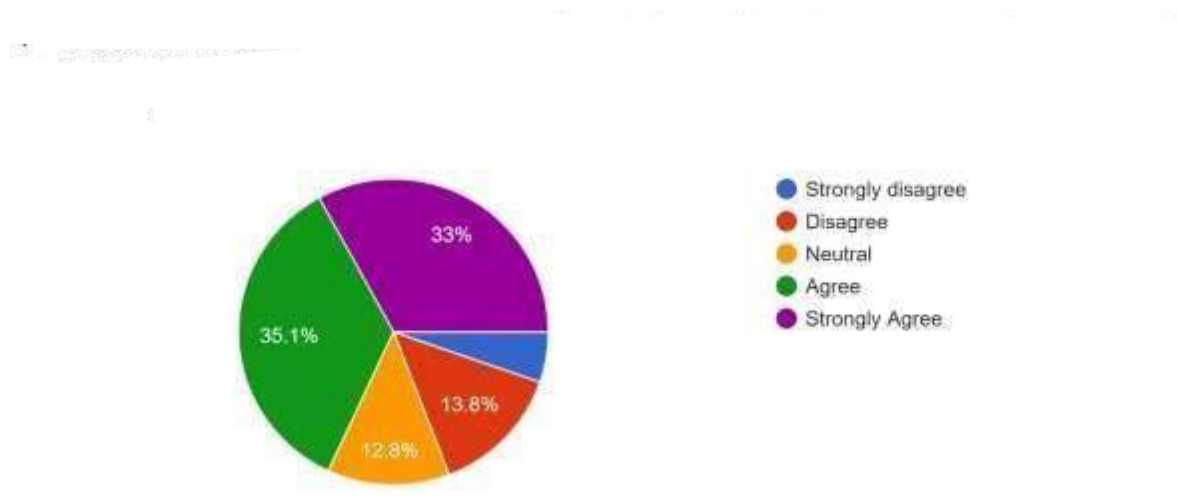
Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.316 <sup>a</sup>	12	.899
Likelihood Ratio	8.745	12	.725
N of Valid Cases	92		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .26.

The Pearson Chi-Square statistic is a measure of the difference between the observed and expected frequencies of the categorical variables. In this case, the test statistic is 6.316 with 12 degrees of freedom. The associated p-value (Asymp. Sig.) is 0.899, which is much greater than the common significance level of 0.05. Consequently, based on the Pearson Chi-Square test, there is no significant evidence to reject the null hypothesis of no association between the categorical variables. The Likelihood Ratio is another measure of association between categorical variables. The test statistic is 8.745 with 12 degrees of freedom, and the associated p-value is 0.725. Similar to the Pearson Chi-Square test, the p-value is much higher than 0.05, indicating a lack of significant evidence to reject the null hypothesis.



**4.1.7** Emotional violence produces a number of psychological disorders among Students.



The above pie chart shows that 33 % of respondents strongly agree, 35.1 % agree, 12.8 % are neutral, 13.8 % disagree, and 5.3 % are strongly disagree with the statement.

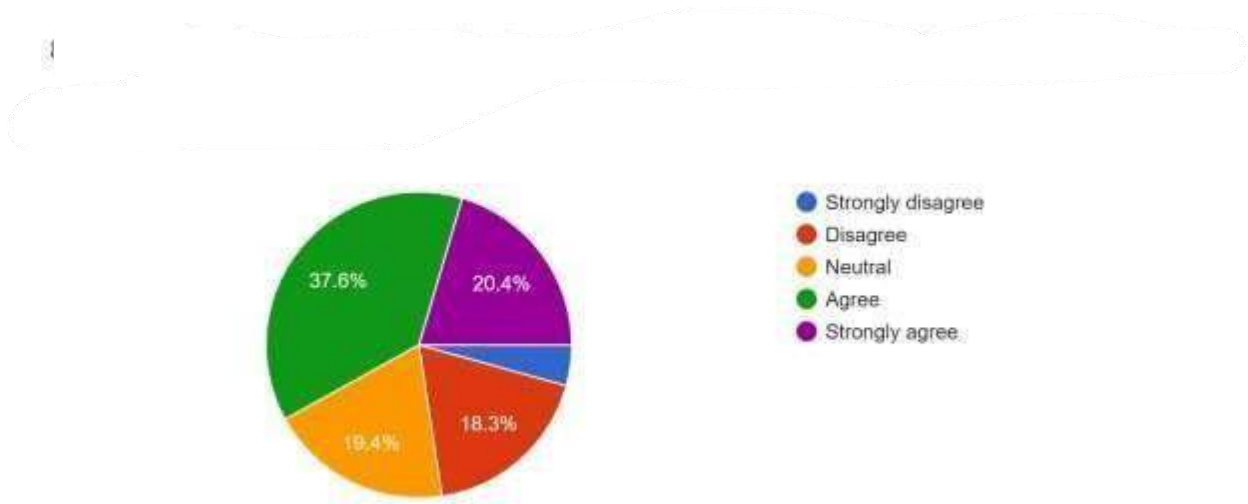
**Table 7** Emotional violence produce number of psychological disorder

<b>Chi-Square Tests</b>			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.110 <sup>a</sup>	12	.694
Likelihood Ratio	13.587	12	.328
N of Valid Cases	94		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .16.

The Pearson Chi-Square statistic is a measure of the difference between the observed and expected frequencies of the categorical variables. In this case, the test statistic is 9.110 with 12 degrees of freedom. The associated p-value (Asymp. Sig.) is 0.694, which is much greater than the common significance level of 0.05. Therefore, based on the Pearson Chi-Square test, there is no significant evidence to reject the null hypothesis of no association between the categorical variables. The Likelihood Ratio is another measure of association between categorical variables. The test statistic is 13.587 with 12 degrees of freedom, and the associated p-value is 0.328. Similar to the Pearson Chi-Square test, the p-value is much higher than 0.05, indicating a lack of significant evidence to reject the null hypothesis.

**4.1.8** Emotional violence is concerned with constantly criticizing a school adolescent.



The above pie chart shows that 20.4. % of respondents strongly agree, 37.6 % agree, 19.4 % are neutral, 18.3 % disagree, and 4.3 % are strongly disagree with the statement.

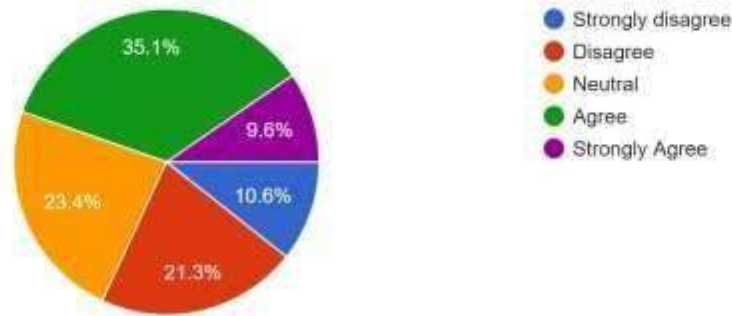
**Table 8** Emotional violence is concerned with Constantly criticizing a school adolescent

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.670 <sup>a</sup>	12	.645
Likelihood Ratio	13.447	12	.337
N of Valid Cases	93		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .13.

The Pearson Chi-Square statistic is a measure of the difference between the observed and expected frequencies of the categorical variables. In this case, the test statistic is 9.670 with 12 degrees of freedom. The associated p-value (Asymp. Sig.) is 0.645, which is higher than the common significance level of 0.05. Therefore, based on the Pearson Chi-Square test, there is no significant evidence to reject the null hypothesis of no association between the categorical variables. The Likelihood Ratio is another measure of association between categorical variables. The test statistic is 13.447 with 12 degrees of freedom, and the associated p-value is 0.337. Similar to the Pearson Chi-Square test, the p-value is higher than 0.05, indicating a lack of significant evidence to reject the null hypothesis.

**4.1.9** Emotional violence is concerned with threatening a school adolescent among students.



The above pie chart shows that 9.6 % of respondents strongly agree, 35.1 % agree, 23.4 % are neutral, 21.3 % disagree, and 10.6 % are strongly disagree with the statement.

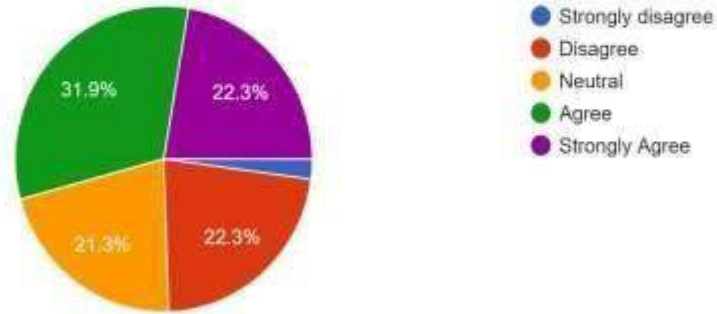
**Table 9** Emotional violence is concerned with threatening a school adolescent

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.999 <sup>a</sup>	12	.150
Likelihood Ratio	21.681	12	.041
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .29.

The Pearson Chi-Square statistic is a measure of the difference between the observed and expected frequencies of the categorical variables. In this case, the test statistic is 16.999 with 12 degrees of freedom. The associated p-value (Asymp. Sig.) is 0.150. While the p-value is above the conventional significance level of 0.05, it is still relatively close, suggesting a borderline result. The Likelihood Ratio is another measure of association between categorical variables. The test statistic is 21.681 with 12 degrees of freedom, and the associated p-value is 0.041. In this case, the p-value is less than 0.05, suggesting that there is some evidence to reject the null hypothesis of no association.

**4.1.10** Emotional violence is concerned with name calling among students.



The above pie chart shows that 22.3 % of respondents strongly agree, 31.9 % agree, 21.3 % are neutral, 22.3 % disagree, and 2.1 % are strongly disagree with the statement.

