



Effect of Violence on Academic Achievement of SS3 Students in Public Secondary Schools in Abia State

¹Prof. N. H. A. Nwafor & ²Odoemelam Florence Chidinma

**Department of Educational Foundations
Faculty of Education
Rivers State University, Port Harcourt, Nigeria
¹Phone Number: 08036678803**

²E-Mail Address: florenceoemelum@yahoo.com/ Phone Number: 08033302217

ABSTRACT

This study examined the effect of violence on academic achievement of SS3 students in public secondary schools in Abia State. It specifically investigated whether physical and psychological violence affect the academic performance of students. Two null hypotheses were formulated alongside two research questions as guide to the study. The study adopted descriptive survey research design. From a population of 6280 teachers, Taro Yamene's Model was used to draw a total sample of 349 teachers comprising of 178 males and 171 females which were randomly selected. Violence effect on academic achievement of students' questionnaire (VEAASQ) was used as instrument for data collection. Collected data were analyzed using descriptive statistics, while the null hypotheses were tested at .05 level of significance using z-test statistics. Findings from the study revealed that male and female respondents have common position that physical violence as well as psychological violence have effect on students' academic performance. No significant difference was found between the mean response of male and female teachers with regards to the effect of physical and psychological violence on students' academic performance. It was concluded that that all types of violence have serious consequences on education; consequent upon which students leave schools nowadays without sound moral behaviour. Based on the findings of this study, it was recommended among others that; every school should be assigned with professional guidance counselor, in-service training for counselling should be introduced for teachers in the state so as to equip them the requisite skills and organization of intermittent school-community partnership programmes for stakeholders.

Keywords: Effect, Violence, Academic, Achievement, Students, Public, Secondary, Schools

INTRODUCTION

Violence in schools, these days has become an issue of central concern among teachers, students, and the general public including parents, governmental and non-governmental organisations as well as policymakers. Violence can occur or takes place anywhere like the school, family, community or even in business organization. The effect of violence remains anti-progressive and against human development, violence according to the World Health Organisation 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 result in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation (WHO, 1996).

Augustine and Ihongu (2019) view violence as consisting of actions, words, attitudes and socio-cultural damages that prevent people from achieving their full human potentials. The act could be deliberate or non-deliberate (Lareau, 2003). Violence is 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 family 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 in schools. Violence anywhere, could be physical, psychological, sexual, violence based on gender and socioeconomic status of parents (Ganley, 2005). Vanden Aardweg cited Daniel, Marshal and Ochberg (1970) defined violence as the exertion of physical force to injure or destroy, accompanied by the emotion of anger and hostility; while Laure (1989) as cited in Hoffmann and Mckendrick (1990) defined violence as the use of force to harm, injure or abuse others. From the foregoing, it becomes evident that violence can take the form of physical injury or assault, abuse as in the case of bullying whereby a more powerful person forces a powerful as person to do certain things against his/her will. Examples of violence includes: gender violence involving the opposite sex, murder, assault, sexual harassment, rapes, corporal punishment, group violence, political violence and gang violence among others.

Physical violence according to Dutton (2003) cited in Augustine et al, (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 psychological pains. Physical violence in schools and family or group includes pushing, hitting, slapping and choking, twisting of body parts, forcing the ingestion of an unwanted substance an unwanted substance and use of weapon on another member. If a person is suffering from any physical harm caused by member of the family or group, then that person is experiencing physical violence. This pain can be experienced at different levels. Galles (2004), claimed that the child who grew in the midst of such acts may not concentrate on his academic work and may not pass his examination with good grades. Augustine et al, (2019) referenced a study carried out by Ebenuwa (2011) who found that there is an increasing incidence of violence among Nigerian families. In the same vein, Miller (2010) posited that violence on children causes problem to both their physical and emotional stability, adding that the longer physical violence of child continues, the more serious the consequences.

Johnson cited Mahlobo (2000) that psychological violence refers to 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. Dabu (2011) labelled subjecting or exposing another to a behaviour that may result in psychological trauma to include: anxiety, chronic depression and post-traumatic stress disorder. Such violence is often associated with situation of power imbalance, such as abusive relationship, bullying and child abuse.

