Effects of Peer Mediation And Negotiation Strategies On Attitude To Violence And Perceived Violent Acts In Some Selected Tertiary Institutions In Northeast, Nigeria

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ABSTRACT
The study adopted a pretest, posttest, control group, quasi experimental design with a 3 X 3 X 2 factorial matrix. Three categories of variables were involved in the study: Peer mediation, Negotiation Strategy and Control condition. The population for the study consisted of the staff, students and the law enforcement agents in the nine tertiary institutions in northeast Nigeria. Purposive sampling technique was used, five members of staff (academic and non-academic) in each of these institutions were sampled. Nine senior officers of the career and counseling units of the institution as well as nine chief security officers, nine Deans of student affairs and nine divisional police officers (DPOs) situated within the location of the institutions were involved. The instruments used in the study were Violent Factors Questionnaire (VFQ), Perceptions of Violence Questionnaire (PVQ), Dean of Student Affairs Questionnaire (DSAQ), Lecturers Questionnaire (LQ), Chief Security Officers Questionnaire (CSOQ), Elements of Negotiation Training Schemes (ENTS), Conflict Resolution Training Manual (CRTM) and Violent Factors Questionnaire (VFQ). The data were analyzed using KR20. This is a 25-item questionnaire designed to elicit varied responses on issues that could be causal factors of violence in Nigerian higher institutions of learning. Appropriate responses in a graded response ranging from strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The Cronbach coefficient alpha value of 0.80 as a measure of construct validity, internal consistency and reliability was obtained. The Analysis of Covariance (ANCOVA) and Multiple Classification Analysis (MCA) were also used to find out how each group performed. All hypotheses were tested at P<.05 level of significance. The study revealed improvement in the intervention on Peer Mediation but there was non-improvement in the intervention on Negotiation. Major recommendations of the study included among others improvement in the intervention on Peer Mediation; Stake holder’s intervention on Negotiation and funding to higher institutions on curbing violence and violent acts among students in Nigerian tertiary institutions.

Keywords: Violence, negotiation strategy, Peer Mediation, Perceived violence and Attitude to Violence

INTRODUCTION
The problem of violence in Nigerian Educational Institutions in particular and the country in general has become one of the most pressing endemic educational issues in recent years. Youths, especially those in higher institutions are disproportionately represented as both victims and perpetrators of violence; such that concerns about violence seem to have surpassed academic achievement, which traditionally and naturally was the most persistent theme on the nation’s education agenda (Noguerra 1995, Slee, 2003). With the menace of violence arising from cultic rivalries, rapes, drug addictions, physical aggressions and
kidnapping where both male and female students are jointly responsible either as recipients or expressers of violent aggression within the campuses (Straus & Mouradian 1999; Thomson 1990; Mathews 1984). This rise in violence involving young people in our society in the past decade has come almost to an epidemic proportion. The escalation of incidents of violence across many higher institutions in Nigeria and the varied sensational anecdotal media reports suggesting that our tertiary institutions are generally unsafe because of youths lawlessness in campuses, have made the issue of violence an emergency and a critical one.

The menace of violence in Nigerian’s higher institutions of learning seems to have reached an alarming proportion in the last few years and this phenomenon of reckless outbursts of crimes in our campuses have zeroed mostly on ‘cultic butcheries’, ‘dating violence’, acquaintance rapes, coercive sexual behaviours and intimidation of staff especially lecturers in these institutions (Olugbuyi 2006; Daley and Noland 2001; Ajayi 1999; Oguntuase 1997). Ajayi (2017) reported another three separate incidents between January 2016 and August 2017 involving the killings of 30 students while 10 students were seriously injured in our Universities. His study seemed to reveal that our Universities have become hot beds of cultic related violence while the polytechnics are next as high prone areas, the Colleges of Education have the lowest cult related incidents. Also Olugbuyi (2016) observed that both male and female students are represented as both perpetrators and victims in these ugly incidences. This is evidenced by the news of violence erupting as a result of fighting over female students and activities of some female cult members. (National Concord, June 24, 2015; the Guardian August 27, 2016).