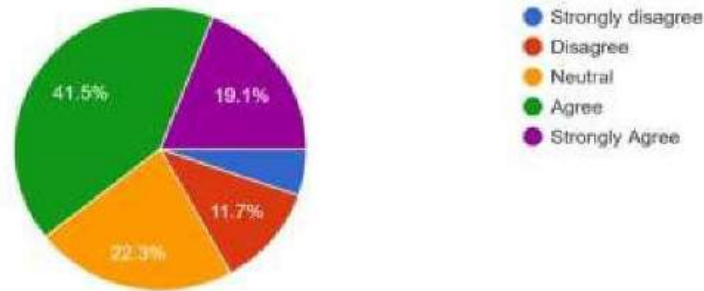
**Table 10** Emotional violence is concerned with name calling

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.391 <sup>a</sup>	12	.221
Likelihood Ratio	17.699	12	.125
N of Valid Cases	94		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .06.

The Pearson Chi-Square statistic is a measure of the difference between the observed and expected frequencies of the categorical variables. In this case, the test statistic is 15.391 with 12 degrees of freedom. The associated p-value (Asymp. Sig.) is 0.221. The p-value is higher than the conventional significance level of 0.05, suggesting that there is not enough evidence to reject the null hypothesis of no association between the categorical variables. The Likelihood Ratio is another measure of association between categorical variables. The test statistic is 17.699 with 12 degrees of freedom, and the associated p-value is 0.125. Similar to the Pearson Chi-Square test, the p-value is higher than 0.05, indicating a lack of significant evidence to reject the null hypothesis.

**4.1.11** Emotional violence is concerned with making a student the subject of jokes among students.



The above pie chart shows that 19.1 % of respondents strongly agree, 41.5 % agree, 22.3 % are neutral, 11.7 % disagree, and 5.3 % are strongly disagree with the statement.

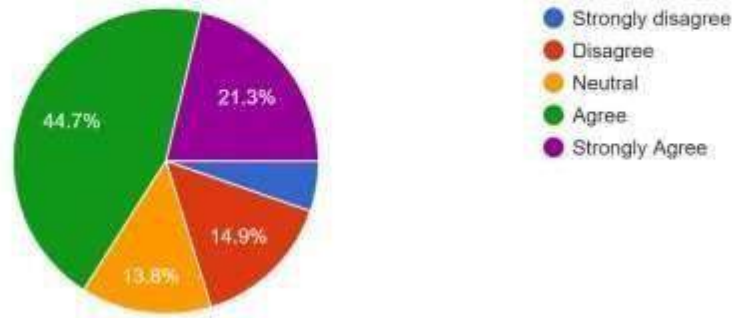
**Table 11** Emotional violence is concerned with making a student subject of jokes

<b>Chi-Square Tests</b>			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.667 <sup>a</sup>	12	.097
Likelihood Ratio	24.415	12	.018
N of Valid Cases	94		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .16.

The Pearson Chi-Square statistic is a measure of the discrepancy between the observed and expected frequencies in a contingency table. The degrees of freedom represent the number of categories minus 1. The p-value (Asymptotic Significance) is 0.097, which is greater than the conventional significance level of 0.05. Therefore, based on the Pearson Chi-Square test, there is no significant association between the two categorical variables. The Likelihood Ratio statistic is another measure of the difference between the observed and expected frequencies, but it tends to be more sensitive, especially with smaller sample sizes. In this case, the p-value (Asymptotic Significance) is 0.018, which is less than 0.05. This suggests that based on the Likelihood Ratio test, there is evidence to reject the null hypothesis of no association between the two categorical variables.

**4.1.12** Emotional violence is concerned with blame for making a child perform degrading acts.



The above pie chart shows that 21.3 % of respondents strongly agree, 44.7 % agree, 13.8 % are neutral, 14.8 % disagree, and 5.3 % are strongly disagree with the statement.

**Table 12** Emotional violence is concerned with making child perform degrading act

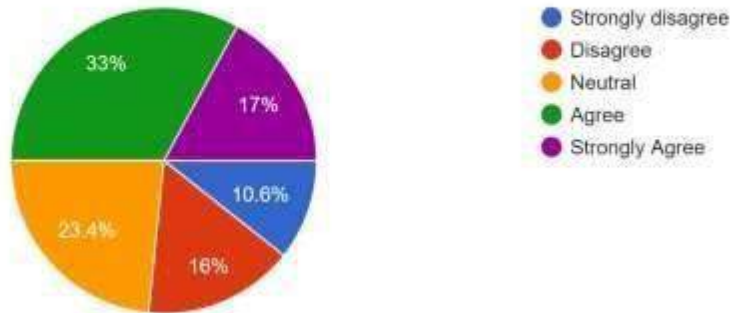
<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.729 <sup>a</sup>	12	.160
Likelihood Ratio	22.141	12	.036
N of Valid Cases	94		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .16.

The Pearson Chi-Square statistic is a measure of the discrepancy between the observed and expected frequencies in a contingency table. The degrees of freedom represent the number of categories minus 1. The p-value (Asymptotic Significance) is 0.160, which is greater than the conventional significance level of 0.05. Therefore, based on the Pearson Chi-Square test, there is no significant association between the two categorical variables. The Likelihood Ratio statistic is another measure of the difference between the observed and expected frequencies, with higher sensitivity, especially in smaller sample sizes. In this case, the p-value (Asymptotic Significance) is 0.036, which is less than 0.05. This suggests that based on the Likelihood Ratio test, there is evidence to reject the null hypothesis of no association between the two categorical variables.

**4.1.13** Emotional violence is the result of peer pressure.

94



The above pie chart shows that 21.3 % of respondents strongly agree, 44.7 % agree, 13.8 % are neutral, 14.8 % disagree, and 5.3 % are strongly disagree with the statement.

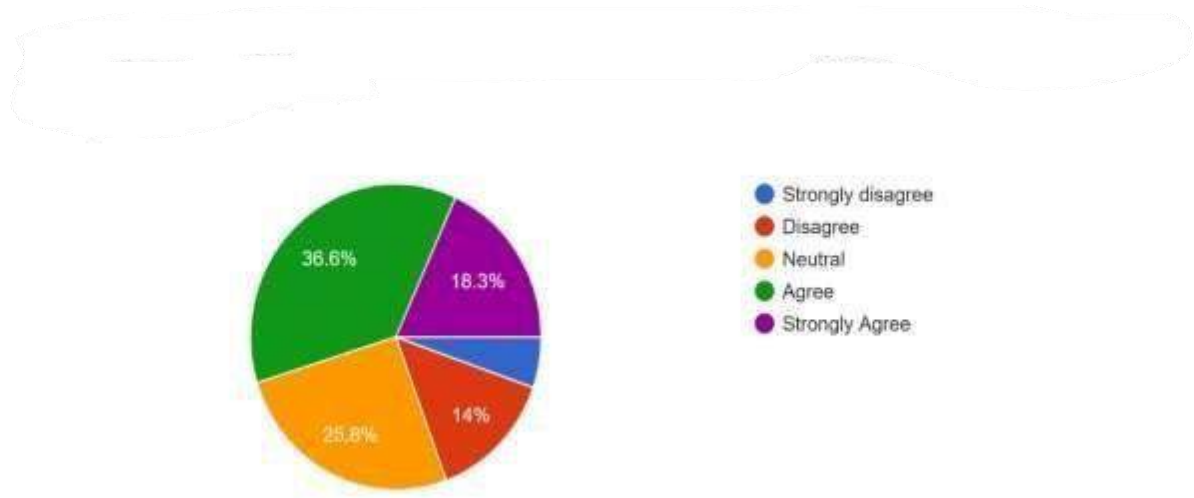
**Table 13** Emotional violence is the result of peer pressure

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.231 <sup>a</sup>	12	.229
Likelihood Ratio	20.365	12	.060
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .32.

The Pearson Chi-Square statistic is a measure of the difference between the observed and expected frequencies in a contingency table. The degrees of freedom represent the number of categories minus 1. The p-value (Asymptotic Significance) is 0.229, which is greater than the conventional significance level of 0.05. Therefore, based on the Pearson Chi-Square test, there is no significant association between the two categorical variables. The Likelihood Ratio statistic is another measure of the difference between the observed and expected frequencies. The p-value (Asymp. Sig.) is 0.060, which is also greater than 0.05. While it suggests a trend toward significance, it does not reach conventional levels of statistical significance.

**4.1.14** Emotional violence caused by a lack of effective disciplinary measures.



The above pie chart shows that 18.3 % of respondents strongly agree, 36.6 % agree, 25.8 % are neutral, 14 % disagree, and 5.4 % are strongly disagree with the statement.

**Table 14** Emotional violence causes by lack of effectiveness disciplinary measure

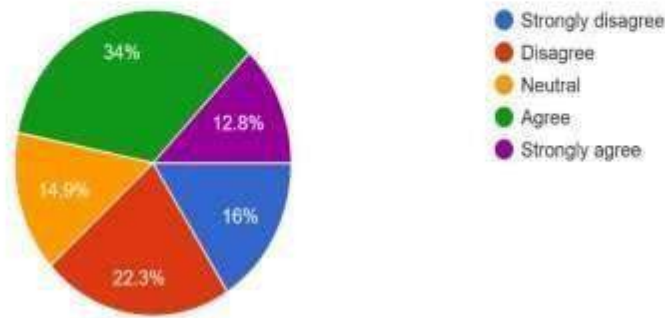
<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.479 <sup>a</sup>	12	.102
Likelihood Ratio	21.254	12	.047
N of Valid Cases	93		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .16.

The Pearson Chi-Square statistic measures the difference between the observed and expected frequencies in a contingency table. The degrees of freedom represent the number of categories minus 1. The p-value (Asymp. Sig.) is 0.102, which is greater than the conventional significance level of 0.05. Therefore, based on the Pearson Chi-Square test, there is no significant association between the two categorical variables. The Likelihood Ratio statistic is another measure of the difference between the observed and expected frequencies. The p-value (Asymp. Sig.) is 0.047, which is less than 0.05. This suggests that based on the Likelihood Ratio test, there is evidence to reject the null hypothesis of no association between the two categorical variables.



