

**EFFECTS OF SCHOOL-BASED VIOLENCE ON THE ACADEMIC
PERFORMANCE OF STUDENTS**

BY

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CERTIFICATION

This research has been carefully read approved by Department of Educational Foundations, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. As having satisfied one of the requirements for the award of Postgraduate Diploma in Education.

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DEDICATION

This work is dedicated to God Almighty, my husband Mr. Stephen Ajayi Ajengbe and my wonderful children.

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I wish to express my profound gratitude to God my creator, maker and helper for the opportunity to undergo this course and the privilege to write this essay.

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ABSTRACT

This long-essay discussed the topical issue on the effects of school-based violence on the academic achievements of students. It focused the phenomenon from the national and international perspectives. The theoretical frame work to the problem was provided. The typologies and different forms of school-based violence were identified and succinctly discussed. They include; corporal punishment, sexual violence, bullying, cultism, fighting, arson, neglect and discrimination. The adolescent stage, the home, the school the community and the society at large were highlighted as the major causes of school-based violence. The aftermath and devastating effects of school-based violence which could result into physical injury, life time disability, psychological problems and even death were also discussed. Recommendations on how to keep our school environments safe and protected from violence through the collective and conscious efforts of the government, the school, the home and religious groups and individuals were provided.

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SECTION ONE

INTRODUCTION

School violence is widely heard to have become a serious problem in recent decades. Juvenile offenders and victims are on the increase. The topic of school violence is one that affects all in the society. Asides from interfering with the learning process, the long range effects of school violence affect us all. Statistically, children who engage in violent acts are more likely to become adult criminals. Many children who display violent behaviour at school are exposed to violence or abused outside the school environment and may be in need of help. The consequences and effects of violence can be devastating and far reaching. Physical injuries can range from bruises, scrapes, burns to brain damage, permanent disabilities and death. The school as a micro society is an agent of socialization. And for socialization to take place there must be peace and harmony. Schools can be free from violence, thus, paving way for good academic performance.

A school comprises of human beings organized and interrelated with common purpose to educate the children brought under their care.(Ajuzie, 2005). The school resembles a society in its characteristics and nature of operation and may rightly called a micro society. On account of it functions in the society, the school becomes increasingly an essential subsystem of the latter. It is responsible for the transmission of the culture of the society from one generation to the other, and for assisting the individuals in the society to acquire the necessary skill abilities and competencies for the development of the society.

The school is an agent of socialization of the social cultural and technological transformation of the society and for the general enlightenment of the public. Talcott (1951) and

Merton (1966) hold the view that deviant behaviour is most likely to occur when norms that governs conducts in any societal setting manifest elements of contradiction. A school environment is a mini society. It is an environment in which people of diverse socio-economic background and orientation come together for the purpose of acquiring knowledge and social skills. (Iyekolo, 2012).

Randle,(2000) referred to school environment as a melting point in which persons of varied social textures come to be mould into a single unified form that will be appreciable and acceptable in the larger society. One channel through which this unification is achieved is called social interaction. John, (1976) stated that the activities of teachers and pupils in formal learning situations has produced a seemingly well defined category of empirical phenomena that in the sociology of education is referred to classroom interaction. But many of these interactions end in violence.

School –based violence is a broad term that encompasses a wide variety of actions. Many reports indicate actions that constitute violence to range from physical fighting, to carrying of weapon; to drug use. Furlong and Morrison (2012) in an excerpt in the internet noted that there is no clear definition but they consider school violence to be conceptualizes as a multifaceted construct that involves both criminal acts and aggression in schools which inhibits development and learning as well as harm the school environment. Violence in school is an international or premeditated action that can destroy life and property. It is a household concept, a worldwide phenomenon. Violence has no geographical, social, racial or academic boundary. It can occur in human groupings; some students have traits of violence or have tendency to violence as a result of their innate characteristics on the environment where they grow up (Abdulkadir, 2012).

Oladele (1989) concurs that a good home is of greatest importance to the adolescent. A good home that provides love, support, encouragement and security, that will enable him or her to cope with life's demand. This implies one that transmits to an adolescent his or her culture norms and standards of the society as well as helps the adolescent in adjusting to the outside world. However, a critical look around us revealed that this dream may not be actualized in most homes due to the effects of the school violence on these adolescents.

This study covers school –based violence: effects on the student academic achievements effects that violence has on students during their time of stay in school and how to prevent violence from occurring in school as well as how to handle violent cases in the school. Much work has been done on the issue of violence because it is a global threat with a multifaceted dimension that affects almost every area of life. However, previous work on violence such as social violence, violence against women and girl children, behavioural reforms for the avoidance of violence, etc cannot be overemphasized. Therefore, it is hoped that this work will compliment earlier works that has been carried out on violence.

SECTION TWO

THEORETICAL FRAMEWORK ON VIOLENCE

2.1 Introduction

This chapter presents a review of topics that are relevant to our study. It treated topics on violence, the theoretical frame work, school based violence, types of violence forms of school-based violence, crime, and the causes of school - based violence.

2.2 Studies on Violence

Violence is defined by the World Health Organization, (2012) as the intentional use of physical force or power, threatened or actual, against a person or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm or deprivation. The inclusion of the word power in addition to the phrase “use of physical force” broadens the nature of a violent act and expands the understanding of violence to include those acts that results from power relationship, including threats and intimidation.

