



School Violence Among Undergraduate Students in Kwara State: Implications for Counselling

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ABSTRAK

Kekerasan di sekolah baru-baru ini muncul sebagai skenario yang tersebar luas dan menjadi perhatian utama secara global. Di Nigeria, hampir tidak ada satu hari pun yang terlewatkan tanpa adanya laporan resmi atau tidak resmi mengenai salah satu bentuk kekerasan yang terjadi di sekolah dan diwujudkan dalam berbagai bentuk seperti penindasan, penembakan, pelecehan seksual, penculikan, dan banyak lagi lainnya. Sejumlah penelitian menunjukkan bahwa kekerasan di sekolah mempunyai dampak nyata terhadap kesehatan fisik, mental, dan prestasi akademik siswa. Oleh karena itu, penelitian ini bertujuan untuk fokus pada kekerasan sekolah di kalangan mahasiswa sarjana di Negara Bagian Kwara dan implikasinya terhadap konseling. Penelitian ini termasuk dalam penelitian kualitatif. Jenis penelitian yang digunakan adalah penelitian kepustakaan atau studi kepustakaan. Teknik yang digunakan untuk mengumpulkan data adalah observasi dan dokumentasi. Teknik yang digunakan untuk menganalisis data adalah analisis deskriptif kualitatif. Hasil penelitian yaitu Kehadiran kekerasan memberikan dampak yang signifikan pada bidang pendidikan. Kekerasan dalam institusi pendidikan menjadi penghambat tercapainya cita-cita remaja. Pengaruh kelompok teman sebaya mempunyai pengaruh besar terhadap perilaku siswa, khususnya penggunaan narkoba dan alkohol, insiden pemerkosaan dan pelecehan seksual, keterlibatan dalam malpraktik ujian, dan berkurangnya motivasi belajar.

ABSTRACT

School violence has recently emerged as a widespread scenario and a primary concern globally. In Nigeria, hardly a day goes by without official or unofficial reports of some form of violence occurring in schools and manifesting in various forms, such as bullying, shootings, sexual harassment, kidnapping, and many others. Several studies show that violence in schools has a real impact on student's physical and mental health and academic achievement. Therefore, this study focuses on school violence among undergraduate students in Kwara State and its implications for counseling. This research is included in qualitative research. The type of research used is library research or literature study. The techniques used to collect data are observation and documentation. The technique used to analyze data is qualitative descriptive analysis. The results of the research are that the presence of violence has a significant impact on the field of education. Violence in educational institutions becomes an obstacle to achieving teenagers' dreams. The influence of peer groups has a significant influence on student behavior, particularly drug and alcohol use, incidents of rape and sexual harassment, involvement in examination malpractice, and reduced motivation to study.

1. INTRODUCTION

Violent behavior is a prevalent unfavorable disposition observed among students in educational institutions, particularly those in the adolescent age group, and its persistence has been documented for an extended duration (Aroyewumi et al., 2023; Christakis & Zimmerman, 2007). Interpersonal violence refers to the occurrence of violent behavior between two or more individuals (Austin et al., 2023; Eapen et al., 2023). Throughout the course of history, the presence of violence has been a prevalent aspect within the educational setting, spanning numerous ages. The origins of this violence may be attributed to the intricate interplay of various factors, including social dynamics, cultural influences, historical circumstances and economic conditions that were prevalent during the respective periods (Ismael-

Simental et al., 2023; Kaufman-Parks et al., 2023). Violence can manifest in various forms, targeting individuals, things or the educational institution itself. The resulting harm might encompass psychological, physical, or material dimensions. The issue of violence against students has garnered growing recognition as a transgression against their inherent human rights, including their entitlement to bodily safety and psychological well-being. Furthermore, educators must demonstrate behaviors that are regarded as opposing any manifestation of aggression by pupils (Veenstra et al., 2014). The prevalence of violence is a disconcerting phenomenon that is observed on a global scale in contemporary times. The issue at hand elicits significant apprehension within domestic, educational, occupational and communal settings, spanning both rural and urban regions (Ferrara et al., 2019).

