



Addressing Students' Deviant Behavior Through Healing Circles: Indispensable for Restorative Justice in Education

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ABSTRACT

Restorative justice is an enabling tool for retaining students in an educational institution profusely for deep learning, gaining knowledge and wisdom, and developing critical life skills. This study addresses students' deviant behavior through healing circles, which is indispensable for restorative justice in education. Healing circles is the successful implementation of restorative justice in education. The syllabus must include topics and contents related to enhancing restorative justice education among students' deviant behavior, which needs to be improved primarily in our educational system. The research was a descriptive survey consisting of a simple random sampling of 213 prospective teachers from 6 teacher education institutions under the Baba Saheb Ambedkar Education University and Indira Gandhi National Tribal University selected as a sample for this study. The researchers developed a questionnaire on attitudes toward restorative justice in education meant for students' deviant behavior resolution by the prospective teachers, which was validated with the help of experts. This study used descriptive and inferential statistics, such as independent sample t-test and ANOVA, to analyze the data. The reliability test of the developed tool was found to be 0.801 using Cronbach's Alpha. The results reveal that most prospective teachers have a high level of attitude towards students' deviant behavior resolution through healing circles. A significant variation exists in the attitude of prospective teachers towards students' deviant behavior resolution through healing circles for restorative justice in education based on the locale at 0.05 level. However, a significant variation does not exist in the attitude of prospective teachers towards students' deviant behavior resolution through healing circles for restorative justice in education based on gender and type of institutions at the 0.05 level.

Keywords: Healing Circles; Restorative Justice in Education; Students' Deviant Behavior.

Introduction

Restorative justice (RJ) is a multi-layered concept (Reimer, 2015); during the 1970s, Restorative Justice in education mainly focused on students' deviant behavior. Restorative justice is a balancing approach to criminal justice administration (Kirchengast, 2011). Tony Marshal (1999) while defining states, "Restorative justice is a process whereby parties with a stake in specific offense collectively resolve how to deal with the aftermath of the offense and the implication for the future." Restorative justice is viewed as a method of societal and individual reintegration. Restorative Justice is a theory of educational justice that emphasizes repairing the harm to every stakeholder (Ghosh&Ahmad,2024). Restorative justice can be used to prevent conflict and build relationships. Restorative practices are used in schools, children's services, hospitals, workplaces, communities, and in students' deviant behavior. In this context, restorative justice is an innovative teaching strategy for students' deviant behavior. Restorative justice creates a more inclusive and supportive learning environment, ultimately improving all students' academic learning outcomes (Evans &Vaandering, 2015). It promotes a culture of respect, empathy, and responsibility for problem-solving and conflict resolution.

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Restorative justice in education positively contributes to the school community (Evans & Vaandering, 2015). It is a transformative approach to discipline and conflict resolution that emphasizes healing accountability and restoration of relationships rather than punishment (Riestenberg, 2009). Fostering resilience through a restorative school community: A whole school approach to social and emotional learning (Riestenberg, 2009). It applies to education settings, child protection, workplace disputes, family conflicts, environmental issues, and large-scale violent conflict in education. The teacher will aim to encourage and guide students in the classroom (NEP, 2020). Restorative justice is helpful for deep learning, gaining knowledge and wisdom, and developing critical life skills.