Religion and coercive sex of abused partners were found by Adegoke and Oladeji (2008) to have significant relationship with psycho-social well-being of a child; while Aihie (2009) emphasized that the commonest psychological violence is threatening a person of one's own possession or harming a person's sense of self-worth by putting him or her at risk of serious behavioural, cognitive, emotional or mental disorders like shouting at a partner. The initial effects of violence, whether physical or psychological are painful and emotional traumatic for the child. The long term consequences of physical 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 child. Hamm (2006) states that long-term consequences of physical violence on children include long-term disabilities for example, brain damage or eye damage, disordered interpersonal relationships, for example, 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. All these may make the child perform poorly in school. Undiyaunde (2009) commented that children who witness violent behaviour in the family have high level of aggression and anxiety, lower self-esteem and a greater incidence of behavioural problems than those who are not exposed to this violence which in turn, impact on the relationship among peers and their

academic performance. Unfortunately, a traumatized social environment dominated by psychological violence where good attitude and positive values are supposed to be formed cannot guarantee the development of emotional intelligence. It is generally agreed that children rearing practices and the relationship between parents and their children are important aspects of the education and socialization of the children. Family conditions can contribute to the behavioural problems in children. For instance, quarrel in some homes, disorderly and drunken homes certainly do not portray good examples, and thus, children from such homes feel disturbed, use attention seeking behaviours like noise making, irregular attendance, poor performance and over-reading to the teachers criticisms (Ndagi, 2000). A child's behaviour is often a reflection of his home training together with emulation of his parents and older siblings.

In recent times, there have been reported cases of violence on Nigerian students both home and abroad; such as torture, kidnapping, shooting, sexual harassment, rape, corporal punishments and so on. Due to global outcry, the United Nations Secretary General as directed by the general assembly resolution 57/90 of 2002 to provide a global picture; reported that various types of violence exist against children within the family, schools, alternative care institutions, detention facilities, places where children and adolescents work for communities. In the school context, violence typically refers to student-on-student and student-on-teacher acts of physical harm. Contributors to a recent major work on violence in schools agreed on the definition that "Violence refers to the threat or use of physical force with the intention of causing physical injury, damage, or intimidation of another person" (Elliott, Hamburg & Williams, 1998). According to the World Health Organisation (WHO) report, 53,000 children were murdered worldwide. A survey from many countries showed that between 20-65 percent of school aged children were reported to have been bullied verbally or physically. Furthermore, WHO (2002) estimated that 150 million girls and 73 millions boys under 18 were sexually abused. Tambawal (2012) cited Savafino and Strong that truancy and absenteeism could be traced to the circumstance at home. These include poor physical home conditions, poor parent-child relationship characterized by hostility, lack of attention and under involvement on the child's welfare, overly harsh and authoritarian methods of discipline and high degree of family conflict and disorganization. Similarly, Lavine, according to Tambawal (2012) observed that children living in violence homes are themselves more likely to become agents of violence and as instruments of communal clashes. To buttress this, Mohammad (2005) opined that if a child is always been punished through infliction of pain of every minor offence, such a child soon become resistant even to dangerous butting and gladly participate in street fight. He lamented that if the parent is always demonstrating aggressiveness or violent behaviour either directly towards the children or stand as a witness, consciously or unconsciously the child learns the act of being aggressive or violent.

It has been observed that violence of any kind affects the cognitive functioning of children; also some psychological effect such as emotional effects, social effects and behavioural effect combine to affect the child's academic success, affect his concentration at school, and affect his attention and memory.

Studies have also confirmed that children who experience family violence are not as psychologically healthy in their behaviour as children who do not. The effect of violence in the society are numerous and ranges from loss of lives and properties, the displacement of people from increasing tension intercommunity clashes to development of culture violence and so on. Violence in the society mostly affects the weaker ones and in most cases it is the women and children who suffer most. The incidence of violence in Nigeria have devastating effect on both the families that are victims, the community and the nation as a whole. The affected families and communities are pitched in a situation where development becomes difficult. They are bedeviled with permanent disabilities, unwanted pregnancies, unprotected sex, anxiety, low self-esteem, sexual dysfunctions and suicide (WHO, 1996). Children's with such experiences may also have academic problems. They are likely to use violence at school, and later in life in the community. They are also likely to become drug abusers, as well as react violently in their relationships later in life (Akpan, 2005) cited in Tambawal (2012).