**4.1.15** Emotional violence caused by a lack of understanding about the harmful effects of emotional violence.



The above pie chart shows that 12.8 % of respondents strongly agree, 34 % agree, 14.9 % are neutral, 22.3 % disagree, and 16 % are strongly disagree with the statement.

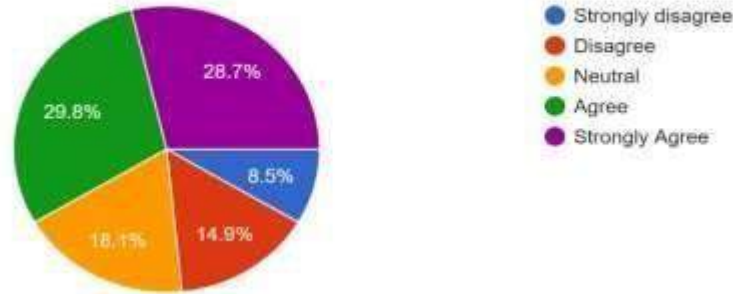
**Table 15** Emotional violence caused by lack of understanding

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.343 <sup>a</sup>	12	.046
Likelihood Ratio	27.913	12	.006
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .41.

The Pearson Chi-Square statistic measures the difference between the observed and expected frequencies in a contingency table. The degrees of freedom represent the number of categories minus 1. The p-value (Asymp. Sig.) is 0.046, which is less than the conventional significance level of 0.05. Therefore, based on the Pearson Chi-Square test, there is evidence to reject the null hypothesis of no association between the two categorical variables. The Likelihood Ratio statistic is another measure of the difference between the observed and expected frequencies. The p-value (Asymp. Sig.) is 0.006, which is significantly less than 0.05. This provides strong evidence to reject the null hypothesis and suggests a significant association between the two categorical variables based on the Likelihood Ratio test.

**4.1.16** Emotional violence happens due to lack of monitoring.



The above pie chart shows that 28.7 % of respondents strongly agree, 29.8 % agree, 18.1 % are neutral, 14.9 % disagree, and 8.5 % are strongly disagree with the statement.

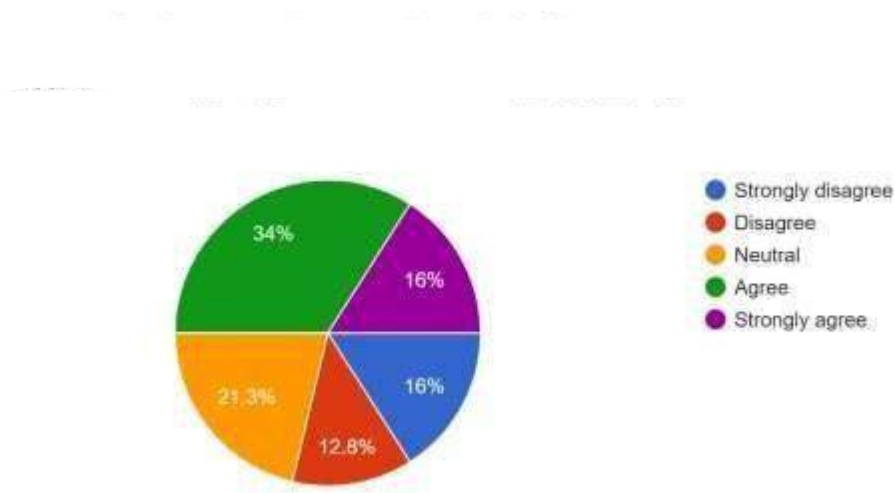
**Table 16** Emotional violence happens due to lack of monitoring

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.896 <sup>a</sup>	12	.004
Likelihood Ratio	29.268	12	.004
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .22.

This is a test statistic used in the chi-square test. In this case, the Pearson Chi-Square statistic is 28.896, calculated based on 12 degrees of freedom. The associated p-value is .004 (two-sided). The p-value is below the conventional significance level of 0.05, suggesting that there is evidence to reject the null hypothesis. This is another test statistic used in the chi-square test. The Likelihood Ratio Chi-Square statistic is 29.268, calculated based on 12 degrees of freedom. The associated p-value is also .004 (two-sided), aligning with the Pearson Chi-Square result.

**4.1.17** Emotional violence can be caused by a lack of resources for addressing Emotional violence.



The above pie chart shows that 16 % of respondents strongly agree, 34 % agree, 21.3 % are neutral, 12.8 % disagree, and 16 % are strongly disagree with the statement.

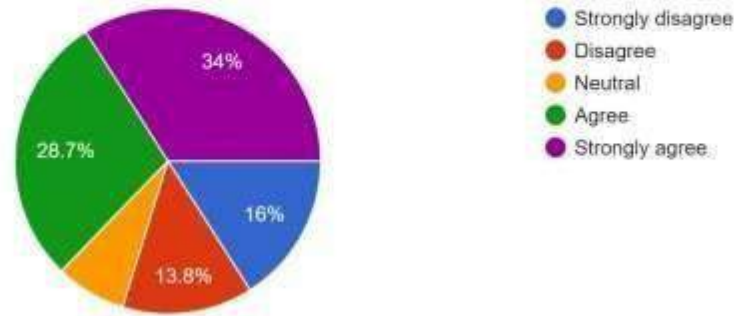
**Table 17** Emotional violence can caused by lack of resources

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.558 <sup>a</sup>	12	.076
Likelihood Ratio	24.916	12	.015
N of Valid Cases	94		

15 cells (75.0%) have expected count less than 5. The minimum expected count is .38.

The Pearson Chi-Square statistic is 19.558, calculated with 12 degrees of freedom. The associated p-value is .076 (two-sided). The p-value is higher than the conventional significance level of 0.05, indicating that there is not enough evidence to reject the null hypothesis. This suggests that, based on the Pearson Chi-Square test alone, there is no significant association between the categorical variables. The Likelihood Ratio Chi-Square statistic is 24.916, with 12 degrees of freedom. The associated p-value is .015 (two-sided). The p-value is less than 0.05, suggesting that there is evidence to reject the null hypothesis. This implies that, based on the Likelihood Ratio test, there may be a significant association between the categorical variables.

**4.1.18** Emotional violence has a negative impact on the academic performance of students.



The above pie chart shows that 16 % of respondents strongly agree, 34 % agree, 21.3 % are neutral, 12.8 % disagree, and 16 % are strongly disagree with the statement.

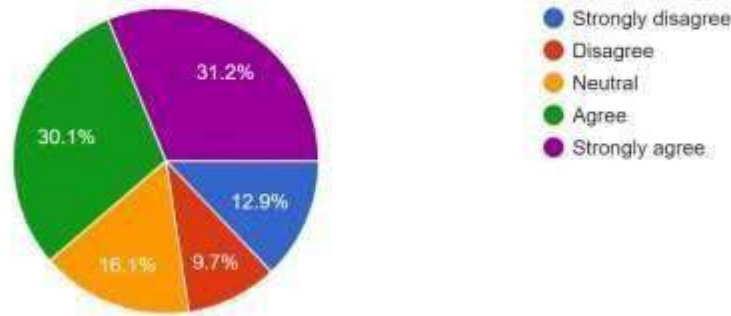
**Table 178** Emotional violence has a negative impact on the academic performance

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.094 <sup>a</sup>	12	.521
Likelihood Ratio	14.876	12	.248
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .22.

The Pearson Chi-Square statistic is 19.558, calculated with 12 degrees of freedom. The associated p-value is .076 (two-sided). The p-value is higher than the conventional significance level of 0.05, indicating that there is not enough evidence to reject the null hypothesis. This suggests that, based on the Pearson Chi-Square test alone, there is no significant association between the categorical variables. The Likelihood Ratio Chi-Square statistic is 24.916, with 12 degrees of freedom. The associated p-value is .015 (two-sided). The p-value is less than 0.05, suggesting that there is evidence to reject the null hypothesis. This implies that, based on the Likelihood Ratio test, there may be a significant association between the categorical variables.

**4.1.19** Emotional violence affects the mental health of students.



The above pie chart shows that 31.2 % of respondents strongly agree, 30.1 % agree, 16.1 % are neutral, 9.7 % disagree, and 12.9 % are strongly disagree with the statement.

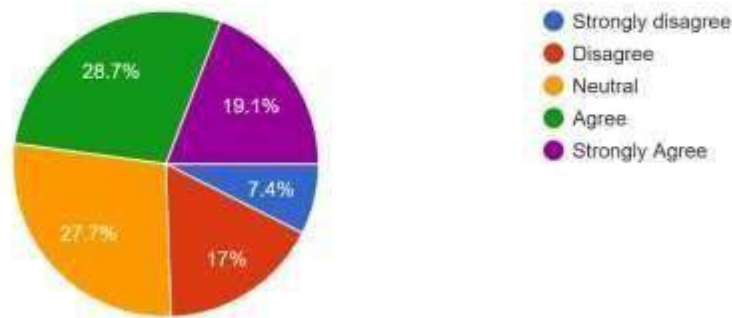
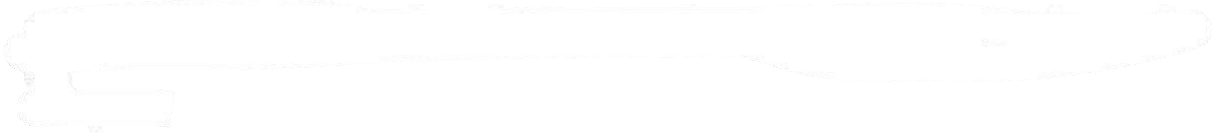
**Table 189** Emotional violence effect on mental health

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.238 <sup>a</sup>	12	.509
Likelihood Ratio	16.323	12	.177
N of Valid Cases	93		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .26.

The Pearson Chi-Square statistic is 11.238, calculated with 12 degrees of freedom. The associated p-value is .509 (two-sided). The p-value is higher than the conventional significance level of 0.05, suggesting that there is not enough evidence to reject the null hypothesis. Based on the Pearson Chi-Square test, there is no significant association between the categorical variables. The Likelihood Ratio Chi-Square statistic is 16.323, with 12 degrees of freedom. The associated p-value is .177 (two-sided). Similar to the Pearson Chi-Square result, the p-value is higher than 0.05, indicating no significant association between the variables based on the Likelihood Ratio test.

