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**RESEARCH PAPER**

**Impact of School Violence with Gender Variance on Students' Self-Efficacy during Secondary School Education**

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The researcher initiated this study to investigate the impact of school violence with gender variance on the identified dimensions of self-efficacy. For this purpose, correlational research design was used. The population study was 623 secondary school girls and 576 secondary school boys from the public sector institutions of district Gujrat Pakistan. From the given population 5% sample was selected to collect data through to self- developed measures a) students self-efficacy scale and b) school violence scale. Both the measures were with 3 & 4 sub scales on self-efficacy and school violence respectively. The collected data was analyzed by applying multiple regression analysis which rendered significant result having meaningful policy implications for ensuring conducive learning environment at schools. The different sources of violence are equally frequent for male students while the girls are experiencing violence lesser both on the part of teacher and peer students. The mean score results on violence scale reported by the girls is greater as compared to that of boys on the given types of school violence i.e. physical violence students to student, teachers to student, psychological violence students to student and teachers to student..

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**Introduction**

School violence have always been a focus of study for researchers related to schools. The scope of students' self -efficacy comprises of their 'academic, social and practical self-efficacy', while school violence includes 'physical as well as psychological violence', by teachers' to student, and students to student. The further focus of the study is role of gender variance in determining the impact, as whether the secondary schools girls or boys, are more vulnerable in terms of their self-efficacy, to school violence.

Keeping in view the stated variables which have thematic connection with the goals of education, of which an important one is students' personality development. In students' total development, their self-efficacy has a critical contribution over all development of the learners at schools. Self-efficacy which is a set of an individual's beliefs about one's capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1978, 1986a, 2008). Students who feel confident in themselves that their ability to use their cognitive and motivational behaviors are high in self-efficacy-the belief that one's own efforts determine one's success or failure. Self-efficacy beliefs are perhaps the most important factor (after ability) in determining students' success in school (Bandura, 1978; Ayoobiyah, H., Soleimani, T. 2015). Self-efficacy reflects in confidence in one's ability to have control over one's own motivation, behavior, and social environment. Perceived self-efficacy is meant as people's beliefs for their capabilities to given levels of performance that exert influence over events that affect their lives and they intend to pursue their goals for their lives (practical/professional efficacy). School violence disturbing self-efficacy badly among students because self-efficacy beliefs determine how people feel and behave (social- efficacy), think, motivate them get information (academic- efficacy). Such beliefs cause these different effects through four critical processes (Agnich, 2011).

As mentioned above in the preliminary paragraph that critical factor behind the current level of students self-efficacy is school violence so on 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 damaging the learning abilities and self-efficacy of students and making the societies insecure (Collins, 2009).

Self-efficacy is the belief in one's own ability to succeed (Bandura, 1986b; Bologna, L, 2010). Self-efficacy is a helpful characteristic of students that increases their effort and persistence (Morales, 2014). In this study, self-efficacy is explored 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 own abilities and potential to get success in life. It may be reveal in individuals belief while there are many researches on socio-economic differences in beliefs while existing area of self-efficacy, there is a deficiency in research specifically focusing on how self-efficacy varies with gender difference, and how well the sub constructs/variables of both the predictors and criterion are interrelated for the school students in Public sector. The following figure represents the assumed relationship the major as well as sub variables on both the scales.

Predictors	Criteria
School violence	Students self-efficacy
<ul style="list-style-type: none"> <li>● Physical violence</li> <li>● Students to student1</li> <li>● Teacher to student2</li> <li>● Psychological violence</li> <li>● Students to student3</li> <li>● Teacher to student4</li> </ul>	<ul style="list-style-type: none"> <li>● Academic self-efficacy1a</li> <li>● Social self-efficacy2a</li> <li>● Professional self-efficacy3a</li> </ul>

Note: <sup>1</sup>PVSS, <sup>2</sup>PVTS, <sup>3</sup>PsVSS, <sup>4</sup>PsVTS; <sup>1a</sup>ASE, <sup>2a</sup>SSE, <sup>3a</sup>PSE

In reality, students' success is the product of both of their effort and abilities (internal factors and luck, task difficulty and teachers' behaviour (external factors). Some experiments have that even in situations in which success and failure completely due to luck, students who are high in their internal locus control will believe that it was their effort that made them succeed or fail (Pajares & Usher, 2008).