Experience has also shown that women who were subjected to violence display negative emotional reactions ranging from fear, shock, panic and poor negative self-image and esteem, which may consequently affect their academic performance. Several schools of thought have been advanced as to the

causes of violence among which are psychological jealousy, social stress, level of resources command, sub-cultural, gender inequality syndrome, bio psychological perspective, social learning behaviour, cultural dimension. Psychological theories focus on personality traits and mental characteristics of the offender. Personal traits include sudden bursts of anger, poor impulse control, and poor self-esteem. Various theories suggest that psychopathology and other personality disorders are factors and that abuse observed or experienced as a child lead some people to be more violent in adulthood (Kalra, 1996).

A second school of thought holds that some cases of violence particularly against women are of domestic type and occur due to jealousy when the spouse is either suspected of being unfaithful or is intending to sever the relationship. An evolutionary psychology explanation of such cases of domestic violence against women is that they represent to male attempts to control female reproduction and ensure sexual exclusivity for him through violence or the threat of violence, (Goetz, 2010). Related to this, which is level of Resource Command. According to the theory, the more resources - social, personal, and economic a person can command, the more power he/she can potentially call on. In contrast a person with little education, low job prestige and income, or poor interpersonal skills may use violence to compensate for a real or perceived lack of resources and maintain dominance. Financial difficulties in a household are known to have the man in a relationship react violently with feelings of inadequacy. Since men feel that arranging for adequate finances is their irresponsibility, failing to do so cuts a man to the quick He responds to this with a desperate attempt at reassertion of authority with violence (Farmer, 1979 and Madhurima, 1996).

Gender inequality Syndrome. The feminist theory views violence as a manifestation of the patriarchal structure in our culture, which is reflected in the patterns of behaviours and attitudes of individuals, that is violence rather being an individual psychological problem, is instead an expression of male domination of females (Denmark, Krauss, Halpem & Sechzer, 2006 and Davies, 1994). These authorities assert that origins of violence are located in the social structure and the complex set of values, traditions and beliefs which relate to gender inequality. Norms embody values, social practices, and gender roles which create sexist attitudes giving rise to inequality between men and women. This inequitable organization is one of the fundamental factors in the high domestic violence worldwide. Thus the feminist theory looks at the institution of patriarchy and argues that battering mirrors male power and control over females. Women's experiences are often described as inferior because male domination influences all aspects of life.

Farmer (1979), posits that Biopsychosocial Perspective theory is an attempt to tie together biological factors, and social factors such as social stress and quality of relationship. The association of alcohol and violence is well documented. Drug and alcohol abuse as echoed by Farmer (1979) and the domestic violence pamphlet may be a precursor to domestic violence. Substance abuse leads to out-of-control behaviour. It seems that some men are changed into irrational friends by drink. However, many researchers generally do not consider drug and alcohol abuse as causes of violence others can contribute to accelerate or increasing aggression. Thus alcohol and drug abuse may or may not be a direct cause of violence. Farmer goes further to point out that poor communication skills and lack of respect for other partner leads to violence. The cultural explanation of violence is mostly focused on domestic whereby impact of polygamy, infidelity, the power of the extended family over married couple, and the almost universal institution of bride price .as underlying the widespread abuse of wives. Violence is also said to be initiated by jealousy. Sexual jealousy can elicit violence in both sexes (Fanner. 1979). When a wife is seen as challenging her husband's authority and .prerogatives by inquiring about his extra-marital involvements it results into her abuse. On the other hand, in traditional African society a married woman would have minimal contact with men other than her husband but this is much less possible today, especially when woman works. Yet tradition minded husbands feel threatened by interaction between their wives and other men and may act out violently because of that threat imagined or real. Other commonly reported causes of arguments that escalate to violence are disputes about the husband's

traditional economic obligations to his extended family, now seen as a direct threat to the economic survival of the nuclear household.

