

## **B.ED. TRAINEES VIEWPOINTS TOWARDS STUDENT ABUSE IN SECONDARY SCHOOL**

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### **Abstract :**

In India, there are several national laws and policies that address the different age-groups and categories of children such as Juvenile Justice (Care and Protection of Children) Act (Amendment, 2006) ,The Right of Children to Free and Compulsory Education Act, 2009.In this modern age, students are not safe and secure in the school. Many students are abused by teacher, administration and peer in different ways and they do not get their rights in the school. Students are the backbone of the society and teachers are stakeholders of schools. So measurement of teachers' viewpoints towards student abuse in secondary schools is very important. To identify the different viewpoints of B.Ed. trainees, the questionnaire with five points (positive and negative) scale was selected. Stratified Random Sampling was selected for data collection. In this study 2 x 2 x 2 x 2 simple Factorial Design has been used. Parametric test was used to test the null hypothesis. Survey method was used in the study. The study provides an overview of B.Ed. trainees' viewpoints towards students' abuse in the secondary school.

**.keywords:** children, teachers, schools, etc.

### **Introduction:**

The dictionary meaning of the word 'adjustment' has various connotations; **i.e.**, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. The school or college environment casts its influence over a great adjustment of the youngsters. How far a student is satisfied in his school with teacher, administration and peer etc., contribute significantly towards his total adjustment. There has been a continuous struggle between the needs of the individual and the external forces since time immemorial.

Human rights are internationally-recognized and accepted norms and values that promote dignity, fairness and opportunity for all people and enable individuals to meet their basic needs. The human rights framework also calls for government to create conditions where basic needs, such as adequate housing and access to health care, are met.

While all children have equal rights, their situations are not uniform. At the same time, childhood and the range of children's needs and rights are one as a whole and must be addressed holistically. A life-cycle approach must be maintained. Keeping this in mind, there are several national laws and policies that address the different age-groups and categories of children, such as 1974: National Policy for Children (1947), The Right of Children to Free and Compulsory Education Act, 2009, Protection of Children from Sexual Offences Act-2012, Protection of Children from Sexual Offences Notified Rules - 2012. The Directive Principles of State Policy articulate social and economic rights that have been declared to be "fundamental in the governance of the country and ... the duty of the state to apply ... in making laws" (Article 37). The government has the flexibility to undertake appropriate legislative and administrative measures to ensure children's rights; no court can make the government ensure them, as these are essentially directives. These directives have enabled the judiciary to give some landmark judgments promoting children's rights, leading to Constitutional Amendments as is in the case of the 86th Amendment to the Constitution that made Right to Education a fundamental right.

The White House Council on Women and Girls Violence against Women Reauthorization Act of 2013. ( VAWA ) in the Sidney. R. Yates Auditorium at the U.S. Department of Interior in Washington, D.C. March 7, 2013. These studies express to change the nation's attitudes about crimes. Sexual assault is pervasive because our culture still allows it to persist. The council experts, violence prevention can't just focus on the perpetrators and the survivors. It has to involve everyone. And in order to put an end to this violence, we as a nation must see it for what it is: a crime. Not a misunderstanding, not a private matter, not anyone's right or any woman's fault. And bystanders must be taught and emboldened to step in to stop it.

UNICEF Violence against children can be "physical and mental abuse and injury, neglect or negligent treatment, exploitation and sexual abuse. Violence may take place in homes, schools, orphanages, residential care facilities, on the streets, in the workplace, in prisons and in places of detention." Such violence can affect the normal development of a child impairing their mental, physical and social being. In extreme cases abuse of a child can result in death.

The Working Group on Corporal Punishment (2008) National Commission for the Protection of Child Rights and the study is Protection of Children against Corporal Punishment in Schools and Institutions. Delhi. The study found Campaign and Advocacy to banish corporal punishment. Institutional Mechanisms required tackling corporal punishment. Role of Parents, Parent Teacher Associations, Village Education Committees and Gram

Panchayats in abolishing corporal punishment. Need for specific law on corporal punishment.

