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**IMPACT OF EMOTIONAL VIOLENCE AMONG SCHOOL STUDENTS
ON SOCIETY**

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Abstract:

Emotional violence is the most common form and it is defined as deliberate use of inappropriate and harsh words to hurt another person. Students have been found with emotional violence in schools (Aras et al, 2016). This paper explores the impact of emotional violence in secondary school students on the society. The paper is significant in understanding the circumstances in which students are found to be involved in bullying and emotional abuse. The paper identifies the opinion of community about the bullying in students. The participants of the study are head teachers, teachers and community members. Semi structure interview was used as a tool of research in the study. This study is qualitative in design. The collected data was used on the basis of grounded theory.

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Introduction:

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).

Schooling and Emotional Violence:

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 abuse and bullying are most likely to be observed in high school students (Larke & Beran, 2006). Emotional abuse 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 abuse and bullying. Similarly, in a doctoral study in China on emotional violence, 29% high school students have been noted in emotional abuse. In India, emotional abuse may be the most prevalent type of emotional violence at schools; however, it is also the most hidden, under-reported, and least studied type of abuse.

Emotional Violence and Society-A General Overview:

Low socioeconomic status affects children, adults, and teens because of the financial strain that is displayed within the household. Research has found that unemployment, the foreclosure of a home, and a decrease in state welfare benefits can create an increased level of stress, which can lead to child maltreatment (Paxson & Waldfogel, 2003). Domestic violence involves incidents of physical or emotional abuse perpetrated by one of the spouses or parent figures upon the other spouse or parent figure in a child's home environment (Children, Youth and Families, Children's Bureau, 2016).

The National Commission for Child Welfare Development (NCCWD) concluded that in Pakistan, illiteracy of parents, poverty and interpersonal violence between parents of children are the major causes of emotional violence in the new generation and it has worst effects on the society (Daily Times, 2018). The National Commission for Child Welfare Development (NCCWD) suggested that an urgent need is required to launch affective and integrated preventive programs to reduce

the emotional violent acts in the new generation in Pakistan (Daily Times, 2018).

Selection of Participants:

First of all, semi structure interview questions were developed and the reliability and validity of the interview items was determined by the experts. Head teachers, teachers and the graduate community members were included in the sample of the study. Face to face interviews were conducted from the sample of the study. The study was conducted in the Punjab province of Pakistan. Five districts were randomly selected as sample of the study. Simple random sampling technique was used in the selection of the participants of the study.

Research Design:

The study focuses on eliciting the experiences of head teachers, teachers and community members with respect to impact of emotional violence on society. These experiences formed the basis of the data. Burnett (1998) contends that “the depth of violence experienced in the school context could hardly be measured quantitatively” (p. 791). This study was therefore qualitative in design. This design was chosen as it was concerned with engaging participants’ insights and gaining an understanding of their experiences. Further it allowed for the acknowledgement of the context of the participant (Guba & Lincoln, 1994).

Process of Analysis of Collected Data:

Interview coding is used to capture what is in the interview data, to learn how people make sense of their experiences and act on them. Coding is the first step of data analysis, as it helps to move away from particular statements to more abstract interpretations of the interview data (Charmaz, 2006).

Findings:

The emerged themes concerning nature of emotional violence were found to be name calling and bullying. Majority of the participants were agreed that name calling and use of abusive language was commonly used among the students in the classrooms and in play grounds of schools. The emerged themes concerning causes of emotional violence were found to be low socio-economic status of parents. Poverty was found to be major theme of causes of emotional violence activities among the students. Majority of the participants were agreed that students belonging the poor families were found to be in emotional violent activities. Majority of the participants were agreed that authoritative attitude of society was one of the major causes of emotional activities. Revisions in teacher training programs were the emerged theme as a remedy of emotional violence among students. The participants were in opinion that teacher training could be revised keeping in view existing situation of incidents of school violence. Educating students about social skills have been found as emerged theme to overcome emotional violence in students. Majority of the participants were agreed that teachers were less trained in teaching social skills. They confirmed that lack of teaching social skills have been found one of the major causes of emotional violence in students.

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