Healing circle is one of the methods of restorative justice in education. Restorative justice in education promotes understanding, empathy, and communication to harm and repair relationships. It provides a safe space for participants to speak, listen, and collectively find solutions to harm and conflicts. Healing circle through 5 R in restorative justice education: The relationship is a positive perspective in restorative justice. Relationships consciously build a healthy relationship through restorative justice in education. These terms include all members of the school community in education. Respect is an essential part of restorative justice in education. Moral values, ethics, and aesthetics are all aspects involved and trusted to show. Restorative Justice in education could be an essential component for prospective teachers in the teacher education systems (Ghosh&Ahmad,2024). The healing circle emphasized the importance of every participant. Every voice is valuable and holds a piece of truth. The circle becomes a shared space of responsibility, where participants collectively ensure that the process remains respectful and constructivist (Pranis, 2005). For harm to be repaired, the one who caused it must assume responsibility. Repaired often involves tangible action, such as apologies, restitution, and community service (Sherman&Strang, 2007). Deviant behavior is frequently stigmatized, leading to problems for the person engaging in the behavior. For example, people who are addicted to drugs may be shunned by their families and friends. This can make it difficult for them to get help for their addiction. Examination malpractice, truancy, bullying, lateness to school, stealing, drug abuse, cultism, sex offenses, and absenteeism. In the school context, RJ is used in a broader sense, with three interconnected components: (1) creating just and equitable learning environments, (2) nurturing healthy relationships, and (3) repairing harm and transforming conflict (Evans & Vaandering, 2016). Relationships between students and teachers that are compassionate accepting, trustworthy, and affirming of those who do not fit the mold of the prevailing culture are essential to healing schools. (Villegas & Lucas, 2002). In this context, Restorative Justice practices can be applied proactively to develop relationships, socio-emotionally and problem-solving abilities, and the general ability of adults and students to resolve conflict and responsively to encourage the healing of hurt or brokenness within relationships.

Review of Related Literature

Castilo et al. (2021). Studied restorative justice from intrajudicial criminal mediation-associated factors. The objective of this study, from an evolutionary social perspective, was to examine criminal mediation files in archives. This study is socio-demographic, procedural, and interpersonal variables of 216 people. The result showed a statistically significant difference concerning age, the procedural moment of referral, and the participant relationship. These factors interest the judicial and educational restorative model. United Nations Office on Drugs and Crimes (2020) Came out with a concept note that offers advice on crucial topics to consider when securing access to justice in the light of the COVID-19 crisis for professionals and decision-makers. It consists of 3 sections: preparation, response, and recovery. This note is not comprehensive, and the various stages of the crisis may be chronologically overlapped by different states—such as the adaptation of current or introduction of new steps in the event of a second or third-wave epidemic. It seeks to illustrate some essential elements that will make it possible for the justice system to successfully adapt to the short-, medium-, and long-term crisis effects. (United Nations Office on Drugs and Crimes, 'Ensuring Access to Justice in The Context of COVID-19' (UNDP, 2020). Wagnor & Kathleen (2018) Completed a study on: "Restorative Justice Practices in Urban High School: The Impact of Disciplinary Outcome." This study's main objective is to use restorative justice practices to improve disciplinary outcomes among high school students. Mixed method research was used in this study. Data collection method on interview (n=16), Survey (n=140), and a review of public documents. The finding indicates that most staff believed in using restorative justice practices. An essential part of restorative justice practice is improved staff and student communication.

Objectives of the Study

- To find out the level of attitude of prospective teachers towards students' deviant behavior resolution through healing circles.
- To find out the significant difference in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on gender, locale, and type of institutions,

The Hypothesis of the Study

- H01: There is no significant difference in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on gender, locale, and type of institution.

Methodology of the Study

- A descriptive survey method is employed for collecting data. The population comprises prospective teachers of Baba Saheb Ambedkar, the Education University of West Bengal. The sample comprised 213 prospective teachers studying in various Teachers' Training Colleges under Baba Saheb Ambedkar Education University of West Bengal and Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh. A simple random sampling technique was adopted for the study. The researchers constructed and validated a research tool followed by a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) rate on positive statements, ranging from 1 (strongly agree) to 5 (strongly disagree) rate on negative statements on restorative justice skills for the present study. The researchers prepared a research tool consisting of 40 statements. Content validity was established with the help of experts from various universities, colleges, and other institutions of higher education and research. The reliability of the developed tool was found to be 0.801 using Cronbach's Alpha. This study used statistical techniques such as mean, standard deviation, t-test, and One-way ANOVA.

Data Analysis and Result

Research Objectives1:

- To find out the level of attitude of prospective teachers towards students' deviant behavior resolution through healing circles.

Table 1 shows the level of attitude of prospective teachers towards students' deviant behavior resolution through healing circles.