This study is however linked to the theory of Harkness ecological principle cited by Nsamenang (1999). He explains that a child is at the centre of development with his particular set of inherited dispositions like temperaments. He further explains three subsystems that surround the child's reactions (the setting or the physical and social contexts in which the child lives, the custom or culturally determined rearing and educational practices and finally, the psychological characteristics of care takers). That ties with this study because children generally grow within a setting that has a culture and care givers whose attitude can influence behavior- violent behavior not exempted. In addition, the 2006 Theory and Application by Dekeseredy and Perry, says that humans are naturally inclined to acts of violence which are ultimately the product of a failure of constraint or control of emotions.

The learning outcomes of the child which includes knowledge, skills and ideas, acquired and obtained through his course of study within and outside the classroom situation constitutes his academic achievement (Epunam, 1999). Aryana (2010) define academic achievement as the performance of the child in a subject he studied in school. It is what determines the child's status in class and is what gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges. According to Eze (2010), academic performance refers to excellence in all academic discipline, in class as well as in extracurricular activities; it includes excellence in sporting behaviour, confidence and communication skills among others.

The effects of violence on academic performance and classroom behavior may differ for adolescents. When working with victims of domestic violence, educators observed various behaviors in the school environment. Youth reared in abusive environments are more likely to exhibit behaviors of concern (Silverstein, 2006). For example, adolescents are more likely to display a lack of interest in social activities, have lowered self-esteem (Dube, 2006), avoid peer relations, maintain unhealthy relationships (Levin & Madfis, 2009), and exhibit increased rebellion and defiant behaviors in the school environment. Stress and trauma placed on youth are more likely to affect neurodevelopment-and potentially may lead to alcohol usage (Dube, 2006), which all have multiplying effect on their academic performance. Despite the internal and external effects of violence, adolescents are more likely to seek help when violence occurs than are preschool or school-aged children (Fusco & Fantuzzo, 2009). Children and adolescents exposed to violence may suffer academically, personally, and socially.

Statement of the Problem

The escalation of violence in Nigeria schools has led researchers to conclude that schools are rapidly and increasingly becoming arenas for violence, not only between pupils but also between teachers and pupils, interschool rivalries, and gang conflict (Prinsloo, 2008). Apart from the serious incidents of school violence that have received wide media coverage, there is general concern regarding the increase in incidents of school violence in Nigeria. Due to the high incidence of school violence, schools 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 some schools.

Reports on television and in the print media highlight the escalation of school violence, such as learners assaulting and stabbing other learners and educators.

It is apparent that the school is a mirror, of community and a social institution that transmits the culture of society from one generation to another. Under a violent environment, what effective academic activity can take place. Kolawole & Maureen (2009) reported from their study that growing in a violent environment results in jealousy and poverty. They went further to state that secondary school adolescent from violent environment are psychologically traumatized in class and they live in fear, perform poorly in their academics, they lack the required moral supports in their educational pursuits, their education is inhibited and they also suffer from inferiority complex and low self-esteem. It is

against this backdrop, that this study examines the effect of violence on the academic achievement of SS3 students in public secondary schools in Abia State.

Purpose of the Study

The main purpose of this study was to examine the effect of violence on academic performance of SS3 students in Abia State, specifically, the study investigated:

1. Whether the academic performance of SS3 students in Abia State is affected by physical violence in the area.
2. Whether psychological violence has any effect on the academic performance of SS3 students in Abia state.

Research Questions

The following research questions guided the study

1. What is the mean ratings of male and female teachers on the effect of physical violence on the academic performances of SS3 students in Abia State?
2. What is the mean ratings of male and female teachers regarding the effect of psychological violence on the academic performances of SS3 students in Abia State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. Male and female teachers of Abia State secondary schools do not differ significantly in their opinion on the effect of physical violence on the academic achievement of SS3 students.
2. There is no significant difference between the mean response of male and female teachers of Abia state secondary schools with regards to the effect of psychological violence on their academic performances.

