



Violence Against Children in Family and Schools in Tonk District of Rajasthan

KEYWORDS

Children Violence, Family Violence, School Violence

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ABSTRACT *The study was conducted to examine the violence against children studying in 6th, 7th and 8th classes of rural schools of Tonk district of Rajasthan. Two hundred boys and two hundred girls were randomly selected on the basis of willingness and agreement to participate in the study. Self structured questionnaire and rating scales used for this study. Data were compared with mean, SD and t ratio*

Introduction:

From the early times industrial researcher have extensively and continuously document reports of child maltreatment and violence specially those related with battered baby syndrome. Child battering occurs when, due to any physical violence, sustained as a result of repeated mistreatment or beating, child requires medical attention. Child battering is a tragic and disturbing phenomenon that is often successfully hidden by its perpetrators. This problem of battering is directly the outcome of the economic compulsions and no education. Studies have also shown that children subjected to battering have more possibility of being victim of the emotional, social and nutritional deprivation and other forms of maltreatment.

World Report on Violence and Health stated violence as (2002): "the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child's health, survival, development or dignity."

Different Forms of Children Violence: As per the definition of W.H.O., there can be many forms of child violence, including: Physical violence, Emotional Violence, Sexual Violence, Violence from neglect, Violence from exploitation.

Physical Violence: When a child is physically harmed by another person, this comes in the physical violence category. Any physical abuse to the body done knowingly or intentionally to cause harm comes in this category.

Emotional Violence: Emotional violence or abuse is one where children are not provided with due care, proper support and basic attachment to let their growth of mental abilities suffer. Such form of violence can come in many ways, either from discrimination, ridicule, threats, scorn, mocking, scaring etc.

Sexual Violence: Sexual abuse is one where someone induces a child into any form of sexual activities he/she is either not aware of unable to give informed consent. Such abuse also occurs when a child is used for unlawful sexual activities, or used for pornography or prostitution or used in any sexual material for marketing purposes etc.

Violence from neglect: This form of violence is one where a child harmed by deliberately not giving proper care by

anyone assigned for the specified role. Neglect also implies to save the child from any situation not fit for them or their development.

Violence from exploitation: Exploiting a child for any form of benefits of gains is labelled as violence. This includes forcing the child to engage in any kind of labour or any activity, including child prostitution, which may be either of commercial or non-commercial nature.

Issue of Children Violence: Children Violence has become a global issue that needs to tackle in a systematic manner. Children are the citizens and future flag bearers of the nation. They have right and privilege of proper nurture and good education. But it is unfortunate that child abuse incidences are often witnessed. It creates many long-term consequences and impact on well being among the violence and neglected children including physical health, mental health as well as emotional and spiritual health.

Objectives:

Present study was planned to explore the contexts in which child violence and neglect occur with the following objectives-

- To study the prevalence of violence against children in family and schools.
- To compare violence among two groups.

Methodology:

Two hundred boys and two hundred girls were studying in 6th, 7th and 8th classes from different type of schools of Tonk District in Rajasthan.

Present developments in this method have also encouraged the application of all type of standardized tool of the investigation along with previously employed methods of observations, questionnaires and rating scales. This information was presented in quantitative form with qualitative interpretation of the facts.

Result and Discussion:

Gender Differences in Child Violence and Neglect in Family:

Hypothesis: There is no significant difference in neglect and violence among boys and girls in family.

The scores obtained on each type of neglect and violence

was divided by the number of items in each section to obtain equivalence for comparisons. This means values were compared to identify the areas in which boys and girls receive different treatments. 't' values were calculated to find out significance of difference between means for <0.05 level of significance.

Table.1
Total Mean and S.D. values of Boys and Girls for Different Types of Neglect and Violence in Families

S.N.	Aspects	Boys (N-200)		Girls (N-200)		t value
		Mean	S.D.	Mean	S.D.	
1.	Neglect	26.82	10.53	38.16	12.31	-9.410*
2.	Physical Violence	33.97	8.32	23.495	7.78	11.666*
3.	Emotional Violence	22.22	7.021	29.6	7.67	-9.798*

Neglect- Although girls have higher mean score as compared to boys on neglect aspect and calculated 't' is negatively significant. Hence null hypothesis is rejected and it may be concluded, that girls feel more of neglect in families than boys.

Physical Violence- Data make known that boys have higher mean scores than girls on physical violence aspect and 't' calculated is significant. Hence hypothesis is rejected and it may be concluded that boys are more physically violence in their homes comparison to girls.

Emotional Violence: Mean Scores of girls have higher than boys on emotional violence. Calculated 't' is negatively significant. Null hypothesis is rejected and it may be concluded, that feel more emotionally violence in their families comparison to boys.

Gender Differences in Child Violence and Neglect in Schools:

Hypothesis: There is no significant difference in neglect and violence among boys and girls in schools.

Table.2
Total Mean and S.D. values of Boys and Girls for Different Types of Neglect and Violence in Schools

S.N	Aspects	Boys (N-200)		Girls (N-200)		t value
		Mean	S.D.	Mean	S.D.	
1.	Neglect	19.52	5.649	17.4	5.901	3.590*
2.	Physical Violence	29.52	7.923	19.49	5.146	13.809*
3.	Emotional Violence	18.65	5.201	15.92	4.738	5.037*

Neglect: Revealed that boys have higher mean scores as compared to girls on neglect aspect and calculated 't' is significant. Hence null hypothesis is rejected and it may be concluded, that boys feel more of neglect in schools than girls.

Physical Violence: Data revealed that boys have higher mean scores than girls on physical violence aspects and calculated 't' is significant. Hence hypothesis is rejected and it may be concluded that boys are more physical violence in their schools in comparison to girls.

Emotional Violence: Mean scores of boys have higher

than girls on emotional aspect and calculate 't' is significant. Hence null hypothesis is rejected and it may be calculated, that boys feel more of emotionally violence in schools than girls.

Conclusion:

The study concluded that there was significant difference in violence in family and schools. The study also revealed that there was negatively association between neglect and emotional violence in families. Higher mean of girls indicates that girls feel more of neglect and emotionally violence in their family's comparison to boys. This study showed that boys have higher mean scores as compared to girls on neglect aspect, physical aspect and feel emotionally violence in schools. In India there is no clear cut law and protection of children against violence in the home. It is the need of the hour to find out some elementary measures/ responses that parents can adopt to prevent children violence and also to respond and deal with the problem in a culturally-appropriate manner once the child indicates violence of any kind. This will help in planning children violence education in schools and also to device content of children violence education for parents and community as a whole.

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