This growth of violence in campuses no doubt created another dimension in our national problems. Schools suddenly became death traps for students, teachers, lecturers and administrators. Schools also become unsafe environment for promoting high standards of learning and attainment of desired learning outcomes, necessary in the education of the youth and preparation for effective functioning in the adult society. The effect is that administrators, parents, staff and students now live with the reality of violence and contend with the threat of physical harm on daily basis when engaging in the ‘ordinary’ normal activities within the campuses, increased arrests, rustications and suspensions of students have provided little in the way of reassurance of safety.

Continued violence on our campuses have not only disrupted academic programmes but also affected the fabric of our society in some negative manner. Violence in our higher institutions have signaled the sure but gradual collapse of our educational institutions, the gradual collapse of the society at large and the pointer to the apparent inadequacy of the traditional methods of curtailment of violence. An anonymous observer highlights this inadequacy as follows “... the teachers are afraid of the governments (who largely are their employers), the governments are afraid of parents (who are the populace and voters), the parents are afraid of their children (who seem to have grown out of their control) but the children (students) are not afraid of anybody at all…”

Therefore the challenge for schools and the wider community is to find ways of managing conflicts such that parties can learn, grow and create from their experiences. The central role expected of the school in our society, have made violence prevention a major concern of students, educators, parents and governments. Thus the creation of safe, caring, respectful classroom and school community have recently been the major goals of all stakeholders in the educational sector. Also the need to teach young people to resolve their conflicts peacefully and providing adults’ ways to model positive conflicts resolution and problem solving strategies for the benefit of the school, community and the society have become necessary. The Social Studies Education and its emergent borders like Violence Prevention, Conflict Resolution and Peace Education seem to be in advantaged position to give the lead and direction to meet this challenge. Providing opportunities for students to develop attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens, social studies and indeed its emerging borders, are issues-focused and inquiry-based inter-disciplinary subjects which fosters students’ understanding of and involvement in practical and ethical issues that face their communities and humankind.
Peer mediation and negotiation skills are part of many strategies that are used in conflict resolution, peace education and violence prevention. Education to find desirable solutions to issues before they escalate into violence. These programmes, peer mediation and negotiation, teach the procedures for negotiating integrative agreements to conflicts and mediating mates conflicts. Mediation is a structured process in which a neutral and impartial third party (known as the mediator) assists two or more people in negotiating integrative resolution to their conflict. Negotiation is a process by which persons who have shared and opposed interests and want to come to an agreement try to work out a settlement (Johnson and Johnson, 1991).

Without training in Negotiation, students appear to resolve conflicts by either understanding or forcing a solution. A well conducted peer mediation programme can teach students alternative strategies to aggression and withdrawal for settling conflicts. This can lead to improved school climate; decrease office referrals suspensions and rustication. Yet peer mediation is complex, in order to be successful there must be adequate planning especially training of mediators. With adequate attention to details, peer mediation appears to be a promising tool that can be used as part of a broader programme. It can help to teach students methods to settle their conflicts without resolving to violence.

It is possible to intervene successfully to prevent conflicts from escalating into violent acts by providing young people with the knowledge and skills needed to settle dispute peacefully (Crawford and Bodine 1996). In the book “Creating the Peaceful School” Bodine, Crawford and Schrumpt (1994) advocated the need for peace in school, if schools are to be more productive and if essential learning outcomes will be achieved. According to them, peace in the learning community will enhance two goals “first, the school becomes more peaceful and productive environment where students and teachers together can focus on the real business of learning and having fun. Second, students and adults gain essential life skills that will benefit them not just in school but also at home; in their neighbourhood and in their roles present and future, as citizens in a democratic country.”

