

**RURAL AND URBAN DISPARITIES IN STUDENTS-TEACHERS VIOLENCE IN  
PUBLIC SECONDARY SCHOOLS OF IBADAN, OYO STATE, NIGERIA**

**BY**

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**i**

## CERTIFICATION

I certify that this work titled “Rural and Urban Disparities in Students-Teachers Violence in Public Secondary Schools of Ibadan, Oyo State, Nigeria” was carried out by OLOPADE, Sunday Oluwaseyi, in the Department of Epidemiology and Medical Statistics, Faculty of Public Health, University of Ibadan under my supervision.

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## **DEDICATION**

This project is dedicated in memory of my late mother, DEACONESS ABOSEDE OLUBUNMI OLOPADE, for all her love and her motherly advice to me before her demise, also to God Almighty for all his protections over me.

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## ABSTRACT

School based violence is important because of the increasing prevalence of various forms of violence directed to teachers by the students. The association of teachers perpetration of violence to students has been explored, but there is dearth in the studies that explore students perpetration of violence to teachers in Africa, most especially in Nigeria. Violence against teachers may lead to post-traumatic stress disorder, job dissatisfaction and unsafe teaching environment. Hence, the need to explore the study. The objectives of the study is to determine the prevalence of students to teachers' violence in public secondary schools in Ibadan and to investigate the determinants of violence.

A cross sectional study was conducted using a facilitated self-administered questionnaires, adapted from WHO workplace violence in the Health sector. Forty public secondary schools in Ibadan were selected. A total of 400 respondents (200 each) from rural and urban schools were selected using a multi-stage sampling procedure. Questions on experience of violence in the past 12 months were asked from the respondents. The main outcome variables are prevalence and factors affecting experience of psychological, sexual and physical violence. Psychological violence includes verbal abuse, threats, mobbing, shouting, among others. Sexual violence includes verbal sexual comment, unwanted sexual touching, offensive jokes and gestures, among others. Physical violence includes beating, kicking, slapping, stabling, pushing, among others. Statistical analysis of the data was done using frequency counts, means, standard deviation bar charts, percentages, chi square and logistic regression, using SPSS version 20.

Of the 400 respondents selected, their mean age was  $42.6 \pm 9.0$  years, 62% were above 40 years, 82.9% were married, 53.8% were females and 43.6% had bachelor's degree in education. The types of violence experienced were physical (7.8%), sexual (12.0%) and psychological (31%). Males (11.9%;  $P=0.004$ ) reported higher physical violence while females (15.8%;  $P=0.004$ ) reported higher sexual violence. Respondents from rural schools experienced higher prevalence of all the three forms of violence. The determinants of physical violence were Males (OR=2.92, 95% CI 1.20-7.11), Income of #18,000-#50,000 (OR=4.68, 95% CI: 1.33-16.54), Female (OR=0.25, 95% CI: 0.11-0.58) for sexual and income of #18,000 and #50,000 (OR=4.41, 95% CI: 2.08-9.35) for psychological violence.

All forms of violence were experienced by teachers with prevalence higher among males than females except for sexual violence. Additionally, teachers working in the rural schools experienced a higher prevalence in all the three types of violence than urban teachers. Policies must be implemented to carter for gender and residential disparities (rural and urban) for optimum violence prevention programs.

**KEYWORDS:** Violence, School-Based Violence, Public Secondary Schools, Teachers.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

Violence is the intentional use of physical force or power against oneself, on another person, or against a group or community, resulting in or likely to result in injury, death, psychological harm, maldevelopment or deprivation (WHO, 2002). Violence is a global public health problem, it is among the leading cause of death worldwide for people aged 15-44 years (WHO, 2014). Violence has a great impact on the economic growth worldwide because billions of US dollars are spent on violence related injuries; in addition loss in the national economics in terms of days absent from work, law enforcement and lost investment (WHO, 2002).

School based violence is described as the physical attacks between students or by students on school staff which could occur on the way to or from school or school sponsored events on the school premises or at a school-sponsored event (CDC, 2013). School based violence is of great concern, because it can affect the overall health and wellbeing of victims, interfere with educational goals and normal healthy development (Fredland, 2008). There is much focus on violence against students, and less attention has been given to violence experienced by teachers and its negative consequences (Espelage *et al.*, 2013). School based violence takes various form which has been specifically classified into physical violence, sexual violence and psychological violence (United Nations, 2006; Wilson *et al.*, 2013). Physical violence includes physical assault, weapon related violence, fighting, bullying and corporal violence. Sexual violence includes sexual molestation, raping, attempt to rape, unwanted sexual touching, unwanted kissing. Psychological violence includes verbal abuse, social violence and indirect violence (United Nations, 2006). School based violence leads to

physical injury, psychological, behavioral and social problems. The consequences of the effect of school based violence are serious and include post-traumatic stress disorder (PTSD), poor peer relations, high aggressive behavior, use of psychoactive substances and social dissociation (Frieze, 2015). Dimensions of violence has been identified in schools and this includes: student to student violence, student to teacher violence, teacher to student violence, parent to teacher violence and teacher to teacher violence (Alabi *et al.*, 2010).