The American Heritage Dictionary of the England Language (1973:1431) defined violence as “physical force exerted for the purpose of violating, damaging or abusing”. Throughout the length and breadth of the world, African continent and Nigeria particularly, physical forces are exerted to violate human rights and civil laws, as well as damage thousands of human lives. The Boko Haram whose operation is very deadly and most defiling still remain fresh in mind.

The Wikipedia, (2012) defined violence as a behaviour involving physical force intended to hurt, damage, or kill someone or something. It can also be said to be the strength of emotion or

an unpleasant or destructive natural force. Quinney, (1979) in Usman, (2011) says violence is expressedly a prohibited act of criminal law as well as values of the society. Thus, crime is an act or behaviour that goes against the criminal law of a society and which is punishable by the states. Crime is a violation of criminal law for which some governmental authorities applies formal penalties (Schaefer, 2005).

According to Ideyi (2010), the term violence is derived from another term violate which is the verb form. To violate means among other things: to hurt, injure, break, disobey, infringe, invade, desecrate, pollute, profane, abuse, debauch, defile, deflower, outrage, ravish, transgress, damage, etc. Each of these synonyms of to violate brings out the meaning of violence. Thus violence simply means an act of destruction- any act of man that involves wilful destruction. (Mahuta, 2012). Man's belongings which can be destroyed range from his dream to his work, property, his freedom, his rights, his dignity, his moral principles, his life, and his beliefs to other things he values, cherishes and works for their enhancement, advancement and protection.

According to the Collins internet linked dictionary of Sociology (2000), violence means infliction of physical harm to the body or to human property by physical force, using the body or weapons. Violence ranges from symbolic burning of buildings to ethnic cleansing and targeted assassinations- depends on the capacity and the will of those who employ violence. When violence takes place on its own, it can reach the level of civil war and even genocide. Abubakar (2010) in Usman (2011) wrote that the erosion of traditional safety nets in Nigeria without replacement, paved way for the prevalence of crime, violence and destitution in the country.

Usman (2011) quoted Effiong and Effiom (2005) that violent behaviour tendencies among youths is a function of the social environment and it plays a significant role in begetting

youths who are likely to be violent. Thus, it was concluded that children who grow up in violent environment are likely to be violent later in future. Alemika and Chukwuma (2005) adjudged that violence and crime can threaten social stability and could also be an obstacle to development. Violence often results from conflicts in the society. Karlmax in his conflict theory postulated that there is constant struggle for survival by the individuals in the society. It can be deduced that such struggle, no doubt may lead to violence because no human being may wish to be perpetually dominated by another. (Scheafer, 2005).

Emeri (2012) says violence throughout the world and Nigeria in particular is assuming a frightening dimension. Issues regarding wife battering, violence against children both in the home and in the school and widespread societal violence involving deliberate loss of lives and properties are common scenes. Most societies of the world are under intense societal pressure regarding national security due to incessant attacks on humans and properties, which has shaken the very foundation of such society. The agony of losing a loved one or property or even endangering one's life is making an average Nigerian to live in perpetual fear, treading cautiously and rather apprehensive of launching out freely to acquire education, invest or reside in any place of choice within the Nigerian state.

The family is a microcosm of the society and so also is the school. Whatever that is mirrored in the society is a reflection of what is happening in the home. A violent home sends a violent child to the school. A school situated within a violent societal network cannot escape being violent. Hence, when schools turn out violent products into the society, societal violence is further strengthened. Marques & Harper (2010) opined that countries experiencing or emerging from violent conflicts often exhibit higher levels of violence in schools due to the nominalization

of violence in the society& also because conflict increases the vulnerability of those already at risk of being targeted. Hence, the fate of education is at risk.

2.3 Types of Violence

The World Health Organization (2012) classified violence into two types. The first category is according to those committing the violent act

- i. Self directed violence.
- ii. Interpersonal violence.
- iii. Collective violence.

And the second is according to the nature of the violence act.

- i. Physical violence
- ii. Sexual violence
- iii. Psychological violence.
- iv. Deprivation and neglect.

The initial categorization differentiated between violence a person inflicts upon himself or herself, violence inflicted by another individual or a small group of people and violence inflicted by a larger group such as state, organized political groups, militia groups and terrorist organizations. Self directed violence includes suicidal behaviour like suicide thought, suicide attempt, self abuse, deliberate self injury or self mutilation. Interpersonal violence includes family or intimate partner violence or domestic violence, child abuse, or violence against the elderly. Sexual assaults, violence that takes place in institutional settings like schools, prison, workplace and nursing homes.

Collective violence is sub-divided into social, political and economical violence. Unlike the other two, this is committed by a larger group of people. Examples of collective violence are terrorist acts, mob attack, political conflicts and war.

Physical violence refers to the deliberate act of violence that injures or even kills a person, unexplained bruise, broken bones or even burns may be a sign of violence.

Sexual violence occurs when people use others for sexual gratification or expose them to sexual activities.

Psychological violence comes in form of abusive words teasing, Jestng, emotional abuse and neglect. It is a latent form of violence because it is not obvious.

2.4 Theoretical Framework:

Social learning theory

The social learning theory holds that children learn how to behave and how to think and feel about aggression implicitly through observation as well as explicitly through instruction or incidental learning. Repeated exposure to aggression facilitates the development of an internal set of beliefs knowledge, structures expectations and other internal representation about relationships that increases the likelihood that the child will engage in aggressive behaviour. (Bandura, 2001).