This view is also corroborated by Adekanye (2000) who emphasized the need to respond to problems of conflicts and violence on different scales before they escalate to violence. Describing Peace Education as creating more just and sustainable futures in a non-violent way and contributory to the acquisition, transfer and sharing of knowledge aimed at forging the values of dignity, justice and mutual respect. The U.S. Surgeon General report published by the SAMHSAS National Mental Health Information Centre (2005) opined that one of the greatest needs of their nation and all nations in general is “the need to confront the problem of youth violence systematically using research based approaches and to correct damaging myths and stereotypes.”

Events unfolding in our educational institutions suggest that it is difficult, if not impossible to solve the problems of young people for them without their active involvement in the process of solution. However, it is possible to provide them with the knowledge and skills, training and encouragements to resolve conflicts in a non-violent manner. Conflict Resolution Education (CRE) therefore include negotiation, mediation and consensus decision making which allow all parties involved to explore peaceful solutions to a conflict. Adekanye (2010) recommended that Peace Education which not only explores ways of creating more just and sustainable futures for people in a non-violent way, but also contributes to the transfer and sharing of knowledge aimed at fostering the values of liberty, dignity, justice and mutual respect be taught at school level. An offshoot of Peace Education and Conflict Resolution Education (CRE) includes Negotiation, mediation, and consensus decision making among others which allow all parties involved to explore peaceful solutions to conflicts. Abrams (1999) describes it as a body of knowledge and skills that enables people to use non-violent, constructive approach when dealing with conflicts. It has its focus on children and adults who facilitate children’s social, emotional and intellectual growth with more concentration on schools since most of these growths occur in schools.

Because of polarities occasioned by issues in conflict which make conflicting parties to find it difficult to negotiate, both mediation and negotiation strategies register a third party in facilitating negotiations by disputants. Moore (1996) therefore describes mediation as the intervention in a negotiation or conflict of an acceptable third party who has limited or no authoritative decision making power by who assists the
involved parties in voluntarily reaching a mutual acceptable settlements of issues in dispute. Peer mediation thus in the schools is a programme that involves students serving as facilitators to help their peers resolve conflicts. Such conflicts may involve diversities bothering on gender issues, harassment, lack of respect for the rights of others and violence. Negotiation is the process whereby two or more parties who are faced with a problem of conflict attempt to agree on how best to solve the problem or resolve the conflict (Alber, 1999). When these processes of resolving conflict and strife become a way of life, young people will begin to value getting along instead of getting even or getting their way (Crawford and Bodine, 1996).

In the first type of intervention, project staff developed a conflict resolution curriculum taught to all students in a school. The purpose was to provide constructive approach to conflict and alert students to skills helpful in providing productive resolutions. The curriculum was organized around five themes: Understanding Conflict, Effective Communication, Understanding Anger, Handling Anger and Peer Mediation. In general, the curriculum provided a context for the initiation of peer mediation.

Peer mediation has continued to be a very promising approach against violence in schools. A school-wide conflict resolution programme conducted in a middle school and reported by Peterson and Skiba (2000) observed ‘Win–win’. Settlements in 90% of cases, whereas in 86% of untrained controls reported conflicts that ended in a ‘win – lose’ situations. However, the extents of implementation coupled with the full involvement of the students were key factors of success. The peer mediation programme allowed the students alternative to deal with conflicts, allowing students to view conflicts as a constructive opportunity rather than destructive one. The programme was viewed as successful, “as resolutions acceptable to disputing parties were reached more than 90% of the time, with students most frequently resolving to avoid each other, to stop the offending behaviours, or to agree to get along (Daunic, Landry, Miller, Robinson and Smith, 2000). Again, the authors observed that the success of the peer mediation programme depended on the commitment of administrators and implementation teams.

Despite all the efforts of stakeholders in our educational institutions to combat violence in all its forms, destructively managed conflicts leading to physical and verbal violence have continued in schools and guaranteeing students’ safety and an orderly environment in which to learn is still a difficult challenge for school administration. Other works that were centred on higher institutions in Nigeria dealt mostly with only cult related conflicts and violence within the campuses and none known so far have attempted to use these two conflict resolution strategies to mitigate the problem of violence in Nigeria’s tertiary institution. Again, most of the available studies are deficient in three major areas; they seem to lack consistency in sampling techniques, scientifically valid conclusions and thorough theoretical development.