Globally the prevalence of violence perpetrated against teachers range from 20% to 75% with a pooled prevalence of 53% (Dinks *et al.*, 2009). Seventeen percent of school principals reported that students were verbally abusive to school teachers (Dinks *et al.*, 2009). In Canada and United States, studies showed that 80% of teachers were victims of verbal, psychological and/or physical violence. (Wilson *et al.*, 2011 and McMahon *et al.*, 2012). Chen and Astor (2009) discovered that almost one third of students engaged in verbally and/or physically aggressive activities against teachers by analyzing data from national samples of 14,022 young Taiwans. In South Africa, 41% of teachers had been verbally abused by learner and 7.9% had been physically victimized (Burton and Leoschut 2013). In Nigeria, Omisore *et al.*, 2011 reported that 55.2% of students in rural schools perpetrated all forms of violence against school staff while 44.8% of students in urban schools perpetrated violence of all forms against school staff.

Violence perpetrated against teachers is common in schools with associated consequences, however, there is dearth of information about this in Nigeria. Hence the need for more research on violence from students to teachers in order to be able to identify potential measures.

## 1.2 Problem statement

Violence should be addressed in the same way as the other public health threats, such as smoking, drunken driving and drug abuse among the youth and a need to focus on prevention to reduce or prevent future occurrence (Bomman *et al.*, 2011). In the United States national survey on teacher, Robers *et al.*, 2013 found that 9% of schools reported that student disrespect for teachers occurs on a daily or weekly basis and 5% of schools reported that student verbal abuse toward teachers occurs at least once per week. Between July 1, 2016 and June 30, 2017, a total of 42 school related violent deaths were recorded in United States (Wang *et al.*, 2020). In another study, about 9% of teachers reported threatening with injury by a student from their school; 5% of teachers reported to have been physically attacked by a students from their school in United States (Zhang *et al.*, 2016).

In the research done on violence against Minnesota educators, in United States, it was reported that 8.3% of educators experienced physical assaults from the students while 38.4% reported non-physical violence from the students (Gerberich *et al.*, 2011). Similarly, a research done on school based victimization of teachers in Korea, it was documented that 28.1% of Korean teachers experience verbal abuse from the students, 19.8% experienced physical violence and 3% experienced sexual violence (Moon *et al.*, 2014).

In South Africa, (Shield *et al.*, 2015; Davids and Waghid 2016), reported that experiences with school-based violence by the teachers resulted in stress, frustration, shame, exhaustion and disillusionment. Some earlier research in Nigeria has shown violence experience by the students (Owoaje *et al.*, 2010, Ajuwon *et al.*, 2011, Iiyasu *et al.*, 2011, Omisore *et al.*, 2013 and Fawole *et al.*, 2018), but there is dearth in the research of experience of violence by the teachers. In a study done in Nigeria by Omisore *et al.*, 2011 among secondary school students in Osun State, it was

reported that 26.5% of the students verbally abused school staff, 12.9% physically assaulted school staff and 11.6% sexually harassed school staff.

Despite an increasingly extensive literature on violence experience by students, research on violence experience by the teachers remains sparse and the degree of its perpetration by the students is unclear (Espelage *et al.*, 2013). A review of the limited empirical findings on teachers' victimization shows that violence against teacher is widespread and it has substantial destructive impacts on teachers' physical/emotional wellbeing and job performance (Wilson *et al.*, 2011; Gregory *et al.*, 2012).

The consequences of violence against teachers such as risk of physical injury, emotional distress and post traumatic disengagement (PTSD) are common among victimized teachers and leads to job dissatisfaction, disengagement, burnout and turnover (Wilson *et al.*, 2011).

### **1.3 Justification**

Previous studies have shown that school based violence and injuries associated with it have serious impacts on the school district, staff, students and public (Wilson *et al.*, 2011). Violence has negative effect on the quality of teaching, academic performance of students, classroom functioning, inter personal relationships in school and teachers mental and physical health (Herrero *et al.*, 2006; Wilson *et al.*, 2011; Thomas *et al.*, 2011; McEachern and Snyder, 2012).

There was a significant impact on teachers who have been victims of school violence, they reported depression, anxiety, lower professional functioning, lower classroom effectiveness and lower general well-being (Espelage *et al.*, 2013). Violence directed towards school teachers by the students warrant immediate research and policy reform especially in Africa where research in this regard is lacking (Espelage *et al.*, 2013). Because if policy is not in place, there will be continuous

victimization of teachers by students. In addition, victimization will be extended to the students, parents and to the community as a whole. Identifying the nature and extent of teacher-directed violence may help us to better understand the ecology of school settings and facilitate the development of effective interventions (McMahon, 2014).

Literature is sparse on violence against teachers by the students in Nigeria (Omisore *et al.*, 2011 and Omisore *et al.*, 2013). The few studies done focused on the students as the study population, questions on violence perpetration to school staffs were asked from them. No study has been done on the teachers experience of violence perpetrated by the student and the factors associated with teacher's violence in secondary schools.

#### **1.4 Main objective**

To determine the prevalence of students-teachers violence in Public Secondary Schools in Ibadan, Oyo State, Nigeria.

##### **1.4.1 Specific objectives**

- 1) To determine the prevalence of students-teachers violence in public secondary schools in Ibadan
- 2) To determine the roles of gender in violence in public secondary schools in Ibadan
- 3) To compare rural-urban disparities of students-teachers violence in public secondary schools in Ibadan
- 4) To determine factors associated with students-teacher's violence experience in public secondary schools in Ibadan.

### **1.5 Research question**

- 1) What is the prevalence of students-teachers violence in public secondary schools in Ibadan?
- 2) What is the roles of gender in violence in public secondary schools in Ibadan?
- 3) Is there rural-urban disparities of students-teachers violence in public secondary schools in Ibadan?
- 4) What are the factors associated with students-teacher's violence experience in public secondary schools in Ibadan?