The term "school violence" encompasses a wide range of overt hostile behaviors that occur within educational institutions (Chen et al., 2023; Escuadra et al., 2023). These behaviors include physical altercations among students, instances of bullying (including online or cyberbullying), physical assaults, acts of bombing, arson or other intentional actions aimed at causing harm to both staff and students. Regrettably, the subject encompasses infrequent, calamitous, and catastrophic incidents of school shootings (Chen et al., 2023; Escuadra et al., 2023; Lowry et al., 2023; Rajan et al., 2022). Furthermore, school violence encompasses a range of concealed actions that instill fear and compromise the safety of educational institutions, including but not limited to threats of physical harm within the school premises, possession of weapons, and instances of harassment. In certain localities, there exists a phenomenon where gangs actively engage in the recruitment of students of school age, thereby involving them in activities that perpetuate violence within educational institutions (Pérez-Jorge et al., 2023; Tran et al., 2022). The occurrence of violence within educational institutions undermines confidence, consequently impeding schools' ability to fulfill their core objective of providing comprehensive education to all students and facilitating their optimal development (Escuadra et al., 2023; Pérez-Jorge et al., 2023). Although it is not possible to prevent all occurrences of violence, the implementation of policies and procedures that endorse a well-rounded interdisciplinary approach to ensuring school safety, prioritize effective communication, promote healthy interpersonal relationships and incorporate evidence-based support mechanisms will yield the highest efficacy in preventing incidents of violence in educational settings.

School violence encompasses several forms of misconduct, including but not limited to issuing severe threats, possessing firearms on school premises, engaging in aggravated assault, robbery, or sexual battery and perpetrating incidents of school shootings (Flannery et al., 2023; Seo & Kruis, 2022). The perpetuation of major school violence is most reliably and robustly predicted by general offending, victimization, gang participation, and the perpetration of other forms of violence. Additional risk factors that have been found include mental health disorders, tendencies towards suicidal thoughts or actions, substance abuse, limited self-regulation abilities, engagement in risky activities (such as engaging in unsafe sexual practices or riding in a vehicle driven by an intoxicated individual), as well as exposure to bad experiences during infancy (Flannery et al., 2023; Fung et al., 2023; Kaspar, 2013; Seo & Kruis, 2022). Educational institutions situated in socioeconomically challenged regions and locations with elevated crime rates exhibit a greater prevalence of severe acts of violence. Although there are certain risk factors that significant school violence shares with general school violence, it is a relatively infrequent occurrence. The proximal risk factors and warning indicators associated with serious school violence encompass various aspects such as rage, low resiliency, inadequate coping skills, diminished empathy, experiences of significant loss or rejection, preoccupation with violence and the act of bringing weapons onto school premises. A majority of previous perpetrators of school shootings exhibited pre-attack warning signs, with more than 50% of them making threats before the incident. These threats were typically communicated in the presence of their family members or close acquaintances.

School violence refers to the exertion of control or dominance by an individual, organization, or societal mechanism inside educational environments, which deprives individuals of their inherent human qualities and growth potential (Kemal et al., 2023; Vahedi et al., 2023). This can occur by diminishing their current state or constraining their future development. Several factors have been identified as protective measures against severe incidents of school violence. These factors encompass empathy, parental supervision, school attachment and belonging, social support, and supportive relationships between students and teachers. Given that these elements also serve as protective measures against school violence in a broader sense, focusing on them has the potential to mitigate various manifestations of violence inside educational institutions. Additional prevention strategies that show promise include the implementation of threat assessment protocols, the utilization of tools that enable peers to report potential threats, leveraging the involvement of individuals with potential for perpetration in the mental health and juvenile justice systems as opportunities for intervention, and implementing measures to restrict access to and possession of weapons (Cornel & J., 2018; Cornell & Allen, 2011). The aim of this

research is to analyze school violence among undergraduate students in Kwara State and its implications for counselling.

2. METHOD

This research is included in qualitative research. The main aim of qualitative research is to understand social phenomena by focusing more on a complete picture of the phenomenon being studied rather than breaking it down into interrelated variables (Bowen, 2009). The type of research used is library research or literature study. This research relies on various literature to obtain research data and uses a qualitative approach because the data produced is in the form of words or descriptions. Library research or literary research is research where the place of study is the library or literature. In this research, research was carried out by utilizing studies that were similar or related. After collecting various literature related to the study under study, this research conducted observations on several undergraduate students in Kwara State.