Development of aggression and antisocial behaviour in children is linked to parenting (Patterson, 1982). Parents are hypothesized to teach children to behave in an aggressive manner by virtue of their constant interactions with them. A parent's use of aggression especially in

disciplinary confrontations might facilitate the development of beliefs that aggression is an acceptable method of resolving disagreements and that it can result in positive outcome.

Children exposed to higher level of inter-parental conflict and intimate partner violence have been found to be more likely to view aggression as justifiable and this cognitive set, in turns, is associated with higher levels of aggression towards peers and dating partners. (Graham & Lavendosky,2011).Given that violence begets violence, a child who is used to violence as a result of constant exposure to violence at home will learn that violence is an acceptable way of settling dispute. In the school setting, such children are always in the forefront of most school-based violent activities.

Gellas (2009) asserts that many children learn violent behaviour from their parents and as they grow up they live a violent life. Children who experience violence may adopt this behaviour as a model for their own parenting. As these adolescents are exposed to violence either by witnessing it first hand in the family altercation or by watching it on the television, they assimilate it in form of entertainment, they become desensitized to pain and suffering. They become anesthetized to trauma. Most of all, they become insensitive to the consequences of ego-serving rage, the kind that endows the villain with power as Hollywood entices its audience with unmitigated of violence. Young and vulnerable minds are carried away with these scenes in screens believing that power justifies all. Many begin to imitate their screen hero by intensifying their desire to live a raging life.

Igbinovia (2003) characterized Nigeria as a society where crime pays because of its low cost with high rewards. Crime would also continue to grow unabated because of its benefits to criminals. Social learning is defined as a process by which humans gather information, form

opinions and acquire the attitudes of others and the school tends to become breeding grounds for attitude formation.

Peer influence sets a higher standard for social norms. If the reactions to a behaviour exhibited results in accolades or promotion by peers, the behaviour is likely to continue even if a student is punished for that behaviour. The positive external reinforcements supplied by peers will win precedence over any repercussion involved. One of the ways to learn is through observation. Students follow social rules by watching and eventually imitating or engaging in socially acceptable (for this group) behaviour. Despite parental or institutional involvements or influence, the overwhelming standard remains with the overall environment of peers.

Social disorganisation theory:

The social disorganization theory developed by Shaw & Mckay (1942) states that social order, stability and integration are conducive to conformity while disorder and deviance are conducive for crime and deviance. A social system is described as socially organized and integrated if there is an internal consensus on its norms and values, a strong cohesion exist among its members and social interaction proceeds in an orderly way. Conversely, the system is described as disorganized if there is disruption in its social cohesion or integration, a breakdown in social control or mal-alignment among the elements (Akers, 2000).

A violent society is disorganized and this spurs up violence in other sub group of the society such as the school. Violence in which ever form within the school setting undermine the educational activities therein which on the long run play back on the society. (Emeri 2012).

Igbinovia (2003) opined that the upsurge of violence and other series of crimes in Nigeria was a result of the breakdown of societal ethics and moral values. According to this researcher,

the Nigeria society is morally bankrupt as most leaders, preachers, teachers and security agents and even school children can hardly exhibit high degree of honesty and sense of responsibility in both public and private lives.

In Nigeria for instance, the acquisition of basic certificate and degrees are prerequisites for employment and socio economy survival in the society. Hence, there is examination malpractice syndrome in the Nigeria. Certificate can be stolen, bought or even forged to the expense of the well meaning Nigerian. And there are no actions taken to curb these actions. Baron (1977) reported that an oppressive background produces violent behaviour particularly structural position and life in cultural environment which encourage and reward violence.

Pittsburgh (1999) suggested two reasons for the high rate of violence in schools; firstly, early adolescence is a difficult stage. Young teens are often physically hyperactive and have not learnt acceptable social behaviour. The volatile nature of the adolescent mind can encourage violence. Many teens are going through puberty and dealing with acceptance issues. Peer pressure, problems at home with parents and siblings and the physical changes that accompany the process of becoming a young adult.

Oladele (1989) Lannap (2002) and Mllum, Haggai and Ajaegbu (2002) identify the adolescent period as a period of storm and stress. While Oladele (1989) and Ifabiyi (2010) sees it as a time of frequent turmoil, frustration, insecurity and struggle. He maintains that with so many conflicts, decisions and developmental tasks, the adolescent has to face his journey from puberty to adulthood. All these circumstances can lead to a child towards making bad decisions and turning to violence. Hormonal changes during adolescence also increase teen's susceptibility to emotional changes deviance behaviour, vitality coupled with this aggression with the challenges

of teens trying to find their place in the world can lead to school violence. In the school, adolescents are saddled with the responsibility of acquiring an education which is multi dimensional in nature, comprising of knowledge that is school based, society based, subject based, teacher/learner oriented and of course extracurricular based.(Agbo, 2002). This implies that the challenge of dealing with the acquisition of knowledge and its integration in the midst of this traumatic period of adolescent becomes problematic itself.

Abdulkadir (2010) concedes that the effect of violence on adolescent either directly or indirectly also tend to compound or worsen their situation and disposition to educational achievements. This implies that the adolescent experiences of victimization through direct or indirect abuse of any kind, neglect or witnessing of parental violence has been shown to have demonstrated long term consequences on them.