RESEARCH METHODS

The study adopted the descriptive survey research approach as it seeks to explore, analyze and interpret the responses of subjects by means of questionnaire. Emaikwu (2010) advocated for the adoption of this approach when it is intended to study a group of people or items by collecting and analyzing data from a few considered to be a representative sample of the entire population; as is the case with this study. Teachers are in the best position to assess the students' psychosocial dispositions as well as their academic achievement hence teachers were used as the respondents in this study. The population of the study was 6,280 teachers consisting of 3200 males and 3080 females. A sample of 349 comprising 178 males and 171 females respondents, determined by Taro Yamene's model was randomly, selected. The sample was selected from the six educational zones of the state using proportionate random sampling technique. A researcher structured questionnaire which was validated for content and construct by an expert in psychology and a test expert from measurement and evaluation was used for data collection. The instrument was modeled on a 4-point rating scale designed with items weighted as Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1). The reliability index of the instrument was 0.87 on analyses using Cronbach's alpha. Administration of instrument was done with the assistance of 6 research assistants within two weeks. Data collected was analysed using descriptive statistics of mean and standard deviations to answer research questions while hypotheses were tested at 0.05 significance level, using z-test statistics. A criterion mean of 2.50 obtained by taking the mean of the ratings of the items of the instrument was set for decision making. A mean rating equal to or above 2.50 was considered high extent otherwise, low extent; while and observed z-value lower than the critical value led to the acceptance of a hypothesis, otherwise a rejection.

RESULTS

Research Question 1: *What is the mean ratings of male and female teachers on the effect of physical violence on the academic performances of SS3 students in Abia State?*

Table 1: Mean of Male and Female Teachers on the Effect of Physical Violence on the Academic Achievement of SS3 Students in Abia State

Decision X > 2.50 (High Extent		(N = 349)					
S/No	Item Description	Male Teachers (N = 178)			Female Teachers (N = 171)		
		X	SD	Rmks	X	SD	Rmks
1.	Bullying among students creates fear and leads to absenteeism which results to low academic achievement.	3.19	0.86	HE	3.40	0.61	HE
2.	The appearance of cane in the class makes some students to be nervous and hence inattentive leading to poor performance.	3.12	0.89	HE	3.36	0.69	HE
3.	Intra and inter schools violence could deprive students of learning and results in poor academic achievement.	3.21	0.76	HE	3.15	0.87	HE
4.	A child punished every minor offence would gladly abandons education to participate in street fights.	2.90	1.01	HE	2.96	1.10	HE
5.	Threats of punishment can lead to anxiety and loss of confidence and failures.	3.06	0.91	HE	3.14	0.89	HE
6.	Children who experience or witness physical violence develop low self-esteem which affects their academic performance.	3.15	0.88	HE	3.11	0.90	HE
Cluster Mean/SD		3.11	0.89	HE	3.19	0.84	HE

The data presented in Table 1 shows that the mean ratings for males on items 1-6 were 3.19, 3.12, 3.21, 2.90, 3.06, and 3.15 respectively with corresponding standard deviation of 0.86, 0.89, 0.76, 1.01, 0.91 and 0.88; and for female teachers the ratings were respectively 3.40, 3.36, 3.15, 2.96, 3.14 and 3.11 with corresponding standard deviation 0.61, 0.69, 0.87, 1.10, 0.89 and 0.90. Comparing with the criterion mean for decision making, it could be observed that each of the ratings is above the criterion mean and this implies that respondents agreed that to a high extent, bullying among students creates fear and leads to absenteeism which results to low academic achievement, the appearance alone of cane in the class makes some students to be nervous and hence inattentive leading to poor academic performance, intra and inter schools violence has made government to take drastic action of closing down of schools thereby depriving students of learning which results to poor academic achievement, a child always punished through infliction of pain of every minor offence, soon become resistant even to dangerous buttering and gladly abandons education to participate in street fights, threats of punishment can lead to anxiety and loss of confidence and failures and children who experience or witness physical violence develop low self-esteem which affects their academic performance. On the

whole, the cluster mean of 3.11 and 3.19, both higher than the criterion mean, with their corresponding standard deviation suggest that respondents are of the common opinion that physical violence has effect on the academic performance of SS3 students.