**4.1.20** Emotional violence causes physical injuries to students.



The above pie chart shows that 19.1 % of respondents strongly agree, 28.7 % agree, 27.7 % are neutral, 17 % disagree, and 7.4 % are strongly disagree with the statement.

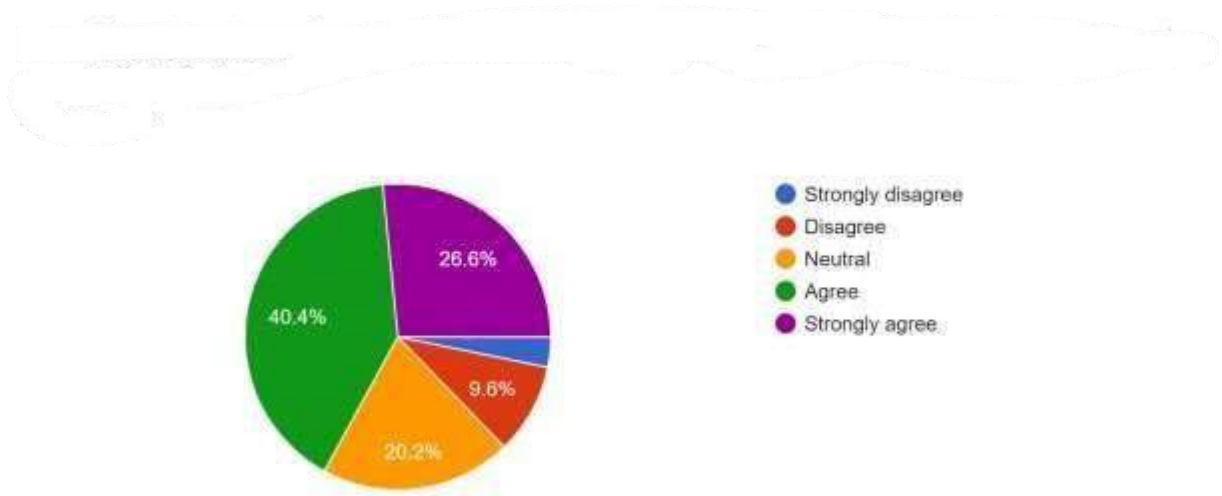
**Table 20** Emotional violence causes physical violence

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.682 <sup>a</sup>	12	.055
Likelihood Ratio	22.863	12	.029
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .22.

The Pearson Chi-Square statistic is 20.682, calculated with 12 degrees of freedom. The associated p-value is .055 (two-sided). The p-value is marginally above the conventional significance level of 0.05, suggesting a lack of strong evidence to reject the null hypothesis. However, it is worth noting that the p-value is close to the threshold, so caution is advised. The interpretation could depend on the context and the consequences of making a Type I error (false positive). The Likelihood Ratio Chi-Square statistic is 22.863, with 12 degrees of freedom. The associated p-value is .029 (two-sided). The p-value is below 0.05, indicating that there is evidence to reject the null hypothesis. According to the Likelihood Ratio test, there may be a significant association between the categorical variables.

**4.1.21** Affected students of Emotional violence lead to feeling isolated.



The above pie chart shows that 26.6 % of respondents strongly agree, 40.4 % agree, 20.2 % are neutral, 9.6 % disagree, and 3 % are strongly disagree with the statement.

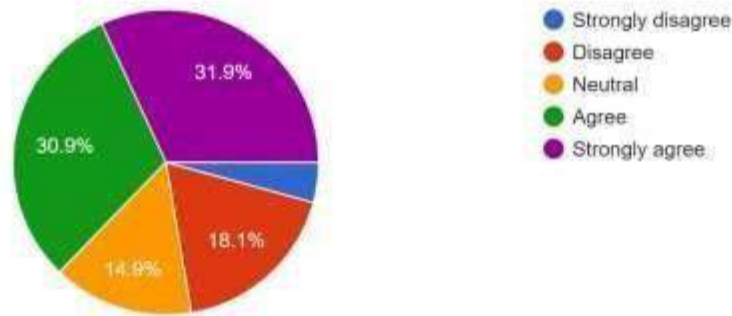
**Table 21** Affected student feeling isolated

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.138 <sup>a</sup>	12	.185
Likelihood Ratio	19.642	12	.074
N of Valid Cases	94		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .10.

The Pearson Chi-Square statistic is 16.138, calculated with 12 degrees of freedom. The associated p-value is .185 (two-sided). The p-value is higher than the conventional significance level of 0.05, suggesting that there is not enough evidence to reject the null hypothesis. Based on the Pearson Chi-Square test, there is no significant association between the categorical variables. Likelihood Ratio Chi-Square: The Likelihood Ratio Chi-Square statistic is 19.642, with 12 degrees of freedom. The associated p-value is .074 (two-sided). The p-value is still above 0.05, indicating that there is not strong evidence to reject the null hypothesis based on the Likelihood Ratio test. However, it is closer to the threshold, and one might consider it marginally significant.

**4.1.22** Emotional violence lead to a decrease in students' self-esteem.



The above pie chart shows that 31.9 % of respondents strongly agree, 30.9 % agree, 14.9 % are neutral, 18.1 % disagree, and 4.3 % are strongly disagree with the statement.

**Table 22** Emotional violence lead to a decrease in students' self-esteem

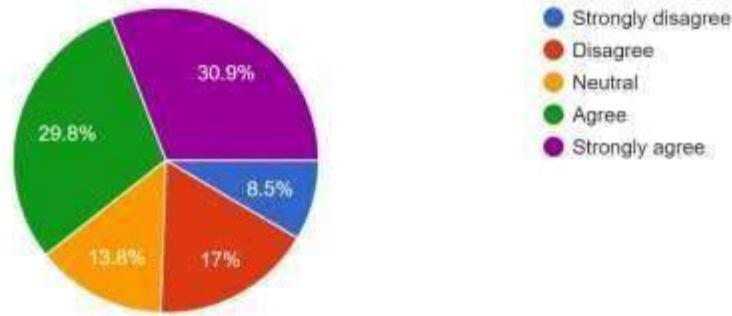
Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.724 <sup>a</sup>	12	.726
Likelihood Ratio	12.428	12	.412
N of Valid Cases	94		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .13.

The Pearson Chi-Square statistic is 8.724, calculated with 12 degrees of freedom. The associated p-value is .726 (two-sided). The p-value is significantly higher than the conventional significance level of 0.05, suggesting that there is no strong evidence to reject the null hypothesis. Based on the Pearson Chi-Square test, there is no significant association between the categorical variables. Likelihood Ratio Chi-Square: The Likelihood Ratio Chi-Square statistic is 12.428, with 12 degrees of freedom. The associated p-value is .412 (two-sided). Similar to the Pearson Chi-Square result, the p-value is much higher than 0.05, indicating a lack of evidence to reject the null hypothesis based on the Likelihood Ratio test.



**4.1.23** Emotional violence causes students to experience depression.



The above pie chart shows that 30.9 % of respondents strongly agree, 29.8 % agree, 13.8 % are neutral, 17 % disagree, and 8.5 % are strongly disagree with the statement.

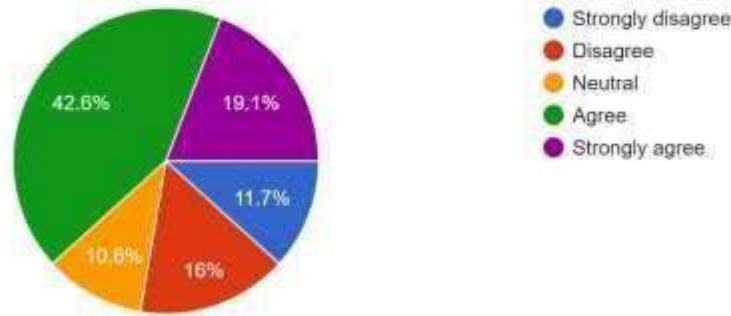
**Table 23** Emotional violence causes students to experience depression.

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.517 <sup>a</sup>	12	.269
Likelihood Ratio	19.358	12	.080
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .26.

The Pearson Chi-Square statistic is 14.517, calculated with 12 degrees of freedom. The associated p-value is .269 (two-sided). The p-value is higher than the conventional significance level of 0.05, suggesting that there is not enough evidence to reject the null hypothesis. Based on the Pearson Chi-Square test, there is no significant association between the categorical variables. Likelihood Ratio Chi-Square: The Likelihood Ratio Chi-Square statistic is 19.358, with 12 degrees of freedom. The associated p-value is .080 (two-sided). Similar to the Pearson Chi-Square result, the p-value is higher than 0.05, indicating no significant association between the variables based on the Likelihood Ratio test.

**4.1.24** Emotional violence negatively impacts students' relationships with their peers.



The above pie chart shows that 19.1 % of respondents strongly agree, 42.6 % agree, 10.6 % are neutral, 16 % disagree, and 11.7 % are strongly disagree with the statement.

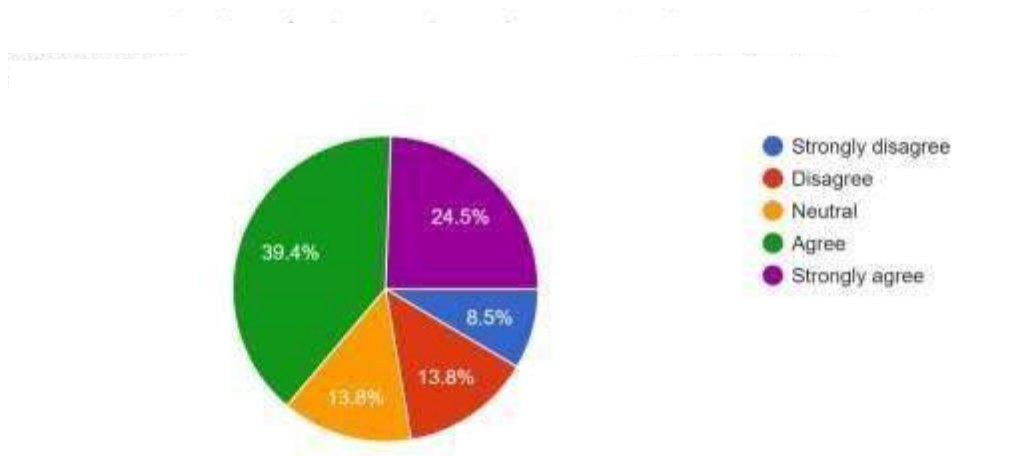
**Table 24** Emotional violence negatively impacts students' relationships with their peers

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.434 <sup>a</sup>	12	.492
Likelihood Ratio	15.304	12	.225
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .32.