The techniques used to collect data are observation and documentation. Observation is the systematic observation and recording of the symptoms being studied. Observations regarding this research are direct observations of several undergraduate students in Kwara State. Then, it is recorded and analyzed using literature studies. Documentation is a data collection technique that is not directly aimed at research subjects. The documentation studied can be of various kinds, not only official documents. Documentation in this research is in the form of data which is in the form of documents, including journals and books. The technique used to analyze data is qualitative descriptive analysis (Riddell et al., 2020). The data analysis technique is carried out in several steps, namely reducing data, where the researcher selects which data is needed and which data is not needed. Then, the next step is to present data that has gone through a data reduction process. Moreover, after that, the data that has been presented will then be interpreted through a data analysis process.

3. RESULT AND DISCUSSION

Result

Violence can be defined as the utilization of physical force or power, to cause harm or exert control, directed towards oneself, another individual (interpersonal), or a collective or community. This harmful behavior can lead to physical injury or carry a significant risk of causing death, psychological trauma, hindered development, or deprivation. The phenomenon of violence has been present throughout the entirety of human history and is pervasive across diverse cultures and populations worldwide. The impact of violence extends to various dimensions of societal existence. Instances of this phenomenon can be observed inside familial units, educational institutions and professional environments across both public and commercial sectors, as well as within spaces dedicated to religious practices, among others. School violence is commonly regarded as a significant issue in numerous nations, particularly when it involves the use of weapons such as firearms or blades, and has escalated in severity over the past few decades. The phenomenon encompasses instances of violence occurring among students within educational institutions, as well as instances of physical aggression directed toward school personnel by students. Research findings have demonstrated that prevalent forms of violence inside educational institutions encompass physical aggression, psychological maltreatment, sexual exploitation, and gender-based discrimination.

The prevalence of violence in society can be attributed to the exposure of children to numerous acts of violence, including those depicted in the media. This exposure leads youngsters to develop a perception that violence is socially acceptable. School violence is a matter of significant concern for various stakeholders, including school workers, researchers, and families alike. Furthermore, such occurrences contribute to the development of an atmosphere characterized by apprehension and unease among both teachers and administrators. Moreover, the presence of violence within educational institutions has a detrimental impact on the overall operation of schools, impeding pupils' ability to study and teachers' capacity to effectively carry out their duties. The aforementioned explanations elucidate the profound entrenchment of violence within our present-day culture. Nevertheless, we mustn't allow this to deter us from actively pursuing viable remedies to address the issue of violence. Hagan (1985) (Henry & Lanier, 1998) has proposed a comprehensive theoretical framework, referred to as the "pyramid of crime," that offers valuable insights into the phenomena of crime and deviance. This framework can be effectively employed in the context of school violence, facilitating a more thorough research of this issue. Crime can be conceptualized as a form of deviance which in turn encompasses behaviors that deviate from established social norms and are explicitly prohibited by criminal legislation. The author posits that

instances of rule violation encompass a spectrum ranging from minor transgressions of societal norms, such as unconventional attire or truancy, to more egregious offenses that inflict significant harm, such as employing weapons in acts of physical assault or perpetrating schoolyard massacres. The author posits that these infractions can be assessed based on three levels of severity, spanning from minimal to significant. Hagan's initial dimension pertains to the comparative gravity of criminal offenses, as determined by the extent of harm inflicted. The contention posits that certain behaviors, such as drug consumption and truancy, might be classified as victimless offenses due to their sole infliction of harm upon the individuals involved. Numerous instances of harmful behavior, including acts of violence, inflict harm onto individuals. Notably, certain incidents such as the recent high-profile shootings in educational institutions can harm multiple individuals simultaneously. Consequently, the repercussions of such crimes transcend beyond the immediate victims, impacting their relatives, friends, and even the wider community.

