A PHENOMENOLOGICAL EXPLORATION: EFFECT OF SCHOOL VIOLENCE ON SELF EFFICACY OF SECONDARY SCHOOL STUDENTS

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Abstract
The leading purpose of this study was to explore the effect of school violence on the self-efficacy of secondary school students. The study in hands was conducted under the interpretive paradigm and phenomenological research design was applied to collect and analyze data. The methodology was qualitative. The study was conducted to know the reasons for this high-level school violence by victims. The researcher asked pre-decided questions. Interviews were be recorded and further analysis was performed after hearing these interviews. On the basis of these interviews, the researcher elaborates the different problems and reasons for school violence and suggest solutions. Data was collected till saturation. The 12 participants were nominated purposively and an in-depth interview was conducted and analyzed. There were 5 fifteen-year-old participants, 3 sixteen-year-olds participants, 4 were fourteen years old participants. N-Vivo 12 was used to conduct thematic analysis. During the initial qualitative analysis, five major themes were noted and discussed in the analysis section of this research paper.
Keywords: *school violence, self-efficacy, phenomenological study, secondary school students*

Introduction
Educational institutions are responsible for the student's holistic development which includes physical, personality, cognitive, academic, moral and social ones. In the given context, the researcher is a practice or observe that students might be good at their academics but they might be underdeveloped in their different types of development in general and social development in particular (Carroll et al., 2009). The possible factors which may be contributing either positively or negatively to analyzing the aspect of personal or social development, critical factors which constitute individuals personality or self-ego, self-esteem, self-efficacy, self-respect (Van Bosch, 2013). Here in the given aspects, each one is important but self-efficacy is more critical because the school students are in their formative phase, utilizing their potential and maybe maximizing their effort to realize their future goals in this sense plays an important role for students' academic as well as social and professional success as reported by (Sela-Shayovitz, 2009; Webster et al., 2015).

The terms Self-efficacy denotes the individual's belief in his or her capability to execute behaviours essential to crop precise performance attainments (Webster et al., 2015). The concept of Self-efficacy reflects confidence and aptitude to exert regulation over one's motivation level, behaviour, and social environment. Professed self-efficacy is meant as people's beliefs for their capabilities to given levels of performance that exert influence over events (Bussey, Fitzpatrick, & Raman, 2015) that affect their lives and they set goals for their lives (practical/professional efficacy). School violence is disturbing self-efficacy badly among students because self-efficacy theories determine how people behave and feel (social- efficacy), think, motivate them to get information (academic- efficacy). Such principles cause these different effects to concluded four critical processes. Those involve cognitive, motivational, affective and selection processes (Won & Chang, 2020). The terms academic self-efficacy among students describe a student's optimistic approach in their capabilities to organize, perpetrate and standardize performance to achieve assign types of performances. It purposes at a multi-level set of beliefs that impact how people behave and think during various educational tasks (Chen & Wei, 2011). Social efficacy is known as the behavior of an individual toward social linkage and his ability to interact with people and in maintaining an interpersonal relationship for loge term and also have a deep impact on society through his set pattern beliefs (Kandakai & King, 2002). Strong sentiment of ampleness redesigns human accomplishment of life goals and individual thriving from numerous perspectives. People with high assertion in their abilities approach problematic endeavours as troubles to be aced instead of as perils to be kept up a key good ways from (Carroll et al., 2009). As mentioned above in paragraph one the critical factor behind the current level of students self-efficacy is school violence so on the ward the variable too under

investigation is defined that violence is violence in schools among students have serious and long-term impacts on the students who experienced, victim or witness.

Findings from many qualitative, quantitative and experimental researches that violence in the schools either in form of physical or psychological damages the learning abilities and self-efficacy of students and making the societies insecure (Janosz et al., 2008). School-based violence is a highly concerning matter for the school administrators, teachers, victimized students and as well as for their families (Gorski, 2017; Huang & Chou, 2013). Not only in Pakistan, but in many other countries it is a problem of great concern for school administration and student of different grades in educational institutes. Therefore, school administrators are trying to find out the reason and solutions to control school violence by promoting safety programs to overcome this problem. The common term used for school violence is known as "Bully" in research studies and school discipline policies. Studies identify that there are many long-term issues related to the various types of violence at the secondary school level and issues of children's physical and mental health are one among many others (Bellflower, 2010). Self-efficacy is faith in one's capacity to succeed. Self-efficacy is a useful attribute of understudies that expands their exertion and tirelessness (Morales, 2014). In the current study, the effect of self-efficacy has been reconnoitred as a way how can school violence influenced academic, social and in practical or professional life and perceptions of a witness, victim or victimized student about their beliefs, aggression, reasons behind his violent behavior and training to recognize their abilities and potential to get success in life. It may be revealed in individuals belief while there are many types of research on.

Socioeconomic differences in beliefs while the existing scope of self-efficacy. There is a shortage in research witnessed focusing on the effects of self-efficacy and the concept varies with gender structure and what are a strong relationship of school violence and self-efficacy of secondary school student (Bussey et al., 2015; Chen & Wei, 2011; Morales, 2014).   This data was basic to invigorating productive instructor reflection on improving instructional projects so they advanced positive understudy perspectives and learning. Social association empowers and powers everybody engaged with it to focus on the commitments made by different members" The premise of the constructivist hypothesis supported that Learning is a functioning cycle wherein students must be furnished with chances to Interact with tangible information and build their own implications from their experience in a peaceful environment aligned with mental health and growth (Sandholtz & Ringstaff, 2014). Each significance built improves a student ready to offer importance to different sensations, which can fit a comparative example. In this regard the crucial actions and even harsh verbal tones constructing violent thoughts in which revenge and aggression forces are prior to disturb the defined mental patterns and disconnect the process of learning and engage the mind as well as with negative thoughts which caused violence in the schools.

The supporting hypotheses of the constructivist base were additionally reflected in Bandura's (1997) set up claims on the advancement of self-efficacy (Purzer, 2011). He announced that students gained self-efficacy from four essential sources: vicarious encounters, types of influence and physiological responses to having any result establishment for exploring the connection between school viciousness and self-efficacy in secondary school students. The model shows the relationship between school violence and self-efficacy of secondary students (Khoury-Kassabri, 2012).

Objectives of the Study

Keeping in mind the above discussion of the literature following the objectives of the study were to:
1. Explore the phenomenon of school violence on secondary level students in the public sector.
2. Discover the reasons behind school violence being faced by secondary school students.