The Pearson Chi-Square test is a measure of the goodness-of-fit, assessing whether the observed distribution of data differs from the expected distribution. The Likelihood Ratio test is another measure of the goodness-of-fit, often considered in situations where the assumptions of the Pearson test are not met. Degrees of Freedom (df) in both tests are 12, indicating the number of categories minus 1. The p-values for both tests (0.492 for Pearson and 0.225 for Likelihood Ratio) are greater than the conventional significance level of 0.05. Therefore, you would typically fail to reject the null hypothesis that there is no significant difference between the observed and expected distributions. The note about expected counts suggests that caution is needed in interpreting the results, particularly in cells where the expected count is less than 5. This is because, in such cases, the chi-square test may not be as reliable.

**4.1.25** Emotional violence leads to students skipping school.



The above pie chart shows that 24.5 % of respondents strongly agree, 39.4 % agree, 13.8 % are neutral, 13.8 % disagree, and 8.5 % are strongly disagree with the statement.

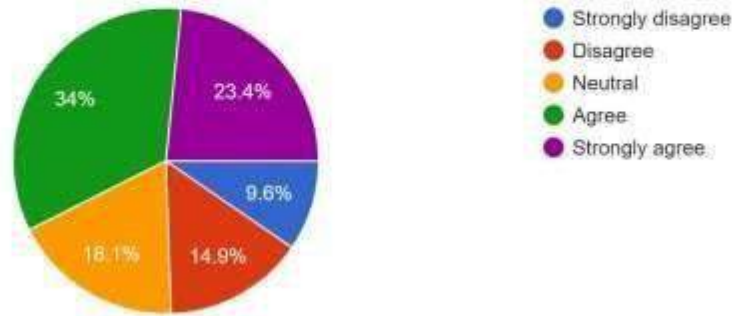
**Table 25** Emotional violence leads to students skipping school.

<b>Chi-Square Tests</b>			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.088 <sup>a</sup>	12	.237
Likelihood Ratio	20.418	12	.060
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .26.

The Pearson Chi-Square test and the Likelihood Ratio test both assess the goodness-of-fit, comparing the observed distribution to the expected distribution. The degrees of freedom (df) in both tests are 12, suggesting there are 12 categories or groups being compared. The p-values for both tests (0.237 for Pearson and 0.060 for Likelihood Ratio) are greater than the conventional significance level of 0.05. Therefore, based on traditional significance levels, you would typically fail to reject the null hypothesis, indicating no significant difference between the observed and expected distributions. The note about expected counts highlights a potential issue. When 75.0% of the cells have expected counts less than 5 and the minimum expected count is 0.26, it indicates that caution is needed in interpreting the results. In such cases, the reliability of the Chi-Square test may be compromised, and the results should be interpreted with care.

#### 4.1.26 Emotional violence causes students to feel unsafe and fearful at school.



The above pie chart shows that 23.4 % of respondents strongly agree, 34 % agree, 18.1 % are neutral, 14.9 % disagree, and 9.6 % are strongly disagree with the statement.

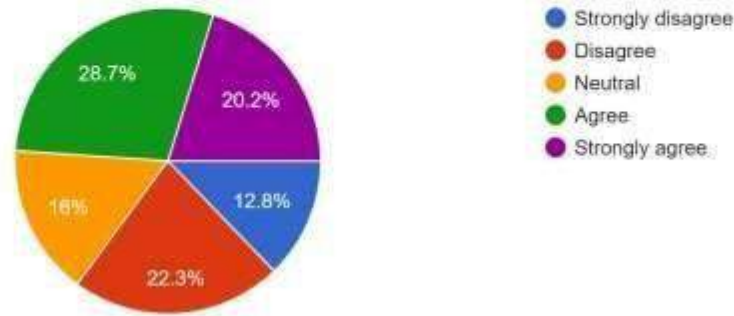
**Table 26** Emotional violence causes students to feel unsafe and fearful at school

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.811 <sup>a</sup>	12	.200
Likelihood Ratio	20.147	12	.064
N of Valid Cases	93		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .29.

The Pearson Chi-Square test and the Likelihood Ratio test both assess the goodness-of-fit, comparing the observed distribution to the expected distribution. The degrees of freedom (df) in both tests are 12, suggesting there are 12 categories or groups being compared. The p-values for both tests (0.200 for Pearson and 0.064 for Likelihood Ratio) are greater than the conventional significance level of 0.05. Therefore, based on traditional significance levels, you would typically fail to reject the null hypothesis, indicating no significant difference between the observed and expected distributions. The note about expected counts highlights a potential issue. When 75.0% of the cells have expected counts less than 5 and the minimum expected count is 0.29, it indicates that caution is needed in interpreting the results. In such cases, the reliability of the Chi-Square test may be compromised, and the results should be interpreted with care.

#### 4.1.27 Teachers and staff play an active role in preventing Emotional violence in schools



The above pie chart shows that 20.2 % of respondents strongly agree, 28.7 % agree, 16 % are neutral, 22.3 % disagree, and 12.8 % are strongly disagree with the statement.

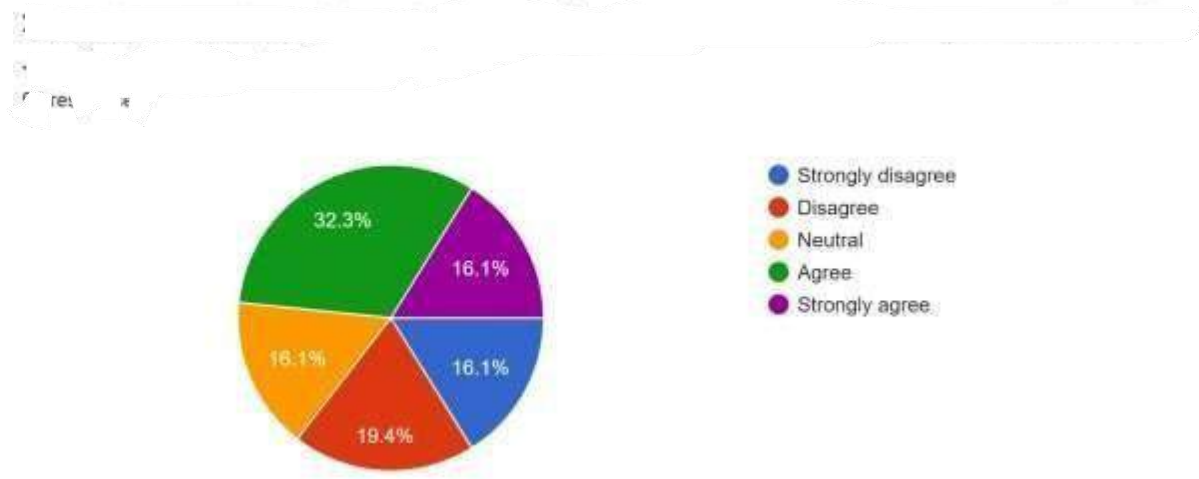
**Table 27** Teachers and staff play an active role preventing Emotional violence in schools

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.093 <sup>a</sup>	12	.146
Likelihood Ratio	19.839	12	.070
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .38.

The Pearson Chi-Square test and the Likelihood Ratio test both assess the goodness-of-fit, comparing the observed distribution to the expected distribution. The degrees of freedom (df) in both tests are 12, suggesting there are 12 categories or groups being compared. The p-values for both tests (0.146 for Pearson and 0.070 for Likelihood Ratio) are greater than the conventional significance level of 0.05. Therefore, based on traditional significance levels, you would typically fail to reject the null hypothesis, indicating no significant difference between the observed and expected distributions. The note about expected counts highlights a potential issue. When 75.0% of the cells have expected counts less than 5 and the minimum expected count is 0.38, it indicates that caution is needed in interpreting the results. In such cases, the reliability of the Chi-Square test may be compromised, and the results should be interpreted with care.

**4.1.28** Students are educated about the harmful effects of Emotional violence.



The above pie chart shows that 16.1 % of respondents strongly agree, 32.3 % agree, 16.1 % are neutral, 19.4 % disagree, and 16.1 % are strongly disagree with the statement.

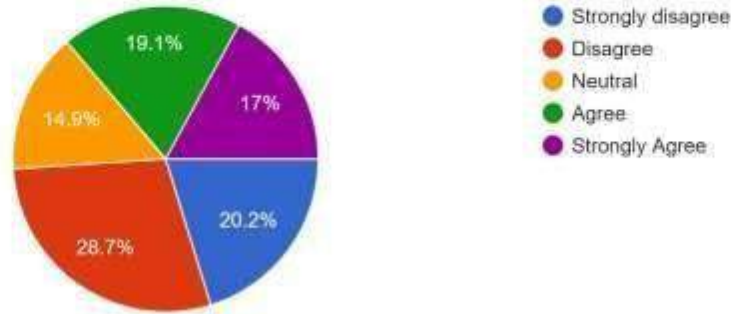
**Table 28** Students are educated about the harmful effects of Emotional violence

<b>Chi-Square Tests</b>			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.469 <sup>a</sup>	12	.489
Likelihood Ratio	15.113	12	.235
N of Valid Cases	92		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .49.