In daily life students are mentally and physically harassed, asolte, neglect, violence by teacher. Also it is seen in the daily newspaper and television. Students are the backbone and future resource in society. Free environment and natural development is required for student's natural development. So to establish the student rights in schools and provide them barrier free education teachers viewpoint is very important.

The present study explores the viewpoint towards the student physical abuse in school. Sinozich &Langton (2014) conducted a study on rape and sexual assault victimization among school-age females and found that rate of rape and sexual assault was 1.2 times higher for nonstudents (7.6 per 1,000) than for students (6.1 per1, 000).Trevor, et. al. (2012) in their study stated the school counselors experience difficulties in identifying and reporting suspected cases of emotional abuse .Kacker, et.al(2007) in their study stated out of 12,447 child respondents, an overwhelming majority (69.0%) reported physical abuse in one or more situations. Children faced high level of physical abuse in families. In the overall percentage there seemed to be not much difference in physical abuse being faced by girls and boys. Out of those children physically abuses in family environment, around 89% were physically abuse by parents. In different age categories, the higher percentage of physical abuse was reported among younger children (5-12 years).Raghavan (2013) in his study found that there are serious drawbacks in the practicing of proper waste management among higher secondary school students as compared with high school students. This may be due to insufficient motivation from parents and teachers at this stage of growth period when they are Preoccupied with preparation of qualifying examinations for future studies. This study revealed a most noteworthy and an eye opening situation prevailing in families. There is no difference in students' practice about waste management based on type of family they belong. Shirley (2012) in his study indicate that there are not only significant differences between maltreated men and women in the relationship between maltreatment and college adjustment, but also significant differences in the protective factors that play a role in resilient outcomes for these students. Choudhary, et al (2014) in their study analyzed that an average, inexpensive school should be in a position to help students with LD. Teachers who are sensitive to problems of learning-disabled and at least one teacher who is well-trained to identify disabilities and arrange for referrals. This teacher should be able to follow up on the recommendations provided by the experts with the help of his/her colleagues. That teacher should use remedial techniques in the resource room of the school. Steinberg, et.al (2011) in their study found that safety is an urgent issue at both the elementary and high school levels for both students and teachers in Chicago schools. We see that the characteristics that students bring with them from their home neighborhoods are strongly related to the climate of safety within schools, and these characteristics are much more important than structural features of the school itself, such as its location, size, or grade level. Ward (2014) the ACLU Women's Rights Project Ensure that federal level guidance, guidelines as well as related trainings, policies and resources effect human rights

principles. Provide government-sponsored training and education on human rights standards applicable to substantive legal issues. Incorporate human rights principles into federal grant applications. Draw on human rights principles in crafting findings letters, consent decrees, settlement agreements and remedies. Mainstream core human rights principles into gender-violence programming. Create a formal mechanism for civil society-government partnership on gender-based violence. New York civil liberties union (2007) the study indicates that restore educators' authority over school discipline. Train police personnel for the special environment in schools. Limit policing in schools to legitimate security concerns. Create accountability mechanisms over policing in schools. Stonewall(2007) in his study stated Stonewalls Education Champions Programme provides bespoke support and guidance to local authorities in tackling homophobia and homophobic bullying with their local schools. Local authorities work with Stonewall and each other to establish ways in which they can address homophobic bullying and promote a safe and inclusive learning environment for all young people. Phiri, et.al(2008) in their study stated lack of legislation on education provision. Uncoordinated teacher training programmes. The Zambia Teacher education Course (ZATEC).Recruitment and attitudes of student teachers, the quality of student teachers, teacher Training, ICT equipment, skills and knowledge, teaching about teaching versus training to Teach, deployment of trained teachers. Maithya.(2006) his study stated the extent of drug abuse among students showed that drug abuse is widespread. A type of school frequency distribution, which also revealed gender distribution frequencies, showed that, of those who acknowledged drug abuse, 34 (32.1%) attended mixed day schools, 24 (22.6%) boarding schools for girls, and 48 (45.3%) boarding schools for boys. A great percentage of drug abusers were aged between 20 and 22 years (58%) and in very few cases, between 14 and 16 years (25%). Morrow and Singh (2014) in their study stated corporal punishment is very widely used, though not all teachers adopt it as a tool to discipline children. It is also noteworthy that in previous rounds of qualitative research, Santhi had complained about teachers beating her – but her mother said that older children would not tolerate corporal punishment. Santhi is in many respects an exceptional case, because her family is 'middle class' and different from other families in the same tribal group. These examples seem to confirm the findings of the household survey and suggest that use of corporal punishment is related to gender and age. Younger children and particularly boys and poorer children are more vulnerable.

