

**EFFECT OF VIOLENCE IN THE HOME, SOCIETY AND ACADEMIC
PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN
SOKOTO METROPOLIS.**

BY:

DR. MALAMI UMAR TAMBAWAL

**Department of Educational Foundations, Faculty of Education & Extension
Services. Usmanu Danfodiyo University Sokoto. Sokoto State.**

Email: drmalamitambawal@yahoo.com

**PRESENTED AT THE 36TH ANNUAL INTERNATIONAL CONFERENCE
OF THE COUNSELLING ASSOCIATION OF NIGERIA (CASSON)**

**VENUE: INTERNATIONAL CONFERENCE CENTER, OBAFEMI
AWOLOWO UNIVERSITY, ILE-IFE.**

DATE: AUGUST 27TH-31ST, 2012

Abstract

The study investigated the effect of violence in the home, society and academic performance of senior secondary school students in Sokoto metropolis. Descriptive design survey was adopted for the study. The population of the study is all the senior secondary schools students in Sokoto metropolis. The sample was drawn from a total number of nineteen thousand, six hundred and twenty four students (19,624), SS I (one) students. Using the Krejcie and Morgan, a total sample of 364 respondents was arrived at. Data was collected by the use of self constructed questionnaire title: Home, Society and academic performance of senior secondary school students questionnaire (HSUAPQ). Data was analysed by the use of t-test statistics. The findings showed that there is significant effect of violence in the home and society among senior secondary school students. Also violence in the society appears to have more effect on the academic performance of the students than violence in home. Recommendations were made, amongst which are that families should be mindful of the fact that internal squables do affect their children in school. School environment should be child friendly, so that children can perform in an atmosphere of peace and tranquility.

Introduction

Violence has been defined by many authorities such as World Health Organisation (WHO) that defined it as: The intentional use of physical force or power, threatened or actual, against oneself another person, or against a group or community that either result in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation (WHO, 1996). The definition encompasses interpersonal violence as well as suicide behaviour and armed conflict. It also covers a wide range of acts to include threats and intimidation. Besides death and injury, the definition also includes the myriads and often less obvious consequences of violent behaviour such as psychological harm, deprivation, maldevelopment that compromise the well being of individuals, families and communities.

Since the last decades, there have been reported cases of violence on Nigerian students such as torture, kidnapping, shooting, sexual harassment, rape, corporal punishments and so on. In response to global violence, a global indepth study of violence against children was commissioned by United Nations secretary General a directed by the general assembly resolution 57/90 of 2002 to provide a global picture. The report provide information that various types of violence exist against children within the family, schools, alternative care institutions, detention facilities, places where children and adolescents work for communities. In the year 2002, World Health Organisation (WHO) reported that 53,000 children were murdered world wide. A survey from many countries showed that between 20-65 percent of school aged children reported to have been bullied verbally or physically. Furthermore WHO (2002) estimated that 150 million girls and 73 million boys under 18 were sexually abused.

It is generally agreed that children rearing practices and the relationship between parents and there children are important aspects of the education and socialization of the children. Thus if these noble jobs are poorly managed, the children will tends to deviate from the path of good conduct and become indiscipline. Family conditions can contribute to the behavioural problems in children. For instance, quarrel some homes, disorderly and drunken homes certainly do not send good examples, and thus, children from such homes feel disturbed, use attention seeking behaviours like noise making, irregular attendance, poor performance and over-reacting to the teachers constructive criticisms (Ndagi, 2000). A child's behaviour is often a reflection of his home training and emulation of his parents and his older siblings.

Savafino and Strong (1986), confirmed that truancy and absenteeism could be traced to the circumstances at home. These include poor physical home conditions, poor parent-child relationship characterized by hostility, lack of attention and under

involvement on the child's welfare, overly harsh and authoritarian methods of discipline and high degree of family conflict and disorganization. Also wife and child battering have a multiplier effect on the cycle of violence in the society. Lavine (1975) observed that children living in violence homes are themselves more likely to become agents of violence as an instrument of inter group relations. To buttress, this Mohammad (2005) opined that if a child is always been punished through infliction of pain of every minor offence, such a child soon become resistant even to dangerous buttering and gladly participate in street fight. Parents serves as models whose behaviour children imitate. If the parent is always demonstrating aggressive or violent behaviour either directly towards the children or stand as a witness, consciously or unconsciously the child learns the act of being aggressive or violent. Family violence result in physical injuries and death, psychological impacts and detrimental to functioning as well as great cost related health care, criminal injustice and decreased productivity when it is chronic, causes serious injury and is accompanied by other harmful and dysfunctional relationship characteristics.

