

Socio-Economic Impact of Campus Violence on Education: A Case Study of HSTU

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Abstract: Campus violence and political instability has become a common issue in higher education, especially in the universities of Bangladesh since 1990. The reasons behind this are lack of moral values, conflicts between different groups of students, sometimes between teachers, sexual harassment, ragging, admission business, improper use of power and so on. This violence results a low quality in education and cause a great sufferings to the general students as well as the people living around the campus area. Most of the students feel insecure during the violence and this reduces the reputation of an institution and causes a large financial loss to the university as well as the people. That is why we all should come forward to solve the problems from our own place. This study analyses the economic effect of campus violence on student's monthly income. The purpose of this study was also to conduct an assessment of the relationship between campus violence and quality of education and it was found that there exists negative relationship between campus violence and political instability with educational attainment. The study was carried out in a public university of Bangladesh named Hajee Mohammad Danesh Science and Technology University (HSTU). The data were analyzed by using descriptive statistics, and regression analysis, using 12.0 version of STATA. Based on the findings, it is found that conflict has an emergence effect on the quality of education, which is directly related to human resource potential development of the country. The study marked it as a problem and includes the recommendation and policy implications to this problem.

Key words: Campus Violence, Political Instability, Sexual Harassment, Ragging, Quality of Education, Policy Implication

I. INTRODUCTION

Universities are the main suppliers of competent human resources to the country. One of the basic objectives of the universities is to provide the exceedingly talented and skilled human resources for the national development as well as to meet the demand of the labor markets of the country. The challenge ahead in the twenty first century is to devise a system of higher education whose outcome will be social inclusion and social cohesion. The World Bank report indicates that economic gaps between the developed and the developing countries are due to the differences in the higher education facilities available. The Government of Bangladesh has been allocating a major portion of the annual budget to the education sector to increase the literacy rate in Bangladesh. However, it is still considered as low to meet the need. Since the establishment of Bangladesh, every Government has given special attention to this sector. Overall, this sector is growing

bigger. There are around 41 public universities in Bangladesh (According to UGC, 2017). But the performance of this sector is declining in terms of the quality of education. According to the world university ranking in Time's higher education supplement (2012-13), none of the university in Bangladesh meets the international standard. Research (e.g. EIU views) highlighted that despite huge investments in this sector, education system in Bangladesh is among the deficient ones in Asia. About 80% of population is getting education from the public sector universities. because of reduced tuition and fees, concessions, poverty and other socio-economic problems, etc. Approximately 90% of that eighty percent are middle and low level employees who send their children for higher education in these public universities. Despite many other factors influencing the quality of education, one of the emerging issue in HEIs are facing is the conflict among the groups. As a result, not only students but parents also feel the uncertainty about the future of their children when they often experience delays in sessions, close down of universities, suspension of classes due to strike, decreasing performance of institutes. Thus, this study focuses on the importance of conflict in higher education and perceived quality of education in terms of the potential human resources development of the country.

II. OBJECTIVES OF THE STUDY

1. To identify the nature and causes of campus violence;
2. To identify the problems faced by students, teachers as well as the people living in the campus area due to violence;
3. To determine the economic loss due to violence;
4. To suggest the possible ways for overcoming the problems and to protect for further occurrence in future.

III. METHODOLOGY

The sample consists of 120 students of HSTU of Bangladesh. The self-administered questionnaires and schedule method were evenly distributed during January-July, 2018 among the students of the university. All randomly sampled respondents were approached personally to participate in the survey which aims to measure their perception about the organizational conflict and their views about the conflict and its consequences. The questionnaire was prepared in English. It covers respondent's brief profile, scale items on

organizational conflict and perceived quality of education. This is illustrated in table 1.