From the foregoing, direct assessment of the way students manage their conflicts with or without the help of peer mediators is practically uncommon. In the 14 studies on peer mediation reviewed by Lam (1989) for example, only two included a control group. Since peer mediation programmes are gradually gaining popularity (Rifkin, 1991), there is need for a systematic study with a control group to determine whether training in these strategies could help change the way students manage their conflicts and also attitudes to violence in Nigerian campuses which necessitated a study of this kind.

**Statement of the Problem**

The study therefore sought to find empirical information useful to resolve the problems of widespread violence within the campuses in the tertiary institutions (Universities, Polytechnics and Colleges of Education) of learning on one hand and devise strategies for finding peaceful and non-violent means for solving problems before they degenerate into violence. On a similar note, the study determined the effect of two conflict resolution strategies of Peer Mediation and Negotiation on attitudes to violence and violent acts among students of Nigerian tertiary institutions.

**Objectives of the Study**

The major objective of the study is to determine the effect of two conflict resolution strategies of Peer Mediation and Negotiation on attitudes to violence and violent acts among students of Universities, Polytechnics and Colleges of Education in Nigeria. Specifically; the study sought to:

(i) The general pattern of violent acts in Nigerian tertiary institutions.
(ii) Ascertain the general opinion of stakeholders on violence in Nigerian tertiary institutions.

Research Questions
The study was guided by the following principal research questions:
(i) What is the general pattern of violent acts in Nigerian tertiary institutions?
(ii) What is the general opinion of stakeholders on violence in Nigerian tertiary institutions?
(iii) How can we equip our Youth with the requisite knowledge on prevention of violent acts and peace resolution mechanism

Hypotheses
The following null hypotheses were used and tested at 0.05 level of significance:

Ho1: There is no significant main effect of treatment on students’ attitude to violence and perceived violent acts in Nigerian tertiary institutions.

Ho2: There is no significant main effect of gender on student’s attitude to violence and perceived violent acts in Nigerian tertiary institutions.

Ho3: There is no significant main effect of school type on students’ attitude to violence and perceived violent acts in Nigerian tertiary institutions.

Significance of the Study
The bulk of literature on peace education here and other related concepts would be found useful to all categories of academics especially those craving for peace and harmony in their institutions. The study would be useful to all tiers of governments as well as researches in the area of Peace Education, Conflict resolution, Violence Prevention and Social Studies education for all levels. It will also serve as an eye opener to all categories of people by adopting peace education programme as an alternative approach to maintaining peace and harmony in the school environment. On the long run, this study is also being undertaken as a contribution towards proffering strategies for a culture of peace in tertiary institutions.

Scope of the Study: The study focused on nine tertiary institutions in Northeast, Nigeria (Three Universities, three Polytechnics and three Colleges of Education). Only peer mediation and Negotiation strategies of conflict resolution were considered in this study.

LITERATURE REVIEW
A detailed review of literature was done that covered theoretical and conceptual frameworks in the areas of the prevalence of violent behaviours in our society; searching for the causes of youth violence; what research tells us about youth violence; when youth violence begins; why young people become violent?; promotion of safety in higher institution; factors underlying violence; the need and purpose of violence prevention programmes; peer mediation and Negotiation strategies; risks and protective factors in childhood and adolescence; violence prevention in campuses; gender issues in campuses; conflicts at different levels – universities polytechnics and Colleges of Education and appraisal of literature. There are basically two perspectives to the theory of conflict and peace studies; the traditional and the contemporary.

The study was subscribed to the contemporary approach of conflict and peace resolution because of its revealing multidisciplinary approach in both cognitive and interactive perspectives. Some empirical studies were reviewed whose gaps were filled in this study. The summary of literature revealed substantial progress in the adaptation of different literatures in conflict mediation and resolution.