The Traditional Conflict Theory

The traditional conflict theory opines that conflict and crises results from poor communication, organizational secrecy, lack of trust among organization leaders and followers and inadequacies in power and welfare package distribution among members of an organization. Traditional conflict theory classified conflict and crises as a bad organizational phenomenon that can be linked to threats in achieving organizational goals. (Harowitz& Bordens, 1995).

Hence students collective violent conflicts such as riot, protest, arson and mob actions are seen from their negative perspective. Though, some authorities have described some of these violence's as positive and sometimes necessary for organizations' reforms, changes and development (Giddens, 2001). But in this study, they are seen as what hinder school progress.

SECTION THREE

SCHOOL –BASED VIOLENCE

3.1 Introduction

This section discusses the various conceptions of school violence, prevalence based violence and the various forms of school-based violence

3.2 Conceptions of School –Based Violence

Violence is the actual or threatened use of physical, verbal or emotional power, intimidation or harassment by against individuals or groups which results in physical or psychological harm or is harmful to the social well being of individuals.(Macdonald & Albert,1995).Boys and girls, men and women call be victimized by violence. It can be experienced in the home, the school, and the larger society. The level of violence in the home and the community also impact upon school-based violence. This is based on the fact those children and young people are likely to replicate in school that aggressive behaviour to which they are exposed to outside the school on a regular basis.

The school –based violence problem is a situation whereby students classified as violent carry weapons and attack their fellow students, teachers, staff as well as other school authorities. They come with guns and other dangerous weapon attacking people. They are merciless and they can unleash all sort of terror against their victims. At the end of the terror, casualties are all over and other people lay dead, many in the pool of their blood, some crying in terror and pain. Consequently, some of the students no longer want to go to school for the fear of witnessing the terror they saw or for the fear of being harmed. That is a typical scene of school violence. School

based violence refers to those acts going on within the school setting that put it in serious jeopardy, undermining the smooth running of the school institution. Such activities includes the usage of corporal punishment, bullying, cultism, sexual harassment, fighting, suicide, neglect by parents, discrimination, teasing, hazing, verbal abuse, shooting, etc. The Center for the prevention of school violence(2002) define school violence as any behaviour that violates a school educational mission, climate or respect or jeopardize the intent of the school to be of aggression against persons or properties. It is any form of violent activities inside the school premises. Bullying and physical abuses are the most common types of violence that is associated with the school. However, extreme cases such as shooting and murder have also been listed as school violence (Redmond, 2008).

The columbine massacre in Colorado in 1999, Virginia is a stunning example to find out that young student could go to such extremities. The acclaimed films, Sarafina and Hotel Rwanda were examples of societal violence that was pushed into the school. Federal Ministry of Education (2007) sees school violence to include gang activities, locker theft, bullying intimidation, gun use, assaulting which may be perpetrated against students, teachers staff and ranging from intentional acts to accidental killing of by stander. From whichever dimension it is viewed, the phenomenon of School-based violence is a worrisome social issue going on in our schools today and if appropriate measures are not taken, the effects can be disastrous. The American National Centre for Education and Statistics (2012) revealed a startling fact about the cases of school violence. The report states that the increasing cases of school violence is an issue of serious concern and that if proper measures are not taken the situation may be so devastating as to affect the educational system of the students.

School violence is the name given to the violence occurring in school. It includes issues like bullying, verbal abuse, teasing capital punishment etc. It is becoming a terrible problem day by day. Schools were considered to be safe in the previous era but now, the reverse is the case. Voluku & Snell (1998) adjudged that violence is perpetrated against students and staff. Violent interactions and relationship within the school system can manifest in student – student, student – teacher, teacher-teacher and parent- teacher. School-based violence is a complex phenomenon, multifaceted and interacts with all levels of the society.

The model depicts the child, a social being under the continuous influence and interactions of his home, the school and the society even unto international level. These interacting forces are the reasons a child may leave home for school non- violent and returns a suicide bomber or interacts with some undesirable elements within and around the society and become so negatively influenced.

3.3 Prevalence of School-Based Violence

The problem of school violence is a long standing issue. (Emeri, 2012). There has been reported deaths of students in Columbine, Colorado and Taber, Albertain Canada. Columbine had a long list of school shootings within relatively short period of time. The shooting at Columbine High School, Colorado April 20th 1999 left twelve students and a teacher dead. The assailant later committed suicide. (Farrel, Meyer, King& Sullivan, 2001)

Similarly, the Virginia Tech massacre of April 16th 2001 was also a school shooting that took place on the campus of Virginia Polytechnic Institute and State University in Blackburn Virginia United States of America. In this account, Seug Hui Cho who had been a student of the school embarked on a shooting spree that left 32 people dead and 17 wounded. The massacre

was described as the deadliest shooting by a single gunman in U.S history and one of the deadliest in the world.

The Federal Polytechnic, Mubi massacre was also a school shooting that took place on October 2nd 2012 in an off campus residence of the school in Adamawa State in Nigeria. Gunmen in military uniform stormed the residence on that faithful day and shot over 25 students and leaving many wounded. While some were shot, others were stabbed to death while yet some had throat slit and their bodies mutilated. They lined up the gory sight in the courtyard of the residence.