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## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

Violence is a universal scourge that tears down the communities and threatens life, health and happiness of all. Violence kills more than 1.6 million people each year (WHO, 2014). Violence according to World Health Organization is defined as the intentional use of physical force or power, threatened or actual against oneself, another person, or a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation (WHO, 2002).

Violence has been described specifically as a major public health concern (Rutherford *et al.*, 2007). One reason why violence has been largely ignored as a public health issue is the lack of a clear definition of the problem (Rutherford *et al.*, 2007). Violence is a phenomenon that is highly diffuse and dynamic. There is no nation or culture unaffected by violence. Violence has always been part of the experience of man. Its impact can be seen, in various forms, in all parts of the world (Rutherford *et al.*, 2007).

The impact of non-fatal violence cannot be quantified, but it is more harmful resulting to disabilities and long-term physical, psychological, economic, and social consequences. Violence has direct and indirect consequences which are enormous (WHO, 2002). Worldwide, violence directly affects health care expenditures and violence indirectly has a negative effect on national and local economies such as stunting economic development, increased economic inequality, eroding human and social capital, and increasing law enforcement expenditures (Waters *et al.*, 2004).

Worldwide, violence is among the leading causes of death worldwide for people aged 15–44 years accounting for about 14% of deaths among males and 7% among females (WHO, 2002). For everyone who dies from violence, many more are injured and suffer from a range of physical, sexual, reproductive and mental health problems (WHO, 2002). In 2000, globally, an estimated 1.6 million people lost their lives to violence which is equivalent to nearly 28.8 per 1000 (WHO, 2002). Suicides were around half of these deaths with one third as homicides and armed conflicts with one fifth casualties (WHO, 2002).

## 2.2 Classification of violence

According to the world report on violence and health, violence can be classified into three broad categories on the basis of who commits the violent act:

(1) Self-directed violence: Self-directed violence includes suicidal behavior and self-abuse such as self-mutilation. Suicidal behavior ranges in degree from merely thinking about ending one's life, to planning it, finding the means to do so, attempting to kill oneself, and completing the act (WHO, 2014). But, these should not be seen as different points on a single sequence. WHO (2014) asserts that people who entertain suicidal thoughts never act on them, and even those who attempt suicide may have no intention of dying.

(2) Interpersonal violence: Interpersonal violence is a significant public health concern, a human rights and development problem (Rosenberg *et al.*, 2006). Interpersonal violence is the deliberate use of physical force or power by an individual or a small group of individuals against others (Rosenberg *et al.*, 2006). Interpersonal violence can be physical, sexual or psychological, also referred to as emotional violence and may involve deprivation and neglect (Dahlberg and Krug, 2002). Its effects are reverberated through families, communities and generations. It is the leading cause of death among adolescents and young people in most parts of the world. Exposure to

interpersonal violence increases the vulnerability of individuals to a range of emotional, behavioral and physical problems over their lifetime (WHO, 2008). Interpersonal violence has a direct impact on health care spending worldwide and has an indirect impact on national and local economies such as stunting development, increasing inequalities and eroding human capital (WHO, 2008). More attention has been paid to interpersonal violence as a global issue since the World Health Assembly identified violence as a public health priority in 1996. United Nations reports have made a significant contribution to increasing awareness of interpersonal violence (Krug *et al.*, 2002 and UN, 2006).

The two sub-categories of interpersonal violence are:

(a) Family and intimate partner violence – This includes violence largely between family members and intimate partners usually taking place in the home (WHO, 2002). Intimate partner violence (IPV) refers to violence that occurs in all countries, communities and societies between two individuals engaged in an intimate relationship (Ellsberg *et al.*, 2014). The family and intimate partner violence includes forms of violence such as child abuse, violence by an intimate partner and abuse of the elderly while the community violence includes youth violence, random acts of violence, rape or sexual assault by strangers, and violence in institutional settings such as schools, workplaces, prisons and nursing homes (WHO, 2002).

(b) Community violence – This is the violence that typically takes place outside the home between individuals that are unrelated and who may or may not know each other (WHO, 2002).

(3) Collective violence is the instrumental use of violence against another group or set of individuals who perceive themselves as members of a group in order to achieve political, economic or social goals (WHO, 2002). The categories are armed conflicts, genocide, repression and other

violations of human rights, such as terrorism, within or between states; and organized violent crime (WHO, 2002).

### 2.3 Forms of violence

There are seven distinct forms of violence:

(1) Physical violence: refers to the use of physical force to inflict pain, injury or physical suffering to the victim. Acts of physical violence are burning, choking, dragging, slapping, beating, kicking, pinching, biting, pushing, shoving, stabbing, spanking, scratching, hitting with a fist or something else that could hurt, threatening with a knife, gun or any other weapon (García-Moreno *et al.*, 2005).

(2) Sexual Violence: These are sexual acts, attempts to obtain a sexual act, unwanted sexual comments or advances, or acts of trafficking or otherwise directed against the sexuality of a person using force, by any person, regardless of their relationship with the victim, including but not limited to home and work or other settings (Jewkes *et al.*, 2002). Sexual abuse in the context of IPV involves physically forcing a partner, to have sexual intercourse, who did not want it, forcing a partner to do something that she found degrading or humiliating (García-Moreno *et al.*, 2005), harming her during sex or forcing her to have sex without protection (WHO, 2014).