RESEARCH METHODOLOGY
Research Design: The study adopt a pretest, posttest, control group, quasi experimental design with a 3 × 3 × 2 factorial matrix, Table 4 shows the factorial matrix of the design. The conceptual model of the design can be explained as follows:

- O₁ X₁ O₄
- O₂ X₂ O₅
- O₃ X₃ O₆
Figure 1: An illustration of the research design where $O_1$, $O_2$ and $O_3$ = Pre-test observations for the experiment and control groups, and $O_4$, $O_5$ and $O_6$ = Post-test observation for experiment and control groups researcher. $X_1$ = Experimental treatment of peer mediator, $X_2$ = Experimental treatment of negotiation, $X_3$ = Control.

Table 4: $3 \times 3 \times 2$ factorial matrix of the design

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Gender</th>
<th>A University</th>
<th>B Polytechnic</th>
<th>C Colleges of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>(E1) Mediation</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(E2) Negotiation</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Control</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Variables in the Study:** Independent Variable: Conflict Resolution style: The moderator variables: Gender (Males and Females) and the types of institutions, which are: (1) School type viz: Universities, Polytechnics and Colleges of Education. The dependent variables are: The students’ attitude to violence and violent acts and Perceived Violent Acts.

**Population of the Study:** The target population for the study were the staff, students and the law enforcement agents in the nine tertiary institutions in northeastern Nigeria comprising Yobe, Borno and Adamawa States.

**Sampling Technique:** Seventy five students in each tertiary institution were involved using purposive sampling technique. While 5 members of staff (academic and non-academic) in each of these institutions were involved making a total of 720 staff and students. Nine senior officers of the career and counseling units of the institution as well as nine chief security officers, nine Deans of student affairs and nine divisional police officers (DPO) of the Divisional Police Headquarters situated within the location of the institutions were involved. In all a total of 756 participants were involved in the study.

**Research Instruments:** The following instruments were used for the study: Violent Factors Questionnaire (VFQ), Perceptions of Violence Questionnaire (PVQ), Dean of Student Affairs Questionnaire (DSAQ), Lecturers Questionnaire (LQ), Chief Security Officers Questionnaire (CSOQ), Elements of Negotiation Training Schemes (ENTS) and Conflict Resolution Training Manual (CRTM).

**Reliability and Validation of Research Instruments:** The research instrument goes through various stages of validation processes. To establish the face and content validity of the instruments; copies of each of the instruments were submitted to experts in the field of education, Peace, Conflict Resolution and evaluation that ascertained the suitability of the instruments in terms of language presentation clarity and applicability to the various respondents. Modifications were made where necessary and Cronbach Coefficient alpha was used to determine the interval consistency and reliability of each item and the entire instruments for the attitude scales. The Formula for Cronbach alpha is $\alpha = \frac{n}{n-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma^2} \right)$, where $n_o$ = number of items on the instrument, $\sigma_i^2$ = number of variance in the item, $\sigma^2$ = variance of total score on the test. Items having negative correlation were removed in order to improve upon the internal consistency of the attitude scale.

**Research Procedure**

The researchers engaged the services of research assistants who were trained for two weeks and given adequate orientation before the commencement of the programme. Similarly, the researchers liaised with
the authorities of the nine institutions of learning to obtain necessary permissions before the commencement of the programme.

Data Analysis: Data collected from the study was analyzed using both descriptive and inferential strategies. For descriptive statistics; mean, standard deviation for both experimental and control groups were used. The Analysis of Covariance (ANCOVA) was used in testing the hypotheses and differences among the groups, using pretest scores as covariates. The Multiple Classification Analysis (MCA) also be used to find out how each group performed, the t-test and Scheffé multiple range test was used where there are significant differences to determine the source of significance. All hypotheses was tested at P<.05 level of significance.

RESULTS AND DISCUSSIONS

Research Question 1: What is the general pattern of violent acts in Nigerian tertiary institutions? Is there a change in general pattern of violent acts in Nigerian tertiary institutions from Time 1 (pre-intervention Peer Mediation) to Time 2 (post-intervention Post Peer Mediation)?

