Assessing the Consequences of Violence in Nigerian Public Secondary Schools

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ABSTRACT
The paper assessed the consequences of violence in Nigerian Public Secondary Schools. Violence has recently assumed a widespread dimension and has become an issue for global concern. On daily bases in Nigeria, voice media and print media reports give accounts of one form of violence or the other in schools. These manifest in different forms including bullying, shooting, sexual harassment, kidnapping and hostage taking among others. The paper focused on the overview of violence with critical assessment of the types of violence prevalent in Nigerian schools, their causes and consequences on the learners and teachers, on the school, on education as a whole and on the policy of zero-tolerance to violence. Based on the causes and consequences of school violence, the study recommends that every school should be assigned with professional guidance counsellors to oversee and manage the behaviour problems of students, strong disciplinary measures to be faced by perpetrators of violence especially at school; intermittently, school-community partnership programmes should be organized for stakeholders to be acquainted with strategies and approaches to dealing with violence in the schools, up-to-date security measures in schools and schools-sponsored events – search students and strip them of any dangerous weapons, and engage students in awareness campaigns, counselling sessions should be organized against anger, conflict resolution, character development.

Keywords: Assessment, Consequences, Public secondary schools, Violence.

INTRODUCTION
Violence is a behaviour involving physical force intended to hurt, damage, or kill someone or something. In the school system, violence has become an issue of central concern among teachers, students, and the general public including parents, governmental and non-governmental organizations as well as policymakers. Violence can occur or take place in any environment or anywhere including the school, family, community or even in business organization. Wherever it occurs, the consequences remain anti-progressive and against human development.

According to the world Health Organization, violence is the intentional use of physical force or power, threatened or actual, against oneself or 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 (WHO, 2012). Augustine and Ihongu (2019) viewed violence as consisting of actions, words, attitudes and socio-cultural damages that prevent people from achieving their full human potentials. These actions could be deliberate or non-deliberate, according to Lareau (2003) who viewed violence as the deliberate pattern of abusive and accusative tactics used by one member(s) of a family or group, in an ultimate relationship to obtain or maintain power and absolute control or independence within the group, Dutton (2003), subscribing to this, added that violence in a group covers a broad range of controlling or domineering behaviours which typically involve fear, harm, intimidation and emotional deprivation which might affect children’s academic performance if it occurs in schools.
Types of Violence

The World Report on Violence and Health (WRVH, 2014) presented a typology of violence that while not uniformly accepted, can be a useful way to understand the context in which violence occurs and the victim-perpetrator relationship. There are three classifications, namely self-directed violence, interpersonal violence, and collective violence. **Self-Directed Violence** is a situation in which the perpetrator and victim are the same individual. Self-abuse and suicide fall within this class. **Interpersonal violence** refers to violence between individuals and groups of individuals, and is divided into family violence where the victims and perpetrators are members of the same or different families; intimate partner violence which involves very close partners like husband and wife, cohabiters, close friends and playmates as perpetrators and victims; and community violence in which case two or more opposing groups from within a community or different communities may be involved as the perpetrators and victims. Community violence is further divided into acquaintance and stranger violence and includes youth violence; assault by strangers; violence related to property crimes; and violence in workplace and other institutions. Community acquaintance violence is best described as intra-community violence where the perpetrators and victims are entirely from the same group or community, while community stranger violence is best described as inter-community and it is when the victims are a different group or community from the perpetrators. **Collective violence** refers to violence committed by larger groups of individuals and in most cases targeted at unpopular policies and bad governance. Victims of collective violence are mostly policy makers and members of society including the perpetrators. Collective violence can be classified into social, political and economic violence.

Social violence is any type of violence that is committed by individuals or the community that has a social impact. The recent “End-SARS” protest in Nigeria that resulted to the scrapping of SARS and removal of illegal police check points typifies social violence. Political violence is the deliberate use of power and force to achieve political goals, and is characterized by both physical and psychological acts aimed at injuring or intimidating populations (World health Organization (WHO), 2002). Depending on the nature of the objectives, the targets of attacks, the organizational structure and the repertoire of actions, political violence can be guerrilla warfare, insurgency, terrorism, rebellion, revolution, rioting and civil war. Typical political violence is the current insurgency in the Northern parts of Nigeria. Economic violence is any act or behaviour which causes economic harm to an individual or group. It can take the form of property damage, restricting access to financial resources, education or the labour market, or not complying with economic responsibilities. Typical examples of economic violence are the cult-related actions and activities in the Orashi region of Rivers State in Nigeria that resulted in damaging and looting of peoples’ property and denying people access to their means of livelihood. Also, refusal or failure of Governments to pay gratuities for retirees as is in some parts of Nigeria today, and refusal of governments to comply with basic economic responsibilities constitute economic violence.