(3) Psychological Violence: Psychological violence refers to the use of various behaviors intended to humiliate and control another individual in public or private. Psychological violence includes name calling, relentless criticism, blackmailing, verbal abuse, saying something or doing something to make the other person feel ashamed, threats to beat women or children, tracking and limiting movements, limiting access to friends and family, limiting economic independence and

access to knowledge, assistance or other resources, and services such as health or education (Follingstad & DeHart, 2000; WHO, 2002).

(4) Spiritual or religious violence: This occurs when someone uses a person's spiritual beliefs to manipulate, dominate or control the person. Religion violence includes not allowing the person to follow her or his preferred spiritual or religious tradition, forcing a spiritual or religious path or practice on another person, belittling or making fun of a person's spiritual or religious traditions, beliefs or practices (Juergensmeyer and Mark, 2002).

Religion has been at the forefront of most violent conflicts around the world over the last two decades, gaining prominence as one of the world's prime security issues in the aftermath of the Cold War (Juergensmeyer and Mark, 2000; Abu-Nimer and Mohammed, 2000).

(5) Cultural violence: Cultural violence occurs when a person is injured as a result of activities that are part of her or his culture, religion or tradition. Cultural violence includes : effectuating "honor" or other crimes against women in some parts of the world, where women especially may be physically harmed, shunned, maimed or killed for: Falling in love with the "wrong" person or other similar things (Pineiro, 2006).

(6) Workplace violence: Workplace violence occurs when a person is threatened of violence, ranging from verbal abuse to physical assaults at work or on duty (CDC, 2013). Definitions of occupational violence vary but generally it includes a spectrum of physical, verbal, emotional and sexual behaviors (ILO, 2017).

(7) Verbal abuse: Verbal abuse occurs when someone uses language to inflict damage to a person, whether spoken or written. It includes: mistakes, expressing negative expectations, expressing distrust, threatening violence against a person or her or his family members etc (ILO, 2017).

## 2.4 Gender-based violence

Gender-based violence is an absolute violation of human rights, and also, a great public health and development work concern. Gender-based violence (GBV) is a violence against a person based on gender, gender identity or socially defined ideals of masculinity and femininity (Sievers and Greifinger, 2016). Domestic violence including physical, sexual and psychological violence form gender-based violence. Sexual abuse includes rape and abuse of children by family members (Logar & Rosa, 2000). It is also in form of slavery, forced pregnancy and traditional practices which are harmful to children including honor killings, burning or acid throwing, female genital mutilation and dowry-related violence (Logar & Rosa, 2000). Armed conflict violence such as murder and rape, emotional abuse in form of coercion and abusive language are included (Logar & Rosa, 2000). GBV may be experienced throughout the lifecycle of an individual, starting from intrauterine life (Jayasuriya, 2011). Both men and women can experience GBV but rates among women are significantly greater (Logar & Rosa, 2000). GBV can take different forms and women and girls around the world experience it differently, but all forms are at the center of gender inequality. In both the 'public' and 'private' worlds, gender violence happens (Logar & Rosa, 2000). Such violence takes place not only in the family and in the general society, but is also often perpetuated by the state through policies or acts of state officials, such as police, military or immigration authorities. Gender-based violence happens in all societies, across all social classes, with women particularly at risk from men they know (Logar & Rosa, 2000).

Human rights violations inflicted by gender-based violence and harmful practices occur in every country of the world, transcending socio-economic status, ethnicities, religions and language groups. The negative impact on girls and women is particularly acute (Gracia Moreno *et al.*, 2015).

Gender-based violence (GBV) can affect girls and women of any age, from pre-birth to old age, and takes many forms. Globally, it is estimated that one in three women experiences physical or sexual abuse in her lifetime, most often by an intimate partner (WHO, 2013). Recent figures show that one in five women and girls reported physical or sexual violence by an intimate partner over the past 12 months (UN, 2018) while GBV hurts girls, women and sexual minorities, it has a ripple effect hindering their families and communities, socially and economically (Duvvury *et al.*, 2013). Worldwide, 38.6% of female homicides are perpetrated by an intimate partner (Stockl *et al.*, 2013). When family members are included as perpetrators the number jumped to nearly 50% (UNODC, 2013). In some countries like Bangladesh and Vietnam, the economic cost of intimate partner violence greatly outweighs government spending for primary education (Vickery *et al.*, 2017). Twenty six percent (26%) of U.S. women have experienced sexual abuse before the age of 18 to 21 and data shows that about 120 million girls globally, roughly 1 in 10, have experienced forced intercourse or other forced sexual acts (UNICEF, 2014). The most common perpetrators of these acts of sexual violence are not strangers, but partners, teachers, or family members (Gracia Moreno *et al.*, 2016 and UNICEF, 2011).

Intimate partner violence (IPV) is the perpetration of violence by a current or former partner, and it is the most common form of GBV. The latest estimates from the World Health Organization (WHO) shows that about one-third of women have experienced either physical or sexual IPV worldwide (WHO, 2013). The prevalence of IPV is lowest (23%) in high-income countries and highest in the African and Southeast Asian regions (46% and 40% respectively). 30% of women in the American region and 27% of women in the European and Western Pacific Regions have experienced intimate partner violence (WHO, 2013).

Seven percent of women have experienced sexual violence by a non-partner. The highest estimates come from central and southern Africa (21% and 17% respectively) and the lowest from South Asia (3%). Data on non-partner sexual violence are limited in North Africa, Middle East, Eastern Europe, Asia Pacific and high-income countries (Abrahams *et al.*, 2014).