The Pearson Chi-Square test and the Likelihood Ratio test both assess the goodness-of-fit, comparing the observed distribution to the expected distribution. The degrees of freedom (df) in both tests are 12, suggesting there are 12 categories or groups being compared. The p-values for both tests (0.489 for Pearson and 0.235 for Likelihood Ratio) are greater than the conventional significance level of 0.05. Therefore, based on traditional significance levels, you would typically fail to reject the null hypothesis, indicating no significant difference between the observed and expected distributions. The note about expected counts highlights a potential issue. When 75.0% of the cells have expected counts less than 5 and the minimum expected count is 0.49, it indicates that caution is needed in interpreting the results. In such cases, the reliability of the Chi-Square test may be compromised, and the results should be interpreted with care.

**4.1.29** Schools provide counseling and support services for students who have been affected by emotional violence.



The above pie chart shows that 17 % of respondents strongly agree, 19.1 % agree, 14.9 % are neutral, 28.7 % disagree, and 20.2 % are strongly disagree with the statement.

**Table 29** Schools provide counseling and support services for students

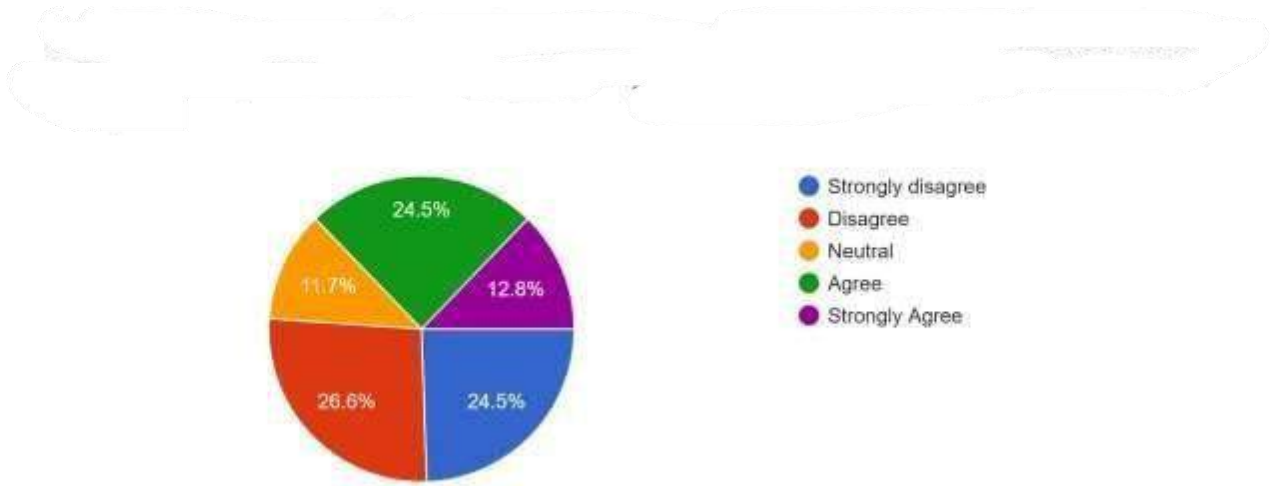
Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.430 <sup>a</sup>	12	.412
Likelihood Ratio	16.805	12	.157
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .41.

The Pearson Chi-Square test and the Likelihood Ratio test both assess the goodness-of-fit, comparing the observed distribution to the expected distribution. The degrees of freedom (df) in both tests are 12, suggesting there are 12 categories or groups being compared. The p-values for both tests (0.412 for Pearson and 0.157 for Likelihood Ratio) are greater than the conventional significance level of 0.05. Therefore, based on traditional significance levels, you would typically fail to reject the null hypothesis, indicating no significant difference between the observed and expected distributions. The note about expected counts highlights a potential issue. When 75.0% of the cells have expected counts less than 5, and the minimum expected count is 0.41, it indicates that caution is needed in interpreting the results. In such cases, the reliability of the Chi-Square test may be compromised, and the results should be interpreted

with care.

**4.1.30** Students are encouraged to stand up against Emotional violence and support the ones who are being affected by emotional violence.



The above pie chart shows that 12.8 % of respondents strongly agree, 24.5 % agree, 11.7 % are neutral, 26.6 % disagree, and 24.5 % are strongly disagree with the statement.

**Table 30** Students are encouraged to stand up against Emotional violence

<b>Chi-Square Tests</b>			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.585 <sup>a</sup>	12	.328
Likelihood Ratio	17.931	12	.118
N of Valid Cases	94		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .35.

The Pearson Chi-Square test and the Likelihood Ratio test both assess the goodness-of-fit, comparing the observed distribution to the expected distribution. The degrees of freedom (df) in both tests are 12, suggesting there are 12 categories or groups being compared. The p-values for both tests (0.328 for Pearson and 0.118 for Likelihood Ratio) are greater than the conventional significance level of 0.05. Therefore, based on traditional significance levels, you would typically fail to reject the null hypothesis, indicating no significant difference between the observed and expected distributions. The note about expected counts highlights a potential issue. When 75.0% of the cells have expected counts less than 5, and the minimum



expected count is 0.35, it indicates that caution is needed in interpreting the results. In such cases, the reliability of the Chi-Square test may be compromised, and the results should be interpreted with care.

#### **4.2 Analysis of Qualitative Research (Teachers/Principals interviews)**

The researcher used the thematic content analysis technique for the analysis of qualitative data collected through open ended question from teachers, principals and students.

##### **4.2.1 Most Prevalent form of Emotional Violence**

First question asked about the most prevalent form of emotional violence among secondary school students. Teacher's answers are following about the prevalent form of emotional violence among secondary school students.

*"The most common emotional violence among secondary school students are verbal bullying social exclusion and cyberbullying".*

*"Calling with pet names, abusive language".*

*"Hooting, quarreling, distriptive talk".*

*"Emotional violence in Secondary School can manifest through bullying, explosion, or cyberbullying it's essential".*

*"Constantly arguing and opposing others and especially to teacher".*

*"Bullying and cyberbullying, fighting, punching, kicking".*

*"The most important form of emotional violence among secondary school students is to torture mentally by using low standard type of communication".*

*"Use of abusive language with fellows, name calling each other's, highlighting their personal weaknesses".*

#### **4.2.2 Causes of emotional violence among secondary school students**

Most of teachers indicate that caused of emotional violence is various factors including social dynamics lack of empathy, home environment, in security, media influence. Some other teacher answers are following.

*“Family issues, poverty, financial problem, physical and mental health”.*

*“Gap between parents and students, lack of interest of parents due to financial situations, away from religious education”.*

*“Excessive numbers of students, and high enrollments, lack of proper communication between teachers and parents”.*

*“Use of games involving violence and crimes by students, students delve into such virtual games and are effected highly, domestic background”.*

#### **4.2.3 School causes of emotional violence**

Teachers told that many causes of school related that increased the emotional violence among school students, some crucial answers of teachers are following.

*“Adolescence, lack of patience, mood swings”.*

*“School-related causes in Secondary Schools may include bullying culture, inadequate supervision, discrimination and Prejudice, lack of counselling support, academic pressure”.*

*“Teacher unfair tendency in favor of some students”.*

*“Behavior of students due to overcrowding student strength, students from different societies”.*

*“Lack of participation in co-curricular activities, gap of trust among teachers and students, grading systems causes emotional violence among students”.*

*“Shortage of teaching staff and necessary concerned expert to cope with the issue, lack of desired, environment, sports activities”.*

#### **4.2.4 Parental causes of Emotional violence**

Many of teacher highlighted the parental causes of emotional violence among secondary school students. Some teachers answer are below.

*“Some students are emotionally disturbed due to troubled domestic backgrounds”.*

*“General negative Trend of parents about government teachers, paying less attention to concern of teachers by parents”.*

*“Lack of education of parents, financial condition of family, lack of parental interest”.*

*“The behavior of parents affects the mental and Physical health of their children, parents abuse or fight at home children display in school in the same way”.*

*“The parental factors contributing to emotional violence in Secondary School may include, modeling behavior, lack of emotional support, inconsistent discipline, family stresses, permissive parenting”.*

*“Students often model their behavior based on what they observe at home if parents display an aggressive or emotionally violent behavior children May imitate that Parent”.*

#### **4.2.5 Counseling and Guidance Successful To Reduce Emotional Violence among Students**

All the participant of the study agree that counseling and guidance can play the vital role to reduce/overcome the emotional violence among students. Answer of the one teacher is,

*“Extending counseling and guidance at school involves implementing comprehensive measures to sports students' emotional well-being, increased counselor presence, preventive programs, Peer Sports programs, parental involvement, Life skills education , online counseling resources ,regular workshops and seminars”.*

#### **4.2.6 Curriculum role in reducing Emotional Violence among Students**

In this question only one participant of the study said that curriculum not play a significant role and all others participant of the research agreed that curriculum has play a significant role to reduce emotional violence among students.

#### **4.2.7 Strategies adopt by teacher to control Emotional violence among students**

All the teacher have suggest some strategies to control the emotional violence among students. Some good answers from the teachers are below.

*“To overcome the emotional violence we must establish and enforce anti bullying program that educates students about the consequences of emotional violence’s and promote a culture of respect and kindness”.*

*” Gaming activities, productive competition”.*

*“Give them space to express themselves, teachers give them time”.*

*“Weekly meeting with student, by continuous counselling, by keeping in touch with parents”.*

*“Daily brain storming of students, short session regarding how to reduce emotional violence”.*

*“Two engage them in different activities, to discover hidden skills in students and utilize them in the proper direction”.*

#### **4.2.8 Effect of Emotional Violence on School Discipline**

Teachers highlighted the effect of emotional violence among school student at school discipline. There are some good answers from teachers.