Furthermore, when considering the definition of crime, it is important to consider the level of unanimity or agreement within the moral tradition. This refers to the extent to which individuals perceive an action to be morally acceptable or morally unacceptable. According to Hagan, the extent of consensus or agreement regarding the moral wrongness of an action can vary, encompassing a spectrum that includes states of uncertainty and apathy, varying degrees of disagreement, and situations characterized by widespread agreement. Although it is not ideal, there is a limited number of individuals who perceive the act of a 16-year-old skipping school as morally reprehensible. Likewise, in the context of substance abuse, it is widely acknowledged that drugs have no place within educational institutions. However, the degree of agreement about the prohibition of heroin and cocaine surpasses that of marijuana, and the consensus against all three substances is even more pronounced when juxtaposed with alcohol and tobacco.

One aspect of Hagan's approach, which incorporates elements from the legal system, pertains to the extent of society's official response in terms of severity. The severity of consequences might vary, encompassing social separation from school classmates, informal reprimands from teachers, official warnings, expulsion and school exclusion, legal prosecution, jail, and, in extreme cases, the imposition of the death sentence. According to Hagan, there exists a positive correlation between the severity of a mandated penalty and the level of societal judgment placed upon the conduct, with greater severity and extensive support for the sanction indicating a more serious community evaluation. Significantly, according to Hagan's integrational perspective, the three indicators of seriousness are strongly linked to acts of deviance that are considered more serious and are often labeled as "criminal." These acts are characterized by a consensus regarding their wrongful nature, a strong societal reaction, and an assessment of the significant harm caused. Nevertheless, it is important to note that the link among these three aspects is not flawless. Additionally, when it comes to certain acts that are classified as crimes, there exists a lack of consensus regarding their moral reprehensibility, a varied societal reaction, and ambiguity in the assessment of their detrimental effects.

The following types of violence that can occur in schools. First, violent activities committed with one's body, such as any type of physical aggressiveness, or the use of weapons, as well as crimes such as stealing or setting fires. Second, psychological violence, which encompasses emotional and verbal abuse as well as other forms of psychological abuse. This may involve calling another person's name, making threats, ignoring them, isolating them, rejecting them, humiliating them, ridiculing them, spreading rumors, telling lies or punishing them in any way. Third, Sexual violence, which encompasses rape, sexual coercion, sexual harassment, and sexual intimidation in addition to inappropriate touching and unwanted physical contact. Fourth, Bullying, which is characterized by frequent and intentional aggressiveness toward another person and can take the shape of physical, psychological or sexual abuse, can take any of these forms. Fifth, the practice of cyberbullying can take the form of sexual or psychological harassment and is carried out by individuals connected through a school on social media or other online platforms. This could include uploading embarrassing images or films, nasty rumors, cruel comments, misleading information or maliciously posted photos or videos online. The act of barring someone from online organizations or networks can also be considered to be a kind of cyberbullying.

The causality underlying an individual's involvement in school violence is often multifaceted and lacks a singular, unequivocal explanation. A potential explanation for a student's behavior could be attributed to various factors, such as experiencing bullying or rejection from a peer, facing significant academic stress, or imitating behaviors observed within their familial or societal environment, as well as media influences (Johnson et al., 2019). The following are several risk factors that may contribute to an increased likelihood of a youngster engaging in school violence: 1) Unsatisfactory achievement in academics, 2) A previous record of aggressive behavior, 3) Being a victim of violence or having seen it being committed, 4) Consumption of narcotics, alcohol or tobacco, 5) a dysfunctional pattern of behavior

within the family, 6) Possession and use of firearms, 7) Misbehaving classmates, 8) A high percentage of poverty or criminal activity in the community. The ramifications of school violence are significant, as severe instances have resulted in fatalities. Additional consequences encompass the defacement of educational infrastructure, particularly school facilities, ethical deterioration, inadequate cultivation of human resources, escalation in criminal activities, erosion of cultural norms, negligence in pedagogy by educators and learning by students, and the tarnishing of schools and society's reputation. The presence of violence within educational institutions engenders feelings of insecurity and dread, detrimentally impacting the overall school climate and impeding students' entitlement to receive education within a secure setting. The ability of schools to effectively serve as centers for education and social development is compromised when students are exposed to an environment that is not devoid of violence. Instances of violence, namely physical violence, occurring among children as well as violence perpetrated by teachers and other staff members, can occur discreetly within school premises such as playgrounds, classrooms, or during school-related sporting activities. Educators may also lack awareness of instances of bullying or the many methods, terminologies, and behaviors employed by kids and adolescents to engage in harassment. Furthermore, identifying bullying that occurs beyond the purview of teachers presents a challenge. There are instances where educators allow or participate in aggressive and harassing conduct (Mayer & Furlong, 2014).