Other forms of violence against women include child sexual abuse (experienced by 20% of girls worldwide), trafficking, female genital mutilation (most often in countries in Africa and the Middle East), honor killings (most often in the Middle East and South Asia) and forced or early marriage (affecting 60 million girls worldwide, half of whom live in South Asia) (Gracia Moreno *et al.*, 2015).

## **2.5 School-based violence**

School based violence is described as the physical attacks between students or by students on school staff which could occur on the way to or from school or school sponsored events on the school premises or at a school-sponsored event (CDC, 2013). School based violence encompasses physical violence including student-to-student fight and corporal punishment, psychological violence including verbal abuse, sexual violence including rape and sexual harassment, many forms of bullying including cyber-bullying and carrying weapons in school (UNESCO, 2017). Those who commit school violence attacks include staff members, supervisors, parents, extended relatives of students, members of the community, current and former students (Fox & Stallworth, 2010; Gerberich *et al.*, 2011; Ozdemir, 2012). The most common type of school violence is from teacher to student, others are from student to teacher, from student to student and from teacher to teacher (Alabi *et al.*, 2010).

School violence takes various forms: physical and psychological violence (UNSGR, 2006). The specific types or forms of violence that have been recognized include verbal abuse such as



calling names, racial slurs, and cursing; social violence such as isolating a student or a group of students; indirect violence including media-related victimization (e.g. showing private pictures over the internet and spreading rumors through cell phones {cyber-bullying}); physical assault (moderate physical violence) such as pushing and shoving and more severe types of physical violence such as serious beating, property related violence including vandalism, theft, and damages to students and staff property, sexual violence including verbal harassment and physical forms of unwanted sexual behaviors; as well as weapon-related violence including the possession and use of a range of weapons such as pocket knives and guns (Benbenishty and Astor, 2008).

In terms of gender, males are more likely to engage in serious violence than females, possibly because boys are socialized of students into roles that encourage higher levels of physical aggression. Females more often express hostility through indirect and verbal forms of aggression, such as alienation, ostracism, and character defamation. Relational aggression, exclusion of peers, gossip, and collusion directed at relational bonds between friends are often displayed by females (Valois et al., 2002).

Studies from developed countries have reported rural-urban disparity in the rate and pattern of school violence with rates being higher in urban slums in many countries though in recent times it has also been on the increase in rural areas (Mink *et al.*, 2005). Because of the different characteristics of urban and rural areas in terms of population, family values, social amenities including exposure to mass media and other forms of modern technology, the pattern of violence is expected to be different between the areas. Hence, it is expected that the prevalence and pattern of school violence may differ between rural and urban areas (Omisore *et al.*, 2011). The National Centre for Educational Statistics indicated that violence is more prevalent in large schools as compared to smaller ones.

School based violence is a public health problem and may be in the form of bullying, shooting, brawls and other physical abuses (UNESCO, 2017). The consequences of school based violence are fatal as extreme cases have led to the loss of human lives (UNESCO, 2017). Other effects of school based violence include vandalism and loss of property especially school facilities, moral decadence, poor human capital development, increase in crime rate, erosion of cultural values and bad reputation of the schools as well as the societies (UNESCO, 2017). School based violence may have effect on individuals as well. It may result in homicide like school shootings. Students who are continually bullied may commit suicide. People involved in school violence may suffer from mental anguish and emotional disorders after going through something traumatic (UNESCO, 2017).

### **2.5.1 Causes of school-based violence**

No clear reason for the cause of school-based violence but there are factors that can increase a student's likelihood to commit a crime. Some of the factors include:

- An impoverished community
  - Poor academic success
  - A history of violence
  - Poor family structure
  - The use of alcohol, tobacco or drugs
  - Being bullied by others
  - Biological factors
  - Behavioural factors such as impulsiveness, attention deficit disorders or hyperactivity
- (CDC, 2013).

## 2.6 Prevalence of violence

### 2.6.1 Prevalence of gender-based violence

In a systematic review of peer reviewed articles carried out by Marisa *et al.*, 2018 in Ethiopia, the study showed that 33% of women aged 15-49 had experienced physical or sexual violence, 65% of the women had been circumcised and 10% of the women had ever experienced sexual violence.

In a qualitative and quantitative study carried out by (Afenyadu and Goparaju 2003) on the sexual and reproductive health status in Dodowa, Ghana, the study showed that 54% of the never-married male students and 32% of the never-married female students reported sexual experience while both the female and male adolescents reported being forced to have sex, in-school female adolescents were more susceptible to forced sex, and junior secondary school female adolescents were the most susceptible to forced sex.

(Mbassa Menick, 2001) in his cross-sectional study documented on sexual abuse in schools in the city of Yaoundé, Cameroon, the study revealed that 16% of the 1,688 surveyed students reported being abused.

(Fawole *et al.*, 2018) in a comparative cross-sectional study done in Ilorin, Kwara State, revealed at least one form of gender based violence was experienced by 89.1% of public and 84.8% private school students. The study also showed that psychological violence was the commonest type of GBV experienced while sexual violence was the least.

In a cross-sectional study conducted by Iiyasu *et al.*, 2011 in Kano, Northern Nigeria, the study showed that the overall prevalence of gender based violence was 58.8%. Specifically, 22.8%, 22.2% and 50.8% of the students experienced physical, sexual or emotional violence respectively.