Children exposed to domestic violence are likely to experience negative outcomes in their school adaptation and academic success. Exposure to violence leads to disturbance in cognitive functioning and emotional difficulties such as depression and anxiety. Domestic violence affects children education by having cognitive effects, social effects, emotional effects, and behavioural effects. These combine to affects the child academic success, concentration, attention and memory. Language skills under children's school adjustment that can dispute children's school adaptation and academic competences (Lawal, Ishaq 2010). Exposure to violence affect children view of the world and themselves, their idea about the meaning and purpose of life, their expectation for future happiness and their moral development.

A study by Adejuyigbe & Johnson (2010) revealed that domestic violence increase the likelihood of violence towards children and even without such violence (towards the children but between parents) has serious effects on children, parents are models and children will always imitate whatever behaviour the parents manifest. The study further confirmed that children who experience family violence are not as psychologically healthy in their behaviour as children who do not.

The effect of violence in the society are numerous, which ranges from loss of lives and properties, the displacement of people from increasing tensions inter-community relations, development of culture violence and so on. Violence in the society mostly affects the weaker ones and in most cases it is the women and children who suffer most. Elijah (2008) confirmed that exposure to events that are so extreme or serve as threatening, that they demand extraordinary efforts, which are always not adequate in many individuals. In many cases, such developments lead to death of the abused individual. The phenomena produces general aggressive behaviour in the society, the incidence of one form of violence in the society lead to another form, many children who are physically abused in the society have the greater tendency of being involved into violent crimes during adulthood and in later life. Children who grew up in a family or society where there is violence, often become violent themselves and in a bid to curtail their aggressive behaviour by parents, school authorities and societal members become frustrated and may either leave home or drop out of school.

The incidence of violence in Nigeria have serious effect on both the families that fall victims and the nation as a whole. The affected families are pitched in a situation where developments become difficult. They are bedeviled with the following gynaecological problems, chronic pelvic pains, permanent disabilities, unwanted pregnancies, unprotected sex, anxiety, low self-esteem, sexual dysfunctions and suicide (WHO, 1996). Children's with such situations may also

have academic problems. They are likely to use violence at school, and later in the community. They are also likely to become drug abusers, as well as react violently in their relationships later in life (Akpan, 2005). On a general note women who are subjected to violence feels negative emotional reactions ranging from fear, shock, panic, and negative self image, which may consequently affect their dignity as human beings and academic performance.

On the effects of violence on academic performance, it is apparent that the school is a mirror of community and a social institution that transmit the culture of the society from one generation to another to improve the culture by producing generation of people capable of making meaningful contributions to the development of the society. The school helps the child apart from academic performance helps the child to develop the desires moral values, which are necessary for his acceptance and survival in the society. The school provides the child with skills necessary for the survival e.g. reading, writing and simple arithmetic, the school also help to develop child social and civic consciousness.

In line with the identified functions of the school to the society, violence in the school have significant effects on the academic performance of secondary school students, in fact school is the central agent of any academic performance, the effect of violence in the school directly or indirectly tends to compound or worsen their situations and dispositions to educational achievements. Kolawole & Maureen (2009) in their study found that growing up in domestically violent environment results in jealousy and poverty. They went further to state that domestically violated secondary school adolescent are psychologically traumatized in class and they live in fear, fear perform poorly in their academics, they lack the required moral supports in their educational pursuits, their education is inhibited as a result of their parental financial squables and they also suffer from inferiority complex and low self-esteem.

Violence in the school inhibits adolescents from attaining their dreams and aspirations especially as it relate to their academic performance. Consequently, most of our graduates leave the school without sound moral behaviour. Peer group influence have significant impacts on student behaviour particularly with regards to drugs, alcohol, rape, sexual harassment, examinations malpractice and lost of interest in learning. A safe environment is a prerequisite for academic excellence. UNICEF (2009), asserted that violence is more likely to compromise learning because it increases fear, anxiety and absenteeism as well as dropping out from school.

Secondary school students seems to constitute the greater percentage of recipients of the adverse effect of violence. A study conducted by the office of the Juvenile Justice of Delinquency prevention in Geneva Switzerland, found that 70% of adolescents that live in families with parental conflicts reported violent delinquency, compared to 40% of adolescents from household without this conflicts (Carter, 2004) Secondary school adolescents are saddled with the vigors of acquiring an education, which is multi-dimensional in nature comprising of knowledge base, society base, subject based, teacher and learner oriented and of course extra-curricula based. This implies the challenges of dealing with acquisition of knowledge and integration in the midst of the traumatic period of adolescence. It is against the foregoing discussion that this study set to investigate the effect of violence in the home, society and academic performance of senior secondary school students in Sokoto Metropolis.

Research Hypotheses

The following hypotheses were postulated to strengthen the investigation:

1. There is no significant effect between violence in the home and in the society among senior secondary school students in Sokoto metropolis.