Research Questions

To address the objectives of the study, the following questions are to be answered:
1. What are the reasons for the reported school violence on the sampled students facing during their studies in public sector high school?
2. What are the reasons for Physical violence reported by the secondary school students by the victim students?
3. What are you feeling that why you are punished by your teachers?
4. What are the feelings of Psychological violence reported by the secondary school students by the victim students?
5. What are you feeling that why you are got emotional in the class due to the teachers behavior?

Method

The study in hands was conducted under the interpretive paradigm and phenomenological research design was applied to collect and analyze data. The methodology was qualitative. The study was conducted to know the reasons for this high-level school violence by victims. The researcher asked pre-

decided questions. Interviews were be recorded and further analysis was performed after hearing these interviews. Based on these interviews, the researcher elaborates the different problems and reasons for school violence and suggest solutions. Data was collected till saturation. The 12 participants were nominated purposively and an in-depth interview was conducted and analyzed. There were 27 fifteen-year-old participants, 11 sixteen-year-olds participants, 3 were fourteen years old participants. N-Vivo 12 was used to conduct thematic analysis. During initial qualitative analysis, six major themes were noted and discussed in the analysis section of this research paper

Phenomenology

Phenomenological research is a qualitative research design it deals with the shared characteristic of a lived insight inside a specific gathering/group. The key objective of the methodology is to show up at a representation of the idea of the specific phenomenon (Creswell, 2013). In phenomenology or phenomenological research, Interviews are conducted from those individuals who have firsthand knowledge/information about the phenomenon and they experienced it. Interviews from that individuals having lived experiences attempts to answer most probably these two questions. The first is what is your experience about this phenomenon and second is what are the situations that impact on your experience about that particular phenomenon. We can also use other sources of data for this type of research like observations and documents etc. Once the data is collected. It is read once or more and then discarded unnecessary data (Creswell, 2013). Through this process researcher can forms widespread meaning of that experience or situation and makes more profound understanding of this phenomenon. One of the most popular method for bracketing is memoing (Maxwell, 2013). Some of the types of phenomenological research are:

Hermeneutical Phenomenology
- It studies about the interpretive structures of previous stages.

Transcendental Phenomenology
- It studies about how the objects are constituted in transcendental consciousness by setting aside all the questions arise from the natural world around us.

Realistic phenomenology
- It studies about universal principles of different kinds of structures of consciousness and also about some that does not get by consciousness.

Existential Phenomenology
- It studied about the concrete human existence like human experience/ action in any concrete situations.

Naturalistic Phenomenology
- It studies about how the consciousness constitutes things in the worlds of nature taking into consideration that consciousness is also a part of nature.

Genetic Phenomenology
- It studies all the origin of meanings comes within ones own experience.

Generative historical Phenomenology
- It studies how meanings are found within our own experience that is generated in the historical process of collective experience over time.

Transcendental Phenomenology

For existing study transcendental phenomenological design was used. Transcendental phenomenology contemplates the characteristic structures of cognizance through the substance of involvement that is extraordinary to the structures of awareness. Purposefulness is clarified regarding the substance of involvement as opposed to the object of the experience. Transcendental phenomenology, generally created by Husserl, is a philosophical methodology to qualitative research methodology trying to comprehend human experience. Unadulterated Transcendental phenomenology is grounded in the idea and molded after putting aside totally assumptions (Epoche) to see marvels through unclouded glasses, in this manner permitting the genuine importance of wonders to normally develop with and inside their own personality he talks about finally Husserl's philosophical underpinnings of Transcendental phenomenology. Despite the fact that logically reasonable, the wording some way or another needs lucidity in any event, when characterized.

For instance, noema is characterized as "not the genuine item but rather the wonder, not the tree but rather the presence of the tree" (p. 29), that which is "saw all things considered" (p. 30), and "that which is encountered, the what of experience, the article correspond" (p. 69). The term noesis is characterized as the "impeccable self-proof" (p. 30), "the demonstration of seeing, feeling, thinking, recalling, or judging " (p. 69), the "way in which the what is encountered, the encountering, or demonstration of encountering, the subject-correspond" (p. 69). Noeses is characterized as "bring into being the awareness of something" (p. 69). In obvious philosophical style, even with various meanings of each term, there stays an issue of "what?".

These terms when perceived make more worth and extravagance in the investigation of human experience, yet maybe are avoided because of an absence of chance to apply them in a natural setting.

Participants Selection

Twelve participants were selected for in depth interview. The selection criteria was purposive sampling and those students were selected who victimized by teachers for violence at schools. The demographics for participants has been display in under table:

Table No:

Participants of the Study

| *Participant*	*Gender*	*Age*	*Class*	*Reason*
1.	Male	20 Years	9th	Purposively
2.	Female	20 Years	10th	Purposively
3.	Male	20 Years	9th	Purposively
4.	Female	20 Years	10th	Purposively
5.	Male	20 Years	9th	Purposively
6.	Female	20 Years	10th	Purposively
7.	Male	20 Years	9th	Purposively
8.	Female	20 Years	10th	Purposively
9.	Male	20 Years	9th	Purposively
10.	Female	20 Years	10th	Purposively
11.	Male	20 Years	9th	Purposively
12.	Female	20 Years	10th	Purposively

Thematic Analysis

Thematic analysis is a type of qualitative data analysis which is very easy and simple for those researchers who are not familiar with complex types of qualitative data analysis. Thematic analysis is a

method of recognizing, categorizing and offering themes across qualitative set of data. It focuses on the hidden meaning in the data set. As this method is very flexible, it allows researcher to detailed and in-depth analysis. In contrast to numerous qualitative procedures, it isn't attached to a specific epistemological or hypothetical point of view. This makes it a truly adaptable strategy, and significantly provides variety of work in learning and educating.

According to (Braun & Clarke, 2006) thematic analysis is the method of finding, analyzing and offering different patterns within the given data. Thematic analysis is a method that widely used in qualitative research. An article was published by (Braun & Clarke, 2006) in which they describe a precise and good way to use thematic analysis for fresh researchers. They argue that thematic analysis is a method that provides foundations to analysis in qualitative research. This method is one of the most suitable methods in qualitative research to identify exact meanings and patterns in any data set. Thematic Analysis is best notion as an umbrella term for a lot of approaches for separating qualitative information that share devotion on distinguishing topics in qualitative information (Braun & Clarke, 2012). The various interpretations of thematic analysis will in general share some level of hypothetical adaptability, however can vary hugely as far as both hidden way of thinking and techniques for creating themes (Guest, MacQueen, & Namey, 2011).