A breakdown of the modes of violence presented by the World Report on Violence and Health (WRVH, 2014) are discussed below:

1. **Physical violence**: This is when someone uses a part of his body or an object to control a person’s action.
2. **Sexual violence**: Sexual violence takes place when a person is forced to unwillingly take part in sexual activity.
3. **Emotional violence**: Emotional violence occurs when someone is made to look stupid or worthless, by the action or statement of another person.
4. **Psychological violence**: This is when someone uses threats and causes fear in an individual to gain control. This is very common with teacher-student relationship.
5. **Spiritual (or Religious) violence**: This occurs when someone uses an individual’s spiritual belief to manipulate, dominate or control that person.
6. **Cultural violence**: Cultural violence is when an individual is harmed as a result of practices that are a part of her or his culture, religion or tradition.
7. **Verbal violence**: This is when someone uses language, whether spoken or written, to cause harm to an individual.
8 Financial violence: Financial violence occurs when someone is in the control of an individual’s finances without the person’s consent; or misuses an individual’s resources.
9 Neglect: Neglect is a form of violence which occurs when someone has the responsibility to provide care or assistance for an individual but does not.

The nine types of violence by MRVH (2004) can be broadly classified into five types, namely: physical violence, psychological violence, economic violence, emotional violence, and sexual violence. Each is explained below:

Physical violence, according to Dutton (2003) cited in Augustine and lhongu (2019), is any behaviour that involves the intentional use of intimidation or force against the body of another person that risks physical injury, harm, and/or pain including psychological pains. Physical violence in schools and family or group includes pushing, hitting, slapping, choking, twisting of a body part, forcing the ingestion of an unwanted substance and use of weapon on another member. If a person is suffering from any physical harm caused by members or any one member of the family or group, then that person is experiencing physical violence. This pain can be experienced at different levels including depression, anxiety, posttraumatic stress disorder, suicide, increased risk of cardiovascular disease and premature mortality.

Psychological violence entails causing fear by intimidation, threatening physical harm to self, partner or children, destruction of pets and property, mind games, or forcing isolation from friends, family, school and work. Mahlobo (2013) viewed psychological violence, as humiliating a victim privately or publicly, controlling what the victim can and cannot do, withholding information from the victim, deliberately doing something to make the victim feel diminished or embarrassed. It also involves mandatory isolation of the victim from friends, family, group, implicitly blackmailing the victim by harming others when the victim expresses independence or happiness. Psychological violence involves denying a victim necessity for healthy living and degradation in any form of the member(s) from a group. Dabu (2011) labelled psychological violence as subjecting or exposing another to a behaviour that may result in psychological trauma which may include anxiety, chronic depression or post-traumatic stress disorder. Such violence is often associated with situation of power imbalance, such as abusive relationship, bullying and child abuse.

Economic violence is the act of making or attempting to make a person financially dependent by maintaining total control over financial resources, withholding access to money, and/or forbidding attendance at school or employment. As expounded earlier, economic violence is any act or behaviour which causes economic harm to an individual or group. It can take the form of property damage, restricting access to financial resources, education or the labour market, or not complying with economic responsibilities.

Emotional violence or emotional abuse is a way to control another person’s feelings by criticizing, embarrassing, shaming, blaming, or otherwise manipulating another person. In general, a relationship is emotionally violent or abusive when there is a constant or consistent pattern of abusive words and bullying behaviours that wear down a person’s self-esteem and undermines their mental health. Emotional violence or abuse involves undermining a person’s sense of self-worth through constant criticism, belittling one’s abilities, name-calling, damaging a partner’s relationship with the children, or not letting a partner see friends and family. It includes restricting the individual’s movements, denigration, ridicule, threat and intimidation, discrimination, rejection and other non-physical forms of hostile treatment. While common in dating and married relationship, it can occur in any relationship including among friends, family members, students and co-workers. Emotional violence is one of the hardest forms of abuse to recognize because it is subtle, insidious and manipulative. It chips away the victims’ self-esteem and they begin to doubt their perception and reality (Sherri Gordon, 2020); and in the end, the victims feel trapped. They are often too wounded to endure the relationship any longer and yet too afraid to leave so the circle just repeats itself until something is done.