The lynching of four students of the University of Port Harcourt in River State in a village near the school on October 5th 2012 for an unverified allegation further buttresses the fact that the school and its members are under great threat. The gruesome act triggered off violent protest by the students of the institution supporting the premise that violence begets violence and that societal violence enhances school-based violence. Since 1992, there have been approximately 270 violent deaths that occurred in school 207 of them were due to gun violence. (National School Safety Centre,2012).Cases of this nature reported in news are enough to send chills down the spine and get children running from school. In 2007, there were 1.5 million students aged 12 to 18, who were the victims of non-fatal crimes in schools. Other heart breaking reports on school- based violence reported in Guardian News and Media Limited, 20th October 2008, a five year old boy smuggled knife to the school intending to attack a teacher.23rd December, 2008, police were called to deal with violence in schools more than 8,000 times.6th February 2009, Shannon Lewis received \$280,000 as compensation for assaults by a teenage pupil leaving her with permanent back pain. Other captions includes: Teacher poisoned by

pupil.15 June 2009. I n yahoo news January 7th 2012, 7 teens were charged with beating their classmate unconscious.

3.4 Forms of School-Based Violence

School-based violence treated in this work is classified under the following headings:

- i. Corporal punishment in school
- ii. Bullying
- iii. Cultism
- iv. Sexual violence
- v. Fighting
- vi. Arson
- vii. Neglect
- viii. Discrimination

Corporal Punishment: Corporal punishment may be defined as any punishment in which physical force is used and intended to cause some degree of pain or discomfort. However light, corporal punishment is a punitive act that inflicts pain. The African child is brought up in a culture that uses canes as a form of punishment for children to learn and follow instructions. To this end, corporal punishment is widely used by parents and teachers as a vital tool of correction.

Corporal punishment include; hitting, slapping, spanking or forcing a child to maintain in uncomfortable position. In fact, teachers and other school officials use hitting of students for breaking school rules a great deal. In the 17th century, Regoli & Hewitts, (2003) stated that for instance, in Jesuit schools, teachers would hit students and serious offenders were stripped in front of the whole community and beaten until they bled. A report of a19th century school master

showed that in his 50 years of teaching, punishment administered include; 911,527 blows with cane, 124,010 blows with a rod, 20,986 blows with a ruler, 13 blows with hand, 12,763 blows with books, 777 kneeling on peas, 1,707 instances of holding up rod, 613 kneeling on a triangular blocks of wood.(Regolis & Hewitts, 2003).Today, the use of corporal punishment in the homes and schools is unabated. Students are not deterred; in fact they look forward to it. A recent study covering West and Central African found that;

54.5 percent of children had been victims of corporal punishments in Benin

Evidence from Mauritania, Senegal and Gambia reveal that Koranic schools predominantly boys, are at this particular risk of violence throughout their Koranic education (UNICEF, 2010).

Adegbhingbe & Ajile (2007) in a recent Nigeria study at OAUT HC, Ile Ife found that corporal punishment is being used extensively to discipline erring children both in schools and at home and this has been responsible for severe forms of ocular injuries leading to significant visual impairment and blindness on several occasions. Teachers were found to use their hands, sticks, straps, shoes and kicks to inflict such punishment without sparing any part of their students' body. The reasons advanced as to why the usage of corporal punishment still prevails in schools include:

Socio-cultural factors, where violence is perceived in some cultures as a legitimate form of correction of behaviour in the home and the school hence makes corporal punishment an educational virtue.

Teacher training deficiency which leaves the teacher ill-equipped; placing him at a disadvantage position regarding good mastery of non-violent forms of discipline which would enable him to deal with stressful classroom situations is also contributing to the existence of

corporal punishment. He more often than not resorts to corporal punishment to make up for his deficiencies.

Sexual Violence: Sexual violence refers to any sexual act or attempt to initiate a sexual act using coercion, force or threat. Sexual abuse and exploitation are forms of sexual violence. Sexual abuse is defined as contact or interactions between a child and an adult or an adolescent where the child is being used for sexual satisfaction. Sexual exploitation refers to any abuse of vulnerability, position of authority or trust for sexual ends, with remuneration in cash or kind to the child or a third person or social and political gains resulting from abuse.(UNICEF, 2010).

Within the school system, it includes transactional encounters such as good reports or good marks in exchange for sexual acts or relations as payment for school fees or supplies of some basic needs. Male teachers, head teachers, male students and other staff are primary perpetrators of sexual exploitation as well as “sugar daddies” who give gifts to or pay school fees for young girls. Children with physical or mental disability are especially vulnerable to sexual abuse. (Health Canada, 1997).While spots within the school system where sexual violence can occur include: toilets, empty classrooms and staff room.

Bullying: Bullying is a form of social interaction in which a more dominant individual(the bully) exhibit aggressive behaviour intended to cause distress to the less dominant individual t(the victim). It involves acting in a way that threatens or hurts someone less powerful. Bullying can also involve direct acts such as physical violence and intimidation as well as more indirect forms such as isolation, exclusion and humiliation which torment the victims.

Elements of bullying include deliberate aggressiveness and marked inequality in terms of power. Tactics employed in the act include teasing, constant criticisms, insults, gossips and

unreasonable demands, threatening to injure another person for no apparent reason and requesting tasks to be performed which are undesirable to other individuals. Studies of bullying in Washington schools revealed that younger children or students are more likely to report having been bullied at school.

In a report involving the study of some Nigeria secondary schools, Egbochukwu (2007) identified that almost four students in every five participants (78%) were bullied and (85%) of them admitted to bullying other students at least once. The study further revealed that more than half of the students (65%) were bullied and (30%) bullied others. In a related study, Aluede & Fajoju (2011) studied some senior secondary students in Benin metropolis of Nigeria. They reported that (62.3%) of the respondents admitted to have been victims of bullying while (26.6%) indicated having bullied others.