Table 1: Mean and Standard Deviation of Time 1 and Time 2 Scores of general pattern of violent acts in Nigerian tertiary institutions from Time 1 (pre- Peer Mediation) to Time 2 (post- Peer Mediation)?

<table>
<thead>
<tr>
<th>N</th>
<th>Time 1</th>
<th>Mean</th>
<th>SD</th>
<th>Time 2</th>
<th>Mean</th>
<th>SD</th>
<th>Mean gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>756</td>
<td>1.79</td>
<td>0.30</td>
<td>3.54</td>
<td>0.34</td>
<td>1.79</td>
<td></td>
</tr>
</tbody>
</table>

The data presented on Table 1 show that Time 1 (pre- Peer Mediation) had a Mean score of 1.79 and Standard Deviation of 0.30 in the pre- Peer Mediation and Time 2 had Mean score of 3.54 and Standard Deviation of 0.34 in the post- Peer Mediation making a Time 1 and Time 2 Mean gain of 1.79. Therefore, there was improvement in the intervention on general pattern of violent acts in Nigerian tertiary institutions from Time 1 (pre- Peer Mediation) to Time 2 (post- Peer Mediation).

Research Question 2: Is there a change in general pattern of violent acts in Nigerian tertiary institutions from Time 1 (pre-intervention Negotiation) to Time 2 (post-intervention Post Negotiation)?

Table 2: Mean and Standard Deviation of Time 1 and Time 2 Scores of general pattern of violent acts in Nigerian tertiary institutions from Time 1 (pre- Negotiation) to Time 2 (post- Negotiation)?

<table>
<thead>
<tr>
<th>N</th>
<th>Time 1</th>
<th>Mean</th>
<th>SD</th>
<th>Time 2</th>
<th>Mean</th>
<th>SD</th>
<th>Mean gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>756</td>
<td>1.78</td>
<td>0.32</td>
<td>3.45</td>
<td>0.24</td>
<td>1.67</td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table 2 show that Time 1 (pre- Negotiation) had a Mean score of 1.78 and Standard Deviation of 0.32 in the pre- Negotiation and Time 2 had Mean score of 3.45 and Standard Deviation of 0.24 in the post- Negotiation making a Time 1 and Time 2 Mean gain of 1.67. Therefore, there was non-improvement with general pattern of violent acts in Nigerian tertiary institutions from Time 1 (pre-Negotiation) to Time 2 (post- Negotiation).
Is there a change in general pattern of violent acts in Nigerian tertiary institutions from Time 1 (pre-intervention Control) to Time 2 (post-intervention Post Control)?

Table 3: Mean and Standard Deviation of Time 1 and Time 2 Scores of general pattern of violent acts in Nigerian tertiary institutions from Time 1 (pre-Control) to Time 2 (post-Control)?

<table>
<thead>
<tr>
<th>N</th>
<th>Time 1</th>
<th>Time 2</th>
<th>Mean gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>756</td>
<td>1.66</td>
<td>0.37</td>
</tr>
</tbody>
</table>

The data presented in Table 3 show that Time 1 (pre-Control) had a Mean score of 1.66 and Standard Deviation of 0.37 in the pre-Control and Time 2 had Mean score of 2.40 and Standard Deviation of 0.51 in the post-Control making a Time 1 and Time 2 Mean gain of 0.74. Therefore, there was no improvement with general pattern of violent acts in Nigerian tertiary institutions from Time 1 (pre-Control) to Time 2 (post-Control).

**Hypotheses:** The following hypotheses were tested at 0.05 level of significance:

- **H0:** There is no significant main effect of treatment on students’ attitude to violence and perceived violent acts in Nigerian tertiary institutions.

Analysis for hypothesis 1 was presented on Table 5.