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Sexual violence is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work (Wikipedia, 2021). Simply put, sexual violence or abuse involves forcing a partner to take part in a sex act when the partner does not consent. Coercion can cover a whole spectrum of degrees of force. Apart from physical force, it may involve psychological intimidation, blackmail or other threats – for instance, the threat of physical harm, of being dismissed from a job, of not obtaining a job that is sought, of failing an exam. It may also occur when the person aggressed is unable to give consent – for instance, while drunk, drugged, asleep or mentally incapable of understanding the situation. Sexual violence can include other forms of assault involving a sexual organ, including coerced contact between the mouth and penis, vulva or anus (WHO, 2018).

A wide range of sexually violent acts can take place in different circumstances and settings, including the home, school, workplace, and many others. Sexually violent acts include, but not limited to the following: rape within marriage or dating relationships; rape by strangers; systematic rape during armed conflict; unwanted sexual advances or sexual harassment, including demanding sex in return for favours; sexual abuse of mentally or physically disabled people; sexual abuse of children; forced marriage or cohabitation, including the marriage of children; denial of the right to use contraception or to adopt other measures to protect against sexually transmitted diseases; forced abortion; violent acts against the sexual integrity of women, including female genital mutilation; forced prostitution and trafficking of people for the purpose of sexual exploitation.

It must be noted that sexual violence is not against women alone. Sexual violence against men and boys is a significant problem. With the exception of childhood sexual abuse, though, it is one that has largely been neglected in research. Rape and other forms of sexual coercion directed against men and boys take place in a variety of settings, including the home, workplace, schools, on the streets, in the military and during war, as well as in prisons and police custody. In prisons, forced sex can occur among inmates to establish hierarchies of respect and discipline. Sexual violence by prison officials, police and soldiers is also widely reported in many countries. Such violence may take the form of prisoners being forced to have sex with others as a form of “entertainment”, or to provide sex for the officers or officials in command.

Violence may take place in homes, orphanages, residential care facilities, on the streets, in the workplace, in prisons and other places of detention and at schools. Whereas children spend more time in the care of adults in schools and other places of learning than they do anywhere else outside of their homes, violence that occurs at school should be thoroughly investigated and checked as the consequences can be prompt, often latent, and can last for years after its occurrence.

Violence in School
As mentioned earlier, violence can and do occur in schools. School violence is violence that occurs on school property, on the way to and from school, or during school-sponsored events. Apart from the serious incidents of school violence that have received wide media coverage internationally, there are specific concerns regarding the increase in incidents of school violence in Nigeria. Schools are perceived as rapidly and increasingly becoming unmanageable, they are no longer viewed as safe and secure environments where children can learn, enjoy themselves, and feel protected. Schools have become highly volatile and unpredictable places. Violence has become a part of everyday life in many schools in the country. Reports on television and in other media highlight the escalation of school violence, such as learners assaulting and stabbing other learners and educators. Cases have also been cited where educators are threatened, arrested and intimidated with the police.

Harber and Muthukrishna (2014) identified school violence as a major problem, and declared it as a particular problem in many schools, adding that it paints a bleak picture of the conditions in school. According to Prinsloo (2015), school violence is regarded as any intentional physical or non-physical condition or act resulting in physical or non-physical pain being inflicted on the recipient of that act while the recipient is under the school’s supervision. In a similar vein, Ganley (2014) described school violence
as the exercise of power over others in school-related settings by some individual, agency, or social process.