Cultism: Cultism is one of the greatest social crimes committed in the institutions of higher learning in the country. Cultism may be defined as a ritual practice by a group of people whose membership, admission, policy and initiation formalities as well as their mode of operations are done in secret and kept secret with their activities having negative effects of both members and non-members alike (Ajayi, Ekundayo & Osalusi, 2010). It is a social menace which is not only rampant in our Universities, Colleges of Education and the Polytechnics but has as well split over to our secondary and primary schools

Secret cults in the higher institutions may be male or female dominated. The male dominated cults include: Pirate, Buccaneers, Black Axe and Vikings. While the female dominated ones includes: Daughters of Jezebel, Amazon, Red Bra and Temple of Eden

(Adewale, 2003). There are thirty six different cultic groups in Nigerian campuses. (Offiong, 1999).

Secret cults in Nigeria higher institution started with the sole aim of addressing acts of injustice, victimization and issues of disturbing the peaceful atmosphere of the institutions. This regrettably metamorphosed to a cult characterized by some bizarre and violent activities. Some characteristics of the present day cult include:

- i. Illegal possession of fire arms
- ii. Violent crimes like armed robbery
- iii. Killing of innocent students, academic and non-teaching staff
- iv. Arson, rape, extortion, threats, black mail & physical attack

Indeed, cultists have struck and killed many in higher institutions. Instances are as follows:

In 1992, a student of University of Port Harcourt was beheaded during a feud between cult members in Delta State University in Abraka (Adewale, 2005). In July 10, 1999, seven undergraduates of Obafemi Awolowo University Ife were murdered in cold blood in the campus. (Falana, 1999). A Nigerian civic group, Exam Ethic Project (EEP), reported 115 students and teachers were killed by cultists in Nigerian tertiary institutions between 1993 and 2003 while former Minister of Education Oby Ezewkesili, put the figure at 200 deaths between 1996 and 2005. (Liyasu, 2006).

In one of the worst incidence of such violence, more than a dozen students of The University of Nigeria were shot dead on a single day in June 2002 when a cult group opened fire on students sittings for examination in the Engineering Faculty (Onyechere, 2005). Another

lecturer, Tony Ileogbuna, acting HOD Department of Geology at Enugu State University of Science and Technology was murdered by cultist (Ogidefi, 2008). The list is an endless one.

Fighting: Physical fight, pushing and beating in and around the school are too common among boys and girls. Primary school pupils rank highest in physical violence involving fighting. For instance in Burkina Faso, a study revealed that primary school boys fought more with their peers than primary school girls with 66.8% and 36.2% respectively.

Arson: Arson is a fast growing crime occurring at a rate about three times that of a decade ago. Arson is the crime of burning a building or other properties for a criminal or malicious reason. The act of wilfully and maliciously setting fire to a house, building, or other property is considered a felony punishable by death in the U.S.A annual property losses to arson can be estimated in millions of naira.

January 19th 2005, hundreds of student of University of Lagos staged a 16 hour nocturnal protest that resulted in burning of vehicles and official quarters of their Vice Chancellor and Dean of student Affair (Olugbile, 2005). March 15th 2004, students of the University of Ilorin became destructive, they vandalized properties, hijack vehicles coming into the University's permanent site and with the vehicles; they storm the town in violent protest (Unilorin,2004).

Discrimination: Discrimination refers to inequality, bigotry, and intolerance, the unfair treatment of one person or group, usually because of prejudice about race, ethnicity, age, religion, or gender. Haralambos & Holborn, (2008) writes that teacher's attitude towards student are often determined by socio-cultural classification within which the teacher place the student.

Unfortunately, a student may be very quiet, reserve and passive in the class not because he/she is dull but because he/ she finds it difficult to absolve himself/herself into the prevailing negative

culture among his/her fellow students (Ayorinde, 2010). A teacher that failed to notice the segregation message his/her students communicate might erroneously classified the aforementioned student as too passive and thereby neglect the students in the learning process.

Neglect: Neglect is the most common form of child violence. Neglect is the absence of care or attention in the upbringing of a child. Physical violence involves a parent's failure to provide adequate food, clothing, shelter or medical care for a child. It may also include inadequate supervision and a consistence failure to protect a child from hazard or danger. Emotional neglect includes behaving in a cold, distant and affectionate way towards a child. Allowing a child to use alcohol or drugs and encouraging a child engage in delinquent behaviours. Some children even experience multiple forms abuse in and outside the school, because of neglect on the part of the parents.

SECTION FOUR

MAJOR CAUSES OF SCHOOL-BASED VIOLENCE

4.1 Introduction

This section treats the major causes and the general effects of violence and specifically the effects of school-based violence on the academic achievements of students.

4.2 Major Causes of School-Based Violence

There are many reasons for school violence. The following are reasons for school-based violence. Power imbalance prevalent in the structure of most societies has been identified as the primary factors in all forms of interpersonal violence and abuse. Social-economic factors have been identified as a leading cause of school-based violence as the need to get away from poverty and fit in with comfortable peers do drive some students into obnoxious acts like extortion or bullying of weaker or rich pupils to extort them of their possessions or money. Some girls also give in to sexual pressures/sexual exploitations to enable them get some money either to take care of themselves or their families.