Table 1: Respondents Profile (N=120)

Demographic Variables	Categories	%
Gender	Male	74
	Female	26
Age	20-25	87
	26 to above	13
Designation	Student	100

In estimating the relationship between different variables we have used the following regression equation:

$$GPA_i = \beta_0 + \beta_1 Age + \beta_2 Sex + \beta_3 Vio + \beta_4 Inc + \beta_5 Ex + \beta_6 Ex_Vio + \beta_7 Size_Cls + \beta_8 Ict_Fac + \varepsilon_i$$

Where,

β_0 = the intercept of the line;

GPA_i = Grade point Average for Each individual;

Age = Age for Each individual;

Sex = Sex as dummy variable measured in terms of 0 for male and 1 for female;

Vio = Violence measured in 5 likart scale 1 for low and 5 for strong affect;

Inc = Monthly income or money taken from parents for each individual;

Ex = Monthly expense with no violence;

Ex_Vio = Monthly expense with violence;

Size_Cls = Class Size as dummy variable measured in terms of 0 for 'Yes' and 1 for 'No';

Ict = Impact of availability of Ict facilities on Education measured in 5 likart scale 1 for low and 5 for strong affect;

$\beta_1, \beta_2, \dots, \beta_{10}$ = Unknown Parameters;

ε_i = Disturbance term including other factors such as Parental conditions, intelligence etc. The mean of ε is zero.

IV. RESULTS AND DISCUSSION

Causes of Violence and Political Instability:

In table 2, it is seen that 57.5% of study sample pointed that the cause of student violence is conflicts between students, 20% of study sample showed that the cause of student violence is affected by political interest, 12.5% of study sample indicated that the cause of student violence is conflicts

between teachers, 10 % of study sample pointed that the cause of student violence is others such as sexual violence, dating violence, conflicts with people not belonging to university etc.

Table 2: The causes of student violence at HSTU

Causes of Violence	Frequency(F)	%
conflicts between students	69	57.5
political reason	24	20
conflicts between teacher	15	12.5
others	12	10
Total	120	100

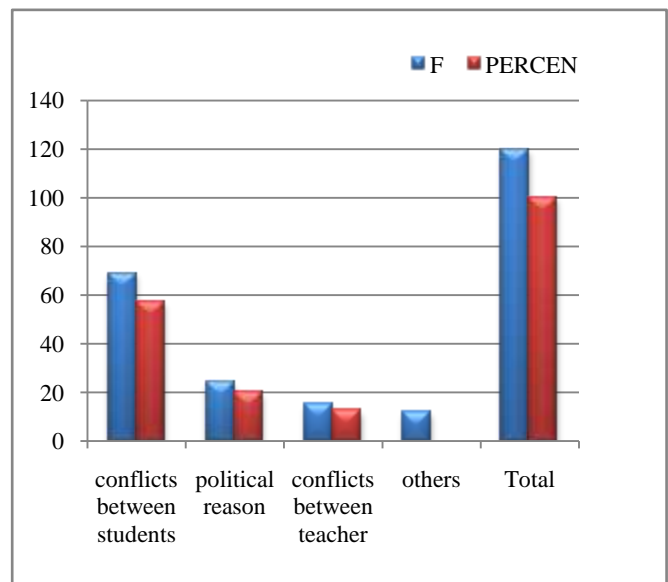


Figure 1: The causes of student violence at HSTU

The Effects of Violence at HSTU

According to ordering the Phrases as in table 3, 45% of study sample indicated that the effects of student violence is closure of university, 25% of study sample pointed that the effect of student violence is academic low achievement, 7.5% of study sample found that the effect of student violence is loss of life of students, 22.5% of study sample pointed that the effect of student violence is economic loss such as damage of transport and other assets, closing small businesses around related areas etc.

