

FAMILY VIOLENCE AND BULLYING BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN ILORIN, KWARA STATE

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Abstract

The study examined the relationship between family violence and bullying behaviour among secondary school students in Ilorin. The researcher employed a descriptive survey research design of correlation type. The population of the study comprised all senior secondary school students in Ilorin. Specifically, the study involved selected SSS 2 and SS 3 students in public secondary schools in the study area. A sample of 400 students was drawn from 20 randomly selected secondary schools. Research instrument tagged "Questionnaire on Family Violence and Bullying Behaviour among Students" with reliability coefficients of 0.73 and 0.76 for family violence sub-scale and bullying sub-scale respectively was used for data collection. The data collected was analysed using percentage and Pearson Product Moment Correlation (PPMC). The formulated hypothesis was tested at 0.05 level of significance. The result of the study showed that the level of family violence experienced by secondary school students in Ilorin was low; the level of bullying behaviour among secondary school students in Ilorin was low; and that there was significant relationship between family violence and bullying behaviour among secondary school students in Ilorin. The study concludes that concludes that family violence promotes bullying behaviour. It was recommended among others that generalized bullying behaviour from school to home should be corrected and managed consistently for maximum effectiveness for correction.

Keywords: Family Violence, Bully, Bullying Behaviour, Student, School

Introduction

For a child's growth, the family plays a critical role in society as a whole. Family relationships are currently in danger due to violence and family disputes. There have been many strange occurrences in the family system. It is not unusual to see family members who live together, such as siblings and sisters, parents and children, and parents and children, not getting along. The family is the smallest social group to which people belong and where they learn social standards. As a result of socialization, issues from the family may surface, including disagreements between parents that result in a divorce, infertility issues, infidelity, bickering, and quarrels, among others. The offspring may have certain social and psychological problems as a result (Ugbouju, 2010).

Violence is made up of deeds, words, attitudes, and sociocultural harms that keep people from realizing their full potential as individuals and as a family. The action might have been intentional or accidental (Undiyaundeye, 2009). Family violence is a planned pattern of abusive and accusatory behaviors employed by one or more family members in a final relationship to acquire or maintain power and absolute authority or independence within the family. Violence in the family, according to Dutton (2003), encompasses a wide range of controlling behaviors that frequently involve fear, harm, intimidation, and emotional deprivation and may have an impact on children's school performance. A family may experience physical, psychological, or sexual abuse, or violence based on the gender or socioeconomic position of the parents (Ganley, 2005).

According to Dabu (2011), physical violence is any behavior that involves the purposeful use of force against the body of another person that could result in physical harm, injury, or pain. Pushing, beating, slapping, choking, twisting of a bodily part, forcing the absorption of an undesirable substance, and use of a weapon on any family member are examples of physical abuse in the home. A person is experiencing physical violence if they have been physically harmed by family members in any way. Any level of this discomfort can be felt. The child who watched or participated in such an incident might not be able to focus on his schoolwork and might not do well on his exam (Galles, 2004).

Ebenuwa (2011) also maintains that violence in Nigerian families is on the rise, and abuse toward siblings is a genuine issue in many households. According to Miller (2010), when children are violently treated, it affects both their physical and mental well-being. The ramifications of physical abuse against children worsen with time. Physical abuse causes a child to experience painful and distressing first consequences. Physical abuse has long-term effects on the victim's family, the community, and the child's life as an adult. The youngster dies as a result of physical abuse in the worst scenarios. According to Hamm (2006), physical abuse of children can have long-term effects such as long-term disabilities like brain or eye damage, disordered interpersonal relationships like difficulty trusting others in adult relationships or violent relationships, a propensity for emotional disturbance, feelings of low self-esteem, depression, and an increased risk of child abuse as a parent. All of these could encourage the child to act bullishly.

According to Johnson (2006), psychological violence includes shaming a victim (a family member) in public or private, dictating what the victim can and cannot do, concealing information from the victim, and doing something specifically to make the victim feel inferior or embarrassed. In addition, the victim is kept apart from friends and relatives, and when the victim displays independence or joy, others are hurt implicitly as a form of blackmail. Denying a victim access to money, other necessities, or basic resources, degrading another family member in any way, or exposing another to behavior that could cause psychological trauma, such as anxiety, chronic depression, or post-traumatic stress disorder, are all examples of psychological violence. Bullying is one such instance of power imbalance that is frequently linked to such violence (Dabu, 2011). This implies that a child's propensity for bullying can be influenced by domestic abuse.