Research Question 2: *What is the mean ratings of male and female teachers regarding the effect of psychological violence on the academic performances of SS3 students in Abia State?*

Table 2: Mean of Male and Female Teachers on the Effect of Psychological Violence on the Academic Achievement of SS3 Students in Abia State

Decision $X \geq 2.50$ (High Extent		(N = 349)					
S/No	Item Description	Male Teachers (N = 178)			Female Teachers (N = 171)		
		X	SD	Rmks	X	SD	Rmks
7.	Anxiety results to lack of concentration which leads to poor academic achievement.	3.07	0.95	HE	3.33	0.78	HE
8.	Continuous threats make students develop phobia which affects their academic performance.	3.11	0.93	HE	3.30	0.82	HE
9.	Psychologically traumatized students in class, live in fear, perform poorly in their academics, their education is inhibited and they also suffer from inferiority complex and low self-esteem.	3.17	0.94	HE	3.08	0.95	HE
10.	Students who feel not loved by others are not motivated to learn.	2.98	0.93	HE	3.11	0.89	HE
11.	Children who not happy with their family conditions shy away from school activities.	2.98	1.02	HE	3.01	0.93	HE
12.	Isolation of children and deprivation of privilege results in chronic depression which translates to poor academic achievement	3.11	0.97	HE	3.06	0.94	HE
Cluster Mean/SD		3.07	0.96	HE	3.15	0.89	HE

Table 2 revealed that male and female teachers rated each of the items 7-12 above the decision mean of 2.50. By implications both group agreed that anxiety results to lack of concentration which leads to poor academic achievement with means ratings 3.07 and 3.33 respectively. They also agreed that students who feel not loved by others are motivated to learn, their mean ratings being 2.98 and 3.11. In the same vein male and female teachers accepted that isolation of children and deprivation of privilege results in chronic depression which translates to poor academic achievement, with mean ratings 3.12 and 3.06 respectively. The respective cluster mean of 3.07 and 3.15 were also found to be above the criterion mean of 2.50 and it is an indication that the two groups agreed that to a high extent psychological violence affect the academic performances of SS3 students in Abia State. The low values of the standard deviation also indicate that the responses are very contiguous.

Hypothesis 1

Male and female teachers of Abia State secondary schools do not differ significantly in their opinion on the effect of physical violence on the academic achievement of SS3 students.

Table 3: z-test Analyses of Male and Female Teachers Opinions on the Effect of Violence on SS3 Students Academic Achievement in Abia State

Variables	N	Mean	SD	Std Error	z-calc	α	z-crit	Decision
Male Teachers	178	3.11	0.89					
				0.09	0.89	0.05	1.96	Accepted Ho
Female Teachers	171	3.19	0.84					

Table 3 shows that observed value of z was 0.89 while the critical value was 1.96. At the 0.05 level of significance, this observed value of z is insignificant and hence the null hypothesis was accepted. The implication is that any other observed value that may seem significant could be attributed to sampling error. The z-test analyses therefore reveals that male and female teachers do not differ significantly in their opinions regarding the effect of physical violence on the academic performance of Ss3 students in Abia State.

Hypothesis 2

There is no significant difference between the mean response of male and female teachers of Abia state secondary schools with regards to the effect of psychological violence on their academic performances.

Table 4: z-test Analyses of Male and Female Teachers Opinions on the Effect of Psychological Violence on SS3 Students Academic Achievement in Abia State

Variables	N	Mean	SD	Std Error	z-calc	α	z-crit	Decision
Male Teachers	178	3.07	0.96					
				0.10	0.80	0.05	1.96	Accepted Ho
Female Teachers	171	3.15	0.89					

Table 4 shows that observed value of z was 0.80 while the critical value was 1.96. Since the critical value was greater than the observed value at the 0.05 level of significance, the null hypothesis was accepted. The implication is that there is no significant difference between the mean response of male and female teachers of Abia state secondary schools with regards to the effect of psychological violence on their academic performances. Any other observed value may be due to chance.