Steps in Thematic Analysis

There are sequential six phases in the process of thematic analysis starting simply from familiarization of your data then making codes. Once codes are generated then try to make themes from your codes, after making or developing themes we have to review our selected themes, and then define your themes and write report (Braun & Clarke, 2006). As these phases are in sequence and each of these were based on the previous phase in process. Now we describe each of phase separately.
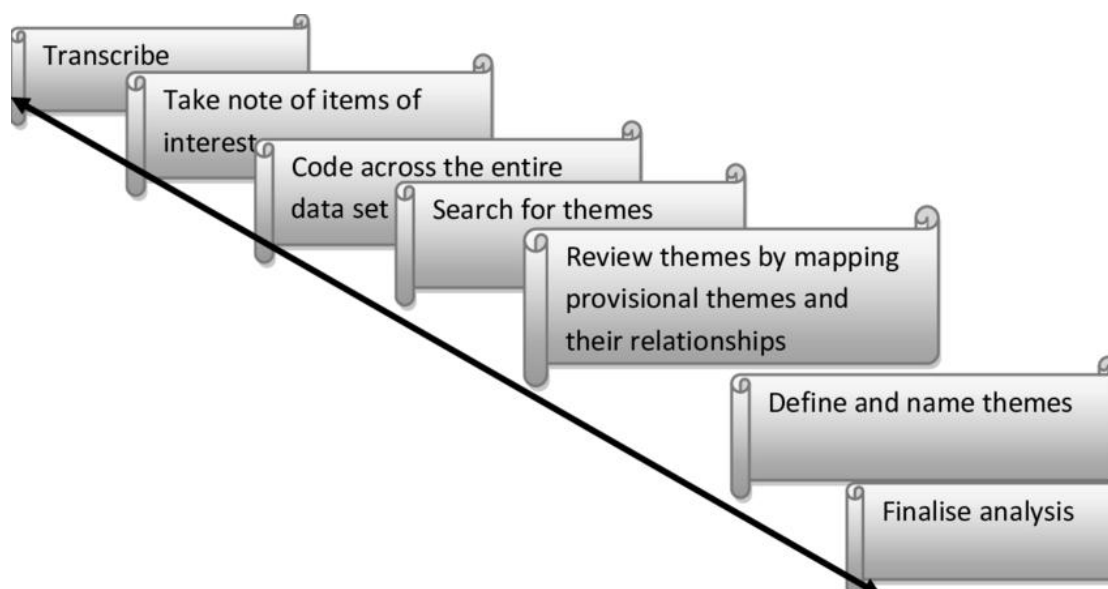
1. The first and foremost phase of thematic analysis is completely reading and understanding of the data.
2. After completely familiarizing with data next phase is to making or identifying codes from this data that reveals relevant and clear information.
3. Once you identify and make codes form data set. The next step is to generate or write the initial themes. This involves assembling and organizing codes and make similar themes that mostly covers all codes.
4. When you have made themes from the data now you have to review these themes against each data set and check if all the themes are relevant or share the exact meaning of data. If some of the themes are not relevant, then discard them.
5. After finalizing your themes the phase come is about defining your themes and give names to themes that describes clearly all the story of your data.
6. The last and final step/phase of thematic analysis is to write up your report about this data in accordance with the previous literature.

Themes of the Study

All the recorded interviews were transcribed and responses were arranged for thematic analysis. Given major themes and categories were explored through N-Vivo thematic analysis. Five major themes were founded during thematic analysis. The detail and evidences are given in the decorated report of the N-Vivo analysis reports:

    A.   Students Background
    B.   Students Background
    C.   Violation as Discipline Rules
    D.   Effects School Violation
    E.   Schools rules or Legislation

The major themes and categories were explored through N-Vivo thematic analysis. Five major themes were founded during thematic analysis. The detail and evidences are given in the decorated report of the N-Vivo analysis reports. The observations describe the types of school violence actually observed while the researcher was present there. Conflict among students was also observed and how they handle it also observed. Their perceptions depicted clarifications of how the youngsters acted. when analyst remained occupied with youngsters and, as opposed to watching savage conduct, turned into an outlet for kids being tormented. She uncovered events where kids went to her when being tormented.

This result is useful in recognizing the violence reported by the members to teacher or administration. The researcher observed violence in the computer and science lab. This room is open and well-supervised at all times by the concerned teacher, limiting the opportunity for the children to be violent. The specialist made notes as she helped kids with their schoolwork. She interceded now and again, yet she portrayed the viciousness episodes well.