(Almeneessier, 2015) in the study done among female medical students in Saudi, the study revealed that 5.3% of the students confirmed being victims of family violence. In a cross-sectional survey data from 499 staff and 828 caregivers of students carried out by Merrill et al., 2017 in Uganda, the study revealed that over 40% reported having ever experienced intimate partner violence (45% female, 35% male).

In a convenience cross-sectional survey carried out by Fageeh, 2014 in Jeddah, Saudi Arabia, the study showed that the prevalence of domestic violence was 34%. In a cross-sectional multicentre study carried out by Saffari *et al.*, 2017 in Iran, the prevalence of domestic violence was 64%: emotional (64%), physical (28%) and sexual violence (18%).

In a cross-sectional analysis of currently Afghan women carried out by Gibbs *et al.*, 2018 in Afghanistan, the study reported that out of the 935 married women recruited into the study, 11.8% experienced emotional IPV and 23.1% experienced physical and emotional IPV.

In an observational, transversal and analytical study carried out by Dalcin *et al.*, 2016, the study revealed that 18.9% had suffered some type of violence. Out of the 18.9% that had suffered violence, 59.8% had suffered physical/sexual violence and 40.2% had suffered psychological violence.

In an interventional study carried out by Corboz *et al.*, 2018 among school children in Afghanistan, 49.7% of the boys and 43.3% of girls reported having experienced more than one instance of violence victimization in the past month and 31.7% of boys and 17.6% of girls disclosed perpetration of more than one instance of violence in the past month.

A report documented by Fawole *et al.*, 2008, in their study on prevalence of violence against women in Abeokuta, Nigeria. It was reported that verbal abuse (66.2%) was the most prevalent typed of violence experienced, others were slaps (9.5%) and threats (6.8%). Also Fawole

*et al.*, 2011, in their work on prevalence of violence against pregnant women in Ibadan, Nigeria reported 66.6% of women to be verbally abused during pregnancy while 79.6% were physically assaulted and 11.1% experienced psychological violence.

Ashimi *et al.*, 2015 in their work on prevalence and predictors for domestic violence among pregnant women in a rural community northwest, Nigeria, documented verbal violence was 68.5%, psychological violence was 66.7% and physical violence was 50.9%.

### **2.6.1 Prevalence of school-based violence**

School violence is a global phenomenon and in 1995, a national study by the US National Educational Association's Research Division recorded two undesirable issues: violence committed against educators, and increase in the use of drugs by learners (De Wet, 2007b).

Lima *et al.*, 2016 reported in a cross-sectional study carried out to determine the prevalence and factors associated with violence against high school teachers in Teresina among 279 teachers. The study revealed that 54.8% of teachers reported to have experienced at least one form of the violence, 39.4% of teachers reported having experienced verbal insults from the students, 15.4% reported being sexually harassed and 1.4% reported being physically attacked.

In a cross-sectional study carried by Wilson *et al.*, 2011, the study revealed that out of the 731 teachers recruited into the study, 80.0% of them had experienced school related violence at one point in their careers. Although no teacher reported any case of sexual violence but other forms of violence were reported with 10% of teachers reported being physically attacked. Also 29.5% of teachers reported personal insults or name calling and 21.8% reported rudeness or obscene gestures from the students.

In a cross-sectional study carried out by Lokmic *et al.*, 2013 among primary and secondary schools in Zagreb, the study revealed that 74.3% of the teachers had experienced violence from

their students during the year that kind of behavior was more of a rule than an exception. Male teachers as opposed to female teachers are more frequent victims of violent behaviors from their students.

In a cross-sectional study carried out by *Lima et al.*, 2017 on school violence and common disorders in teachers, in which 525 teachers were investigated. The study revealed that 42.9% of teachers were verbally abused, physical aggression toward the teachers was 22.9% and 7.0% of teachers reported being threatened with weapons.

*Robers et al.*, 2010 reported in the annual School Crime and Safety Report in data from a variety of national surveys of students, teachers and principals. Eleven percent (11%) of public school principals reported students engaging in acts of disrespect on a daily or weekly basis and 6% reported students engaging in verbal abuse directed toward their teachers. Seven percent (7%) of teachers reported being threatened with injury by students at their school and 4% reported being physically attacked by students.

Research by *Tiesman et al.*, 2013 on workplace violence among 2,514 Pennsylvania education workers found that 28.9% of education workers experienced at least one non-physical violent event in the school in the last 12 months. The study also revealed that 7.8% of education workers were physically attacked, 24% were verbally abused and 3% were sexually harassed. The study also shown that 95% of those violence were perpetrated by the students.

*Gerberich et al.*, 2011 on their research on violence against Minnesota educators, 8.3% of educators experienced physical assaults from the students while 38.4% reported non-physical violence from the students. Similarly, *Moon et al.*, 2014 on their research on school based victimization of teachers in Korea reported that 28.1% of Korean teachers experience verbal abuse from the students, 19.8% experienced physical violence and 3% experienced sexual violence.

Gregory *et al.*, 2012 in their work on 2870 teachers in the Virginia High School Safety Study, 19.9% of teachers reported being threatened by a student, 43.2% reported receiving obscene remark or gestures from a student. Also 83.6% reported being spoken to in a rude or disrespected manner by a student. On those physically attacked, 1.1% of teachers reported physical attack that require treatments while 2.9% of teachers reported physical attack that do not requires treatment and 0.4% of teachers reported having a weapon pulled on them.