In his seminal work, Gilligan (1997) establishes the fundamental principles for his scholarly and practical investigation of violence. He accomplishes this by presenting violence as a tragic phenomenon that affects both those who perpetrate it and those who suffer its consequences, rather than as a matter of moral or legal reasoning that can be rectified via the imposition of progressively harsher penalties. The individual perceives violence as a matter of public health that may be averted via a comprehensive exploration and resolution of the underlying factors contributing to aggressive conduct. The absence of a comprehensive theory of violence hinders our ability to elucidate, forecast, or avert instances of violence (Gilligan, 1997). Consequently, it becomes imperative to construct a deliberate theory of violence that can be subjected to scrutiny, inquiry, critique, experimentation, and refinement. Following the establishment of the necessity for a functional and verifiable theory, as well as the construction of a framework for comprehending the origins of violence, Gilligan proceeds to formulate what he refers to as the "germ theory" of violence. According to the author, the causative agent under consideration is a pathogen, more commonly known as a germ, which he argues to be emotions, with a specific focus on the sensation of shame. Shame is posited as the principal and indispensable catalyst for acts of violence, albeit its standalone influence is seen as insufficient to incite violence. For the elicitation of violent and harsh behavior to occur, specific prerequisites must be fulfilled. Initially, individuals who perpetrate such acts of violence harbor an insufferable undisclosed matter. Individuals experience profound feelings of shame, frequently in response to inconsequential circumstances, and exhibit an intensified sense of shame towards their own experience of shame. The intensity of their guilt follows an exponential pattern, whereby shame increases disproportionately about the triviality of the matter at hand, thereby creating a heightened sense of urgency to suppress it.

Furthermore, individuals have the perception that there are no viable alternatives to nonviolent means. Aggression is commonly perceived as a final protective response to an overwhelming sense of humiliation and an imminent threat of destruction. Moreover, it might be argued that these individuals exhibit a deficiency in emotional capacities that serve as deterrents to violent behavior, specifically the absence of feelings such as love and guilt towards others. Ultimately, individuals possess insufferable desires for affection and support, frequently experiencing profound humiliation regarding their inability to be self-reliant and their pressing reliance on external entities such as women, the jail system, and institutional care. The convergence of these characteristics becomes perilous when these individuals are incited by a range of events, even some that may seem little or unimportant (Gilligan, 1997).

Discussion

School counselors and members of crisis teams can establish educational institutions that are characterized by safety, security, and tranquility, thereby eliminating the detrimental impact of violence in its various manifestations (Rosen et al., 2017; Taştan et al., 2018; Torunoğlu & Gençtanirim, 2015). To achieve this objective, educational institutions must use deliberate and coordinated approaches to enhance safety and security measures, while concurrently fostering student well-being and resilience. These endeavors enhance pupils' preparedness for learning and cultivate favorable school environments (Ardi et al., 2017; Kadafi et al., 2021; Wilson et al., 2020). The establishment of a safe school environment and the implementation of effective measures necessitate the collaborative efforts of various stakeholders, including administrators, teachers, school psychologists, other school mental health professionals, school resource officers, parents, students, and community agencies (Buchanan et al., 2019; Obaki, 2017; Zaki et

al., 2020). The potential factors contributing to school violence among students at colleges of education in Kwara state. The study highlighted the consumption of illicit substances, such as hard drugs and alcohol abuse, as one of the reasons for school violence. Individuals who are under the influence of illicit substances, such as hard drugs, including students, staff, or members of society, may experience a loss of self-control and exhibit unreasonable or irresponsible behavior. The findings of a survey examining the correlation between drug use and school violence indicate a substantial relationship between self-reported substance use and the perception of substance use frequency on campus. There exists a significant correlation between substance usage within the school campus and the likelihood of experiencing victimization or engaging in aggressive behavior. The existing literature proposes that the correlation between substance use and school violence can be comprehended by examining the involvement of substance abusers in a social network situated on the outskirts of the school community, which encompasses many risk variables.