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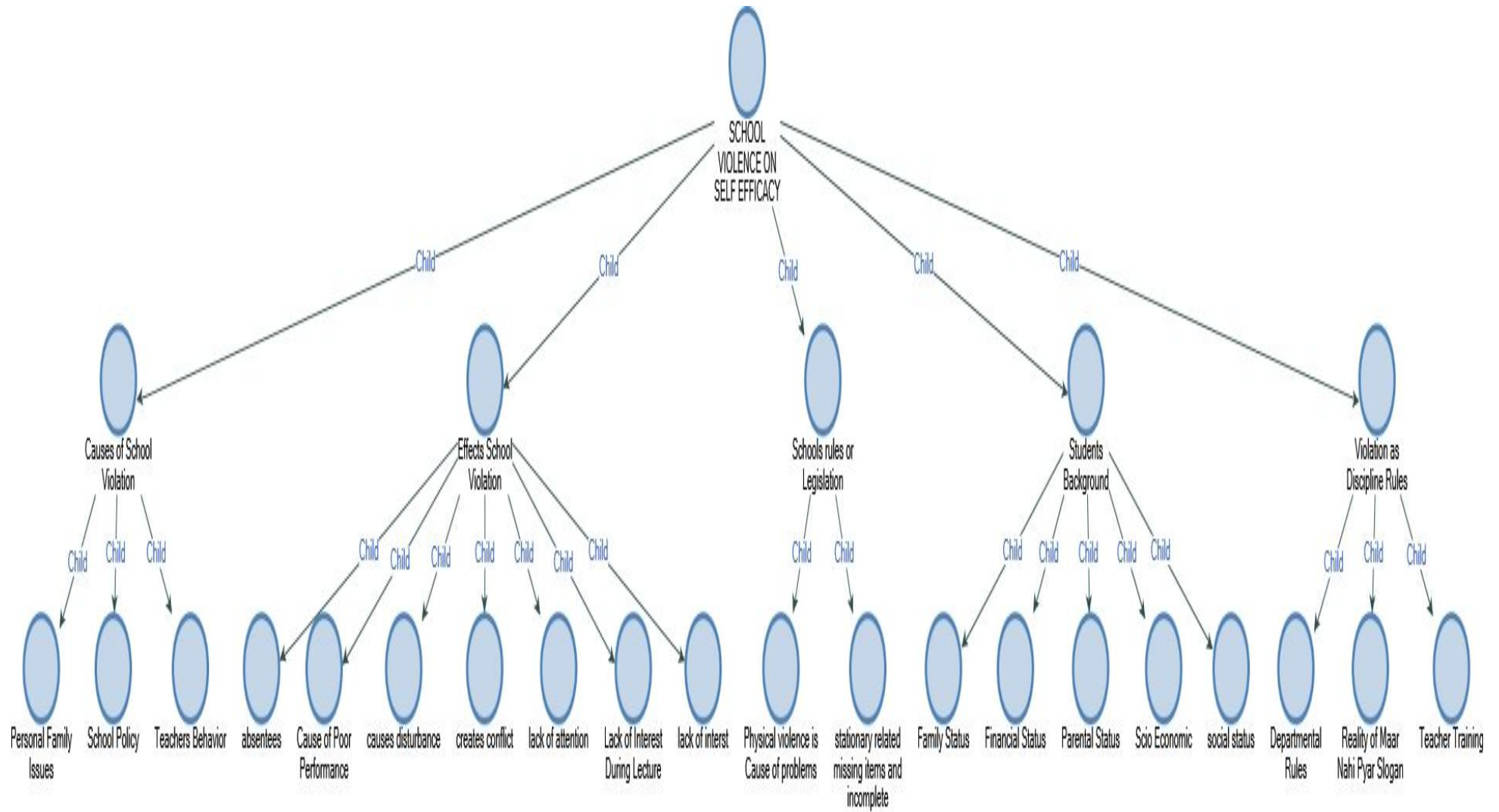
The last invested a large portion of her energy in the grounds and conversed with the youngsters on occasion and took an interest in certain games and different exercises. She purposefully interfaced with the youngsters without utilizing any kind of power over them. She didn't appear to be seen by the youngsters after a brief time. Since the individuals didn't consider her to be a danger, a lot of rough conduct went on around her. The techniques utilized in this investigation help uncover impression of savagery from the perspective of a youngster. The grounded hypothesis technique may lead us to novel thoughts and maybe show us another perspective that could extend our present mediation projects and lead to results that might be gainful to the eventual fate of menaces, casualties,and by standers. It can helpful in controlling violence and judge its effects on the self-efficacy of the students.   In this chapter, we discuss the different aspects of observations and interviews with Students are interpreted using content analysis to make discernable basic description of school violence and to uncover its effects on the self- efficacy of the students at secondary level. I began by describing how the behavior of someone in different situations varies in observed various behaviors and give examples of the types of behavior identified. Students   experiences with violent behaviors were branded and recollections that are associated with students behavior.

Students Background

It was concluded that the major cause of victimized students was their background. Number reasons were founded the major were:
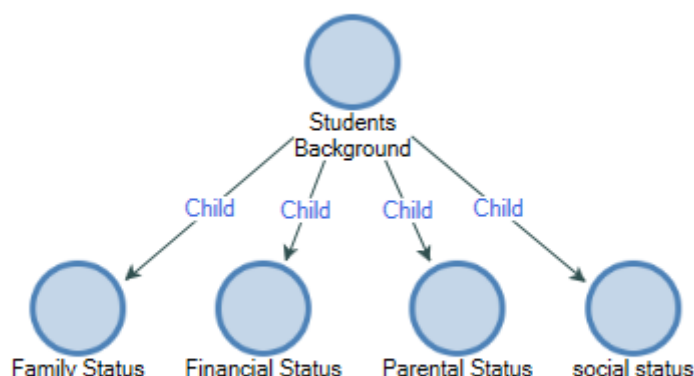
Among 12 participants 5 were with disturbed background. All the reported cases were due to family issues. All victimized students were suffering from family issues. The founded issues were:

    A. **Scio Economic**
    B. **Family Status**
    C. **Parental Status**
    D. **Financial Status**

Text Search Query - Results Preview

and I m labled as stupid and nonsense

going school violence level as well as the

her observations . One such incident occurred when one

on her homework was being bothered by another

personal issues at home I m a disturb

punishment leads toward high rate of violence among

to taunt in class room by teacher to

student

12 % from group A and 16 % from group

The researcher also played games with the members

Respondent E I belong to broken family and

self - efficacy levels . The qualitative question was formulated

so I can not reply of any question

was completing her home work in free class

who kept talking . She was disturbing the other

Another example given by the third researcher was a case of "Well, she hit me first and I wanted to get her back," which may be considered conflict resolution and causes school violence. This incident took place in the larger ground where the older students of school play. There were many children of varying ages running and playing a variety of games. The incident involved an older girl who kicked a younger girl. The researcher questioned the older girl's actions and tried to resolve the dispute. My attempt at resolve was met with zero enthusiasm. The older girl walked away to join in another activity. The firms used by the researchers were resistant to extreme conditions**.** One of the participants reported that:

> *I belong to broken family and stays with my grand maa. I hve many house chores to do so I cannot pay attention toward my studies , uniform and stationary. So my victimness for school violence is due to my absentees, incomplete homework and dirty appearance.*

> *Participant E*

> *I got psychological violence due to my economic status. I belong to a poor family and father is a labrour and mother is a maid at houses so I got high level of psychological violence in class by teacher and students*

> *Participant B*

> *Teacher knows my family so they my family beliefs. So I got victim of psychological violence due to humiliation in the class by my teacher*

> *Participant I*

> *I am fed up from my family environment I m becoming rude day by day. So my attention is divided in the class due to my mental disturbance. I mostly forget some points during class. I got physical violence due to asking abnormal temperament of my teacher*

> *Participant E*

Causes of School Violation

The second concluded theme was causes of school violation. About norms and rules researcher stated in the classroom, he noticed a climate of quiet and limited development. The protection from the analyst from the individuals was additionally evident in the schoolwork room. The analyst expounds on a young lady who was talking constantly, I educated her regarding the guidelines. She immediately quit talking in any case, when I moved to another subject, she started talking and moving around her workstation. The specialist saw that he basically proceeded onward to the following part requiring help

and inside a couple of moments of the clarification to her, she "immediately finished her task" and continued to peruse her next task. The analyst end up being good for certain individuals while turning out to be separated from others.