Harber et al. (2014) reiterated that schools in urban areas, particularly townships are regularly prey to gangsterism. Poverty, unemployment, rural-urban drift, the availability of guns and general legacy of violence have created a context where gangsters rob schools and kill and rape teachers and students in the process. Enyinnanya (2015) described school violence as physical attacks between students or by students on school staff, which could occur on the way to or from school/school-sponsored events, in the school premises or at a school-sponsored event. It is a public health problem which may take the form of bullying, shooting, brawls and other physical and non-physical abuses. In the school context therefore, violence typically refers to student-on-student and student-on-teacher acts of physical/non-physical harm, and recently kidnapping, raping, and killing of students and teachers by individuals and groups of bandits from outside the school. Violence in schools refers to the threat or use of physical force with the intention of causing physical injury, damage, or intimidation of staff and students (McKendrick, Hoffman & Williams 2008). They further stated that school violence focuses on interpersonal forms of violence, homicide, aggravated assault, armed robbery, and forcible rape, shoving, pinching, hitting, and throwing objects when the intent is to harm or intimidate another human being. School violence creates lawlessness, disorder and unethical behaviours that induce fear, uneasiness and intimidation on both learners and educators. These definitions of school violence reveal the seriousness of the problem in schools and the grave consequences on teaching and learning.

In recent times, school violence has taken a rather different dimension as exemplified in kidnapping of school children and their teachers, especially in the northern parts of Nigeria. There have been media reports on kidnapped school children as in the case of the 279 Nigerian girls kidnapped by bandits from the Government Girls Secondary School in Jangebe town, Zamfara state (Sky news March 4, 2021); The 270 school girls taken from their dormitory at the Government Secondary School in Chibok in North-East Borno State in April 2014 (VOA news, 2014), the more than 330 students kidnapped from the Government Science Secondary School in Kankara, North-West Katsina State, December 15, 2020; and the over 40 people kidnapped, including at least 26 students, teachers and other school staff and their family members, from Government Science College in the town of Kangara, Niger State, February 17, 2021.

The southern part of the country is not an exception to these heinous acts. While there has not been any report of school children kidnap as in the north, there have been series of reports of kidnap or abduction of parents and teachers which have dealt traumatic blows on their wards. Some statistics, as recorded by Ngwama (2014), have it that the Associated Press in its report of August 27, 2008 stated that more than 200 foreigners were kidnapped in two years of heightened violence across Nigeria’s restive South, the victims released unharmed after ransoms were paid, although some got killed during botched seizures or rescue attempts, victims maimed, raped and manhandled in such a manner that the stigma remains almost perpetually. Further, on Sunday, July 11, 2010 four journalists and a driver travelling in a convoy of buses from a conference in Uyo, Akwa Ibom State, were kidnapped in Abia State on their way back to Lagos. From their hideout, the abductors demanded a ransom of N250 million, and later reduced it to N30 million. A torrent of protests, condemnations and threats, greeted the action of the kidnappers and they were forced to let go of their victims.

Freeman (2016) studied the incidents of kidnapping at the international level with emphasis on child abduction; though viewed from the global perspective, report placed Nigeria on a high level of kidnapping and abduction. File-Muriel (2013) also investigated the problem of kidnapping but set focused mainly on political kidnapping, the south-south and south-east were found most vulnerable. A closer study was conducted by Uzorma and Nwanegbo-Ben (2014) on the subject of kidnapping and hostage-taking in Nigeria. Their study found that kidnapping in the South-South, was incidental to economic and environmental struggle, and in the North-West and North-East, it was associated with could be poverty and terrorism, respectively. All these are dimensions of violence which have translating effect on the school system. Technically, the various types of violence are spread through the lengths and breath
of Nigeria in one form or the other. Regardless of the type and dimension, there is the direct, indirect or translating effect on the school system.

Causes of School Violence

Violence generally can be as a result of different circumstances which may include traditional, cultural, religious, and political causes. In the school context however, violence can mostly be due to loss of values and norms of society, intake of hard drugs, personality problems, psychological deficiencies created by dysfunctional homes and schools, violent television programmes and video games, the legal system, the government and poor counselling programmes.