### **Statement of the Problem**

School is a miniature of society. In this modern age, students are not safe and secure in the school. Many students abuse by teacher, administration & peer in different ways and they do not get their rights in the school. For this reason, the study intends to see '**B.Ed. Trainees viewpoints towards Student abuse in Secondary School**'.

### **Significance of the study**

Students are the resources in the society and Secondary school is an institution where students behaviour are modified to adjust with environment and better living in the society. But abuse destroys students' mental spirit and physical strength. As a consequence, they can not adjust in the society and it reforms them into mental patient. So, for abuse- free education and to establish the Child rights in school, it is important to measure pre-service and In-service teacher's viewpoint regarding student abuse in secondary schools. So to minimizing the truancy & to establish effective learning environment, it is very significant.

## Objectives

Specific objectives of the study were:

- To find out viewpoint difference between the Govt. Aided & Private College trainees regarding the student abuse in secondary schools.
- To find out the viewpoint difference between Purba medinipur & Paschim Medinipur College trainees regarding the student abuse in secondary schools.
- To identify the gender wise viewpoint difference regarding the student abuse in secondary schools.
- To identify In-service & Pre-service trainees viewpoint difference regarding the student abuse in secondary schools.

## Delimitation of the study

The Researcher visited many regular mode B.Ed colleges and interacted with students. They had different questionnaire regarding student abuse. But, due to different causes, the study was delimited by the researcher. The delimitations are as follows-

- ❖ **Area of study** Four B.Ed colleges were selected from the two districts, Paschim Medinipur and Purba Medinipur in West Bengal.
- ❖ **Stage:** Only the students (In- service & pre- service) who were under regular mode B.Ed course selected as a subject in the study.
- ❖ **Tools:** Questionnaire with thirty seven items were used in this study for data collection.
- ❖ **Type of college:** The Government aided & Private Colleges were selected.

## Method

The study was designed on descriptive research methodology. Survey method of descriptive research methodology was used. The questionnaire was administered to the B.Ed students. The data was analyzed by simple statistical techniques such as t- test.

## Sample

The present sample is comprised of 192 B.Ed trainees. The distribution of the sample according to gender, type of students and type of the institutions is shown below.

### Distribution of sample

District	Gender	College Type	Students Type	Sample Size
Purba Medinipur	Male	Govt. Aided	In-Service	12
			Pre-Service	12
		Private	In-Service	12
			Pre-Service	12
	Female	Govt. Aided	In-Service	12
			Pre-Service	12
		Private	In-Service	12
			Pre-Service	12

Paschim Medinipur	Male	Govt. Aided	In-Service	12
			Pre-Service	12
		Private	In-Service	12
			Pre-Service	12
	Female	Govt. Aided	In-Service	12
			Pre-Service	12
		Private	In-Service	12
			Pre-Service	12

### Sampling

In this study Stratified Random Sampling was selected for data collection.

### Hypothesis

Considering the objectives of the present study and findings of the review of related studies, the following hypothesis were formulated for investigation and testing –

**Ho<sub>1</sub>** There is no significant difference in viewpoint between Govt. aided college B.Ed students and private B.Ed college students regarding student abuse in secondary schools.

**Ho<sub>2</sub>** There is no significance difference in viewpoint between Purba Medinipur B.Ed college students and Paschim Medinipur B.Ed college students regarding student abuse in secondary schools.

**Ho<sub>3</sub>** There is no significant difference in viewpoint between male and female students regarding student abuse in secondary schools.

**Ho<sub>4</sub>** There is no significance difference in viewpoint between In-services and Pre-service students regarding student abuse in secondary schools.

### Tools

An opinionnaire of Viewpoints of B.Ed students with three dimensions comprising of 37 statements were used by researcher for collecting the data.