Table 5: Summary of Analysis of Covariance (ANCOVA) for Test of Significance of Effect of Treatment on Students’ students’ attitude to violence and perceived violent acts in Nigerian tertiary institutions

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>.014</td>
<td>1</td>
<td>.014</td>
<td>.120</td>
<td>.729</td>
</tr>
<tr>
<td>Intercept</td>
<td>.571</td>
<td>1</td>
<td>.571</td>
<td>6.280</td>
<td>.012</td>
</tr>
<tr>
<td>140.261</td>
<td>140.261</td>
<td>1</td>
<td>1225.714</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>44.843</td>
<td>44.843</td>
<td>1</td>
<td>493.599</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>.014</td>
<td>1</td>
<td>.014</td>
<td>.120</td>
<td>.729</td>
</tr>
<tr>
<td>.571</td>
<td>.571</td>
<td>1</td>
<td>6.280</td>
<td>.012</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>86.282</td>
<td>754</td>
<td>.114</td>
<td></td>
<td></td>
</tr>
<tr>
<td>68.501</td>
<td>68.501</td>
<td>754</td>
<td>.091</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9538.055</td>
<td>756</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2499.550</td>
<td>2499.550</td>
<td>756</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>86.295</td>
<td>755</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69.071</td>
<td>69.071</td>
<td>755</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented on Table 5 shows F-calculated values for mean scores of experimental groups on attitude to violence and perceived violent acts in Nigerian tertiary institutions. The F-calculated value for group is 6.28 with a significance of F at .012 which is less than .05 (p < 0.05). Hence, the null hypothesis of no significant difference in the mean scores of attitude on Peer Mediation to violence and perceived violent acts in Nigerian tertiary institutions. Therefore, rejected at .05 level of significance. With this result, there is significant difference between the mean scores of students treated attitude to violence and perceived violent acts in Nigerian tertiary institutions.
**H02:** There is no significant main effect of gender on student’s attitude to violence and perceived violent acts in Nigerian tertiary institutions.

**Table 6: Summary of Analysis of Covariance (ANCOVA) for Test of Significance of Effect of Treatment on Students’ students’ attitude to violence and perceived violent acts in Nigerian tertiary institutions**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>.011^a</td>
<td>1</td>
<td>.011</td>
<td>.042</td>
<td>.838</td>
</tr>
<tr>
<td></td>
<td>.392^b</td>
<td>1</td>
<td>.392</td>
<td>2.862</td>
<td>.091</td>
</tr>
<tr>
<td>Intercept</td>
<td>61.929</td>
<td>1</td>
<td>61.929</td>
<td>236.379</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>37.632</td>
<td>1</td>
<td>37.632</td>
<td>274.633</td>
<td>.000</td>
</tr>
<tr>
<td>Students</td>
<td>.011</td>
<td>1</td>
<td>.011</td>
<td>.042</td>
<td>.838</td>
</tr>
<tr>
<td></td>
<td>.392</td>
<td>1</td>
<td>.392</td>
<td>2.862</td>
<td>.091</td>
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<tr>
<td>Error</td>
<td>197.542</td>
<td>754</td>
<td>.262</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>103.317</td>
<td>754</td>
<td>.137</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4566.787</td>
<td>756</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2192.512</td>
<td>756</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>197.553</td>
<td>755</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>103.710</td>
<td>755</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table 6 shows F-calculated values for mean scores of experimental groups on effect of gender on student’s attitude to violence and perceived violent acts in Nigerian tertiary institutions. The F-calculated value for group is 2.86 with a significance of F at .091 which is above than .05 (p < 0.05). Hence, the null hypothesis of no significant difference in the mean scores of attitude to gender on violence and perceived violent acts in Nigerian tertiary institutions. Therefore, accepted at .05 level of significance. With this result, there is significant difference between the mean scores of gender on student’s attitude to violence and perceived violent acts in Nigerian tertiary institutions.

**H03:** There is no significant main effect of school type on students’ attitude to violence and perceived violent acts in Nigerian tertiary institutions.