Loss of values and norms of society is a major cause of school violence. Experience has shown that Nigerians seem to have mortgaged our culture of respect, love for human lives, hard work, friendliness and receptiveness to strangers in exchange of the Western culture and ostentatious orientation. These have given birth to the modern crime and social evil destroying the core value of our society. Onovo (2009) in Ngwama (2014) attributed the rising crime in the different regions to the celebration of fraudsters by leaders. He frowned at the appointment of individuals indicted of corruption as head of parastatals and various ministries of government. The traditional institutions, which are the custodian of culture and cultural values, have also not helped matters in this respect. Instead of the traditional rulers to sit in their palaces and administer justice and caution earning public officers, they have turned out to be subjects and beggars to politicians and political office holders, raining praises and celebrating even the glaringly corrupt public officers. Wahab, Odunsi and Ajiboye (2012) asserted that culture is that complex whole which includes knowledge, belief, arts, morals, customs, laws and other capabilities which are learned, shared by members of society, and transmitted from one generation to another. Any laxity, lassitude, and levity exhibited by its custodians would result in rapid erosion and disappearance of the uniqueness of the people and their culture. Cultural and societal values have been so debased that society has virtually nothing of morals and values to transmit to the younger generation hence the violence in the school system and everywhere. Cultural acceptance of violence in today’s society has become common practice in many communities. We live in a society where the violence that takes place in communities is justified. This implies that people who are violent have a certain level of power over other community members. Enyinnanya (2015) identified intake of hard drugs (including alcohol abuse) as one cause of school violence. Students, staff or members of society who are intoxicated with hard drugs tend to lose control and behave irrationally or irresponsibly. A survey on Drug Use and School Violence in California showed that both self-reported substance use and perception of frequency of substance use on campus were significantly associated with school violence. Substance use on the school campus was strongly associated with both being a victim of violence at school and being an aggressor. It was suggested that the strong association between substance use and school violence can be understood in terms of the substance abusers' participation in a social network that operates on the periphery of the school community and involves the presence of numerous risk factors. Although, there are multiple reasons why violence occurs at school, violence associated with substance use is one important pathway that should be considered in all school safety and conflict resolution programmes. Joel-Turtel (2016) in an editorial on drugs and violence in public schools reported that in the 2001-2002 school year, 34.9% of 10th-grade students surveyed said they had smoked cigarettes within the past year. Fifty-one percent said they had drunk beer, and 33.4% said they got bombed on that beer. Also, 29.8% of the same 10th-grade students said they had smoked marijuana within the past year, and 78.7% of these marijuana users said they got “bombed or very high” on it. In a related survey reported in the United Nations Office on Drugs and Crime, on drugs use in Nigeria, Ademola and Kale (2018) gave the analyses on zonal bases as North-West Zone: prevalence 12.0 % (3 million), North-Central Zone: prevalence 10.0 % (1.5 million), South-West Zone: 22.4% (4.4 million), South-South Zone: 16.6% (2.1 million), South-East Zone: 13.8% (1.6 million) and North-East Zone: 13.6% (2.1 million). Experiences within the surrounding environment have shown that most secondary school students caught in cult related crimes are involved in drugs consumption.
Personality problem is another cause of school violence. Shyness or inferiority complex for instance can cause a student to feel out of place amongst his peers, thereby influencing him to be rebellious and try to get noticed by any means. Such behaviour may also result in bullying and gang fights. Teenagers that associate themselves with gangs will always state that the gang is like family to them and often these teenagers who form or become part of gangs come from poor communities. Schools that are situated in areas that experience high levels of crime or gangsterism will have incidences where violence that occurs outside will spill over into the school. Crawage (2013) defined gangsterism as the evolution of an urban identity determined along racial and economic lines. Gang violence is often borne out of need and a social disadvantaged situation to which, due to the influence of a free market democracy, our schools might unwittingly be contributing. A very unfortunate language common among secondary school children in Nigeria today is “I belong” (Sibisi, 2018).

School violence may be caused by psychological deficiencies created by dysfunctional homes, worry, hatred, inferiority complex, anger and other negative emotions could fuel violent behaviour. This is mostly a result of poor parenting and a product of homes which adopt violence as a way of asserting authority. Violence that occurs in the community spills over to schools which then turn schools into places for violence rather than being the safe havens thought of schools. Mkhize (2012) defined community violence as the frequent and continual exposure to the use of guns, knives, drugs and random violence. Violent incidences at schools are reported from time to time in the media. These reports indicate the extent of violence in Nigeria and how schools, educators and learners are exposed to violence. Sibisi (2018) had concluded that if violence is accepted in the home as a behavioural norm, it implies that it is acceptable to use violence to mistreat others, to disrespect others in one way or another, and that it is normal to physically assault other individuals because it is what is done at home. The incidence of this in schools is grave.