Causes of School Violation — Child → Personal Family Issues

Causes of School Violation — Child → School Policy

Causes of School Violation — Child → Teachers Behavior
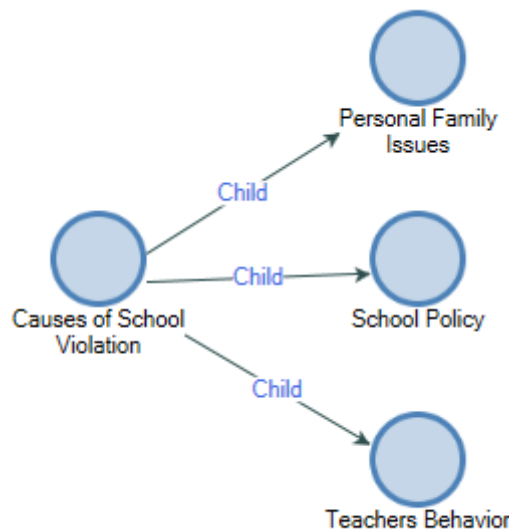
In this observation she stayed involved with the students in different areas of the school such as the science room, computer lab, class room, and in plying areas. This researcher put a lot of emphasis on relationships.

Text Search Query - Results Preview

A.   Personal Family Issues

B. **Teachers Behavior**
C. **School Policy**

She planned in-depth for the students and also participated. She planned a day to teach the girls how to make cards. This kept the girls busy and found some violent behaviors were observed. On another occasion, researcher planned a "nail day." The older girls painted the younger girls' nails. The participants reported that:

I got physical violence due to my poor performance of result. I mostly miss my classes and have not clear concepts of my academic topics so when teacher conducts the test I got physical violence by my teacher.

Participant A

Whenever teacher schedule up a test I m on leave or absent so it effects my academic performance so my poor performance in my study is cause of physical violence by my teacher in the school

Participant C

I m highly victim of physical violence in school due to lack of interst and lack of attention on my studies. I make gupship with fellows during class which causes interruption of flow of teacher and also causes disturbance for teacher and fellows. So I m victim of physical violence in class

Participant G

I victim of physical violence due to absentees from school and I make arguments' with teachers in very high volume and creates conflict that's why I am not in teachers goodbook and I m labled as stupid and nonsense student

Participant F

Our physical appearance is our great issue participant C has dark color complexion so teachers make psychological hit due to her color. D has hight issue she is low in hight so she got psychological violence due to her hight

Participant H

Violation as Discipline Rules

It was observed that the in some schools violation is witnessed as school rules. Another observation by the researcher stated that some teachers punish the students they ask them to stay out from the class.

On the other hand this punishment leads toward high rate of violence among student.

Text Search Query - Results Preview

Central nodes: **school** / **violence**

Left side branches (about / in / of / reasons / the effects / victim / become / in the / violence):

- 3 12 3 12 Statements are about reasons of physical
- 5 20 4 16 Statements are about reasons of psychological
- allow us to find out what the interviewees know
- asked questions that would identify how the children felt
- behavior during the games . Researcher stated at the end that
- D l victim of physical violence due to absentees from
- given table is self - explanatory and clearly reports on going
- her back , " which may be considered conflict resolution and causes
- her mannerism and good achievements . The researcher observed relationships
- psychological violence of students in the school by teacher
- others for mistake or bad thing is common
- Respondent C l m highly victim of physical
- with pre decided questions who have faced school
- 2 got victim of school violence due the lack
- and 12 % from group indicates that they got victimization
- common violence in school . Some of the other descriptions
- interpreted using content analysis to make discernable basic description
- objectives and questions are based to know the reason
- place in the larger ground where the older students
- public sector . It is conducted to know the
- themes and categories . Perceptions of victim students about
- these interviews researcher elaborate the different problems and
- Method This is a qualitative phase of
- topics . Because researcher was interested to know
- The observations describe the types
- A and 4 % respondents from group 2 got
- due to absentees and 8 % boys also
- effect boys 4 % . Similarly 12 % of respondents
- on self - efficacy of students at secondary level related to
- respondents were interviewed with pre decided questions who have faced
- spent of 3 hours per month making observations in different
- stationary 2 8 1 4 4 missing of classes or
- students . On behalf of quantitative phase results qualitative phase conducted .
- and similar index got psychological violence by teachers
- in result bear teachers aggressive behavior and insult
- is cause of physical violence by my teacher
- of school physical and psychological violence of students
- do you think why you got physical
- Why you got psychologically disturb or got
- self - efficacy levels . The qualitative question was formulated around
- stayed involved with the students in different areas of
- them , " What do you and your friends do at
- toward my studies , uniform and stationary . So my victimness for
- are the feelings of Psychological
- violence reported by the secondary
- are the reasons of Physical
- was conducted to know the reasons of this high level

Right side branches (by teacher / due to / premises / students by the victim students / and / by teacher / due to / in / on self - efficacy of):

- Similarly Humiliation in front of fellows bear by students 20 %
- Some of the other descriptions of school violence included " name
- 2 8 3 12 5 dirty / wear and tear uniform
- and I make arguments' with teachers in very high volume
- ? Give reasons Why you got psychologically disturb or
- give reasons . Note : Biographically this interview is for
- in school premsis .
- asking questions in the classroom and in result
- lack of interst and lack of attention on
- in the free time ? " Most frequent responses given by students ,
- is not safe . Researcher encountered several incidents that were in
- physical and psychological violence of students in the school by
- play . There were many children of varying ages running and
- A grounded theory approach was used to allow the
- We also asked questions that would identify how the
- premisis .
- related item like stationary etc . 8 % from group A and
- Respondent C I m highly victim of physical violence in
- A) : what are you feeling
- B) what are you feeling
- ? B) What are you feeling
- such as the science room , computer lab , class room , and
- times and made field notes . Incidents of violence were noted
- . This incident took place in the larger ground where
- actually observed while the researcher was present there . Conflict
- among students on the self - efficacy of students . Analysis
- how they think violence affects those . Observations were
- its effects , . We asked them , " What do you
- suggest solutions . Method This is a qualitative phase
- to uncover its effects on the self - efficacy
- . 20 % respondents from Group A and 24 %
- to students . 20 % respondents from Group A
- victims . The researcher will ask pre decided questions .
- the lack of school related item like stationary
- missing classes and wear & tear uniform or
- the lackness of teacher's attention in the
- has a strong impact on self - efficacy of the
- quantitative portion . Fifty respondents were interviewed with pre
- school premises . A grounded theory approach was used
- included " name calling , " " pushing , " " punching , " and " poking " behaviors . Several
- is due to my absentees , incomplete homework and dirty
- level as well as the student's self - efficacy levels .
- secondary students . On behalf of
- students at secondary level related
- were also coded according to types and effects . The
- where that is either frequent or rare . So the
- with such reason . 16 % girls got physical violence due

Researcher noted that school is not safe. During notetaking encountered several incidents. One such incident occurred when one student was completing her home work in free class when teacher was not present in the class. Working on her homework was being bothered by another student who kept talking. She was disturbing the other students in the class room and wouldn't quiet down. She didn't seem to have any respect for the other children doing homework or the workers in the class room. She was calling bad names and humiliating her fellows.