Reasons advanced as to why students join secret cult range from unstable or non-existent family relationship, communication problems with parents, broken homes, identity problems peer group influence, societal decadence, erosion of education standards, quest for power and protection, inadequate religious and morals and ethics.

Familial factors also contribute to the issue of school violence through the modelling of aggression by some families as an accepted means of interaction. In such families, intimate

partner violence and violence against children is common. Given that violence begets violence, children from such homes get to school to perpetrate same.

Educational factors can spur school violence. School environment for instance, can foster sexual violence when the toilet location for boys/girls or teachers/students are not distinctly separated, provocative mode of dressing can also lead to sexual harassment or the curriculum content for instance include gender and ethnic biased items; or contain political propaganda that promote violent ideas. Iyekolo (2012) asserts that another vital factor that can cause school violence is failure of the school to decode series of non-verbal messages within the learning and administrative environments. This can spell doom for the progress of the school and the community within which they are located. One of the immediate consequences of such failure is interactive conflict. It is a situation of tensed interpersonal relationship between school staff and students. It is a breakdown in school decision and communication process. When interactive conflict becomes tensed and unmanaged, school violence can result. Rockash (2009) writes that children who invent examination malpractice strategies in droves and experiment with them in every exam. Such strategies can be non-verbally communicated to school in the way of proxemics (where and how students sit in exams). A school that fails to read such polemics in its examinations and nip the act to bud will have high incidence of examination malpractices before it knows it.

4.3 Effects of school- based violence on the academic performance of students

The consequences of violence can be devastating and far-reaching. Violence often has lifelong aftermath on its victim's physical and mental health and social functioning. It can also slow economic and social development. (Gellas, 2009) Personal or collective security can be

eroded, social development can be impeded.

Families edging out of poverty and investing schooling their children can be ruined through the violent death of their breadwinner. Community can be caught in poverty traps when pervasive violence and deprivation forms a vicious circle that stifles economic growth. Physical injuries can range from bruises, scrapes, burns to brain damage, lowered sense of worth, inability to relate with others (peers), learning disorders, Permanent disabilities and death.

The psychological effects can last a lifetime, though the effects may not necessarily lead to injury, disability or death. In severe cases, violence may result to psychiatric problems like psychosis, depression, excessive anxiety and increase risk of suicide. These consequences can be immediate, as well as latent, and can last for years after the initial abuse. Children who are sexually abused may grow up demonstrating abnormal behaviour such as public masturbation and some other sexual problems.

Victims may engage in high risk behaviours such as alcohol or substance misuse; smoking and unsafe sex, which in turn can contribute to cardiovascular disorder, cancer, diabetes and HIV/AIDS resulting into death.

School-based violence has implications on the victims, the perpetrators and has a long term consequences. The role of education is to equip an individual to be a functional member of the society. An individual that is traumatized by the effects of school-based violence is less able to function very well in the society.

Education Access and Retention: Violence denies children the right to access education or remain in it if accessed. Sen (1999) found that victims of sexual violence often change school or stop attending school due to fear of further abuse, particularly when perpetrators are allowed to

stay on. Research studies showed that beaten children and victims of sexually abused tend to be absent from school (UNICEF, 2010).

A survey conducted in Botswana found out that 11 percent of the girls in the sample were seriously considering dropping out of school because of continuous harassment by educators (Rossetti, 2001). From this, it is evident that the prevalent rate of school drop outs is attributable to the fact that children or witnesses of violence may lose the motivation to study and hence may not go back to school.

School drop outs: Physical and sexual violence going on in a school can cause parents to out rightly withdraw their children from school. For instance, the persistence violence going on in some part of the Nigeria nation has made some parents of students schooling in such violence ridden zones to contemplate withdrawing their children while others may have been out rightly withdrawn, yet some still remaining are under intense family pressure to come home. Some of such students may never obtain a re-admission. A study carried out in Benin revealed that 14.95% of students from a secondary school identified school dropout as a direct consequences of school-based violence. (UNESCO, 2007).

Education performance: School-based violence can hinder students' academic achievement. Irregular school violence can contribute to their poor performance. A Senegalese study established a link between rape and decreased school performance (53%) and repetition (37%)(UNICEF,2010).Similarly, Hart(2005) opined that corporal punishment is likely to impact negatively on children's health and concentration, class participation and performance

Psychological and health effect: Low self- esteem, depression, aggressiveness and mistrust of others are common and damaging consequences of school violence on children. Victims of

school-based violence may be constrained in social participation due to inbuilt psychological trauma. It can lead to being a drop out and being a dropout as a result of fear of going to school because of constant violence of any kind that led to low academic attainment for instance can reduce one's self esteem fostering unassertiveness. Such a personality is limited in the level of his social participation.

Sexual violence has repercussions on the victim's health. For instance, there is the high risk of contracting of sexually transmitted infections and HIV/AIDS. Girls stand the risk of unwanted pregnancies which can be detrimental to both maternal and child's health. Apart from this, so much of the societal resources are wasted in the treatment of such.

Sen (1999) adjudged that experiences of violence or abuse impacts negatively on physical functioning with implications both for personal well-being and for productivity in the society. Similarly, a single student who bullies can have very far reaching effects on the school thus creating a climate of fear and intimidation not only to his/her victims but also on bystanders. Hence, students affected by bullying will be at higher risk of developing depression, anxiety, loneliness, mistrust of others, low self-esteem, poor social adjustment and poor academic performance.

