

Influence of School Violence on Psychosocial Wellbeing of Students in Selected Secondary Schools in Ibadan, Oyo State

¹Adenigba, Oluwafunmike Beatrice and ²Olubena, Olubukola Oluwatosin

1 Department of Social Work, Ogun State College Of Health Technology, Ilese –Ijebu Ogun State.

2 Department of Public health Nursing, Ogun State College Of Health Technology, Ilese –Ijebu Ogun State

Abstract: *Violence is a universal scourge that tears at the fabric of communities and threatens the life, health, happiness and general wellbeing of everybody. Thus, this study finds out the influence of school violence on students psycho-social wellbeing in selected secondary schools. Three research hypotheses were constructed to pilot the study. The hypotheses formulated for the study were tested at 0.05 level of significance. Descriptive survey research design was adopted for this study. The population consists of two hundred and fifty (250) respondents between ages 9 to 20years in both private and public mixed secondary schools in Ibadan metropolis. The simple percentage statistics and pearson moment correlation statistics were used to analyze the data collected. Findings revealed that there is a positive significant relationship between students self-esteem and school violence ($r = .251, N= 250, P < .05$). It also revealed a significant positive relationship between students' competence and school violence ($r = .315, N= 250, P < .05$), and a positive relationship between students' interpersonal relationship and school violence ($r = .269, N= 250, P < .05$). Based on the findings of the study, recommendations were made to the government to provide resources that will help change the school environment to a more positive climate, nurturing, inclusiveness and a feeling of community occur.*

Keyword: *School, Violence, Self esteem, Competence, Relationship.*

I. Introduction

Violence is a multifaceted problem with biological, psychological, social and environmental roots. No country or community is untouched by violence. Images and accounts of violence pervade the media; it is on the streets, in the homes, schools, workplaces and institutions. Violence is a universal scourge that tears at the fabric of communities and threatens the wellbeing, life, health and happiness of everybody. Each year, more than 1.6 million people worldwide lose their lives to violence. For everyone who dies as a result of violence, many more are injured and suffer from a range of physical, sexual, reproductive and mental health problems (1).

Violence is a multifaceted concept because there are many different forms of violence, which are exhibited in a wide range of contexts. It may for example be distinguished in youth violence, gang violence, social violence, school violence, urban violence, interpersonal violence, racist violence, domestic or family violence, workplace violence, media violence or even apocalyptic violence (2, 3). Violence can also be physical such as, aggression, abuse or assault, but it can also be verbal such as, bullying, humiliation or intimidation. It can be overt and also covert as in language and literacy, abstraction, interpretation and representation (3). World Health Organization (2002) (1) assert that violence is the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation.

Children/young people who have been exposed to violence are more likely than their peers to experience a wide range of difficulties. These difficulties fall into three main categories. Firstly are behavioural, social and emotional problems. Young people experiencing violence are more likely than other children to exhibit aggressive and antisocial behaviour such as higher levels of anger, hostility, oppositional behaviour and disobedience; fear and withdrawal; poor peer, sibling and social relationship and low self esteem. The main focus of this research work is to examine the influence of school violence on the psychosocial wellbeing of students in selected secondary schools.

II. Methodology

The research design adopted for this study is the descriptive survey method. The design provides an accurate description or a picture of a particular situation or a phenomenon at one or more points in time. It enables research to obtain information from a representative sample of a population in order to describe the situation as it exist from where the researcher could infer the perception of the entire population. The study employed descriptive analysis to establish opinions and knowledge on the influence of school violence on the psychosocial wellbeing of students' in selected secondary schools.

2.1 Population

The target population of this study consists of adolescents in both private and public senior secondary schools in Ibadan metropolis Oyo State, Nigeria.

2.2 Sample

The sample for this study consists of 250 students in public and private secondary schools in Ibadan metropolis, Oyo State, Nigeria.

2.3 Sampling Technique

A simple random sampling technique was employed in the study to select 250 students from senior secondary students in Ibadan, Oyo State. This allows every member of the population an equal chance of selection without bias.