*“It can disrupt the overall learning environment”.*

*“Disturb other and own study”.*

*“Class discipline, student will disturb the teacher as well as class fellow, abuses the class fellow, hateful behavior with other students”.*

*“Emotional violence has great impact on other students, attitude and behavioral changes among students, effect on students study, health effect of students”.*

*“Indeed emotional violence is Road toward the disruptive activities, in emotional reaction students tend to violate discipline”.*

#### **4.2.9 Parent Teachers Meeting Positive Contribution**

All teachers said that PTM has positive impact on reducing emotional violence among school students. Here is some answer from the teachers:

*“PTM play a valuable role in reducing it as the exchange of information helps parents become aware of child behavior”.*

*“Sharing is gaining, to keep students on right track”.*

*“Yes parent’s teacher meeting has a positive contribution in reducing our coming Emotional violence among students. In school students spend less time than home, so parents and teachers exchange their views about students which will reduce the rate of emotional violence”.*

*“Being teacher, I personally observed that parent teacher meeting has great positive contribution. Both parent teacher are key to success.*

#### **4.2.10 Psychological Effect of Emotional Violence on Student**

Most of teacher said that there are psychological effects of emotional violence on student

Mental health. Some answers from the teachers are below.

*“Emotional violence has tremendous psychological effects on school students emotional violence creates a chain of reactions which further emerge emergencies as extreme levels of violence”.*

*“Rough and hard behavior, away from main objective, mental health issue, eyes issue”.*

*“Yes due to continuous practice of anxiety hateful behavior fighting and crying effects the mental health of students, isolation behavior will effect psychological effects on school student”.*

*“Low concentration level, depression”.*

*“It has significant psychological effects that include emotional Distress, low self-esteem, social withdraw”.*

#### **4.2.11 Recommendation from the Teachers to reduce Emotional Violence among Students**

In this question teachers suggest that a lot of recommendation to overcome/reduce the emotional violence among students. Here is some answers from the teachers.

*”To reduce emotional violence consider the following recommendation comprehensive anti-bullying programs counselling parental involvement”.*

*“Proper counseling of parents and students, workshops for teacher to deal the situations”.*

*“Discipline norms, accountancy, checking, asking, awareness speeches, PTM, discipline group”.*

*“Give them attention, listen students problem”.*

*“Proper parenting classes, introducing healthy activities in school, 5 to 10 minutes of*

*daily counselling to students”.*

*“Parent teacher relationship, proper focus on students activities, parent students relationship, religious and educational impact and effects, equality among whole family members, equality among all class fellows, dignity and respect”.*

### **4.3 Analysis of Students Interview**

The researcher also interviewed ten students to get a broader perspective on emotional violence among students.

#### **4.3.1 Parental Causes Effect the Psychological health of Students**

In this question researcher ask about the parental causes that effect the psychological health of students. Some Valuable answers from the students are below.

*“Yes, parental causes, such as parenting styles, family dynamics, and the home environment, can significantly impact the psychological health of students. Positive parental involvement and support can foster resilience and well-being, while negative or neglectful parenting can contribute to various psychological challenges for students”.*

*“Yes, parental causes can significantly affect the psychological health of students, influencing factors like attachment styles, parenting styles, family dynamics, and modeling behavior”.*

*“Parental influences play a significant role in shaping our psychological well-being. The way parents communicate, support, and guide us greatly impacts our self-esteem, confidence, and overall mental health. Positive parental involvement often fosters a sense of security and belonging, while negative or neglectful behaviors can lead to feelings of insecurity, anxiety, and emotional distress. In essence, our relationship with our parents and the environment they create at home profoundly influences our psychological health and how we navigate challenges in school and life”.*

### **4.3.2 Teacher's Aggressive Attitude, Deprivation and Disappointment among the Students**

All the students said that teacher's attitude is also major contribution in increasing emotional violence among students. Some student's answers are following.

*“Teacher attitudes have a profound impact on students. When teachers exhibit aggressiveness, it creates an atmosphere of fear and tension in the classroom. Such behavior can stifle open communication, discourage participation, and undermine students' self-worth. Additionally, consistent disappointment from teachers can demotivate students, making them question their abilities and potential”.*

*“Absolutely, when teachers are aggressive or show disappointment frequently, it can be very demotivating for students. It feels like our efforts are constantly undervalued, which can affect our self-confidence and enthusiasm for learning”.*

*“Absolutely, a teacher's aggressive demeanor can deeply affect students. It can create a negative learning environment, making students feel unsupported and disillusioned”.*

*“Yes, from a student's perspective, a teacher's aggressive attitude can indeed create feelings of deprivation and disappointment. When a teacher is aggressive, it often feels like a barrier to open communication and learning. It can make students hesitant to ask questions or seek clarification, fearing further aggression or judgment. Over time, this can lead to decreased motivation and a sense of disillusionment with the learning process. We thrive in environments where we feel supported and encouraged, and aggressive behavior from teachers can detract from that positive experience”.*

### **4.3.3 Seniors and their Classmate's Aggressive Attitude toward the juniors**

All the participant of the research said that seniors and classmate aggressive attitude has major contribution in emotional violence among students. Some answers from the students are below.

*“Seniors exhibit aggressive behavior towards juniors due to a power dynamic, but this behavior is not universal or inherent to all seniors. Similarly, some classmates might have aggressive attitudes towards juniors, driven by various factors such as peer pressure or personal issues. However, such behaviors are subjective and vary among individuals and*



*situations”.*

*“Verbal aggression includes defiance, continuous arguing, cut-downs, threats, swearing, bossing, sarcasm, and teasing”.*

*” I've observed and experienced, some seniors and classmates can be aggressive towards juniors. It's unsettling and can make the school environment feel unsafe for newer or younger students”.*

*“From my observations and experiences, some seniors and classmates do display aggressive behaviors towards juniors. This aggression can manifest in various ways, from subtle exclusionary tactics to more overt forms of bullying. Such behaviors create an environment of fear and insecurity for juniors, affecting their ability to adapt, learn, and thrive in the school setting”.*

#### **4.3.4 Aggressive Attitude of Teachers**

All the participants agreed on this the aggressive attitude of the teacher is play vital role in emotional violence among students and also a lot of students due to aggressive attitudes skipped the school. Some students answer are:

*“Yes, when both teachers and students demonstrate aggressive behaviors, it can lead to the victimization and marginalization of certain students. This exclusionary dynamic can result in these students feeling isolated, unsupported, and overlooked within the school community. Over time, such experiences have detrimental effects on their academic performance, mental health, and overall well-being”.*

*“Yes, aggressive attitudes from teachers lead to victimization and exclusion of certain students, making them feel isolated and overlooked”.*

## **Chapter 5**

### **SUMMARY FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATION**

#### **Overview**

This chapter deals with the main findings of the study and presents the discussion and recommendations.

#### **1.1 Summary**

The major purpose of the study to analysis of emotional violence among secondary school students at tehsil Taxila, Rawalpindi. This study used mixed method research. The targeted population of the research was 9<sup>th</sup> class boys of thirteen (13) and secondary schools teachers and Principals of secondary schools of tehsil Taxila For quantitative research, researchers got data from 94 secondary-level teachers and principals through a questionnaire, and for qualitative data, researchers took interviews from 10 teachers and principals and also interviewed ten students who were involved in emotional violence. A check list provided to the discipline committee. Checklist validated by two expert. Open ended interview question used to interview from teacher, principals and students. The researcher used Nvivo to analyze interview data. For quantitative analysis researcher used SPSS and chi square test apply on the Data. The result of the study show that the emotional violence is exist at very large level in secondary school level among students. There are point out of parental causes, school causes and teacher causes of emotional violence. Also teachers suggest that their strategies to control or overcome emotional violence among students. Further, teacher and principals recommended that make policies, counseling and strict rule to prevent emotional violence.

#### **1.2 Findings**

1. In answer of first questions majority (37%) of respondents agreed that emotional violence is prevalent issue in secondary school level among students.
2. 47% of respondents agreed that they are aware of emotional violence.
3. 38% participants agreed that students who witness of emotional violence report it to participants.
4. 47% schools administration has serious concerned about emotional violence.
5. Majority of participants (45%) agree that students who are bullied are provided counseling

services.

6. 63% of participants agreed that Ignoring Emotional violence phenomena in schools can hamper the positive personality development of the students.
7. 65% of participants agreed that Emotional violence produces a number of psychological disorders among Students.
8. 58% of participants agree that Emotional violence is concerned with constantly criticizing a school adolescent.
9. 45% of participants agreed Emotional violence is concerned with threatening a school adolescent among students.
10. 53% of participants agree that Emotional violence is concerned with Name-calling among students.
11. 52% of participants agreed Emotional violence is concerned with making a student the subject of jokes among students.
12. Emotional violence is concerned with Blame for making a child perform degrading acts 65% participants agreed.
13. 50% participants agreed that Emotional violence is the result of peer pressure.
14. 55% of participants agreed that Emotional violence caused by a lack of effective disciplinary measures.
15. 47% of teacher's agreed that Emotional violence caused by a lack of understanding about the harmful effects of emotional violence.
16. 59% of participants agreed that Emotional violence happens due to lack of Monitoring.
17. 50% of the participants agreed that Emotional violence can be caused by a lack of resources for addressing Emotional violence.
18. 63% of the participants agreed that Emotional violence has a negative impact on the academic performance of students.
19. 63% of participants agreed that Emotional violence affects the mental health of students.
20. 50% of participants agreed that Emotional violence causes physical injuries to students.
21. 67% of participants agreed that affected students of Emotional violence lead to feeling isolated.
22. 63% of participants agreed that Emotional violence lead to a decrease in students' self-esteem.
23. 61% of participants agreed that Emotional violence causes students to experience

depression.

24. 635 of participants agreed that Emotional violence negatively impacts students' relationships with their peers.
25. 66% of participants agreed that Emotional violence leads to students skipping school.
26. 58% of agreed that Emotional violence causes students to feel unsafe and fearful at school.
27. 37% of participants agreed that Schools provide counseling and support services for students who have been affected by emotional violence.
28. In thematic analysis of interview most prevalent form of emotional violence among students are verbal bullying , cyber bullying, calling with pet names, using low standard type of communication, name calling each other's, highlighting their personal weaknesses.
29. In thematic analysis of interview, school causes of emotional violence are inclusive atmosphere of school, lack of control, no proper check and balance, inadequate supervision, discrimination and Prejudice, lack of counselling support, academic pressure, overcrowding student strength, lack of participation in co-curricular activities,
30. In thematic analysis of interview parental causes of emotional violence are aggressive behavior of the parents, lack of interactions, and lack of emotional support.
31. In thematic analysis of interviews school counseling and guidance are very helpful to reduce/overcome emotional violence among students.
32. In thematic analysis of interview parent teachers meeting have a positive contributions in reducing/overcoming emotional violence among students.
33. In thematic analysis of interviews there are several psychological effects on student's mental health like, rough and hard behavior, anxiety, hateful behavior, crying, isolation, depression, and low self-esteem.
34. In thematic analysis of interviews emotional violence among students have significant effects on school discipline it's disrupt the learning environment.