I m highly victim of physical violence in school due to lack of interst and lack of attention on my studies. I make gupship with fellows during class which causes interruption of flow of teacher and also causes disturbance for teacher and fellows. So I m victim of physical violence in class

Participant B

I belong to broken family and stays with my grand maa. I hve many house chores to do so I cannot pay attention toward my studies , uniform and stationary. So my victimness for school violence is due to my absentees, incomplete homework and dirty appearance

Participant C

I am fed up from my family environment I m becoming rude day by day. So my attention is divided in the class due to my mental disturbance. I mostly forget some points during class. I got physical violence due to asking abnormal temperament of my teacher
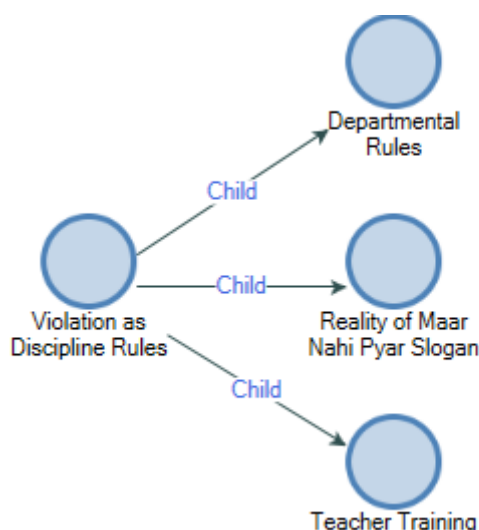
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Participant F

Our physical appearance is our great issue participant C has dark color complexion so teachers make psychological hit due to her color. D has hight issue she is low in hight so she got psychological violence due to her hight
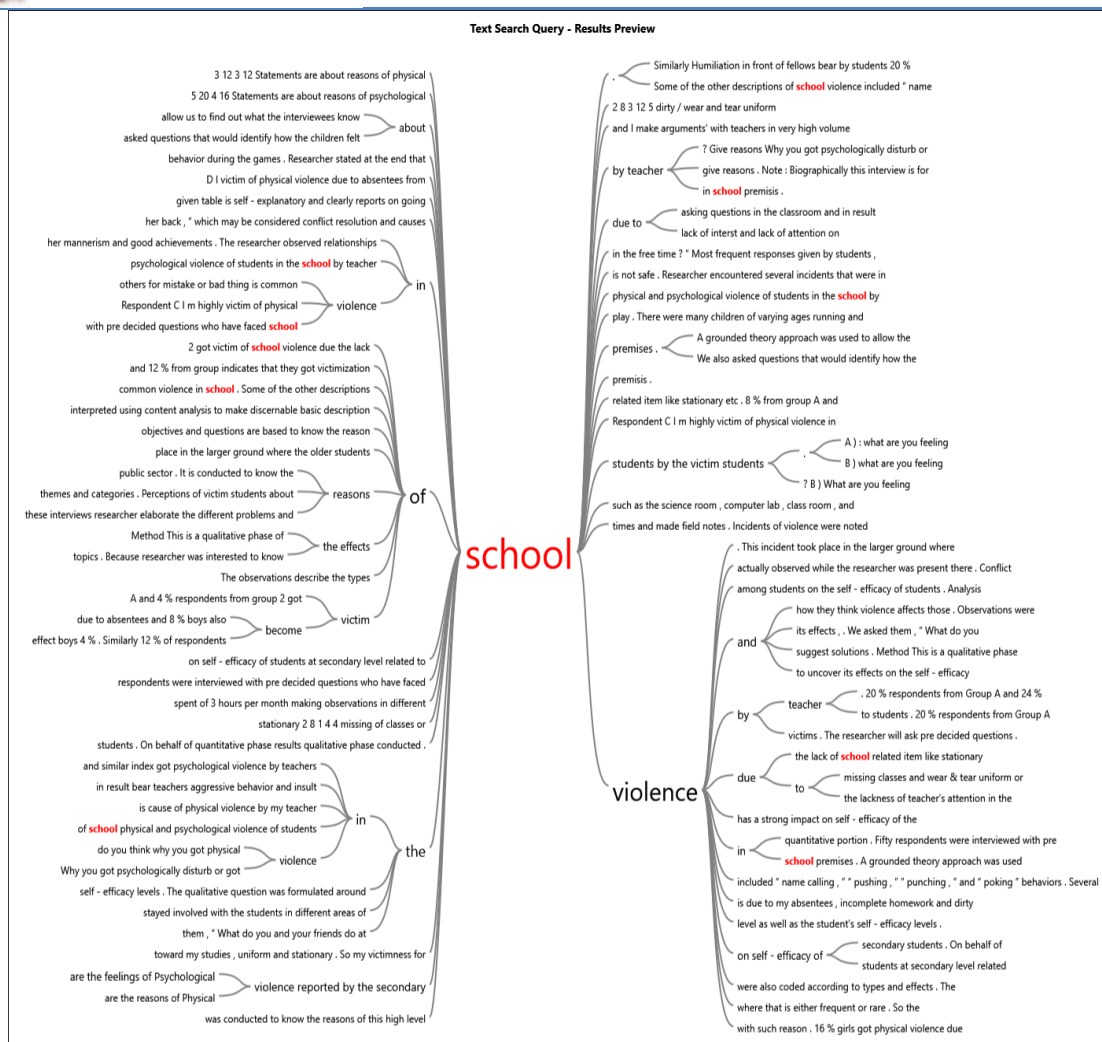
Participant A

I ll got psychological violence then I make some questions for my learning my teachers think I m sooooo stupid and unfit for this class level

Participant F

Due to my personal issues at home I m a disturb student so I can not reply of any question at the spot so my communication skill is a big source of psychological violence on me by my teacher

