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STUDENT PERPETRATED VIOLENCE: IMPACT ON TEACHERS' PROFESSIONAL WELL-BEING

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ABSTRACT

This is a phenomenological nature of study of the situation overshadowed by a society where assumption is that classroom is always under control of a teacher. It is a teacher that causes everything to happen. But really could be much further than the assumption. This is a study about psychological violence experienced by teachers in a Nepalese context. It has tried to shed light on what happens to a teacher's mental health being when bullied, tortured and disturbed by his/her own students. Obviously, the impact of students' undesirable behavior nurture by himself or in visibly other now students. Obviously, the impact teachers is daily focused in this study against teachers is daily focused in this study. This study is a mixed method study with the net data obtained from a minimal participant set. Though there exist variables in the study, they have not been quantified. The interpretation is solely based on the data collected from the questionnaire and the interview. And the conclusion is drawn in line with the purpose of the study and research questions.

KEYWORDS: psychological violence, teachers' expectation, classroom atmosphere, students' behavior.

INTRODUCTION

There are lots of real and fabricated stories about students experiencing bullied and violence and being bullied by teachers; however, little attention appears about teachers' experiences of psychological violence by students. Galand, Lecocq, and Philippot (2007) mentions that the majority of researchers has focused on the impact of students against student violence, whereas the impact of violence against teachers has been relatively neglected, despite potentially serious consequences (e.g., teacher burnout, deteriorated teacher-student

relationships). Espelage et al., (2013) supports the issue that teachers' experiences of psychological violence remain "ill-defined, empirically studied, or meaningfully discussed within academic circles". From media coverage whether social, prints or electronic to public discourse, students get marked space, which is what is often missed out in the case of teachers. The real stories of teachers often seem to be overshadowed, smeared and blurred.

Undoubtedly, teachers bullied by students are not exposed to the world outside the school. The intensity of each task differ from a context to context which is only that's only ducted in 2012 by Ozkilic and Kartal reports that ninety one percent of 84 teachers who participated in the research conducted by Pervin and Turner (1998); and 56.4% of 101 teachers who participated in the research conducted by Terry (1998) stated that they had been bullied by their students. Bullying, physical assault, bad remarks, and/or anything like such result as psychological violence against teachers. And the impact of psychological violence against teachers is often seen fatal. Teachers do not feel safe in the profession. They cannot develop rapport with the students in the classroom. They remain weak in controlling the classroom, therefore, engaging classroom becomes scarce. Most importantly, they happen to develop negativity towards the profession itself. In this regard, Kauppi and Porhola (2012) states:

It can be assumed that teachers who feel comfortable in their position and are content with their working conditions have a better chance to succeed in supporting the work of their students. Correspondingly, teachers who are not comfortable in their work or lack a feeling of well-being may not be able to perform to their own satisfaction in the demanding position. (P.396)

Hence, the issue raised above seems worth exposing. This is so because 'teachers' safety' in their work place has always desirable for the productive results for the students. But the teachers are sometimes found to be experiencing violence against themselves so implicitly that cannot be observed by others; however, its impact is detrimental. According to the literature, psychological violence has become commonplace, especially in nonprofit organizations that are hierarchically structured such as schools and medical establishments (Einarsen, 2000; Hecker, 2007).

Defining Psychological Violence

The term 'psychological violence' appears in the literature with different terminology with slight different meanings. In this regard, Kauppi and Porhola (2012) mentions:

Researchers have used various terms to describe mental and physical violence directed at teachers by their students, such as bullying (De Wet, 2010a; James et al., 2008; Terry, 1998), harassment (Kauppi, & Porhola, 2009), victimization (e.g. Dworkin, Haney, & Telschow, 1988), and violence against teachers. (p. 397)

Simply, any action that creates fear in an individual is a psychological violence. It injures a person's dignity and psychological integrity. In the case of a teacher, when a teacher experiences threat, attack on his/her self-esteem, disrespect, unsafe environment, etc; we can call it a psychological violence. This also includes bullying, insult, humiliation, and bad remarks. In this regard, World Health Organization (1997) states that psychological violence simply is an uncomfortable feeling caused by others. It includes affront, humiliation, offence, indignity, repeated verbal, harassment, confinement, and deprivation of physical, financial and personal resources. On the surface, it does not appear to be nasty; however, it has a long term effects. Its affects are worth highlighting since it is directly related to mental and physical health. Psychological violence is defined as the systematic aggression committed by adult individuals with the intention to damage others within organizations (Davenport, Schwartz, & Elliot, 2003: Leymann, 1996).