### Validity and Reliability of the Tool Used

Content Validity was done by expert rating. The items were evaluated by five (5) subject experts. The Inter - Rater Agreement Model was used (Gregory, 2005) to see the reliability of the raters. The content validity found to be 0.67. And Reliability was measured by using Cronbach's Alpha through SPSS 16.0 and it was found to be 0.781.

### Findings of the study

Table 1: Mean, Standard deviation and t value in viewpoints of Government Aided & Private college students regarding students abuse in secondary schools.

	Type of College	N	Mean	Standard Deviation	't'- value	SIG(2-tailed)
College	Government Aided	96	65.08	6.435	1.837	NS
	Private	96	66.71	5.807		



From the above Table-1, it can be said that  $H_{o_1}$  is accepted. There is no significant difference in viewpoints between Government Aided and Private College students regarding student abuse in secondary schools.

**Table 2:** Mean, Standard deviation and t value in viewpoints of Purba Medinipur and Paschim Medinipur college students.

**\*0.01level of confidence**

From the above Table -2, it can be said that  $H_{o_2}$  is rejected. There is a significant difference in viewpoints between Purba Medinipur and Paschim Medinipur college students regarding student abuse in secondary schools.

	District	N	Mean	Standard Deviation	't'- value	SIG(2-tailed)
District	Purba Medinipur	96	64.83	6.237	2.417	0.01*
	Paschim Medinipur	96	66.96	5.940		

**Table 3:** Mean, Standard deviation and t value in viewpoints of Male and Female Students regarding student abuse in secondary schools.

	Gender	N	Mean	Standard Deviation	't' - value	SIG
Gender	Male	96	65.46	6.219	.983	NS
	Female	96	66.33	6.116		

From the above Table -3, it can be said that  $H_{o_3}$  is accepted. There is no significant difference in viewpoints between Male and Female students regarding student abuse in secondary schools.

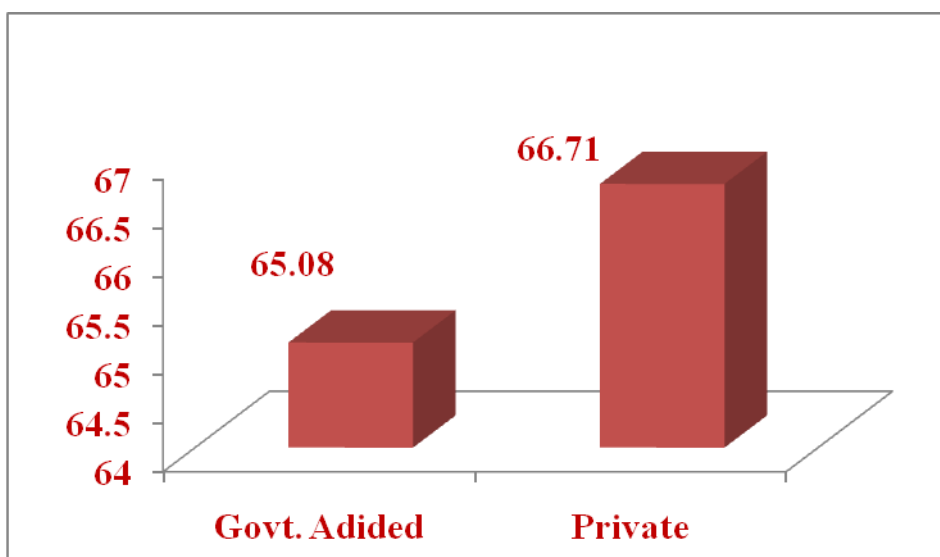
**Table 4:** Mean, Standard deviation and t value in viewpoints of In-service and Pre - service students regarding student abuse in secondary schools.

	Students type	N	Mean	Standard Deviation	't' value	SIG(2-tailed)
Students type	In-service	96	66.91	5.61	<b>2.296</b>	<b>0.05*</b>
	Pre-service	96	64.89	6.54		

**\*0.05 level of confidence.**

From the above Table- 4, it can be said that  $H_{04}$  is rejected. There is a significant difference in viewpoints between In-Service and Pre-Service students regarding student abuse in secondary schools.