2.4 Research Instrument

The major instrument used for the study is the Questionnaire. The questionnaire was sub-divided into two sections. Section A consist of demographic factors while section B consist of twenty-five (25) questions on predictors of Student Wellbeing Scale (PSWS), Ryan & Deci (2001) [4] Basic Psychological Needs Scales (BPNS) and Diener et al., (2005) [5] Demonstration of Violence in School Scale (DVSS). The construction of the questionnaires were based on four point rating scale with which the respondents were asked to indicate to which extent they agree or disagree with the statement in each item by ticking (✓): SA, A, D and SD, where: SA – implies Strongly Agree, A – implies Agree, D – implies Disagree and SD – implies Strongly Disagree

2.5 Validity and Reliability of the Instrument

The questionnaire was prepared by the researcher and adequately validated by the supervisor. The instrument was further subjected to split – half method of estimating reliability, to obtain an internal consistency co-efficient of 0.72, which is considered high enough to justify the reliability of the instrument.

2.6 Data Collection Procedure

The research instruments were administered to the subjects in their respective schools with the assistance and cooperation of the school personnel. In addition to instructions written on the questionnaire, the subjects were given verbal instructions and clarifications where necessary. The entire administered questionnaires were properly filled according to instructions and retrieved by the researcher.

2.7 Method of Data Analysis

The data collected from the questionnaire were collated and analysed using simple percentage and standard deviation. The hypotheses formulated for the study were tested at 0.05 level of significance.

III. Results And Discussion

Table 1 reveals that 154(61.6%) were from Public school, 95(38.0%) were from Private school, while 1(.4%) was in other school which was disclosed in the study. The table revealed that most of the respondents were in public school.

Table 1: Distribution of Respondents by School

School	Frequency	Percentage
Public school	154	61.6
Private school	95	38.0
Others	1	.4
Total	250	100

Table 2 shows that 5(2.0%) were aged 6-10 years, 126(50.4%) were aged 11-15 years, 108(43.2%) were aged 16-20 years, while 11(4.4%) had other age which was disclosed in the study. This implies that majority of the sample are between 11-15years of age. Also, the table further shows that 64(25.6%) were males while their female counterparts were 186(74.4%). There were more Christians 170(68.0%) than 79(31.6%) who were Muslims and 1(.4%) who was a traditional worshippers. This table revealed that most of the respondents were Christians. Moreover, 99(39.6%) were in SS 3 class, 75(30.0%) were in SS 2 class while 76(30.4%) were in SS 1 class at the time of this study.

Table 2: Demographic Characteristics of respondents

Age	Frequency	Percentage
6-10 years	5	2.0
11-15 years	126	50.4
16-20 years	108	43.2
Others	11	4.4

Total	250	100
Sex		
Male	64	25.6
Female	186	74.4
Total	250	100
Class		
SS 3	99	39.6
SS 2	75	30.0
SS 1	75	30.0
Traditional	1	.4
Total	250	100

Hypotheses Testing

Ho₁: There is no significant relationship between Students Self-Esteem and School Violence.

Table 3: Relationship between Students Self-Esteem and School Violence.

Variable	Mean	Std. Dev.	N	R	P	Remark
Students Self-Esteem	16.0680	2.4575	250	.251**	.000	Sig.
School Violence	29.4960	4.7341				

** Sig. at .05 level

It is shown in the above table that there was a positive significant relationship between Student Self Esteem and School Violence ($r = .251^{**}$, $N = 250$, $P < .05$). It is noted that Students Self-esteem could be a consequence of School Violence in the study. The Null hypothesis is therefore rejected. This finding correlates with (6) studies which indicated that victims of school violence report feelings of depression, anxiety, low self-esteem and isolation.

Ho₂: There is no significant relationship between Students Competence and School Violence.

Table 4: Relationship between Students Competence and School Violence.

Variable	Mean	Std. Dev.	N	R	P	Remark
Students Competence	16.1040	2.3175	250	.315**	.000	Sig.
School Violence	29.4960	4.7341				

** Sig. at .05 level

It is shown in the above table that there was a positive significant relationship between Student Competence and School Violence ($r = .315^{**}$, $N = 250$, $P < .05$). It is noted that Students Competence could be a consequence of School Violence in the study. The Null hypothesis is rejected. The result is in-tandem with Nansel (2004) [7] findings which shows that victims of school violence report feelings of incompetence and poor school performance. If a school is able to accomplish a feeling of safety, students can have success regardless of their family or neighbourhood backgrounds.