Increasing of different types of school violence and decreasing of self-efficacy among secondary students which actually needs to be developed through schooling. Hence its required systematic investigation to explore the relationship of both variables; i.e. self-efficacy and school violence along with it the background reasons of prevailing school violence to be explored cogently. This study is designed to invite all members to bring the positive change by intentionally summoning to achieve the required goals. Moreover, the prime reason to conduct this study is to find out the effects of violence on self-efficacy of students in the developing countries by studying the self-efficacy level of students for the better students' performance along with institutes' reforms.

1. How well do the different types of reported school violence predict perceived academic, social, practical and over all self-efficacy among secondary school students?
2. Does the gender cause variance in the inter influence of the school violence on the given dimensions of the students' self- efficacy?

### Literature Review

Self-efficacy had also been a strong area of discussion in organizational research. School violence is causing highly character damaging and personality damages among students. Due to this issue our student is depressed, deprivation, having behaviour issues, poor bounding with parents and school. Previous researches have showed its essentiality in enhancing academic performance of students (Baker, 2015).

In educational institutions, environment and professional roles of heads are responsible in enhancing teachers' efficacy for positive outcomes of students' self-

efficacy (Bellflower, 2010). Those teachers are source of positive growth and team work for any institute who are encouraged by their heads, thus presenting their high level of self-efficacy and they create such level of self-efficacy among students (Carroll et al., 2009).

Defining the relationship between school violence and student self- efficacy at this point, one might begin to draw a meaningful and situational connection between school violence and students' heightened self-efficacy by examining Bandura's four efficacy formation processes: mastery experience, vicarious experience, social persuasions, and physiological reactions and relating them to students' experiences in the school. Bandura stated that students' mastery experiences were the most influential source of self-efficacy information. Self-efficacy theorists related the development of self enhancement "to raising competence through genuine success experiences with the performance at hand, through authentic mastery experiences" (Purzer, 2011,). This is also a source of teacher's professional development and positive toward the students self-efficacy as their heads become a way of inspiration for them, this make them able to engage students in positive environment of knowledge and skills (Won & Chang, 2020).

As mentioned above in paragraph one that 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 damaging the learning abilities and self-efficacy of students and making the societies insecure (Janosz et al., 2008). School-based violence is 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).

## Material and Methods

It is herein inappropriate to use experimental design because manipulation of the independent variable that is school violence for which ethics do not allow. The second possible design was causal comparative but a comparison group, having no violence at all, was not possible. The design that is fit for the current research is correlational where standard multiple regression, the most commonly used analysis, to determine the impact of different types of school violence on the mentioned dimensions of students' self-efficacy. The independent variables (predictors); the types of school violence. Thus the each type of violence ( predictor) was evaluated in terms of their impact on the dependent variable.

Further the data trend led to compare the variance of impact of school violence due to gender difference among the secondary school students. The gender based approach explained the variance in dependent variable due to the different characteristics of the respondents both girls and boys. Hence the gender of the respondents taken as moderator variable, which is the subject characteristic variable that was used by the researcher to see whether student self-efficacy was influenced by their gender variance while having different level of school violence.

## Population and Sampling

Population of the study comprises of 1199 students from three different clusters of District Gujrat , Pakistan while having two strata based on gender that is 623 girls and 576 boys further 5% proportionate sample of students was selected as the source of data. The detail description is represented in the following table:

**Table 1**  
**Population and sample**

Tehsil	Gujrat		Kharian		Sara-e-Alamgir		Total	
	Girls	Boys	Girls	Boys	Girls	Boys		
Schools	Total	180	150	100	98	80	80	688
	Sample	9	8	5	5	4	4	35
students	Total	315	280	175	175	140	140	1225

## Instrumentation

There were two instruments of the study which were developed by the researcher with consultation of co-author and finally by the experts regarding language, linkage and imperativeness of the scale items. The school violence further measured by four sub scales, Annex1; while there were three sub scales for measuring student's self-efficacy Annex 2.