Participant I

Effects School Violation

A number of effects were also observed due to school violence. The interviews covered a multitude of topics. Because researcher was interested to know the effects of school violence on self-efficacy of students at secondary level related to school premises. We also asked questions that would identify how the children felt about school violence and its effects,. We asked them, "What do you and your friends do at the school in the free time?" Most frequent responses given by students, was that they "play and make gupshup with friends. Another popular answer given students was they go to the ground and walk with friends. Some other activities mentioned by both genders included, having a snack, going to the computer lab and playing games on computer, make drawings and read poetry.
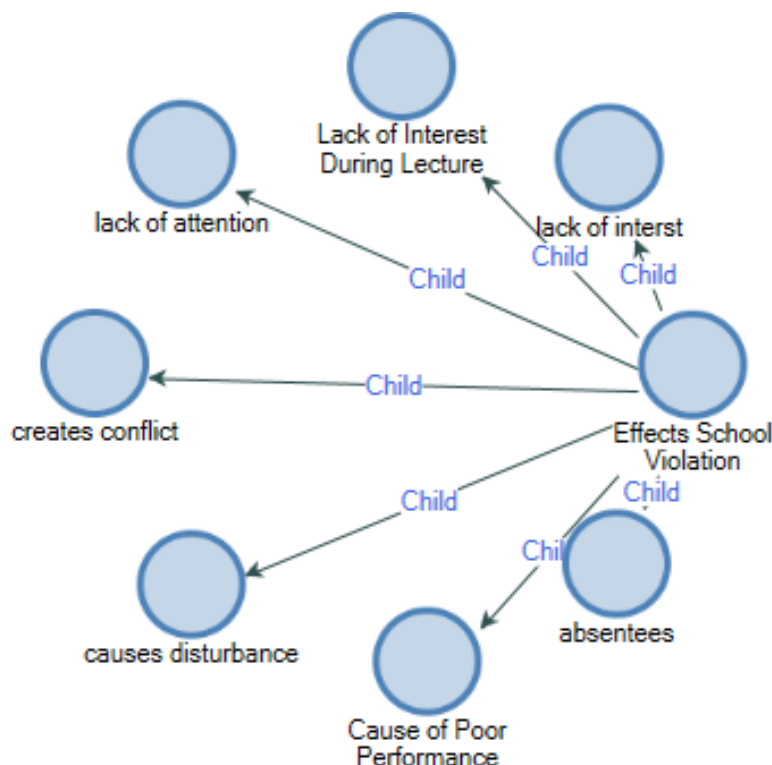
Another illustration observed by the researcher that students like to tease others and blaming others is favorite for quitting the situation. Girls mostly feel jealous even on her fellow s good achievement or admired by the teacher in class. This is a good example of girls teasing someone for being different. They like her, but because she is so temperamental, it was also fun to tease her for her mannerism and

good achievements. The researcher observed relationships in school violence among students on the self-efficacy of students.
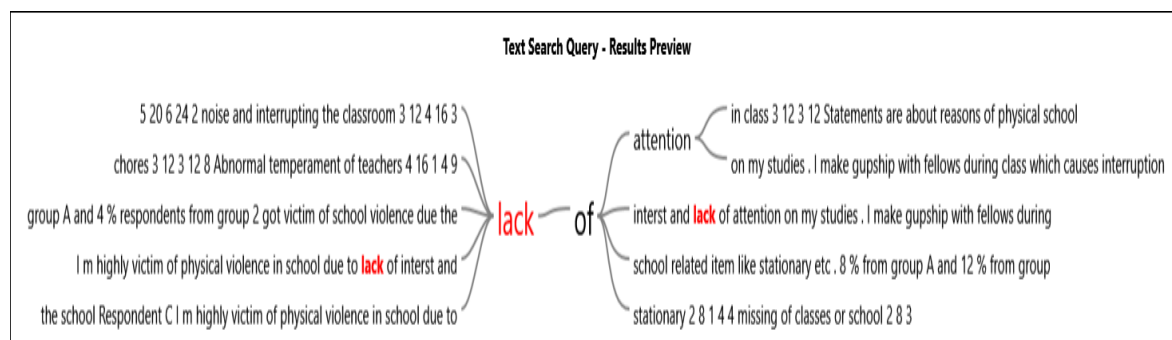
What are your feelings when got the situation of violence by your classmate? All of them went on to define "violent event" as hitting me, hair pulling, and biting. All the members also included making fun of people, being annoying and make someone isolated, feeling jealous and for blaming others for mistake or bad thing is common violence in school. Some of the other descriptions of school violence included "name calling," "pushing," "punching," and "poking" behaviors. Several of the children mentioned that they are violent when someone "makes you do things" that you do not want to and that it includes someone "taking your lunch money or other belongings."

> *I receive physical violence due to interrupting in the class for stationary related missing items and incomplete home task.I got physical violence due to my poor performance of result. I mostly miss my classes and have not clear concepts of my academic topics so when teacher conducts the test I got physical violence by my teacher. Whenever teacher schedule up a test I m on leave or absent so it effects my academic performance so my poor performance in my study is cause of physical violence by my teacher in the school. I m highly victim of physical violence in school due to lack of interst and lack of attention on my studies. I make gupship with fellows during class which causes interruption of flow of teacher and also causes disturbance for teacher and fellows. So I m victim of physical violence in clas. I victim of physical violence due to absentees from school and I make arguments' with teachers in very high volume and creates conflict that's why I am not in teachers goodbook and I m labled as stupid and nonsense student. I belong to broken family and stays with my grand maa. I hve many house chores to do so I cannot pay attention toward my studies , uniform and stationary. So my victimness for school violence is due to my absentees, incomplete homework and dirty appearance. I am fed up from my family environment I m becoming rude day by day. So my attention is divided in the class due to my mental disturbance. I mostly forget some points during class. I got physical violence due to asking abnormal temperament of my teacher. I got psychological violence for my social status. I be log to sub caste so my teachers call my by my caste. It's a fun for them but I m unable to bear this.*

Schools Rules or Legislation
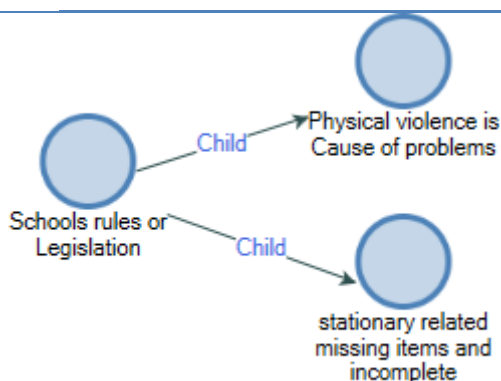
Several times observed when bullying events occurs then at the spot reactions of the victims are different some students ignore it but some students take revenge. The class room was known to be a quiet place with many rules. Most of the members did not like to sit more time in the class they wonder in corridors and conduct violent behaviors with juniors.