Though there is not much literature available on the net, nor in hard copy; however, whoever has worked on this issue, they have shed sharp light on it. Mostly, the same issue is discussed under the title "bullying". Chen and Astor (2009) mentions, "The bullying of teachers by students usually manifests as insulting, hostile, and unethical verbal and nonverbal communication, for example, by means of name-calling, use of inappropriate language, use of insulting gestures, refusal to cooperate, ...". This happens when a teacher appears weak in front of the students. The students take control of the class, turn disobedient, and misbehave. And generally, this kind of environment is created in the upper classes, especially at post-secondary and university levels. They cannot prepare any content very well, nor perform, nor can they plan for any events like presentation, workshop, project work, etc.

The researcher believes in "safe teachers for safe academic environment". Since the instructional phenomenon is completely psychological one, none of the concerned parties should be tensable; however, the situation of teachers is worth noticing elsewhere. Ramsey (2010) makes a claim for prevalence of violence in the school elsewhere. He says:

Bullying is a common form of school violence, which is a major issue of concern for students, parents, teachers, and administrators across the country. Episodes of school violence beginning in the 1990s have created a national focus on school safety and the problems associated with bullying. (p.211)

Teachers' experiences of violence in their work place can develop deep psychological and emotional problems that impact negative attitudes towards students and the profession itself. If this keeps happening to maximum number of teachers, its result will be fatal for the whole society. Simply, the slogan of safe school can never be imagined if the teachers are not safe. Hence, as a responsible and sincere professional, it naturally came to' mind to think about it and to focus the light. Maybe it can give thrust the policy makers along with all stake holders. This piece of work might work as suggestive in the sense that if this issue is not taken seriously, qualified teachers might be a big scarce in the days to come.

Factors for Teachers' Psychological Violence

There is sufficient literature on violence against teachers showing its prevalence elsewhere irrespective of geography around the globe. The nature of factors for victimization has semblance from one context to another. In Nepalese context, and the school/college environment, teachers' personality, size of the classroom, teachers' poor performance, dealing with the students loosely, and some more are the sole factors of violence against teachers. Teachers who are not strict are often seen vulnerable. The more disciplined the classroom is, the safer is environment for teachers. In this regard, Terry (1998) asserts that bullying of teachers by students differs significantly in nature from school and workplace bullying taking place at peer level. When a student bullies his or her teacher, there exists a situation where a party holding a lower position within the institution bullies a party holding a superior-status position. This can be considered to constitute so-called "cross-peer abuse. The most common causes are: ...supporting violent methods on all levels even if we declaratively stand against them (for example, those who got rich in unlawful ways, taking what does not belong to them and who achieve their goals in an aggressive way are considered successful neglecting moral values and moral education in general bullies and abusers are most often heroes of many TV shows, movies, video and computer games, as well as our neighbor-

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hoods (Bil?, 2007, p. 63). He further stresses the students' behavior learned in their family, (p. 47).

Though my study resembles others in terms of purposes, questions, methods, and area, it has marked gaps from others. The gap exists at three different levels, i.e. knowledge gap, methodical gap, and theoretical gap. All the other researches referred to and explored in this study surround the western world; however, this research is specifically focused on Nepalese context. This can be generalized into to the South Asian context too. The main concern of this study is teachers' experiences of psychological impact which is what is missing in others. This study was prompted by an accidental example of violence against a fellow teacher. Once, I tea, we had a quite informal talk regarding the violence targeted to the teacher. His experience was more painful than mine. Some days later, I talked to three different teachers, whom I had witnessed being tortured by students, at the same time on the issue of violence experience by teachers. Then with two teachers, then with one, and the like, I talked to 14 teachers in person, and with one online.

This study, thus, was conducted to find out the impact of psychological violence in the professional life and get insight into the solution to it, and has been guided by the questions: (a) How does a teacher become a victim of psychological violence?, (b) What misdeeds are directed against teachers?, (c) What are the causes of teachers' psychological violence?, and (d) What measures can be applied to sort out the issues of psychological violence against teachers?

