

Dealing with School Violence: An Overview in Islamic Perspectives

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Abstract

Teacher training plays vital to reduce violent activities among the students. Islam provides a comprehensive guidelines to overcome the violence and to enhance the vision of adolescents about peace. This systematic review examines the nature and implementation of strategies adopted by the teachers to reduce violent activities among the students in secondary schools in view of the Islamic perspectives. The review indicates the existing situation of adopted strategies and addresses the gaps in the teacher training in Islamic perspectives. The results of the study indicate the effectiveness of adopted strategies of teachers to reduce violence among the students that should be addressed in view of guidelines of Islam to overcome the violent activities among the students. Except the interviews of teachers, review of the available literature on teacher training in Islamic perspectives was done. Empirical qualitative analysis of was used to achieve the objectives of the study. A self-report questionnaire comprising 15 items was constructed for the collection of data from the participants. The study is significant in understanding the existing situation of teacher training to reduce school violence and supportive in revision of curriculum of teacher training for secondary school teachers to handle the violent activities among the students at schools in Islamic perspectives.

Keywords: Systematic, Training, Teacher, Violence, Students

Introduction:

Violence is basically cruelty in the shapes of mental, physical, sexual and neglect of responsibility which is in humanistic approach is strictly prohibited in Islam. A balanced approach and thinking has been appreciated in Islam for performing a positive role in the society. The balanced soul is achieved by the purification of the soul called tazkiyat al- Nafs (Akir & Ibrahim,2019, p-1302). Islam is the name of peace. In view of the Qur'an and the Sunnah, the Islamic concept of peace begins with its acknowledgement as a Divine name since

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the Arabic word for peace, “Salam” that is one of the ninety-nine names of God The most cordial act of forgiving an enemy is his who has the power to take revenge. Islamic principles of forgiveness also promotes peace and is significant in overcoming violence (file:///C:/Users/Administrator/Downloads/Understanding-an-Islamic-Framework-for-Peacebuilding_IRWP). Therefore, it’s important to incorporate the guidelines of Islam in the teacher training programs to train the teacher about how to deal with the violent activities among the students in view of Islamic perspectives. The curriculum of teacher training programs play a vital role in enhancing the vision of teachers in dealing the behavior and attitude of the students. Teachers learn about the student teachers relationships and their impact on the psychological health of the students. Al-Shudaifat (2020) elaborates in his article that the Prophet Mohammad (SAW) had spent thirteen years in Makkah subjected to all kinds of torture, abuse, and different types of insults to him and to his companions while his continuous prayer was "O Allah! Forgive my nation, for they have no knowledge" (Al-bukhari).

Teacher training plays a vital role to address school violence (i.e., Cavanagh, 2009; Cornell et al., 2009; Glanzer, 2005; Sander, 2010). Effective school violence prevention strategies include to work on the relationship between students and school personnel (Johnson, Burke, and Gielen (2011). Dan Corbett, professor at the University of Minnesota stated that “A teacher has a major impact on determining that climate in the classroom, just like administrators have a major impact on determining the climate in the building” (Horner, 2006, p. 1). Creation of positive school climate is possible with the efforts of community, school staff and students (Cowan et al., 2013). Teachers play significant role in the creation of positive relationships with students and safe learning environment. Schools can launch programs that are effective to prevent violence with the understanding of causes of violence (Dwyer et al., 1998). Students are likely to experience violence without supportive norms (Cohen & Thapa, 2013).

The first step to motivating children involves the teacher purposefully building relationships with his or her students. School children feels love and acceptance in schools when teachers build positive relations with their students. Having no respect towards the opinion and thoughts of students is huge mistake by the teachers in the schools (Downey, 2014). Conflict resolution training plays a significant role in reducing school violence (Johnson & Johnson, 1995). Teachers can learn strategies to diffuse conflicts through their professional development and teacher training programs (Colvin, 2004). For developing a sense of community for educators and learners, schools should follow a school-wide program (De Wet, 2007a).

Morrison et al. (1994) determined the risk factors that increase violence included the teachers’ attitude. May researches showed that teachers negative attitude towards their students have develop the sense of violence in them (Dake et al., 2003).

Research Questions

The major research question in the study is to develop a systematic review of the teachers training through the available literature and perceptions of the teachers concerning their strategies to reduce violence among the students. The sub question is to provide recommendations to overcome the school violence in Pakistan.

Population of the Study

The population of the study is comprised of senior secondary school teachers in Punjab province of Pakistan. 30 senior school teachers were selected through convenient sampling. The selected

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participants ensures their presence in their respective school for the interview.

Validity of Interview Questions

Unstructured interview questions have been developed for the participants. Validity of interview questions was determined through two experts.

Data Collection

The relevant published material was collected from the libraries and online available research articles and dissertations. While interview have been conducted personally by the researcher in the schools of the participants.

Data Analysis:

Thematic analysis with deductive way of coding is used on the basis of grounded theory. The collected data has been analyzed keeping in view objectives of the study. Wolcott (1994) stated that “the real mystique of qualitative inquiry lies in the process of using data rather than in the process of gathering data and the ultimate challenge lies in organizing, analyzing, and interpreting the collected data” (p.1). Rubin (2005) recommended to write the summary of the contents of the interview after transcribing.

Discussion:

Study of religion has a significant place in overcoming the violence. Therefore, it's important to understand and incorporate the guidelines of Islam to overcome the violent activities among the students in the teacher training programs. After the extensive review of the available literature review and the data collected from the interviews of the participants, the emerging themes represent that major gaps exist in the running teacher training program to reduce school violence among the students. Royer (2002, 2003) determined the need of strategies in teacher education to deal with violence. He recommended to provide teachers with the skills for dealing with school violence, including measures that ensure they have the knowledge of how violence develops in young people. The themes indicated that corporal punishment (use of stick) was used to reduce the violent activities among the students. Since the corporal punishment has been banned, teachers still have harsh attitude with the students with physical and emotional violence. The themes represented that calling parents of the students with violent activities has been used as a strategies to reduce school violence. The themes of the collected data indicated that positive attitude of teachers towards students with violent activities has been used as a strategy to reduce school violence as well. Teachers used to call the students individually and try to promote the sense of responsibility and respect for others in school through Islamic teachings.

Findings of the Study:

Similarities have been found in the thematic analysis of the collected data from the participants and after the extensive review of the available literature on school violence. The findings of the study include:

1. Majority of the participants were agreed that curriculum of teacher training programs should be revised in view of the guidelines of Islam to overcome the violent activities among the students.
2. Majority of participants were agreed that teachers use harsh attitude towards the violent students in the classes to reduce school violence.

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3. Majority of the participants were agreed that use of corporal punishment has been found but rare including use of stick for violent students in the classes to overcome school violence.
4. Majority of the participants were agreed that teachers called on the parents of the violent students to brief them about the violent situation in the classes.
5. Majority of the participants were agreed that major gaps exist in the teacher training programs concerning school violence.
6. Majority of the participants were agreed that innovative strategies would be included the running teacher training programs to reduce school violence.

Conclusion of the Study:

The curriculum of the teacher training programs should be revised in view of the guidelines of Islam to reduce and overcome the Innovative strategies are required to reduce violent activities among the students. Teachers also call the parents of the students to brief them about their violent activities among their children. The participants accepted that the running teacher training programs should be revised to handle the violent activities among the students.

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