		Level of Attitude			
Prospective teachers		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	92	43.2	43.2	43.2
	Moderate	57	26.8	26.8	70.0
	Low	64	30.0	30.0	100
	Total	213	100.0	100.0	

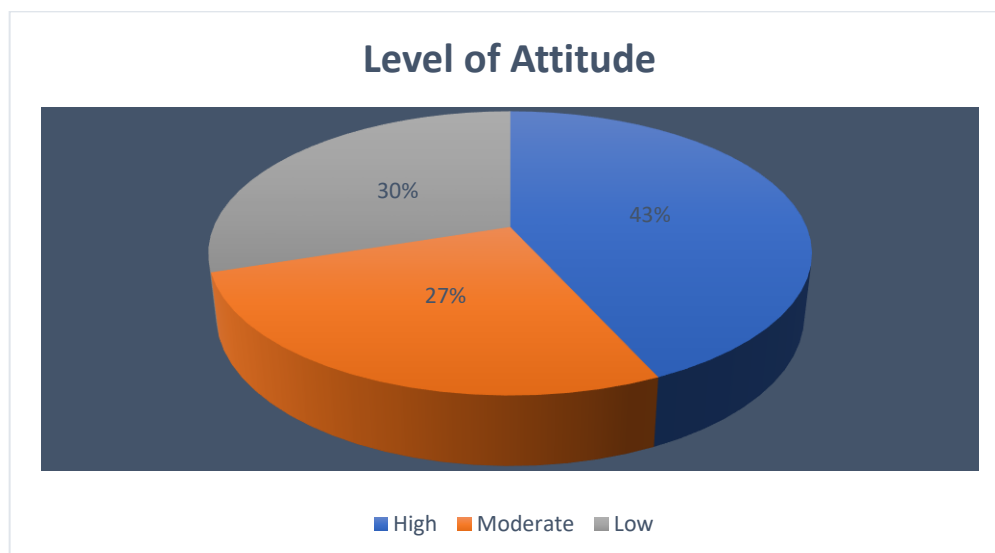


Figure 1 Shows the level of attitude of prospective teachers toward students' deviant behavior resolution through the healing circle.

As per Table 1 and Figure 1.1, 64(30.0%) have a low-level attitude of prospective teachers toward students' deviant behavior resolution through healing circles for restorative justice in education; however, 57 (26.8%) have a moderate-level attitude of prospective teachers toward students' deviant behavior resolution through healing circles. Moreover, only 92(43.2%) high-level attitudes of prospective teachers toward students' deviant behavior resolution through healing circles. The prevalence rate of the attitude of prospective teachers toward students' deviant behavior resolution through healing circles for restorative justice in education is relatively high.

Research Objectives 2:

To find out the significant difference in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on gender, locale, and type of institutions.

Research Hypotheses 1:

- Ho1: There is no significant difference in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on gender, locale, and type of institution.

Table2. Shows the Mean, SD score, and 't' value on the attitude of prospective teachers toward students' deviant behavior resolution through the healing circle based on gender and locale.

Level of Attitude										
Variable		N	Mean	SD	Std. E of Mean	df	t	p	Remarks (0.05 Level)	
Gender	Male	103	21.64	3.093	.305	211	.143	.38	Not Significant* p>0.05	
	Female	110	21.58	2.928	.279					
Locale	Rural	114	21.39	3.239	.303	211	1.125	.013	Significant ** p<0.05	
	Urban	99	21.86	2.699	.271					

Note, df= Degree of Freedom, SD= Standard Deviation,

*Not Significant at 0.05 level of significance(2-tailed)