## Validation of Instruments

Two questionnaires were developed one to measure school violence and other for measuring the levels of students' self-efficacy. After improving the first version of the tools through consultation with co-authors' and the tool was send to fourteen experts. They have given the specific suggestions to improve. So it was improved. The data was collected by the researcher herself and was analyzed. The statically techniques that were applied; i) descriptive analysis, ii) Parson correlation, iii) multiple regression, to answer the given research questions. The detail of analysis results is presented in the following tables.

## Results and Discussion

**Table 2**  
**Results of Overall Correlation between the level of different types of school violence and the level of different level of Self-Efficacy**

Types of school Violence	Gender	Academic Self Efficacy	Social Self Efficacy	Practical Self Efficacy
		R	R	r
Physical Violence Students to Student	Girls	-.79***	-.80**	-.782**
	Boys	-.24**	.008	.027
Physical Violence Teachers to Students	Girls	-.47**	-.57**	-.606**
	Boys	-.14**	.108**	.027
Psychological Violence Students to Student	Girls	-.46**	-.67**	-.608**
	Boys	-.11**	.129***	.034

Psychological Violence Teachers to students	Girls	-.70**	-.76**	-.773**
	Boys	-.20**	.058	.001

Boys n=576 , Girls n=623 , \*p < .05. \*\*p < .01. \*\*\*p < .001.

Table 2 shows that correlation among all the four types of school violence explain more variance in the girls' academic self-efficacy as compared to that of the boys' academic self-efficacy but even then for both genders there is significantly negative relationship between the four types of violence and students' academic self-efficacy.

b) The given relationship between the predictors i.e., four types of school violence and girls students' social self-efficacy is significantly highly negative. However the relationship between the physical violence student to student and psychological violence teacher to student for boys is insignificantly related to their social self-efficacy.

c) Table shows that correlation among all the four types of school violence explain more variance in the girls' practical self-efficacy as compared to that of the boys' practical self-efficacy. However the relationship between all the four types of school violence for boys and their practical self- efficacy is insignificant although there is negligible positive correlation.

In the above table 2 researcher found that the correlation between the two variables which being more than -.40 (Fraenkel & Wallan , pg 336,) was further analyzed through multiple regression where contribution of different types of school violence as predictor variables, to the students self-efficacy was determined in the following table. Moreover the descriptive that is mean and stander deviation, given in following table 3 show a trend that the mean scores on the school violence to girls are greater than the score for boys while the stander deviations for the boys are larger as compare to the girls'. Hence gender wise split data was analyzed to find the effect of school violence with gender variance on student's self- efficacy.

**Table 3**  
**Model Summary of the Multiple Regression Analysis between School Violence and Students' Academic Self-Efficacy**

Variables	Mean	SD	Predictors				Criterion	Model Summery			
			PVSS	PVTS	PsVSS	PsVTS	ASE	R	R <sup>2</sup>	%	
Boys	PVSS	3.50	1.46	-	.95**	.91**	.98**	-.24***	.424	.18	18
	PVTS	3.56	1.34	-	-	.99**	.98**	-.14***			
	PsVSS	3.55	1.33	-	-	-	.96**	-.11***			
	PsVTS	3.49	1.41	-	-	-	-	-.20***			
Girls	PVSS	3.65	0.81	-	.61**	.76**	.89**	-.80***	.840	.70	70
	PVTS	3.63	0.83	-	-	.80**	.90**	-.47***			
	PsVSS	3.62	0.79	-	-	-	.87**	-.40***			
	PsVTS	3.64	0.72	-	-	-	-	-.70***			

Boys: n=576 , Girls: n=623 , \*p < .05. \*\*p < .01. \*\*\*p < .001.

Table 3 shows that a) the mean score on violence scale reported by the girl's is higher (3.65, 3.63, 3.62, 3.64) as compare to that of boy's (3.50, 3.56, 3.55, 3.49) on the given components of school violence i.e. physical violence student to student, teacher to students, psychological violence student to student and teacher to student. The other descriptive also shows that the girls are experiencing diverse nature of school violence from teachers and as well as from the peers.

b) An important point to note is that the relationship between the predictor variables and the criterion, is according to the assumptions behind the given current research design. The results, having significantly negative relationship between the different types of school violence, both for boys and girls, on their academic self-efficacy, reflect that the increase in the school violence is associated with the decrease in students' academic self-efficacy.

d) As for as the results of model summery is concerned the value of R= .424, R<sup>2</sup> =.18 while for the girls the value of R= .840, R<sup>2</sup> = .70. Thus the results indicates that all the predictors/ sub variables of school violence contributes 18% in reducing academic self-efficacy as contribute to larger contribution of the violence that is 70% in reducing academic self-efficacy.