**Figure – 1: Graphical Representation Mean difference in viewpoints of Government Aided & Private college students regarding students abuse in secondary schools.**



**Figure – 2: Graphical Representation Mean difference in viewpoints of Purba Medinipur and Paschim Pedinipur college students regarding students abuse in secondary schools.**

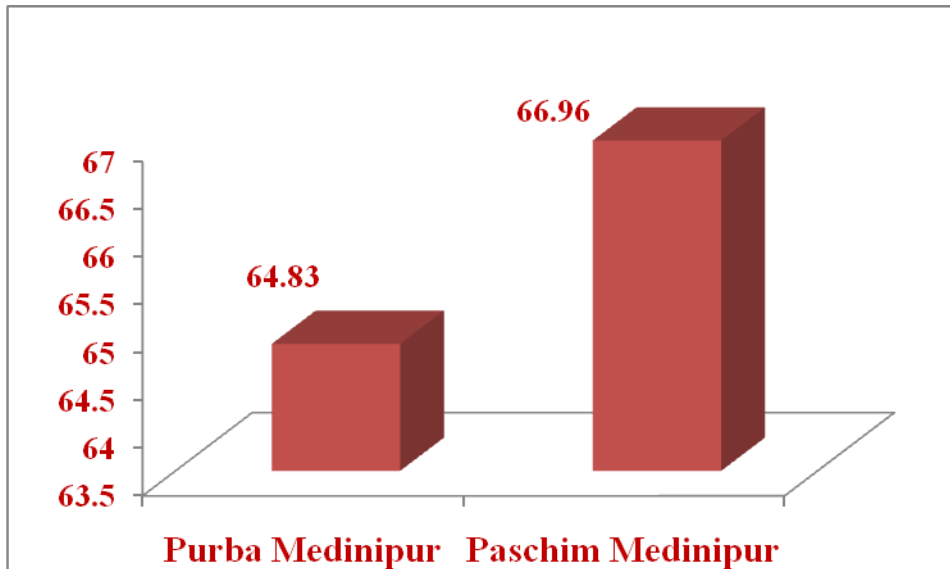


Figure --3: Graphical Representation Mean difference in viewpoints of Male and Female Students regarding students abuse in secondary schools.

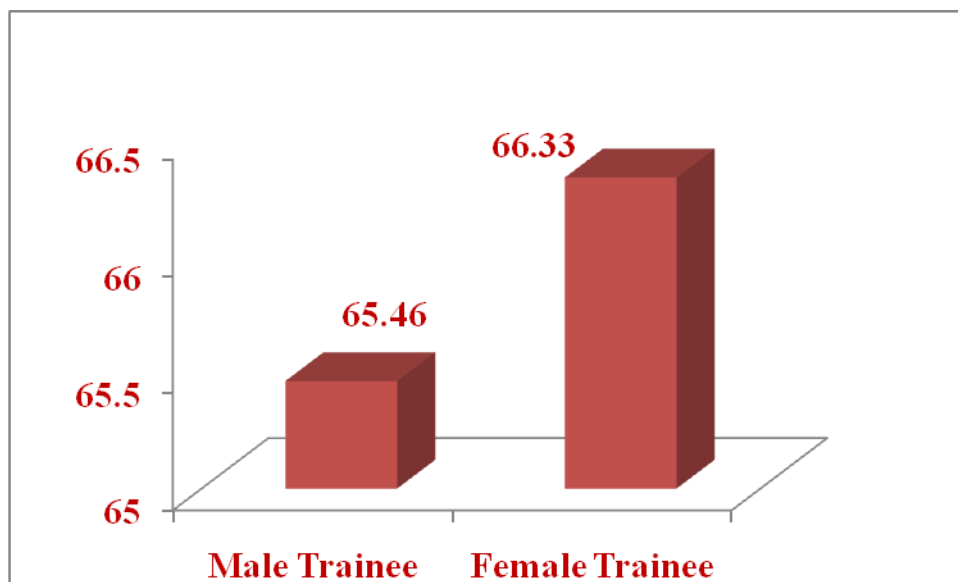
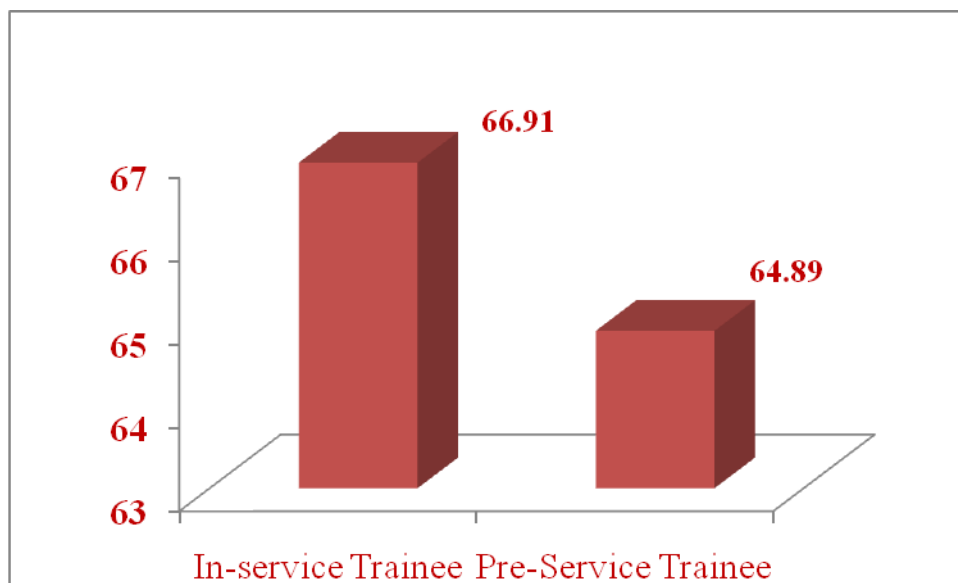