2. There is no significant effect between violence in home and academic performance of senior secondary school students in Sokoto Metropolis.
3. There is effect relationship among violence in the home, violence in society and academic performance of senior secondary school students in Sokoto metropolis.

Methodology

This study adopted a descriptive approach which is survey in nature. The population consisted of all the thirty four (34) senior secondary schools in Sokoto State metropolis with a total population of one hundred and forty one thousand, nine hundred and thirty three (141,933). Specifically, this study centered on SS I(one) senior secondary school one students with a total population of nineteen thousand, six hundred and twenty four (19,624). Using the Krejcie and Morgan (1970) table of determining sample size from a given population, a total number of three hundred and sixty four (364) was arrived at. This sample was drawn from 10 senior secondary schools that were purposively selected. A proportionate selection of the samples was done across the ten (10) selected schools.

Instrumentation

Two instruments were used for this study viz

1. Self structured questionnaire titled: Home, society and academic performance of secondary school students questionnaire (HSUAPQ).
2. Junior school leaving certificate examination result in English and Mathematics.

Validity of Home, Society Violence on Academic Performance Questionnaire.

The designed instrument consisting 20 items, ten on home violence and 10 on violence in the society was subjected to scrutiny of lecturers from the department of Educational Foundations, Usmanu Danfodiyo University Sokoto. The observations, suggestions and comments of the lecturers was incorporated into and thus the instrument was adjudged valid and good enough to be used in this study.

Reliability of the Questionnaire

The reliability of the instrument was established by subjecting the instrument to the test re-test method. A representative sample of 200 students was selected from four senior secondary schools outside the schools selected as the sample of the study. The instrument was administered to these students and interval of four weeks was given before the second administration. Scores of the two tests were correlated using the Pearson Product Moment Correlation Statistics and an alpha of 0.82 and 0.84 was obtained for the first and second administration respectively which thus indicate that the instrument is reliable for use.

The junior secondary school results are validated results from the State Ministry of Education as such the scores of affected students were collected from the various schools in the study and used for the analysis.

Method of Data Analysis

The data obtained from the study was analysed to determine the effect between violence in the home, society and academic performance of senior secondary school students in Sokoto State metropolis. The T-test was used to test hypotheses one and two while multiple regression analysis was used to test hypotheses three.

Data Analysis and Discussion of Findings

H₀₁: There is no significant effect of violence in the home and in the society among senior secondary school students in Sokoto metropolis.

Variables	N	Mean	Std Deviation	Df	t-Cal	t-Crit
Violence in the home	364	32.19	4.946	363	1.645	.005
Violence in the society	364	32.98	4.633			

From the table above, it can be seen that the effect between violence in home and violence in the society among secondary school results in a higher calculated t-value of 1.645 against the t-crit of 0.005. Thus the hypothesis is rejected. This indicates that there is significant effect of violence in the home and violence in the society exhibited by secondary school students in Sokoto metropolis.

H₀₂: There is no significant effect between violence in the home and academic performance of secondary school students in Sokoto metropolis.

Variables	N	Mean	Std Deviation	Df	t-Cal	t-Crit
Violence in the home	364	32.19	4.946	363	1.645	.005
Academic performance	364	3.85	2.123			

From the table above, it can be seen that the effect between violence in the home and academic performance of secondary school students results in a higher calculated t-value of 1.645 against t-crit of .005. Thus the hypotheses is rejected. This indicates that there is significant effect of violence in the home on academic performance of senior secondary school students in Sokoto metropolis.

H0₃: There is no significant effect among violence in the home, violence in the society and academic performance of senior secondary school students in Sokoto metropolis.

Variables	R	R ²	Adjusted R ²	SE	F	β	t	p-value
Violence in the home	.002	.000	-.003	2.126	.002	.014	.248	.804
Violence in the Society	0.39	.002	-.004	2.128	.272	-.042	-.736	.462

Dependent Variables: Academic performance

A look at the squared part correlation reveals that violence in the home accounted for 0.0% of the variance in vocational aspiration of $R^2_{adj} = -.003$, $F(1,362) = .002$, $p < .05$. While violence in the society accounted for 0.2% of variance $R^2_{adj} = -0.04$, $F(2, 361) = .272$, $p > .05$. Thus, the significant result of the procedure indicated that the linear combination of the predictor variables was able to account for a significant amount of variance in the dependent variable.

Although violence in the home and violence in the society are explanatory variables of academic performance, analysis of regression coefficients indicated that violence in the society $\beta = -.042$, $t = -.736$, $p > .05$ emerged as the significant predictor when all variables were in the model. This is an indication that violence in the society has more effect on students academic performance than violence in the home.