Ho₃: There is no significant relationship between Students Interpersonal Relationship and School Violence.

Table 5: Relationship between Students Interpersonal Relationship and School Violence.

Variable	Mean	Std. Dev.	N	R	P	Remark
Students Interpersonal Relationship	15.7160	2.5686	250	.269**	.000	Sig.
School Violence	29.4960	4.7341				

**Sig. at .05 level

It is shown in the above table that there was a positive significant relationship between Students Interpersonal Relationship and School Violence ($r = .269^{**}$, $N = 250$, $P < .05$). It is noted that Students Interpersonal Relationship could be a consequence of School Violence in the study. The Null hypothesis is rejected. The result is in correlate with Klomeck (2007) [6] findings which indicated that victims of school violence report feelings of poor social connectedness, isolation, suicidal ideation and attempts. Studies have found that emotional and behavioural problems experienced by victims of school violence may continue into adulthood and produce long-term negative outcomes, including low-esteem and self-worth, depression, gang membership, vandalism, drug use and abuse [8,9,10]

IV. Conclusion

This study has investigated the influence of school violence on psycho-social wellbeing of students in selected secondary schools. The result of the hypotheses revealed that there was a positive significant relationship between students' self-esteem and school violence, a positive significant relationship between students' competence and school violence, and a positive significant relationship between students' interpersonal relationship and school violence. Thus, it should be noted that school environment can either open or close the doors that lead to student wellbeing. If a school is able to accomplish a feeling of safety, students can have success regardless of their family or neighbourhood backgrounds. When students acquire skills for social and emotional learning and the ability to maintain positive relationships, their wellbeing is improved. Student social and emotional wellbeing is improved in an environment where violence, bullying, harassment and physical punishment are discouraged.

V. Recommendations

Based on the findings of this study, the following recommendations are therefore given:

- (1) In order to fulfill a role as an environmental context for students' well-being, school community must be defined so that any school community is readily identifiable according to its function, rather than inferred from the cognitive and affective attributes of its members.
- (2) The school as the closest contact with most children over the longest period should provide curricular and extracurricular activities that make young people more likely to attend school regularly. If young people are at school, they may have fewer opportunities to commit crime.
- (3) School organization interventions should adopt a comprehensive and systematic approach to school violence prevention such as replacing school administrators, reorganizing teachers and engaging parents in the planning and implementation of school policies and programmes.
- (4) Government should provide resources that will help change the school environment to a more positive climate, nurturing, inclusiveness and a feeling of community occur.

References

- [1]. World Health Organization, 2002. School Violence: Issues in adolescent development.
- [2]. Punch, M., 2000. Suite Violence: Why managers murder and corporations kill. *Crime, Law and Social Change*, 33, 243-280.
- [3]. Hamm, M.S., 2004. Apocalyptic violence: The seduction of terrorist subcultures. *Theoretical Criminology*, 8, 3, 323-339.
- [4]. Ryan, R.M., & Deci, E.L., 2001. On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141-166.
- [5]. Diener, E., Lucas, R.E., & Oishi, S., 2002. Subjective well-being: The science of happiness and life satisfaction. *Handbook of positive Psychology*. New York: Oxford University Press.
- [6]. Klomeck, A., 2007. Interpersonal Psychotherapy for depressed adolescents. *Journal of Related Sciences*
- [7]. Nansel, T., 2005. Bullying and Victimization in Elementary Schools. *Journal of Education*, 41 (4), 672-682.
- [8]. Heatherton, T.F., & Wyland, C.L., 2003. Assessing Self-Esteem. *Positive Psychological Assessment*. Washington: American Psychological Association
- [9]. Jennings, K.D., & Dietz, L.J., 2003. Mastery Motivation and Goal Persistence in Young Children. *Well-Being Positive Development Across the Life Course*. Mahwah: New Jersey: Lawrence Erlbaum Associates.
- [10]. Litman, J.A., & Jimerson, T.L., 2004. Curiosity as a feeling of Deprivation. *Journal of Cognitive Neuroscience*, 14 (5), 445-448.