Truancy: When victims absent themselves from school, they may be truanting, roaming the neighbourhoods and in the process may pick pocket and indulge in various nefarious activities like extortions, gangster, armed robbery and unleashing mayhem in the school environment and the society as whole. When they eventually cannot make it in life, they develop inbuilt hatred for the society and will stop at nothing than to pay back often with despicable acts that truncate well instituted societal programmes.

A Nigerian school boy Damilola Taylor was killed in the United Kingdom in the year 2000 by two errant youngsters who happen to be brothers. Investigations revealed that the deceased had repeated cases of bullying by some of his school mate before his eventual murder. Sometimes ago, a teacher in one the Nigerian schools was fined millions of naira as a compensation for damaging the eye of a girl in his class in the process of beating the girl. A corps member recently serving in one of the secondary school in Sokoto was also a victim of eye injury he sustained in school while his teacher was flogging another student. These are just few examples of the aftermath of school-based violence.

SECTION FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section, deals with the summary of the whole work, conclusion was also drawn from the discussion, and relevant recommendations were made on what should be done to prevent and curb violence and how to handle violence cases in our schools and colleges.

5.2 Summary and Conclusion

Major researches to date suggest that violence is a learned behaviour so; children who act out in violent or aggressive ways may have learnt these acts by repeating the behaviour of adults. With this in mind, one can see why early intervention among school aged children is an important element in stopping the cycle of violence.

Children who are exposed to school-based violence need assistance from adults, parents, educators, school management or administrators, school mental health workers, counsellors, police and safety providers. These personalities have a responsibility to children to provide them with the safest possible learning environment as well as themselves informed about the violent issues and experiences that children face every day.

Most schools have adopted zero tolerant policy against school violence. Awareness of potentially violent behaviour and early intervention are crucial components in helping kids at risk. Equally, important is caring for children who have been victims of school violence. It is common for children to keep quiet about episodes of victimization due to shame, embarrassment

and fear of escalated violence. Most children who are victimized in school violence often suffer from truancy and violent retaliation

The school is the second source or agent of socialization. It helps to transmit the culture of the society by enriching it. The school also helps in producing more educated, more sensitized and more enlightened children in the society. The school as a social institution exposes children to greater social diversities and complexities and thereby introducing them to the experiences evaluation and tests on the basis of the prescribed criteria and standards of performance. As these children learn, the concepts of morals and ethics should be inculcated into them along side with the normal school activities.

The aim of education and moral education is central to human beings. The social manifestation of humanly acceptable character cherished by a particular culture represents man's characteristics of human life. Upon this background, moral education is the education of the heart, without which no individual can be completely human. (Mahuta, 2012). He maintains that it is imperative to point out that moral education entails more than classroom teaching and learning of book content; it also include hidden curricular aspects of education.

This includes the ability to think good and make reasonable decisions by the learners. The home, religious institutions, other social sectors and agencies of the society are expected to support the institutions of education to provide moral education to the citizens of the society with a view to building a sound and solid nation which is based on culture and moral footing devoid of school violence and crises

5.3 Recommendations

School-based violence is real in Nigeria just as it is in most societies of the world. Its prevalence is no longer in doubt. Within the diverse forms it exists, the perpetrators always feel they have a good reason to act violently. Violence has eaten deep into the fabrics of most of our school settings, such that we are almost comfortable with it, taking it as a norm. On the contrary, it is indeed abnormal and must be seriously resisted and expunged from our school dynamics. Given that its effects are widespread, affecting both the victims and the perpetrators, invariably the school and the society at large, no one is free. If Nigeria must adequately tackle her current security challenges, the tide of violence in our schools must be stepped into and be duly addressed.

Through the process of education, qualities like fearlessness, self control, tolerance and humility are cultivated and this will help in the development of proper attitudes towards life and a healthy culture of peace. Thus the need to re-examine our existing curriculum and textbooks to ensure those aspects that promotes the culture of peace, love, unity, cohesion and social integration. (Mahuta, 2012).

Based on the issues raised and discussed in the long-essay, the following recommendations are put forward.

1. Parents should be engaged in the prevention of school-based violence. They should learn to cater for the welfare of their children. They should spend quality time with their children and learn to clarify their thoughts on topical issues. Parents should also watch the circle of friends their children keep. A good quality circle of friends shows that a child is growing in a healthy environment.

2. Counselling services and enlightenment programmes should be provided in schools or strengthened where such already exist with the view of protecting the students from violence and dissuading them from participating in it.
3. Government should be willing and committed to the provision of learning facilities that aids teaching so that students don't go on rampage each time these facilities are not available.
4. Pastoral care services should be facilitated and enhanced in schools so that students can participate in the reduction of violence.
5. There should be reliable health care centers where victims can be attended to in order to avoid recurrent casualties. Qualified health workers should also be employed to work in these health centers.
6. Morality and ethics should be made a fundamental aspect of the school curriculum which should be taught at all levels of education.
7. The teachers should be a good role model for students to emulate by doing or practicing what they teach/preach.
8. Acts of violence should be adequately dealt with. Punishment and reward should be used judiciously to deter all acts criminality and deviant behaviours that could spark off violence.
9. The spirit of nationalism and national consciousness should be inculcated in the learners so as to enable them shun all traces of ethnicity, tribalism and nepotism which can trigger off violence

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