**Significant at 0.05 level of significance(2-tailed)

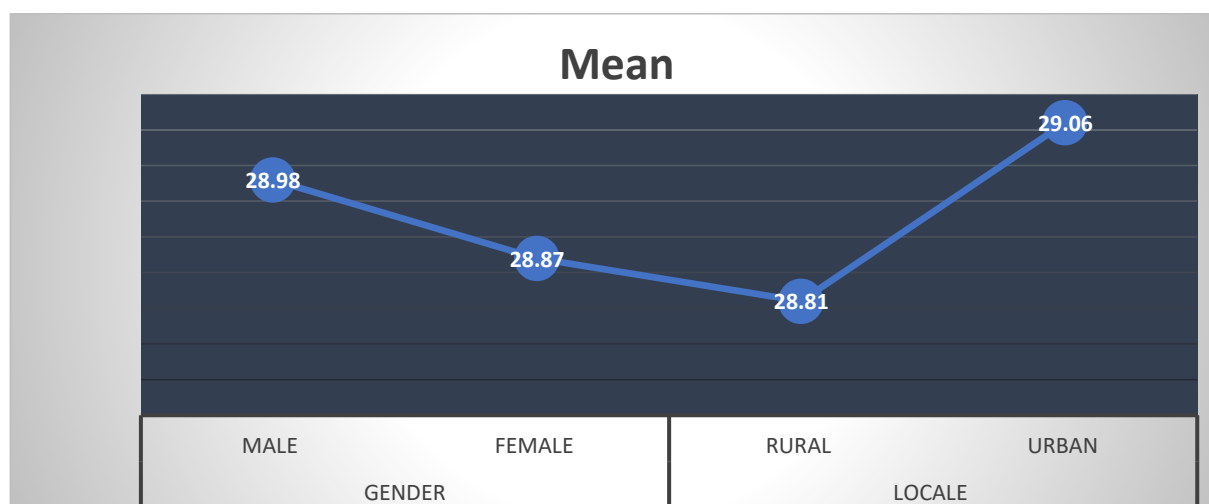


Fig2: shows the mean value of students' deviant behavior among the restorative justice in education based on gender and locale.

Table 2 and Fig 2.1 of the above t-test results reveal the gender and locale-based attitude of prospective teachers towards students' deviant behavior resolution through the healing circle. Gender-based t-value (211) = .143, $p > 0.05$. The present data states that the male ($M=21.64$, $SD=3.093$) and the female attitudes of prospective teachers toward students' deviant behavior resolution through the healing circle ($M=21.58$, $SD=2.928$) are not found to vary significantly. Therefore, the null hypothesis, "There is no significant difference in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on gender," is accepted. A significant variation does not exist in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on gender. Locale-based 't'-value (211) = 1.125, $p < 0.05$. The present data states that the rural ($M=21.39$, $SD=3.239$) and urban attitudes of prospective teachers toward students' deviant behavior resolution through the healing circle ($M=21.86$, $SD=2.699$) are found to vary significantly. Therefore, the null hypothesis, "There is a significant mean difference in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on locale," is rejected. A significant variation exists in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle.

Table 3 Shows a one-way ANOVA test on the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on the type of institutions.

One-way ANOVA						
Type of Institution	Sum of Squares	df	Mean Square	F	Sig.	Remarks (0.05 Level)
Between Groups	18.547	2	.621	1.029	.359	*NS p<0.05
Within Groups	1892.111	210	.402			
Total	1910.657	212				

Note, df= Degree of Freedom, Sig.= Significant,

*Not Significant at 0.05 level of significance(2-tailed)