Bullying is a pattern of behavior in which one person is repeatedly selected as the target of aggression by one or more people; the victim typically has less power than the aggressors (bullies) (Baron & Bryne, 2005). Bullying, according to social psychologists' definitions, is continuous aggression that robs a person of control and dignity (Paszkievicz, 2010). Bullying occurs among secondary school students all over the world, and of all secondary school issues, none is as crippling as bullying because it affects both the victim and the bully. In our secondary school, bullying is pervasive and has a significant negative impact on the pupils. Today, it is challenging to find a high school where bullying does not occur (Alison, 2016). According to a survey conducted by the British School Health Education unit in the United Kingdom, one-quarter of children aged 10 to 11 who participated in it reported experiencing bullying either frequently or daily. According to another report, 15% of Australian children report experiencing bullying on a weekly basis (Ammermueller, 2012). Depending on how one defines the issue and perceives its prevalence, these percentages may be greater. These statistics would reach 100% if we consider calling kids names and barring them from games to be bullying.

According to Alison (2016), bullying is regarded as a global issue that has an impact on school-aged children's mental, social, and physical health all over the world. Because of this, there is a growing awareness among parents, legislators, educators, and the general public that bullying has major negative repercussions on bullies, victims, schools, and communities. Countries with an increase in reported violent events and linkages between bullying and violence that have been established. Bullying has received a lot of attention in the West, but in Nigeria, many schools are where it continues unchecked (Bonke, 2009). Researchers have given bullying a variety of definitions. A person willingly and frequently asserts authority over another with a hostile or malign intention (Bonke, 2009). The term "bullying" refers to a broad spectrum of aggressive or antisocial physical or verbal behaviors. Included in this list are insults, mocking, verbal and physical abuse, threats, humiliation, harassment, and mobbing. The most prevalent type of violence, bullying allows the powerful to oppress the weak, and it is what fuels the culture of violence (Al-Raqqad, et al., 2017). Bullying is the "planned," unprovoked abuse of authority by one or more children to repeatedly harm or distress another kid (Ammermueller, 2012).

Bullying is a serious issue that is getting worse in a lot of schools all over the world. Being the focus of hostile behavior by children who are not their siblings or necessarily their age is a common occurrence for children. Students that are bullied are typically thought of as passive or subservient victims. They frequently cry easily and are quiet, cautious, and sensitive. They lack self-assurance, are unconfident, and have a bad self-image (Tambawal & Umar, 2017). According to Bonke (2009), bullying is broadly defined as any instance in which a student is subjected to unfavorable behavior from one or more other pupils. Physical contact, verbal abuse, or offensive facial expressions and gestures are only a few examples of these physical activities. Bullying is also frequently manifested in the spreading of rumors and the exclusion of the victim from a group. There must be an imbalance of real or perceived power between the victim and the person victimizing him or her for these unpleasant activities to be considered bullying, even if the victim did not initiate them.

In addition to social, mental health, and academic issues, bullying at school has wide-ranging and pervasive repercussions. After being bullied regularly, a child could start skipping school. His grades could potentially deteriorate as a result of his lack of focus and absence (Laneaux, 2010), which would have a negative impact on his academic performance. Numerous empirical research has revealed that bullying impairs a victim's academic performance as well as his or her physical and psychological well-being (Al-Raqqad, et al., 2017). In a different study, Fareo and Habila (2018) found that bullying has a significant impact on pupils' ability to learn. This shows that a child's engagement is negatively impacted by bullying. As a result, efforts should focus on addressing issues that can lead to bullying behaviors among kids.

Statement of the Problem

In the nation and around the world, bullying and violent instances are increasing quickly, which has a continuing harmful impact on children's academic achievement, emotional growth, and personality development. The size phenomenology and predictors of bullying conduct in collectivistic cultures are still largely unknown. Bullying is a significant issue in societies that value individualism. According to some research, 40% of all pupils experienced bullying at least once during their time in school. It's true that estimates of how widespread bullying behavior is vary among studies. But there is no doubt that middle schools, or adolescents, are where bullying conduct

occurs most frequently. This phase is also essential for the growth of identity and a healthy self-concept. The fact that these percentages are so high in middle schools is even more concerning.