I have taken support of a body of knowledge available both online and on paper. And in line with the purposes of this study and research questions, I have reviewed the works 'Teachers bullied by their students: how their classes influenced and Kartal (2012), violence against teachers- rule or exception? By Balic, Lokmac and Opic (2013), Understanding and Preventing Violence Directed Against Teachers: Recommendations for a National Research, Practice, and Policy Agenda, by Espelage et al.. (2013), The Student Bullying of Teachers: An Exploration of the Nature of the Phenomenon and the Ways in which it is Experienced by Teachers by Garrett (2014), Violence in Schools: Perceptions of Secondary Teachers and Head-teachers Over Time by Munn, Johnstone, Sharp and Brown (2007), Teachers as Targets of Bullying by their Pupils: A Study to Investigate Incidence by Terry (1998), Teachers' Experiences with Student Bullying in Five Rural Middle Schools by Ramsey (2010), Violence against teachers: Prevalence and consequences by Wilson, Douglas, and Lyon (2011), and few more. Very little research has been conducted on teachers' psychological violence-in Nepal or worldwide. Surprisingly enough, teachers are found not to

be open regarding this issue. Espelage et al. (2013, p. 76) mentions that only 14 published studies have examined violence directed against teachers in education system. The researchers in the US, Turkey, Belgium, Canada, Israel, the Netherlands, Slovakia, and Spain have exploited the issues from different angles with their conclusion that teachers' safety needs reconsideration.

METHODS

This study is a product of mixed method design, mostly centered on in depth study of responses of the respondents via questionnaire, partly, the analysis of body of knowledge already available, and slightly on personal experience of those teachers who were the real victims in my area. So, there is marked differences in the methodological processes too from the others. Comparatively, the population size of this study was quite small. The idea discussed in this study is based on: (a) informal talk regarding the issue with four different teachers, (b) the depth study of the responses via questionnaire by 14 teachers, and (c) analysis of some of the studies previously accomplished. Those who responded are referred to hereafter as R1 (Respondent 1), R2 (Respondent 2), (Respondent 3), and R4 (Respondent 4) are from different backgrounds, different subjects, different levels, different sexes, and different job experiences. The respondents were approached both purposively and randomly.

Findings and Interpretation

The study highlights the intensity of the impact of psychological violence experienced by teachers. Some teachers disclosed their feelings that they would rather have been some other professionals than teachers. Others were worth recording when they claimed that psychological violence was more detrimental than the physical ones; actually, they were not physically assaulted ever though. The impact was so intense that it gave them feeling of job quitting idea culminating in hatred towards the teaching profession itself.

Age Group, Gender and their Characteristics

This study's core concern was the students' bad behavior that had a nasty impact on the teachers' parts. Generally, the students in the late teens, especially, 17/ 18 years old are often understood to be more problematic for teachers. Out of five categories, like, students aged 10-14, 15-16, 17-18, 19-20, and 21- 25, the third category, that is, 17-18 age group was stressed to be most trouble givers to the teachers. Three respondents stressed the third category, and the one respondent pointed the second category, that is 15-16 age-group

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Table 1. The Age Group

S.N.	Age group	Respondents
1.	10 -14	-
2.	15-16	R1
3.	17-18	R2, R3, R4
4.	19-20	-
5.	21-25	-

Characteristics of Disruptive Students

On the checklist, they were asked to tick the characteristics of disruptive behavior. The most disruptive students as to them are those who have bad company outside the classroom. Three of them also ticked second and 'They hate teachers' These point out two, the stressed on 'week in studies'.

Table 2. Characteristics of Disruptive Students

S.N.	Possible reasons	Respondents
1.	They are from backward/socially low status background.	-
2.	They are week in studies.	R2, R3
3.	They hate studies.	R1, R2, R4
4.	They have a bad company outside the classroom.	R1, R2, R3, R4
5.	No apparent reason.	-

Students' Behaviors Hampering the Class

When the responses were collected both through interview and questionnaire regarding the factors that hampered the class, the most obvious response was disruptive learners, others being noise outside the classroom, crowded classroom and poorly facilitated classroom. In the rating scale that ranked from 1 to 5, the 'disruptive learners' was ranked at the top. In this case, the study of Ozkilic and Kartal (2012) also asserts that classes in which teachers are bullied are at risk in terms of learning-teaching activities and communication between students and teachers. Thus, the rapport is distorted and that naturally hampers the class.