Culture can be defined as a comprehensive entity encompassing various elements such as information, beliefs, arts, morality, customs, laws and other acquired capacities (Badriyati & Usman, 2020; Suriansyah & Effendi, 2019; Wahab et al., 2012). These aspects of culture are learned, shared among members of a community, and passed down from one generation to the next (Siswanto et al., 2019; Tambak et al., 2020). The quick degradation and extinction of the distinctiveness of the people and their culture would occur if the caretakers displayed any laxity, lassitude or frivolity. The degradation of cultural and societal values has resulted in a scarcity of moral and ethical principles that can be imparted to the next generation, hence contributing to the prevalence of violence within the educational system and society at large (Huri & Marwanto, 2019; Uswah et al., 2020). The prevalence of cultural tolerance towards violence has become a widespread phenomenon in contemporary culture, observed across various communities. In contemporary society, there exists a phenomenon wherein the occurrence of violence within communities is deemed acceptable and rationalized. This suggests that those who engage in violent behavior exert a degree of control or influence over other members of the community. The Colorado school systems made enhanced endeavors to mitigate school violence after the tragic events of the shootings and fatalities at Columbine High School in April 1999 (Crepeau-Hobson & Filaccio, 2005). Before the occurrence of the Columbine shooting, numerous educational institutions solely provided services such as individual counseling, identification protocols, and interventions targeting students at risk. Following the events of April 1999, a significant number of educational institutions implemented various measures to address potential crises. These measures included the development of crisis plans, the establishment of group counseling initiatives, the formation of crisis teams, and the implementation of anti-bullying programs. In addition to expanding their physical size, larger educational institutions have augmented their security measures by employing a greater number of school security guards or police officers. Furthermore, many schools have implemented policies such as door-locking protocols and mandatory visitor check-ins. Additional preventive measures included the implementation of emotional education programs, family counseling sessions, regular check-ins with pupils at risk and the introduction of anger management programs.

School counselors should work hand in hand with the government to regulate safety and security effectively to deter all forms of violence in the school, and produce an atmosphere in which physical, emotional, and social well-being is nurtured for the benefit of the students and all staff members (Rosen et al., 2017; Torunoğlu & Gençtanirim, 2015). The implementation of stringent disciplinary actions for those who commit acts of violence, particularly in educational settings. Periodically, school-community collaboration programs must be conducted to familiarize stakeholders with tactics and methods for combating violence in the educational setting. It is important to implement modern safety protocols in educational institutions and at events sponsored by educational institutions. Before students are allowed to enter the school or take part in school-sponsored activities, they will be subjected to searches and will have any potentially harmful items removed from their possession. Parents should spend more time with their children so that the appropriate values may be instilled in their children which will aid in the prevention and control of violence in schools.

4. CONCLUSION

The presence of violence, encompassing physical, psychological, economic, emotional or sexual forms, exerts significant repercussions on the realm of education. The presence of violence within educational institutions poses a hindrance to the achievement of teenagers' hopes and ambitions, particularly in their academic endeavors. The influence of peer groups has a substantial effect on student behavior, specifically drug and alcohol use, incidents of rape and sexual harassment, engagement in examination malpractice, and diminished motivation for learning. The immediate consequences of

violence, whether manifested physically or psychologically, elicit distress and emotional trauma in students. In instances of utmost severity, the occurrence of physical violence might lead to the unfortunate demise of kids. The enduring effects of violence on students encompass lasting disabilities, such as brain damage or eye damage, as well as disrupted interpersonal relationships characterized by difficulties in trusting others or engaging in violent relationships. Additionally, there is a heightened susceptibility to emotional disturbances, feelings of low self-esteem, depression, and an increased likelihood of perpetrating child violation as a parent.

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