Walker, 2013 said according to a recent article published by the American Psychological Association (APA) among K-12 teachers in 48 states in United States of America, 80% of teachers surveyed were victimised at school at least once in the current school year or prior year. About half of the teachers who reported being victimised experienced harassment and about one quarter of these teachers experienced physical attacks. Walker, 2013 also stated that only 14 studies were conducted internationally at that time and it was a very under reported problem. Espelage *et al.*, 2013 reported that each year 7% of teachers are threatened by injury and students physically attacked 4% of teachers. McMahon *et al.*, 2014 reported 43% of teachers were verbally threatened and 29% were physically attacked at least once.

In a study done in South Africa by Dewet and Jacob (2006) on victims of educator-targeted bullying. It was reported that 48.4% of teachers were verbally abused by their students, 14.3% were physically attacked by their students and 21.8% of teachers reported property damaged by students.

In a study done in Nigeria by Omisore *et al.*, 2013 on a comparative study of school-based violence and strategies for control in public and private secondary schools in Osun State. It was reported that 28% of students in public schools verbally abused school staff, 15% physically assaulted school staff and 12.5% sexually harassed school staff.

In another study done by omisore *et al.*, 2011 on Gender Differences in Students-Staff Violence in Urban and Rural Secondary Schools of Osun State, South Western Nigeria. It was revealed that 26.5% of students verbally abused school staff, 12.9% physically assaulted school staff and 11.6% sexually harassed school staff.

Ajuwon *et al.*, 2011 documented that the prevalence of physical violence was 94.4%, psychological violence was 77.6% and sexual violence was 34.9% among students.

### **2.6.3 The roles of gender in violence**

Zhu *et al.*, 2018 in their work on gender differences in workplace violence against physicians of obstetrics and gynaecology in China reported males were more victimized at a higher than females. Male physicians (18.8%) suffered more physical violence than female physicians (10.5%), 66.7% Male physicians were verbally abused compared to 62.2% of female physicians and 5.0% of male physicians were sexually harassed compared to 1.3% of female physicians.

Aydin *et al.*, 2009 reported in their work on violence against general practitioners in Turkey, it was revealed that 92.6% of females were verbally abused compared to 87.5% of male, also 4.5% females were physically attacked compared to 9.9% males and 2.4% of females were sexually harassed compared to 0.3% of males. The same study also revealed the gender differences on those that perpetrated the violence; 78% of those that perpetrated verbal abuse were male while 21.5% were females. Also 88.9% of those that perpetrated physical violence were males while those that are females were 11.1%.

In the same vein, Hines *et al.*, 2012 reported gender differences in sexual victimization among college students. The study revealed that 6.6% of women experienced sexual assault compared to 3.2% of men. Finkelhor 2005 reported 58.9% of male teachers were physically attacked compared to 47.2% of female teachers, 6.7% of male teachers were sexually victimized



compare to 9.6% of female teachers and 10.1% of male teachers were psychologically abused compare to 10.6% of female teachers.

Lima *et al.*, 2016 reported 44.4% of female teachers were verbally abused compare to 35.8% of male teachers. While 8.6% of female teachers experienced sexual violence compared to 20.4% of male teachers. Wilson *et al.*, 2011 reported 83.4% of male teachers experienced any form of violence in their careers compared to 78.6% of female teachers. Also 52.4% of male teachers were physically attacked compared to 64.3% of female teachers.

McMahon *et al.*, 2014 reported 55.4% of male teachers were verbally threatened compared to 48.3% of female teachers. While 7.3% of male teachers were physically attacked (physician's visit) compared to 9.0% of female teachers. Among those that were physically attacked and do not required physician visit, 23.7% were male teachers and 24.9% were female teachers.

Gerberich *et al.*, 2011 on the study of violence against Minnesota educators reported that 77.2% of male students perpetrated physical violence to educators compared to 20.8% of female students. Also, 77.2% of male students perpetrated non-physical violence to educators compared to 45.1% of female students. Kaplan and Cornell (2005) on their study on threats of violence by students in special education reported 78% of male students as a perpetration of violence against 22% of female students.

Tjaden and Thoennes (2001) reported 26.7% of females were raped compared to 3.8% of males, also 33.7% of females were physically assaulted compared to 79.3% of males and 8.1% of males were threaten compared to 15.8% of females. Chen and Astor (2009) reported 53.2% of male students verbally abused teachers compare to 34.7% of female students and 17.2% of male students verbally threaten or humiliated their teachers compared to 8.2% of female students.

A report by Omisore *et al.*, 2011 in their cross-sectional study on gender differences in students-staffs violence in urban and rural secondary schools of Osun State, Nigeria. It was revealed that male students were the main perpetrators of violence. It was reported that 30% of male students verbally abused school staff compared to 23% of female students, 14% of male students physically assaulted school staff compared to 11.8% of female students and 12.5% of male students sexually harassed school staff compared to 10.8% of female students. Of those that verbally abused school staffs, 56% were males while 44% were females. Of those that physically attacked school staffs, 54% were males while 46% were females. Of those that sexually harassed school staffs, 54% were males while 46% were females.

#### **2.6.4 Rural-urban disparities in violence**

McMahon *et al.*, 2014 reported 10% of teachers in urban schools were physically attacked that required physicians visit compared to 4% of teachers in rural schools. For those that did not require physicians visit, 28.7% of teachers in urban schools were attacked compared to 17.9% of teachers working in rural schools. Also 55.0% of teachers in urban schools were verbally abused compared to 40.9% in rural schools. Dinkes *et al.*, 2007 reported that teachers working in city schools reported higher levels of victimizations than their counterparts in rural and sub rural schools.