Forms of Psychological Violence

During the interview, all the interviewers were asked what forms of psychological violence they had ever experienced. There were different responses, however, the common forms of violence as mentioned by them are bullying, threatening, defaming, torturing, verbal abuse,

and ignoring. There have been big studies regarding violence experienced by teachers in the past. As well, several other studies claim for different forms of violence the students tango' toward the teachers.

Causes of Psychological Violence

One of the core concerns on the interview was to get insight into the causes of violence targeted by students. 'School management and teachers losing control over students' was found to be the main cause. The R4 (female participant) duly stressed this fact over the interview. And the same was asserted by all four participants. According to R 2 (a retired senior teacher) and R3 (senior teacher) of children's rights by media and NGO workers seen to have taught the children that there is no punishment for children by law. And this has justified the students to misbehave the teachers.

Alzyoud and Al-Ali (2016), in their study shed light on main four reasons of violence. They are: (a) schools not offering any educational co-curricular activities; (b) the depression that students experience ('Violent students are from poor, broken, and single parent families. Students from such families are depressed. They often imitate their parents and their experiences outside school'); (c, drug and alcohol problems. (Students who take drugs and drink alcohol are apt aware of the consequences of their acts); and (d) lack of proper legislation that would punish students that commit such crimes against their teachers. There is no specific regulation punishment or protect teachers from student-on-teacher violence.

Impact of Psychological Violence on Teachers and their Reaction

One of the two entities having the profession (i.e. teachers) is psychologically sensitized. And on so far like making it a police case. When asked about their reaction some of them were frank to have ever reacted violently, rather cursed the students. Sometimes they wished the students only. These they were asked to tick on a checklist, everyone ends recording it there.

Their responses as follows:

Table 3. Types of Reaction

S.N.	Reaction	Respondents
1.	I spend the time with my colleagues and management team.	R1, R2, and R4
2.	I went for a long tour.	None
3.	I never used to besis work again.	R1 and R3
4.	I share the issue with my family members.	All respondents
5.	I planned to find another career.	R4
6.	I thought of changing the school.	R4

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The table shows clearly shows that students' behavior had very much negative impact on teachers in their personal and professional life. Except for a single person, they seem to have reacted one way or another. One other teachers found only it would not be fair, to do another job itself without sharing the issue with friends and family members of the respondents said that they did not talk to those students generically ever.

Teachers' Perception of Students' Bad Behaviour

When asked how they took the students' behavior (on- and varied response. Actually, they were asked to tick against the responses or e-checkbox). Two of the respondents took the students' behavior as serious and 'another one of them seriously' and the rest one 'unbearable'.

Table 4. Teachers' Perception of Students' Bad Behaviour

S. N.	Suggested responses	Respondents
1	I take it normally	-
2	I take it seriously	R-
3	'Not a real problem'	-
4	Serious but bearable	R4
5	'Serious and unbearable'	R-

CONCLUSION

Teachers' psychological safety is very much demanded if we want to use the classroom, students' manner across the world to be pleasant. From the above experiences and views from the teachers at the school level or college levels, we come to realize that psychological violence rather it is prevailed elsewhere. What after really is that teacher's or instructor's life been studied much less, whereas the opposite is paramount. If we could know better related the purpose of the article is for us', not a single document was found despite the teachers, teachers' awareness was highly recommended. The matter experience of the ongoing violence can't shouldn't be underestimated. The similar experience of respondents violence affects teachers badly in long run. Students harassing will be at the area of the sense that if the teachers are not aware, they can't perform well in the classroom. It suggests that psychological violence is critical to the human. The human of the teachers cannot be compromised. Their life, techniques can never be good supply for the profession itself. Their safety is equally important. Their psychological are theme, stabilizing appear to be worth considering, bullying, verbal abuse, defaming, threatening, and some other forms of violence

seem to occur anywhere. Out of different forms of violence, psychological violence seems to cause direct and indirect insults and abuse rather than can be studied to a different form of teachers' bullying, threatening, defaming, threatening from, non-compliance, non-observance is directly related. So a single document was found despite the teachers. teachers' anguish and profession-changing idea coming to the mind of teachers is the most apparent impact of psychological violence. Hence, teachers must be aware of such issues, and understand the different classroom dimensions. Well preparedness in dealing with them tactfully and sensibly is very important.

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