Many have blamed these behaviors on inadequate classrooms and unqualified teachers without properly looking into other possible associated causes of students' subpar academic achievement. The public is quick to accuse instructors while overlooking the fact that these youngsters spend just around 25% of a day's 24 hours in school. Obviously, 75% of the time is spent away from school, which could be at home. Every child's socializing and developmental foundation are set at home because they spend more time there than at school. Given the aforementioned, it begs the question of what domestic circumstances might be impacting secondary school pupils' bullying tendencies. Numerous elements have been identified by studies as having an impact on students' behavioural outcomes and levels of confidence. The student's familial experiences are a factor that may have an impact on their maladaptive behaviors. According to Aboh et al. (2014), bullying behavior is thought to be caused by children's deficient socialization and training, which leads them to justify engaging in undesirable activities. There is need to validate this report regarding the influence of family violence on bullying behaviour among secondary school students.

Purpose of the Study

The purpose of the study was to examine the relationship between family violence and bullying behaviour among secondary school students in Ilorin, Kwara State. Specifically, the study examined the:

- i. level of family violence experienced by secondary school students in Ilorin, Kwara State;
- ii. level of bullying behaviour among secondary school students in Ilorin, Kwara State; and
- iii. relationship between family violence and bullying behaviour among secondary school students in Ilorin, Kwara State.

Research Questions

The following research questions were answered in the study.

- i. What is the level of family violence experienced by secondary school students in Ilorin, Kwara State?
- ii. What is the level of bullying behaviour among secondary school students in Ilorin, Kwara State?

Research Hypothesis

The hypothesis below was tested in the study.

H₀₁: There is no significant relationship between family violence and bullying behaviour among secondary school students in Ilorin, Kwara State.

Methodology

This study adopted descriptive survey research design of correlation type. The population of the study comprised all senior secondary school students in Ilorin, Kwara State. Specifically, the study involved selected SSS 2 and SS 3 students in public secondary schools in the study area. The choice of public school is premised on the fact that bullying behavior is more common among public school students. The sample for this study was 400 students selected using simple random sampling techniques from 20 randomly selected secondary schools from the study area. In this study, bullying behaviour questionnaire by Sullivan, et al. (2005) and family violent behaviour questionnaire by

Apeh & Eri (2020) were adapted and used for data collection. The instrument was tagged “Questionnaire on Family Violence and Bullying Behaviour among Students”.

The instrument was designed on 4-Likert response formats of Strongly Agree, Agree, Disagree, and Strongly Disagree. To establish the validity of the instrument, experts in Educational Psychology, Measurement and Evaluation, and Sociology were consulted to face validate the items that make up the test. The comments and suggestions from these experts were put into consideration before the final copy was produced. The reliability of the instrument was established by the researcher. To achieve this, the instrument was administered twice to 20 selected students who have the same characteristics as the intending respondents and the scores obtained were analysed using Cronbach Alpha with the aid of SPSS. The reliability coefficients of the instrument stood at 0.73 and 0.76 for family violence sub-scale and bullying sub-scale respectively. The observed reliability coefficients justified the appropriateness of the instrument for the purpose of the study. The data collected was analysed using percentage and Pearson Product Moment Correlation (PPMC). The formulated hypothesis was tested at 0.05 level of significance.

Results and Data Analysis

Research Question One: What is the level of family violence experienced by secondary school students in Ilorin, Kwara State?

To answer research question 1, responses on family violence experienced by secondary school students in Ilorin, Kwara State were summed and subjected to percentage analysis. The minimum score, maximum score and range score of the respondents from the questionnaire were 10, 40 and 30 respectively. The range was divided by the two levels of violence (high and low) and the cut-off was 15. Respondents with scores from 26-40 were regarded to have experienced high level of violence, while respondents with scores from 10-25 were regarded as have experienced low level of family violence respectively. The result is presented in Table 1.

Table 1: Analysis of the level of family violence experienced by secondary school students in Ilorin, Kwara State

Family Violence	Cutoff Range	Frequency	Percentage
High	26-40	172	43.0
Low	10-25	228	57.0
Total		400	100.0

Results in Table 1 show the level of family violence experienced by secondary school students in Ilorin, Kwara State. As contained in the table, 172 (43%) of the sampled students experienced high level of family violence, while 228 (57%) experienced low level of family violence. This means that the level of family violence experienced by secondary school students in Ilorin, Kwara State was low.