> *I got psychological violence due to my economic status. I belong to a poor family and father is a labrour and mother is a maid at houses so I got high level of psychological violence in class by teacher and students. Our physical appearance is our great issue participant C has dark color complexion so teachers make psychological hit due to her color. D has hight issue she is low in hight so she got psychological violence due to her hight. I ll got psychological violence then I make some questions for my learning my teachers think I m sooooo stupid and unfit for this class level. Due to my personal issues at home I m a disturb student so I can not reply of any question at the spot so my communication skill is a big source of psychological violence on me by my teacher MY SIBLING WERE WEEK IN Studies so I m taunt and mark as low achiever in the class by teacher. My best test labled as cheeting. Teacher knows my family so they my family beliefs. So I got victim of psychological violence due to humiliation in the class by my teacher*

Another scenario observed by the researcher was two young ladies had begun the battle by telling the bigger young lady that the more slender young lady said she was fat and appalling. The more slender young lady had attempted to converse with her companion, yet the companion simply got strolling far from her and overlooking her. She was disturbed and didn't have a clue what to do. She requested that a staff part help her out. Once the character of the harassers had been found, they were conversed with. The two young ladies were companions of the bigger young lady and didn't care for the more slender young lady, so they attempted to separate their kinship. Another staff part likewise got the two closest companions talking once more but they even ignore the advice of teacher and make her isolated socially.

The words length, count and weighted percentage were illustrated in the given table. The purpose of this analysis was to empirically validate the concluded themes in the terms of used key words and their frequency in the data.

Table No.

Words frequency in qualitative data

Word	Length	Count	Weighted Percentage (%)
Violence	8	213	3.72
School	6	141	2.46
Students	8	93	1.62
Environment	10	87	1.52
Class	5	78	1.36
Teacher	7	78	1.36
Physical	8	66	1.15
Group	5	63	1.10
Psychological	13	60	1.05
Victim	6	48	0.84
Children	8	39	0.68
Reasons	7	39	0.68
Teachers	8	39	0.68
Behavior	8	27	0.47
Self	4	27	0.47
Violent	7	24	0.42
Effects	7	21	0.37
Efficacy	8	21	0.37
Family	6	21	0.37
Status	6	21	0.37
Attention	9	15	0.26
Behaviors	9	15	0.26

Feeling	7	15	0.26
Pushing	7	3	0.05
Victimness	10	3	0.05
Wonder	6	3	0.05

Discussion

This mix methods study, investigated how student abuse by teachers, student execution against students and student exploitation by students influenced student mental prosperity in the Chinese middle school setting. The investigation likewise inspected how sex, family SES, the nature of student–educator connection and companion uphold cushioned the results of school violence in Gujrat. Generally speaking, the consequences of this investigation demonstrated great lists of model fit. The discoveries recommend that the hypothetical model of this examination is upheld by our information in a Chinese social setting. Steady with past investigations from the East and the West, this examination shows that students who execute school violence against different students and the individuals who experienced exploitation by students are bound to experience the ill effects of melancholy.

The outcomes additionally show that student exploitation by students and student execution against students effectively represents a high extent of the fluctuation in despondency. These discoveries demonstrate that downturn is a significant negative effect of school violence among students. The discoveries propose that the component of enthusiastic control in Chinese culture may not impact the effect of school violence on discouragement. Also, the consequences of this examination propose that student exploitation by students has an a lot more grounded sway on gloom in Gujrat than does student execution.

These discoveries question the public conviction that school-violence exploitation is related with inside issues while execution of school violence is related with outside issues. These discoveries uphold past examinations showing that both school violence exploitation and execution impactsly affect wretchedness, with exploitation impactsly affecting misery. As opposed to discoveries on sorrow, the aftereffects of this examination show that student exploitation by students and student execution in school can't effectively anticipate low student self-esteem, and records for basically no extent of self-esteem. These discoveries demonstrate that low self-esteem is certifiably not a significant result of school violence among students in Gujrat. This discovering accordingly doesn't uphold past Western examinations showing a solid relationship between school violence and low self-esteem. Maybe, generally equivalent and low self-esteem scores detailed by Chinese students may represent the non-critical relationship between student exploitation and execution and selfesteem in Gujrat schools. Another conceivable clarification might be that Rosenberg self-esteem scale is unidimensional and moderately worldwide develop, which may not mirror the multi-dimensionality of self and neglect to recognize the impacts of school violence on explicit parts of self-esteem.

Recommendations

On the basis of results the given are recommendations for future researchers and other related subjects. The descriptive results of the data analysis showed the trends that school violence magnitude is unusual as compared to the self-efficacy levels, hence recommended that there may be emphasis on the nature, implications and consequences of the violence on school children as well as on the grown up students.

1. The current study is focused on the consequence of school violence in terms of self efficacy, but there is need to explore effect of the same variable on students' self esteem, self- concept and their aptitude etc.
2. There is established causational relationship between students' academic self -efficacy and their academic performance, whereas the results of the study reported that 16% of self- efficacy got adversely effected by school violence, hence the same is working as hindrance to academic success of the students, hence may be immediately checked other wise 1/6th of our efforts would nullify to bring the desired results.
3. The results reflected that the school violence is more damaging the academic self- efficacy of the girl's, whereas the same important segment of population is already oppressed in our society and seeds equitable support for women empowerment, hence the self efficacy hurting behaviours at school setting might be discouraged and effective monitoring might be ensured to handle violence related students and teachers behaviours.
4. The school violence proved more harmful for   the social self- efficacy of the girl's hence recommended that the girls who are more responsible for the next generation brought up may

educated in violence free and safe school environment so that they may play their social roles confidently. The same secure environment at school in general and in class room in particular, is recommended for both girls and boys students for their enhance professional self efficacy which would have fruitful implications for the suture professionals.

5. Further it is recommended that both the variables may be studied with the perspectives of students' social economic backgrounds, their family and personal religious ideologies and their health related conditions to explore in depth policy related ideas.

6. The results showed the serious consequences of psychological violence on students personality developments, hence the violence needs to be curbed through teachers and secondary school students counselling in general and teachers professional development programs in particular.

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