**Table 4**  
**Model Summery of the Multiple Regression Analysis between School Violence and Social Self-Efficacy**

Variables	Mean	SD	Predictors				Criterion	Model Summery			
			PVSS	PVTS	PsVSS	PsVTS	ASE	R	R <sup>2</sup>	%	
Boys	PVSS	3.50	1.46	-	.95**	.91**	.98**	.08	.55	.30	30
	PVTS	3.56	1.34	-	-	.99**	.98**	.11			
	PsVSS	3.55	1.33	-	-	-	.96**	.13			
	PsVTS	3.49	1.41	-	-	-	-	.06			
Girls	PVSS	3.65	0.81	-	.61**	.76**	.89**	-.80	.80	.65	65
	PVTS	3.63	0.83	-	-	.80**	.90**	-.59			
	PsVSS	3.62	0.79	-	-	-	.87**	-.67			
	PsVTS	3.64	0.72	-	-	-	-	-.76			

Boys: n=576 , Girls: n=623 , \*p < .05. \*\*p < .01. \*\*\*p < .001.

Table 4 shows that the mean score on violence scale reported by the girl's is higher (3.65, 3.63, 3.62, 3.64) as compare to that of boy's (3.50, 3.56, 3.55, 3.49) on the given components of school violence i.e. physical violence student to student, teacher to students, psychological violence student to student and teacher to student.

The correlation with in the predictors the values of "rs" is greater (r =.95\*\*, .91\*\*, .98\*\*, .99\*\*, .98\*\*, .96\*\*) those of girls (r = .61\*\*, .76\*\*, .89\*\*, .80\*\*, .90\*\*, .87\*\*). It indicates that the different sources of violence are equally frequent for male students while the girls are experiencing violence lessen both on the part of teacher and peer students.



An important point of the result is that there are authorized assumptions behind the research design is established having negative relationship between the different compounds of school violence, both for boys and girls, on their academic self-efficacy which reflect that the increasing the school violence is associated with the decrease in students' academic self-efficacy.

As for as the results of model summery is concerned the value of  $R = .424$ ,  $R^2 = .18$  while for the girls the value of  $R = .840$ ,  $R^2 = .70$ . Thus the results indicates that all the predictors/ sub variables of school violence contributes 18% in reducing academic self-efficacy as contribute to larger contribution of the violence that is 70% in reducing academic self-efficacy.

**Table 5**  
**Model Summery of the Multiple Regression Analysis between School Violence and practical Self-Efficacy**

Variables	Mean	SD	Predictors				Criterion	Model Summery			
			PVSS	PVTS	PsVSS	PsVTS	ASE	R	R <sup>2</sup>	%	
Boys	PVSS	3.50	1.46	-	.95**	.91**	.98**	-.032	.46	.21	21
	PVTS	3.56	1.34	-	-	.99**	.98**	.031			
	PsVSS	3.55	1.33	-	-	-	.96**	.034			
	PsVTS	3.49	1.41	-	-	-	-	-.001			
Girls	PVSS	3.65	0.81	-	.61**	.76**	.89**	-.80	.80	.65	65
	PVTS	3.63	0.83	-	-	.80**	.90**	-.65			
	PsVSS	3.62	0.79	-	-	-	.87**	-.68			
	PsVTS	3.64	0.72	-	-	-	-	-.77			

Boys:n=576 , Girls:n=623 , \*p < .05. \*\*p < .01. \*\*\*p < .001.

Table 5 shows that the mean score on violence scale reported by the girl's is higher (3.65, 3.63, 3.62, 3.64) as compare to that of boy's (3.50, 3.56, 3.55, 3.49) on the given components of school violence i.e. physical violence student to student, teacher to students, psychological violence student to student and teacher to student.

The correlation with in the predictors the values of "rs" is greater ( $r = .95^{**}$ ,  $.91^{**}$ ,  $.98^{**}$ ,  $.99^{**}$ ,  $.98^{**}$ ,  $.96^{**}$ ) those of girls ( $r = .61^{**}$ ,  $.76^{**}$ ,  $.89^{**}$ ,  $.80^{**}$ ,  $.90^{**}$ ,  $.87^{**}$ ). It indicates that the different sources of violence are equally frequent for male students while the girls are experiencing violence lessen both on the part of teacher and peer students.