Table 3: The Effects of Student's Violence at HSTU

Effect	Frequency(F)	Percent
Closure of university	54	45
Low academic achievement	30	25
Loss of life of students	9	7.5
Economic Loss	27	22.5
Total	120	100

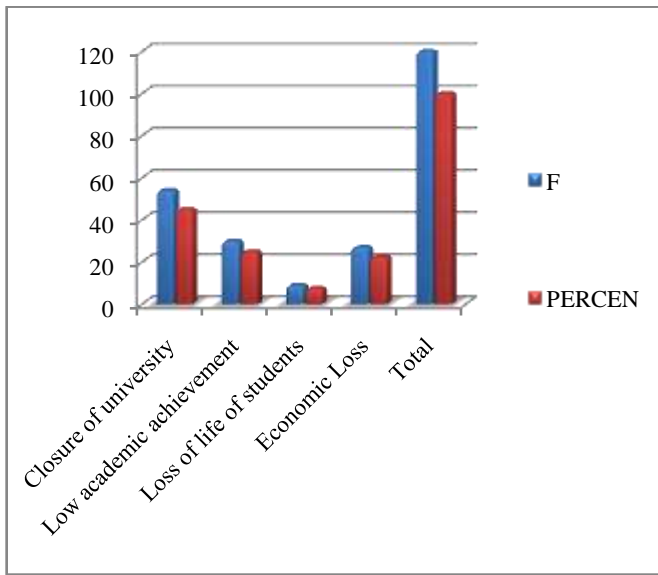


Figure 2: The effects of student's violence at HSTU

Social Effect

Social effect of frequent violence and political instability is untold. Due to this, students face many problems. They feel insecure and their academic Performance becomes low. It is also seen that sometime many innocent students who have no involvement in such cases get victim of the situation. Sexual violence becomes a concern on in many time and female Students suffer much from it. In many cases, it stops their educational life too for a long time or life time. Nowadays, Ragging is also included in this category and the students who have just admitted or started their University life especially in the first year face this problem mostly. Moreover in many cases, it causes to death. The conflicts between teacher's groups, political groups and others also cause sufferings to all. Delays in completion of course are often seen due to these. Sometimes conflicts between students and transport workers become dangerous. Students burn the buses and the owners of buses hold strikes by stopping transport services in return student's activities. It causes to stop High Way transport which also suffers the common population.

Economic Effect

From our study, it is found that the students who live in University hostel bear higher expenses due to campus violence and political instability. This is because the University transportation is closed during violence and they have to depend on private vehicle such as local bus, auto rickshaw etc. which all are charged higher prices. On the other hands the students living in 'Mass' in towns have relatively low costs in that month because the university gets closed academic activities and this reduces the costs relating to the university campus. It was also found that the female students have less expenses relatively male in both cases either living in hostel or not. There are also some exceptions such as- if the students have to join a group study or for any other reason has to come on University Campus during the affected period,

who is not living in surrounded areas of the University. They have to bear a high cost during the violence.

Regression Analysis

In below table 4 shows descriptive statistics based on survey data for 120 respondents. The table shows maximum and mean values for age as 25(21.69), for sex as 2(1.30), for violence as 5(3.775), for GPA as 3.95(3.41) out of 4.00, for Income as Tk.8000 (4338.333), for monthly expense without violence as Tk.7000 (1018.484), monthly expense during violence as Tk.7500 (1277.556), for class size as 1(0.156), for ict facility as 2(0.091) respectively. However these indicate somehow relationship among the variables and that is shown by table 5 indicating correlation with coefficients with the mentioned variables.

Table 4: Descriptive Statistics

Variable	Observation	Mean	Std. Dev.	Min	Max
Age	120	21.69167	1.389007	18	25
Sex	120	1.308333	0.463741	1	2
Violence	120	3.775	1.798517	1	5
GPA	120	3.418083	0.287459	2.88	3.95
Income	120	4338.333	1067.329	2800	8000
Ex	120	4309.167	1018.484	2600	7000
Ex_Vio	120	4339.167	1277.556	2500	7500
Size_Cls	120	0.975	0.15678	0	1
Ict	120	1.991667	0.091287	1	2