Discussion

Hypothesis one sought to find out if there is significant effect of violence in the home and in the society among senior secondary school students in Sokoto metropolis. Data analysed revealed that the hypotheses is rejected, this because the t-value of 1.645 and crit value at .005 signifies that the value is high as such the hypothesis is rejected. This finding is in agreement with some previous related studies reviewed, for example Ndagi (2000) stated that, family violence can

contribute to the behavioural problems in children, for instance, quarrel some homes disorderly and drunken homes certainly do not set good examples, and thus children feel disturbed, attention seeking behaviour like noise making, irregular attendance, poor performance and over-reacting to teachers constructive criticism.

Hypothesis two states that there is no significant effect between violence in home and academic performance of senior secondary school students in Sokoto state metropolis. The hypothesis was also rejected because the t-cal of 1.645 was high than the t-crit of .005. The finding agree with Kolawole and Maureen (2009) who found out that growing in domestically violent environment could cause jealous and poverty. They further asserted that domestically violent secondary school students are psychologically traumatized in class and they live in fear, perform poorly in academics, they lack the required moral support in their educational pursuits, their education is inhibited as a result of their parental financial squables and they also suffer from inferiority complex and low self-esteem. Uchem (2008) and UNICEF (2009) also asserted that violence is more likely to compromise learning because it increase fear, anxiety and absenteeism as well as dropping out from schools.

Hypothesis three sought to find out which of the two predictor variables, violence in home and violence in the society affects academic performance of senior secondary school students in Sokoto state metropolis. The significance result of the procedure indicated that the linear combination of the predictor variable was able to account for significant amount of variance in the dependent variable. Although violence in the home and violence in the society are explanatory variables of academic performance. Analysis of regression coefficient indicated that violence in the society emerged as the significant predictor when all variables were in the model. This is an indication that violence in the society has more effect on students academic performance than violence in the home. This is inline with the findings of Lawal & Ishaq (2010) who asserted that violence in the society affects the childs

academic success, concentration, attention and memory, language skills, undermine childrens school adjustments and academic achievement, self concept and behaviour adjustments that can disrupt children school adaptation and academic competence. This findings were also similar to that of FME and UNICEF (2007) which stated that children who victimized often suffer from decreased in self-esteem, truancy, depression, post traumatic disorder and in extreme cases, suicide and violent retaliation as well as poor academic performance.

Conclusion

Conclusions drawn from this study indicates that violence in the home and society do not affect academic performance of students in secondary schools and that violence in the society do affect most the academic performance of students.

Recommendations

1. Families should be mindful of the coexistence that internal squables do affect their children in school.
2. Measures should be taken by various communities and governments to forestall the violent behaviour amongst our youth e.g. political thugery, religious extremism and land resources conflicts.
3. The school environment should be child friendly, so that children can perform in an atmosphere of peace and tranquility. Bullies should be identified to either be flusted out or counselled where possible. Schools should be located outside congested places to forestall the mixing of children with undesirable behaviours.

References

- Adejuyibe, C. O & Johnson, O. O (2010). Family violence and children psychosocial behaviour. Counselling Implications for better Nigeria, In *Nigerian Journal of Behavioural Research & Therapy*. (NIJOBERT(, 2(1), 17-28
- Akpan, A. E & Inyang, E. S (2005). Global view of domestic violence against women. *International Journal of violence and Related studies 1*(342-368)
- Carter, J (2004). Domestic violence, child abuse and youth violence. Strategies for prevention and early intervention. Retrieved: February, 24 2011, from <http://www.mincavaumm.edu/link>
- Krejcie, R. V & Morgan, D. W (1970). "Determining sample sizes for research activities". Educational & Psychological measurements.
- Lawal, S & Ishaq, I. J (2010). Domestic violence and its impact on Education of Nigerian Children. A paper presented at the 10th annual National Conference of the Nigerian Society for Educational Psychologist (NISEP). Abraka, Delta State. 4th-8th October, 2012
- Muhammad, A. Y (2006). Youth Urban violence in Nigeria, a reflection of contemporary township, in Ayinla S. A issues in political violence in Nigeria. Hanson Printing Communication, Ilorin. Nigeria
- Ndagi, A. M (2001). Classroom control and Management in Juniadu M. I, Salawu, A. A and Maitafsir, M. G, reading in Education, 1, 195-207
- Savafino, E. and Armstrong, J (1986). Child and Adolescent development. New York.
- United Nations Children Fund (2009). Assessment of violence against children at the Basic Education Level in Nigeria. By Federal Ministry of Education in collaboration with UNICEF.
- World Health Organization (1996). Violence against women. United Nations Publication Fund. New York
- World Heal Organization, Geneva (2002). Prevention of violence: A public Health Priority Resolution. WHA49.25 in World report on violence and health; a summary.