Figure -- 4: Graphical Representation Mean difference in viewpoints of In-service and Pre-service students regarding students abuse in secondary schools.



## Conclusion

Therefore, it can be said that Paschim Medinipur, In-Service, Govt.- aided & female college trainees have positive viewpoints towards students' abuse in secondary schools. They were much aware about child rights, Governments' different policies, acts and International laws. They are conscious about disabled children, economically backward students, female students & individual difference. Always their attitude is positive towards special students, care for disable, female students and the economically backward students. Also, they have positive viewpoints in case of better understanding, exact condition & situation of the students during the teaching learning - process. They were interested to establish appropriate relationship with students to improve the teaching - learning process.

Besides this, few trainees have negative viewpoints regarding students' abuse in secondary school. They are not aware of child rights, Governments' different policies, acts and International laws. They think that beating is needed to control the classroom & for students' success, academic stress is also needed for career improvement in modern time. Not only they are unable to understand individual differences, exact conditions & situations of the students but also they want high academic achievement through good marks at any cost.

## Educational Implication of the study

The study provides an overview in viewpoints of B. Ed. students towards students' abuse in secondary schools. This study will help us to identify the negative viewpoint trainees (In-service & Pre-service) towards students' abuse in the school. It also help them for better adjustment with school students in their future professional life through the development of the child rights awareness, different programme & activities in the B. Ed. course.

### **Suggestions**

The following suggestions may be followed -

- Student rights, Governments different policies, acts and International laws should be included in the B.Ed. curriculum.
- Arrangements of different awareness programmes & activities to establish trainees' consciousness about students' needs & abilities.
- Counselling cell should be established in the institution.
- To observe the trainees Community outreach activities & School- related activities.

### **Recommendations for further study**

For better improvement, some further studies can be conducted such as -

- The study can be conducted for comparison among B.Ed students, school teacher, part-time school teachers' viewpoints regarding student abuse in secondary schools.
- The study can be conducted on a larger and more heterogeneous group of trainees belonging to India studying in different types of B.Ed colleges ( Govt. college, Govt. added college & Private college).
- A comparative study can be conducted among the B.Ed. students of different Universities. It can be conducted upon students' cognitive level, socio-cultural status, experience, job satisfaction, stream and viewpoints towards student abuse in secondary schools.
- Different medium (English, Hindi, Bengali) can also be compared to improve the study.

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