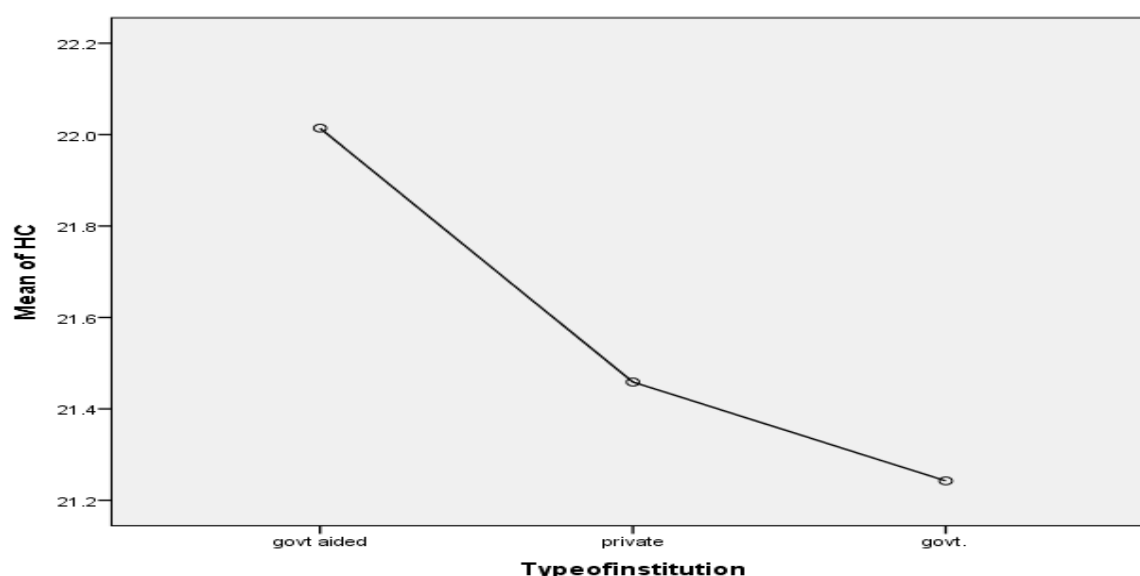


Fig2: shows a one-way ANOVA test on the attitude of prospective teachers towards students' deviant behavior resolution through a healing circle for restorative justice in education based on the type of institutions.

Table 3 presents the results of an ANOVA test analysis of the type of institutions on specific variables. The sum of squares between groups is 18.547 with 2 degrees of freedom, resulting in a mean square of .621. However, the F-value is 1.029 with a corresponding p-value of .359, which is not significant enough to meet the 0.05 threshold for statistical significance. This indicates that the differences in the variables across different levels of types of institutions are not statistically significant. Therefore, the null hypothesis failed to be rejected at 0.05 level. A significant variation does not exist in the attitude of prospective teachers toward students' deviant behavior resolution through the healing circle based on the type of institution.

Results and Discussion

As per Table 1 and Figure 1.1, 64 (30.0%) have a low-level attitude of prospective teachers toward students' deviant behavior resolution through healing circles for restorative justice in education; however, 57 (26.8%) have a moderate-level attitude of prospective teachers toward students' deviant behavior resolution through healing circles. Moreover, only 92 (43.2%) high-level attitudes of prospective teachers toward students' deviant behavior resolution through healing circles. The prevalence rate of the attitude of prospective teachers toward students' deviant behavior resolution through healing circles for restorative justice in education is relatively high. Table 2 and Fig 2.1 of the above t-test results reveal the gender and locale-based attitude of prospective teachers towards students' deviant behavior resolution through the healing circle. Gender-based t-value (211) = .143 p>0.05. The present data states that the male (M=21.64, SD=3.093) and the female attitudes of prospective teachers toward students' deviant behavior resolution through the healing circle (M=21.58, SD=2.928) are not found to vary significantly. Therefore, the null hypothesis, "There is no significant difference in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on gender," is accepted. A significant variation does not exist in the attitude of prospective teachers towards students' deviant behavior resolution through the healing circle based on gender. Locale-based 't'-value (211) = 1.125, p<0.05. The present data states that the rural (M= 21.39, SD= 3.239) and urban attitudes of prospective teachers toward students' deviant behavior resolution through the healing circle (M=21.86, SD=2.699) are found to vary significantly. Therefore, the null hypothesis, "There is a significant mean difference in the attitude of prospective teachers towards students' deviant behavior resolution through the

healing circle based on locale,” is rejected. A significant variation exists in the attitude of prospective teachers towards students’ deviant behavior resolution through the healing circle. Table 3 presents the results of an ANOVA test analysis of the type of institutions on specific variables. The sum of squares between groups is 18.547 with 2 degrees of freedom, resulting in a mean square of .621. However, the F-value is 1.029 with a corresponding p-value of .359, which is not significant enough to meet the 0.05 threshold for statistical significance. This indicates that the differences in the variables across different levels of types of institutions are not statistically significant. Therefore, the null hypothesis failed to be rejected at 0.05 level. A significant variation does not exist in the attitude of prospective teachers towards students’ deviant behavior resolution through the healing circle based on the type of institutions.

Conclusion

Restorative justice in education could be essential for students’ deviant behavior resolution in the teacher education system. The attitude of prospective teachers towards students’ deviant behavior resolution through healing circles for restorative justice in education is the most vital part of educational purposes. Restorative justice education can become more effective in reducing deviant behavior among students. However, students’ deviant behavior resolution is more critical than restorative justice in education. Limited research is available on addressing the attitude of prospective teachers towards students’ deviant behavior resolution through healing circles: indispensable for restorative justice in education. Healing Circle is a successful implementation program of restorative justice education within or without school education.

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