**Table 7: Summary of Analysis of Covariance (ANCOVA) for Test of Significance of Effect of Treatment on Students’ students’ attitude to violence and perceived violent acts in Nigerian tertiary institutions**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>16.040^a</td>
<td>2</td>
<td>8.020</td>
<td>85.780</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>7.034^b</td>
<td>2</td>
<td>3.517</td>
<td>43.462</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>1552.765</td>
<td>1</td>
<td>1552.765</td>
<td>16608.446</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>426.066</td>
<td>1</td>
<td>426.066</td>
<td>5264.838</td>
<td>.000</td>
</tr>
<tr>
<td>institutions</td>
<td>15.803</td>
<td>1</td>
<td>15.803</td>
<td>169.028</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>7.029</td>
<td>1</td>
<td>7.029</td>
<td>86.854</td>
<td>.000</td>
</tr>
<tr>
<td>Error</td>
<td>70.213</td>
<td>751</td>
<td>.093</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60.776</td>
<td>751</td>
<td>.081</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9515.444</td>
<td>754</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2497.550</td>
<td>754</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>86.252</td>
<td>755</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>67.810</td>
<td>753</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data presented on Table 7 shows F-calculated values for mean scores of experimental groups on effect of student’s attitude in different institutions to violence and perceived violent acts in Nigerian tertiary institutions.
tertiary institutions. The F-calculated value for group is 86.85 with a significance of F at 0.00 which is less than .05 (p < 0.05). Hence, the null hypothesis of no significant difference in the mean scores of attitude in institutions on violence and perceived violent acts in Nigerian tertiary institutions. Therefore, rejected at .05 level of significance. With this result, there is no significant difference between the mean scores of institutions on attitude to violence and perceived violent acts in Nigerian tertiary institutions.

**Major Findings of the Study:** On the general pattern of violent acts in Nigerian tertiary institutions; the findings revealed as follows:

1. There was improvement in the intervention on Peer Mediation
2. There was non-improvement in the intervention on Negotiation
3. No-improvement in the intervention on Control
4. Stakeholders agreed on pertaining conflict resolution strategies of Peer Mediation and Negotiation on attitudes to violence and violent acts among students in Nigerian tertiary institutions
5. No significant difference in the mean scores of attitude on Peer Mediation to violence and perceived violent acts in Nigerian tertiary institutions.
6. No significant difference in the mean scores of attitude of gender on violence and perceived violent acts in Nigerian tertiary institutions.
7. There is no significant difference in the mean scores of attitude in institutions on violence and perceived violent acts in Nigerian tertiary institutions.
8. There is significant difference in the mean scores of Genders on attitude to violence and perceived violent acts in Nigerian tertiary institutions.
9. There is no significant difference in the mean scores of interaction effect of gender and school type on students’ attitude to violence and perceived violent acts in Nigerian tertiary institutions.
10. There is significant difference in the mean scores of interaction effect of treatment, school type and gender on students’ attitude to violence and perceived violent acts in Nigerian tertiary institutions.

**CONCLUSION**

A growing body of evidenced knowledge from the study suggests that it is possible to employ certain skills and measures to prevent some destructive behaviours on the campuses of our tertiary institutions. However, the possibilities to intervene successfully in preventing conflicts from escalating into violent acts by providing young people with the requisite knowledge and skills that are needed to settle dispute peacefully are quite plausible. Events unfolding in our educational institutions suggest that it is difficult, if not impossible to solve the problems of young people without their active involvement in the process of solutions. However, it is possible to provide them with the knowledge and skills that will provide encouragement to resolve conflicts in a non-violent manner.

**RECOMMENDATIONS**

1. Institutions should improve in the intervention on Peer Mediation
2. Stakeholders should intensify efforts in intervention on Negotiation strategies
3. All Nigerian higher institutions should introduce flexible pattern on conflict resolution strategies of Peer Mediation and Negotiation on attitudes to violence and violent acts among students in Nigerian tertiary institutions before escalation.

**ACKNOWLEDGEMENTS**

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http:// w.w.w. crenet.org/Conflict Resolution Network Australia. C.R.N. home Page.