**Table 6**  
**Gender wise results of regression analysis of the impact of total school violence on student's self-efficacy**

Predictor variable	Mean	SD	Criterion	Model Summery	
			Total Scale Self-efficacy	R <sup>2</sup>	%
			R		

<b>Total School Violence</b>	Girls	91.07	18.45	Girls	-.73***	.525	52
	Boys	87.67	34.96	Boys	-.07*	.005	0.5
<b>Total Scale Self-efficacy</b>	Girls	42.03	15.76				
	Boys	28.94	11.12				

Boys: n=576 , Girls: n=623 , \*p < .05. \*\*p < .01. \*\*\*p < .001.

Table 6 shows that the results of gender wise regression analysis where the correlation between girls total school violence and their overall self-efficacy is  $-.73^{***}$  ,  $R^2$  is .525 with 52% impact of school violence in damaging girls overall self- efficacy. While the correlation between boys total school violence and their overall self-efficacy is  $-.07^*$   $R^2$  is .005 with only 0.5% impact of school violence in lowering down the boys overall self-efficacy.

### Conclusions

Following are the conclusions on the basis of above given analysis results of the study.

The data trend through descriptive statistics was obvious that the gender played critical role in variance of correlation coefficients between all the four types of school violence and students' academic self-efficacy.

1. The mean score results on violence scale reported by the girls is greater as compared to that of boys on the given types of school violence i.e. physical violence students to student, teachers to student, psychological violence students to student and teachers to student. The other descriptive, i.e., Standard deviation also shows that the girls were experiencing diverse nature of school violence from teachers and as well as from their peers.
2. An important point to note is that the relationship between the predictor variables and the criterion, is according to the assumptions behind the given current research design. The results, having significantly negative relationship between the different types of school violence, both for boys and girls, on their academic self-efficacy, reflect that the increase in the school violence is associated with the decrease in students' academic self-efficacy.
3. The given relationships of the girls' on the predictor ( school violence) and criterion (self-efficacy) was highly significantly negative while that of the boys' there is significant but small negative relationship between the four types of violence and boys' students' academic self-efficacy.
4. Further results of Pearson correlation between the predictors i.e., four types of school violence and girls students' academic self-efficacy are of critical value, i.e., highly significant negative. While the results between predictors and students' social and practical self-efficacy, for girls had significant impact

as compared to that of boys' on the same variables, i.e., social as well as practical self-efficacy (See Table 2).

5. As for as the results of model summery is concerned the results indicate that all the predictors/ sub variables of school violence contributed 18% in damaging academic self-efficacy of boys as contribute to larger contribution of the violence that is 70% in reducing academic self-efficacy of girls (see table 3).
6. An important reported was very alarming also in the distribution of gender description that the mean score on violence scale reported by the girls' is greater (3.65, 3.63, 3.62, 3.64) as compared to that of boys' (3.50, 3.56, 3.55, 3.49) on the given components of school violence i.e. physical violence students to student, teachers to student, psychological violence students to student and teachers to student(Table 4).
7. The correlation values within the predictors, i.e., 'correlation coefficients' are greater for those of the girls rather than for boys. It indicates that the different sources of violence are equally frequent for female students while the boys are experiencing violence lessen both on the part of teachers and peer students (see table 5).
8. The overall results of gender wise regression analysis showed that girls total school violence contributes 52% in critically lowering the overall self-efficacy of girls students, as compared to that of boys which was disturbed with only 0.5% impact of school violence on the boys overall self-efficacy(Table 6).

### **Recommendations**

Following are the recommendation, in light of the results and conclusions of the study.

1. 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 students.
2. 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.
3. 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 might be working as hindrance to academic success of the students, hence might be immediately checked on other

wise 1/6<sup>th</sup> of our efforts would nullify to bring the desired results for total development of the school's students.

4. 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 needs equitable support for their empowerment, hence the self-efficacy hurting school violent behaviors might be discouraged and effective monitoring might be ensured to handle violence related practices among students and teachers of the public sector schools.

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