Summary of Findings

1. Male and female Respondents have a common position that physical violence has effect on the academic performance of SS3 students to a high extent.
2. Psychological violence was found to affect the academic performances of SS3 students Abia State to a high extent.
3. Male and female teachers did not differ significantly in their opinions regarding the effect of physical violence on the academic performance of SS3 students in Abia state.
4. No significant difference was found between the mean response of male and female Teachers of Abia state secondary schools with regards to the effect of psychological violence on their academic performances.

DISCUSSION OF FINDINGS

The findings of the study revealed a significant effect of physical violence on the academic performance of SS3 students in Abia State. Male and female respondents agreed that to a high extent, physical violence has significant effect on the academic performance of SS3 students. The 349 respondents interviewed maintained high mean ratings above 2.50 that bullying among students creates fear and leads to absenteeism which results to low academic achievement. They observed that the use of cane in the class makes some students nervous and hence inattentive leading to poor

performance; and intra and inter school violence was also identified to deprive students of learning which results to poor academic achievement. Respondents argued that a child always punished of every minor offence, soon become resistant even to dangerous buttering and gladly abandons education to become a street fighter, adding that threats of punishment can lead to anxiety and loss of confidence and failures.

Children who experience or witness physical violence develop low self-esteem which affects their academic performance. A related result to this finding was obtained by Adegoke & Oiadeji (2008) who discovered a significant relationship between family violence variables such as physical assaults of children and performance of students in schools. The findings also confirm the view of Mohammad (2005) that if a child is always being punished through infliction of pain of every minor offence, such a child soon become resistant even to dangerous buttering and gladly participate in street fight. A child who has resolved to be a street fighter, hardly remains in school. Needless to mention absenteeism and truancy as direct causes of poor academic performance. The findings are in line with Ebebuwa (2011) cited in Augustine et al. (2019), who found that there is an increasing incidence of violence in Nigerian families and that this has a significant influence on children education. In the same vein. Miller (2010) reported that violence on children causes problem to both their physical and emotional stability, adding that the longer physical violence of child continues, the more serious the consequences. The studies are related to the current study in that they are all dealing with violence as a psychosocial problem and the attendant effect on the academic performance of students. Though the geographical locations of the studies differ, variables and procedures are similar.

Furthermore, the study revealed a significant effect of psychological violence on the academic performance of students in Abia State; as male and female teachers did not differ significantly in their ratings with regards to the effect of psychological violence on the academic performance of SS3 students in Abia State. Both groups of respondents accepted that anxiety results to lack of concentration which leads to poor academic achievement with mean ratings 3.07 and 3.33 respectively. They also agreed that students who feel not loved by others are not motivated to learn. In the same vein male and female teachers accepted that isolation of children and deprivation of privilege results in chronic depression which translates to poor academic achievement. Similar results were found by Ugbouju (2010) who reported that violent youths are poorly socialized and can perform low in their academic works. The finding is also in agreement with that of Berta (2007) who found that behavior problem of children who witness psychological violence includes being aggressive and passive, refusal to go to school, lying, rigid defense, excessive attention seeking, reduced intelligence and dependence. It also aligns with the position of Buka, Stichik, Bird thistle and Earl (2001) that psychological problems associated with exposure to violence comprise one of the most direct threats to the developmental tasks of the school adaptation and performance.

CONCLUSION

It is hereby concluded on bases of the findings of the study, that violence, whether physical, psychological, group, political, domestic, and the like, 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 have significant impacts on student behaviour particularly with regards to drugs use, alcohol, rape, sexual harassment, examinations malpractice and loss of interest in learning.

RECOMMENDATIONS

Based on the findings of this study, it was recommended that:

1. Every school should be assigned with professional guidance counselors to oversee and manage the behaviour problems of students
2. In-service trainings for counseling should be introduced for teachers in the state so as to equip

them with the requisite skills to handle violence behaviour.

3. Intermittently, school-community partnership programmes should be organized to for stakeholders to be acquainted with strategies and approaches to dealing with students.
4. Intermittently, school-community partnership programmes should be organized to for stakeholders to be acquainted with strategies and approaches to dealing with students.

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