### **1.3 Discussion**

Emotional violence among secondary school students has become a growing concern in contemporary educational settings. This research aims to delve into the various aspects of emotional violence within the context of secondary schools, exploring its manifestations, causes, and implications. By understanding the dynamics of emotional violence, educators, policymakers, and parents can collaborate to create a safer and more supportive environment

for students. Emotional violence encompasses a range of behaviors that can have a profound impact on the mental well-being of secondary school students. This includes verbal abuse, social exclusion, cyberbullying, intimidation, and other forms of psychological harm. It is crucial to recognize these manifestations and examine how they manifest within the complex social dynamics of secondary school environments. Various factors contribute to the emergence of emotional violence among secondary school students. These may include family dynamics, peer pressure, societal influences, and individual psychological issues. Understanding these root causes is essential for developing effective intervention strategies. Additionally, exploring how school policies, teacher-student relationships, and the overall school climate may contribute to or mitigate emotional violence is crucial in addressing this issue comprehensively. Emotional violence can have severe consequences on the academic performance and mental health of secondary school students. Chronic exposure to emotional violence may lead to decreased academic engagement, increased absenteeism, and a decline in overall well-being. Analyzing the correlation between emotional violence and academic outcomes will shed light on the urgency of implementing preventive measures and support systems. To address emotional violence effectively, it is essential to identify and implement preventive measures and intervention strategies. This may involve comprehensive anti-bullying programs, counseling services, teacher training, and creating a positive and inclusive school culture. Exploring successful case studies and best practices from various educational institutions can provide valuable insights into developing tailored strategies for specific school settings. The role of parents and the community in combating emotional violence cannot be overstated. Collaboration between schools, parents, and community organizations is vital for creating a united front against emotional violence. By fostering open communication channels and providing resources for both students and parents, a more resilient support system can be established.

#### **1.4 Conclusion**

The main aim of this study was to analysis of emotional violence among secondary school students. Based on the findings and analysis of the data, the following conclusions were drawn.

1. The analysis highlights the profound impact of emotional violence on the overall well-being and development of secondary school students.

2. Emotional violence, often subtle and insidious, manifests through various forms such as verbal abuse, bullying, and exclusion.
3. The findings emphasize the immediate need for comprehensive interventions and preventive measures within the educational system.
4. Emotional violence negatively affects students' mental health, academic performance, and interpersonal relationships.
5. School administrators, educators, and parents must collaborate to create a safe and supportive environment fostering emotional intelligence, empathy, and positive communication.
6. Addressing emotional violence requires a multifaceted approach, including awareness campaigns, counseling services, and the implementation of anti-bullying programs.
7. Educational institutions should prioritize the promotion of a culture of respect and inclusivity, encouraging students to express their emotions in a healthy manner.
8. Continuous research and data collection are crucial to monitor the prevalence and trends of emotional violence, enabling institutions to adapt and refine their strategies.
9. Fostering a collective commitment to emotional well-being is essential in creating secondary school environments that nurture the emotional and social development of students.
10. Ultimately, these efforts contribute to the creation of a more compassionate and resilient generation of students.

### **1.5 Recommendation**

Based on findings and conclusions, this study puts forward the following recommendations.

1. Schools should establish and enforce comprehensive anti-bullying programs to address emotional violence, promoting a culture of respect and inclusivity.
2. Educational institutions should allocate resources for counseling services, ensuring students have access to professional support for emotional well-being.
3. Develop and implement awareness campaigns within schools to educate students, educators, and parents about the detrimental effects of emotional violence and the importance of fostering positive communication.
4. Integrate emotional intelligence education into the curriculum to empower students with the

skills needed for healthy emotional expression and interpersonal relationships.

5. Foster collaboration among school administrators, educators, and parents to collectively create a safe and supportive environment for students.
6. Establish mechanisms for regular monitoring and reporting of incidents related to emotional violence, enabling timely intervention and data-driven decision-making.
7. Implement peer support programs to encourage students to support each other emotionally, creating a sense of community within the school.
8. Engage external stakeholders such as mental health professionals, community organizations, and local authorities to provide additional resources and expertise in addressing emotional violence.
9. Actively involve students in the development and implementation of initiatives, ensuring their perspectives are considered and empowering them to take ownership of creating a positive school environment.
10. Provide ongoing training for educators to enhance their awareness of emotional violence and equip them with effective strategies for prevention and intervention.

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## Annexures

### Check list of emotional violence

1	Name-calling or using hurtful words
2	Spreading rumors or gossiping
3	Ignoring or excluding a student intentionally
4	Humiliating or embarrassing a student publicly
5	Using threatening or intimidating behavior
6	Cyberbullying or online harassment
7	Mocking a student's appearance or personal characteristics
8	Manipulating or controlling a student through fear or guilt
9	Undermining a student's self-esteem or confidence
10	Encouraging others to participate in emotional violence towards a student
11	Belittling or mocking a student's accomplishments or talents
12	Using discriminatory language or behavior towards a student's race, gender, sexuality, or other identity factors
13	Threatening or carrying out physical violence towards a student
14	Targeting a student repeatedly over a long period of time
15	Creating an atmosphere of fear or hostility towards a student within the school community.

### Questionnaire for Teachers

I am a student of MS Education at international Islamic university Islamabad conducting a research on the topic of “Analysis of Emotional Violence among Students at Secondary Level”. I would be thankful to you if you spare few minutes to respond this questionnaire. I assure you that the information provided in the research will kept confidential and will be used only for research purpose. Thanks for your participation.

Name: \_\_\_\_\_

Designation: \_\_\_\_\_

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
	Emotional violence is a prevalent issue in secondary schools.					
	Teachers in secondary schools are aware of emotional violence.					
	Students who witness emotional violence have confidence to report it to a teacher.					
	The school administration in secondary schools has serious concerns with emotional violence.					
	Students who are bullied are provided counseling services					
	Ignoring Emotional violence phenomena in schools can hamper the positive personality development of the students.					
	Emotional violence produces a number of psychological disorders among Students.					
	Emotional violence is concerned with Constantly criticizing a school adolescent.					
	Emotional violence is concerned with Threatening a school adolescent among students.					
	Emotional violence is concerned with Name-calling among students.					
	Emotional violence is concerned with Making a student the subject of jokes among students.					
	Emotional violence is concerned with Blame for making a child perform degrading acts.					

	Emotional violence is the result of peer pressure.					
	Emotional violence caused by a lack of effective disciplinary measures.					
	Emotional violence caused by a lack of understanding about the harmful effects of emotional violence.					
	Emotional violence happens due to lack of Monitoring.					
	Emotional violence can be caused by a lack of resources for addressing Emotional violence.					
	Emotional violence has a negative impact on the academic performance of students. کردگی پر منفی اثر ڈالتا ہے۔					
	Emotional violence affects the mental health of students.					
	Emotional violence causes physical injuries to students.					
	Affected students of Emotional violence lead to feeling isolated.					
	Emotional violence lead to a decrease in students' self-ESTEem.					
	Emotional violence causes students to experience depression.					
	Emotional violence negatively impacts students' relationships with their peers.					
	Emotional violence leads to students skipping school.					
	Emotional violence causes students to feel unsafe and fearful at school.					
	Teachers and staff play an active role in preventing Emotional violence in schools.					



	Students are educated about the harmful effects of Emotional violence.					
	Schools provide counseling and support services for students who have been affected by emotional violence.					
	Students are encouraged to stand up against Emotional violence and support the ones who are being affected by emotional violence.					

### Interview Question guide for Teachers

1	In your opinion, what are most prevalent forms of emotional violence among secondary school students?
2	What do you think the causes of emotional violence among secondary school students as observed by school Principal/teachers?
3	What do you think about the school causes of emotional violence among secondary school students?
4	What do you think about the parental causes of emotional violence among secondary school students?
5	To what extend counseling and guidance at school it successful to reduce /overcome emotional violence among students?
6	Do you think that school curriculum has a significant role in reducing / overcoming emotional violence?
7	What strategies are adopted by you to reduce emotional violence among secondary school students t?
8	Do you think that emotional violence effect the school discipline? If yes then how?
9	Do you think that parent teachers meeting have a positive contributions in reducing/overcoming emotional violence among students?
10	To what's extend your school is successful in achieving the outcomes to reduce / overcome emotional violence?

11	Do you think that emotion violence activities has psychological effects on school adolescent , if yes then what are those psychological effects cause d by the emotional violent activates?
12	What are your recommendation to reduce / overcome the emotional violence activities?

### **Interview Question guide for Students**

<b>1</b>	Do you think that the parental causes effect the psychological health of the students?
<b>2</b>	Do you think teacher attitude aggressiveness and deprives and disappointment among the students?
<b>3</b>	Do you think senior and the class mate have the aggressive attitude toward the junior and physical experiences?
<b>4</b>	Do you think that aggressiveness attitude of teachers and students skipping the victim’s students of school?
<b>5</b>	Do you think that threats manipulation, intimidation and isolation that cause to fell anxiety, fear self-blame have been found in school students?

### **List of abbreviations**

<b>Abbreviation</b>	<b>Definition</b>
SLT	Social Learning Theory
SCT	Social Cognitive Theory
CVR	Content Validity Ratio
SME	Subject Matter Expert
PTSD	Post-Traumatic Stress Disorder
WHO	World health organization
GSHS	Global Schoolbased Healthy Survey
UNICEF	United Nations International Children's Emergency Fund
EV	Emotional Violence