Table 5: Correlation among the variables

Variables	Coefficients	Std. Err.	t
Constant	1.733539**	.7948931	2.18
Age	.0125436	.0194354	0.65
Sex	.0860044	.0681311	1.26
Violence	-.0078746*	.0159644	-0.49
Income	-.0000624	.000099	-0.63
Ex	.0000118	.0001059	0.11
Ex_Vio	.0000242	.0000543	0.45
Size_Cls	-.3931488**	.2059181	-1.91
ict	.9179409***	.3614912	2.54

Note: *, ** and *** imply at 10 percent, 5 percent and 1 percent level of significance respectively.

$$GPA_i = 1.733539 + .0125436Age + .0860044Sex + (-.0078746)Vio + (-.0000624)Inc + .0000118Ex + .0000242Ex_Vio + (-.3931488)Size_Cls + .9179409 Ict_Fac + \epsilon_i$$

The slope of .0078746 means that a unit change in Violence is associated with a change in quality of education of .0078746 in terms of GPA. That is, each increase in Violence of one unit is associated with a decrease of .0078746 unit of quality of education. Therefore, each extra unit of violence is associated with a decrease of 0.78 percent in quality of Education. This estimate may not apply to any particular individual or time period; this is an estimate of the average effect of violence on quality of education. Similarly income and class size are negatively related with GPA. On the contrary, age, sex, expenses and class size are positively correlated with education. Results suggest that Violence may lead to a lower quality of education, which may lead to lower quality of human resources if this problem occurs frequently in its worse forms. On the contrary it is hardly seen that campus violence has a positive impact on quality of education which is directly linked to the potential human resources to the market and the society.

V. CONCLUSION AND RECOMMENDATIONS

From the above discussion, it can be said that not only Hajee Mohammad Danesh Science and Technology University but also all the public Universities of Bangladesh are passing through a crisis of Campus violence. Universities are public resources and so we all should come forward to overcoming its problems. This study highlights the possible ways to solve this problem. Therefore, the authorities should give more attention to this issue and try to make suitable environment for better quality of education as well as skillful human resources. In addition, this paper may help them from different prospect to hold correct policymaking. However, this problem cannot be solved unless every individual helps from his or her own place with his or her best efforts with authorities. If conflicts are positive and managed effectively then it would be helpful in improving the quality of education. Therefore, functional conflicts would be helpful in producing the effective human resources to the country by providing good working environment. Moreover, some violence which is categorized in crime like sexual harassment, stalking, teasing, ragging, attacks on faculty or staff must be handled strictly if we hope a better educational system.

In light of the results of the study, the researcher presented the following recommendations to get rid of university students' violence through putting an end to its reasons, and the factors affecting it.

At present it becomes one of the major problems in every university of Bangladesh. However general steps can be reduced or totally stopped the problem these are:

1. There should be a friendly relationship between teachers and students.
2. The students should have been more patience and polite and Have control on their reaction.
3. The laws and regulations regarding this violence should be in forced accurately.

4. The running conflicts between teachers as well as political Groups should be solved without any delays and closure of academic activities.
5. The students should respect not only their course teachers who have practical numbers but also others too who do not belong to their courses.
6. Teachers should also look the students as their child and friends and Treat with them like that way.
7. Avoiding forming student groups based on tribalism, kinship, bigotry or sectarianism on campus.
8. Create zero tolerance policies for campus violence.
9. Encourage students/staff to report verbal and written threats, weapons, and bizarre behaviors.
10. Have protocols in place for conveying information regarding dangerous situations and threats.
11. Finally, the University and its reputation reflect its student and teacher's status and other official staffs, so we should all come forward for solving the problem and there should not be any discrimination. Everyone should be permitted to express his/her opinion and the juniors should respect their seniors and seniors should give them adequate opportunities.

These above policies come from our research findings. If we practice then well, then we can hope a violence free campus.

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