The impact of violent television programmes and video games cannot be underestimated as a cause of school violence. Children/teens often emulate their favourite television characters in action movies and this leads to learned violent behaviours in schools. Research evidence has accumulated over the past half-century that exposure to violence on television, movies, and most recently in video games increases the risk of violent behaviour on the viewer's part just as growing up in an environment filled with real violence increases the risk of violent behaviour (Elendu, 2014).

The legal system and government have a share of the blames on the causes of school violence. This is very specific in the third world countries where policies and laws are yet to be developed that will help curb school violence and make it an offence punishable by the law. In an attempt to protect the child, Child’s Right Acts have been passed which bestow certain excessive right to the child. This has made school children in some cases especially in the western world, to take advantage. In 1988, the Supreme Court in America issued an opinion that would further define the extent of the First Amendment rights of students of public schools. While the Court acknowledged the free speech rights of students, it also held that these rights are not as extensive as the First Amendment rights of adults. Students who worked for the school newspaper sued the school district for removing articles that dealt with controversial topics (such as teen pregnancy and the impact of divorce on families). The Court decided that the students’ First Amendment rights were not violated because the school exercised appropriate editorial control over "school-sponsored expressive activities" in order to limit speech that was "inconsistent" with its basic educational mission. In other words, free speech in school publications is limited by the overall interests of the school. In Nigeria, children’s Rights are protected by law and held sacred, not only does the law protect the child; it also stipulates punishment for adults who take advantage of children or seek to negatively influence them. The law seeks to prevent cruelty against children while stating the rights and obligations of the Nigerian child. Prior to the 2003 Child Rights Act, Nigerian child protection was defined by the Children and Young People’s Act (CYPZA), a law relating primarily to juvenile justice. In 2003, Nigeria adopted the Child Rights Act to domesticate the Convention on the Rights of the Child. The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. For instance, in regard to legal contracts, the Act states that No child shall enter into a contract, except as provided by
the provisions of the Act and any contract, except a contract for necessaries, entered into by a child for repayment of money lent or for payment of goods supplied to the child, shall be void, (Adewole & Kale, 2018).

Consequences of School Violence
The consequences of school violence are grave as extreme cases have led to loss of lives. Other effects include vandalism of school property (especially school facilities), moral decadence, poor human capital development, increase in crime rate, erosion of cultural values, neglect of teaching by teachers and learning by students/pupils, and a bad reputation for schools as well as society. Violence in schools creates insecurity and fear which harm the general school climate and infringe on pupils’ right to learn in a safe environment. Schools cannot fulfil their roles as places of learning and socialization if children are not in an environment free of violence.

Violence, particularly physical violence among learners, and physical violence perpetuated by teachers and other staff, can happen out of sight of other learners in the playgrounds, classrooms or in the context of school sports. Teachers may also not recognize bullying or the codes, languages and practices children and adolescents use in harassing each other, and bullying that takes place out of their sight is difficult to identify. In some cases, teachers permit or engage in violent and bullying behaviour themselves. The consequences of violence in public secondary schools in Nigeria are best appreciated if viewed under consequences of violence, on children, on school, on education and on zero tolerance to violence as advocated by the United Nations, UNICEF and UNESCO.

Consequences of violence on children can be easily identified. These consequences can be physical, social and psychological. Children who are bullied or injured at school often show signs of depression, violent thoughts, suicide, anxiety, low self-esteem and other psychological issues, according to a 2005 study by the University of Turku in Finland. Children may avoid communicating with other students to avoid violent confrontations, which can be detrimental to social skills and human interaction. Where uniformed security personnel such as the police and soldiers are introduced due to school violence, students live in constant fear, resulting to timidity and this adversely affect their academic performances.