Research Question Two: What is the level of bullying behaviour among secondary school students in Ilorin, Kwara State?

To answer research question 2, responses on bullying behaviour among secondary school students in Ilorin, Kwara State were summed and subjected to percentage analysis. The minimum score, maximum score and range score of the respondents from the questionnaire were 10, 40 and 30 respectively. The range was divided by the two levels of bullying (high and low) and the cut-off was 15. Respondents with scores from 26-40 were regarded as having high level of bullying, while

respondents with scores from 10-25 were regarded as having low level of bullying respectively. The result is presented in Table 2.

Table 2: Analysis of the level of bullying behaviour among secondary school students in Ilorin, Kwara State

Bullying Behaviour	Cutoff Range	Frequency	Percentage
High	26-40	151	37.7
Low	10-25	249	62.3
Total		200	100.0

Results in Table 2 show the bullying behaviour among secondary school students in Ilorin, Kwara State. As contained in the table, 151 (37.7%) of the sampled students displayed high level of bullying behaviour, while 249 (62.3%) displayed low level of bullying behaviour. This means that the level of bullying behaviour among secondary school students in Ilorin, Kwara State was low.

H0₁: There is no significant relationship between family violence and bullying behaviour among secondary school students in Ilorin, Kwara State.

Table 3: Relationship between family violence and bullying behaviour among secondary school students in Ilorin, Kwara State

Variables	No.	Mean	r-cal	Df	p-value	Remark
Family Violence	400	19.74	0.38	198	0.00	Significant
Bullying Behaviour	400	18.72				

Results in Table 3 show the r-calculated value of 0.38 and p-value of 0.00 in which the p-value is less than 0.05 level of significance ($0.00 < 0.05$). Since the p-value of 0.00 is less than the 0.05 level of significance, the null hypothesis is not accepted. This means that there is significant relationship between family violence and bullying behaviour among secondary school students in Ilorin, Kwara State.

Discussion of Findings

The thrust of this study was on the relationship between family violence and bullying behaviour among secondary school students in Ilorin, Kwara State. The result of the study showed that the level of family violence experienced by secondary school students in Ilorin, Kwara State was low. This means that majority of the study participants experienced relatively low level of violence in their respective family. This result is possible where favorable parenting practices are adopted by the parents, and where positive family relationships exist. This result contradicts that of Ebenuwa (2011) who found that violence in Nigerian families is on the rise, and abuse toward siblings is a genuine issue in many households. The observed variation in the result of the current study and that of Ebenuwa (2011) might be due to differences in study location.

The result of the study also showed that the level of bullying behaviour among secondary school students in Ilorin, Kwara State was low. This imply that the sampled students rarely engage or exhibit bullying behaviours. This result refuted that of Alison (2016) who found that the rate of bullying in secondary school was high. Although, it is evident that bullying occurs among secondary school

students all over the world, and of all secondary school issues, the rate of its occurrence in Ilorin, Kwara State was low.

On the final note, the result of the study showed that there was significant relationship between family violence and bullying behaviour among secondary school students in Ilorin, Kwara State. This means that family violence positively influenced bullying behaviour of secondary school students. This result is possible where the scores obtained on family violence and bullying behaviour moves in the same direction necessary for a significant relationship. This result is in line with that of Dabu (2010) who observed that bullying is one such instance of power imbalance that is frequently linked to such violence. The result also supported that of Aboh et al. (2014) who opined that bullying behavior is thought to be caused by children's deficient socialization and training, which leads them to justify engaging in undesirable activities.

Conclusion

Based on the findings and the related discussion, the researchers conclude that family violence promotes bullying behaviour. This is premised on the observed significant positive relationship between family violence and bullying behaviour among secondary school students in Ilorin. By implication, if bullying behaviour must be got rid-off or reduced in the society, family violence must be eradicated.

Recommendations

Based on the findings and conclusion of the findings, the following were recommended.

- i. For bullying to be reduced, the Ministry of Education is responsible for the welfare of people and their development; it should, therefore, devote the political will to empower students' development by setting aside a clear policy about punishment in secondary schools.
- ii. With all efforts, there needs to be a collaborative partnership with parents to make school resources available and provide for communication.
- iii. It is imperative that generalized bullying behaviour from school to home is corrected and management consistently for maximum effectiveness for correction.

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