Children who experience violence in school may develop reactive attachment disorder that is classified as a trauma- and stressor-related condition of early childhood caused by social neglect and maltreatment. Affected children have difficulty forming emotional attachments to others, show a decreased ability to experience positive emotion, cannot seek or accept physical or emotional closeness, and may react violently when held, cuddled, or comforted. Behaviourally, affected children are unpredictable, difficult to console, and difficult to discipline. They have a strong desire to control their environment and make their own decisions. Changes in routine, attempts to control, or unsolicited invitations to comfort them may elicit rage, violence, or self-injurious behaviour. In the classroom, these challenges inhibit the acquisition of core academic skills and lead to rejection from teachers and peers alike. Abuse in childhood has been correlated with difficulties in working memory and executive functioning, while severe neglect is associated with underdevelopment of the left cerebral hemisphere and the hippocampus (Sherri, 2020).

Violence in schools also has impact on the school itself. The presence of a high amount of violence is bad for any school’s reputation with the liability that parents will withdraw their children from such school. For both private and public schools, fewer students mean less funding for the school, which implies that the school will be unable to provide the best education for her learners. It is not a case in doubt that extreme violence-prevention methods, such as constant security guards or police or army presence and metal detectors, are expensive and takes away money that should ordinarily be for other uses. They also cause fear and unusual anxiety in the students and staff of the school.

School violence has grave consequences or impacts on education in general. According to a 2005 study by Davidson College, when children are in fear of violent attacks, they do not pay as much attention to teachers or lessons as they would have otherwise. Abused children in school may try to stay away from school as much as possible, and this lowers the students’ academic performance. If teachers must spend a portion of each day breaking up fights, the amount of time that the teachers can actually spend teaching the children is reduced. All these make for poor school image, leading to lower school enrolment with
attendant lower funding. Low funding for a school, a consequence of school violence, also means that the school will have a reduced ability to provide high-quality education for her learners. The educational consequences on victims of school violence are significant. Violence at the hands of teachers or other students may make children and adolescents afraid to go to school and this interferes with their ability to concentrate in class or participate in school activities. It can also have similar effects on bystanders. The consequences include missing classes, avoiding school activities, playing truancy or dropping out of school altogether. This in turn has an adverse impact on academic achievement and attainment and on future education and employment prospects.

Many schools, especially urban schools, advocate and turn to a zero tolerance policy when school violence becomes a problem. They place metal detectors on school grounds and provide constant police and even soldiers monitoring. This can actually be a problem for the school in some cases. Students may be unwilling to “tell” on each other because they do not want friends expelled from the school. According to a 2001 article by Salon Magazine, most school violence also occurs outside of school grounds, which a zero-tolerance violence policy cannot handle. The zero-tolerance policy may also drive violence to places outside the school where the school cannot interfere. This can put students at additional risk, causing them to avoid school, leading to lower standard of education.

CONCLUSION
Violence, whether physical, psychological, economic, emotional or sexual, has serious consequences on education. Violence in the school inhibits adolescents from attaining their dreams and aspirations especially as it relates to their academic performance. Consequently, most of our secondary school graduates leave the school without sound moral behaviour. Peer group influence has significant impacts on student behaviour particularly with regards to drugs, alcohol, rape, sexual harassment, examination malpractice and loss of interest in learning.

The initial effects of violence, whether physical or psychological are painful and emotionally traumatic for the child. The long-term consequences of violence impact on the child in their adult life, on their family and on the community. In the most extreme cases, physical violence results in the death of the children. Long-term consequences of violence on children include long-term disabilities, (brain damage, or eye damage); disordered interpersonal relationships, such as difficulty trusting others with adult relationships or violent relationships; a predisposition to emotional disturbance, feelings of low self-esteem, depression, and increased potential for child violation as a parent.

RECOMMENDATIONS
Based on the causes and consequences of violence identified from this assessment, it is recommended that:
1. Every school should be assigned with professional guidance counsellors to oversee and manage the behaviour problems of students
2. Strong disciplinary measures to be faced by perpetrators of violence especially at school
3. Intermittently, school-community partnership programmes should be organized for stakeholders to be acquainted with strategies and approaches to dealing with violence in the school.
4. Up-to-date security measures in schools and school-sponsored events should be put in place. This will include searching students and stripping them of any dangerous weapons before they enter the school and/or participate in school-sponsored events.
5. Engage students in awareness campaigns and counselling sessions should be organized against anger, conflict resolution, and character development.
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