Omisore *et al.*, 2011 reported that rural students perpetrated more violence on their teachers compared to urban students. It was revealed that 29.2% of urban students verbally abused school staff compared to 23.8% of rural students, 8.5% of urban students physically assaulted school staff compared to 17.3% of rural students and 7.25% of urban students sexually harassed school staff compared to 16% of rural students. Of those that verbally abused school staff, 55.2% were reported in urban schools compared to 44.8% in rural schools. While of those that physically assaulted

school staff, 33.0% were reported in urban schools compared to 77.0% in rural schools. Also of those that sexually harassed school staff, 31.2% were reported in urban schools compared to 68.8% in rural schools.

A report documented by Ajah *et al.*, 2014 revealed that violence is significantly higher in rural than urban. The study also reported a higher physical violence in the rural than urban. Balogun *et al.*, 2012 revealed that more of physical violence were reported in the rural while more of sexual violence were reported in the urban.

## **2.7 Factors associated with school-based violence**

In a descriptive survey method carried out by Mamta Grag, 2017 in Punjab schools, it was found that peer victimization was very higher urban than rural schools. In a cross-sectional study carried out by Atalay *et al.*, 2018 in semi-rural areas of Eskisehir in Turkey, it was reported that age is an important factor that is associated with school violence.

Lima *et al.*, 2016 reported verbal abuse to be positively associated with urban schools. Also being male was positively associated with sexual violence. It was reported that teachers up to 40 years old and with less teaching experience were more likely to be victimized than teachers more than 40 years old and with more teaching experience.

McMahon *et al.*, 2014 reported male gender and urban settings were associated with a higher likelihood of victimization. Finkelhor *et al.*, 2005 reported higher victimization and assault among males. Jjaden and Thoennes (2001) reported physical assault as more common among the males. Moon *et al.*, 2014 reported male teachers were more likely to be victimized than female teachers.

Gregory *et al.*, 2012 reported school size are significant predictors of teacher's victimization. Dinkes *et al.*, 2007 reported that teachers working in city schools were more likely

to be victimized than those working in rural and suburban schools. In a study carried out in Brazil in 2018 by Melanda *et al.*, it was reported that teachers up to 40 years old and with less classroom experience suffered more violence compared to others with older age and more classroom experience.

In a cross sectional survey data from 499 staff and 828 caregivers of students carried out by Merrill *et al.*, 2017 in Uganda, the individual factors associated with physical violence perpetration were being a teacher versus another type of staff member, approving of physical discipline practices, having children, being age 30-39 years, using physical violence against non-students and being a victim of intimate partner violence.

In a qualitative study carried out by Alyzoud *et al.*, 2016 among Jordanian schools, the study revealed that teachers, school administration, school environment, media, and family conditions, were the major causes of student's violence against teachers. Teachers who experienced violence from students are the cause of this violence owing to their acts and behaviors.

Fawole *et al.*, 2018 in a cross-sectional study carried out among 640 public and private secondary school students in Ilorin, Nigeria, it was reported that females were less likely to experience physical violence and psychological violence. In a cross-sectional study carried out by Iiyasu *et al.*, 2011 among 300 students in Northern Nigeria, the study revealed that religious affiliation, ethnicity, indigeneship, marital status, campus residence, and affiliation with faculty were significant predictors of violence.

## **2.8 Effects of violence against teachers**

In a cross-sectional study carried by Wilson *et al.*, 2011, the study revealed that violence predicted physical and emotional effects as well as teaching related functioning. Also, as a possible

mediator, a model with fear showed both fear and violence as independently predictive of violence against teachers. The analysis also showed that women reported higher levels of physical symptoms compared to men.

In a qualitative study carried out by Moon *et al.*, 2019 on victimized teacher's reports to school officials and satisfaction with school responses, the study showed that violence against teachers has detrimental negative effects on teacher's emotional and physical well-being, connectedness to school, job performance and retention.

In a quantitative study carried out in northern Italy by De Cordova *et al.*, 2019, the study showed that teachers can experience occupational well-being even when they are subjected to aggressive behaviors.

In a qualitative research carried out by Komashi, 2015 in Edgewood campus, it was found that the effects of violence against teachers included poor performance in the classrooms, fear for safety and a rethink of career.

## **2.9 Challenges associated with curbing violence against teachers**

In a qualitative research carried out by Wango, 2003 in Kenya, the study revealed that schools and teachers were not prepared to handle violence and that is why such situations could not be defused and hence often exploded unexpectedly resulting in tragedy.

In a qualitative research carried out by Maring *et al.*, 2013, the study showed that teachers experienced challenges and adopted coping strategies at the individual, family, school and community levels. Teachers employed a number of strategies associated with resilience such as prayer and seeking support from family and colleagues but also engaged in some avoidant strategies such as emotional withdrawal and avoiding difficult situations.

## 2.10 Theories on violence

According to DeKeseredy and Perry (2006) traditional theory of violence focuses on violence from the lenses of behaviours that are violent and linear in direction. The violence in this theory includes cultural, gender, and ethnic related violence. The theory includes resource; where violence originates from member of the family that are in charge of resources; sub-cultural; where physical forces are used beyond the norms; socio-biological; where violence is targeted at increasing genes; social learning; where violence emanates from the environments; patriarchal; where women are controlled by men forcefully; exchange; where people in a nuclear family are violent; evolutionary; where exposed societies tend to be violent than less exposed societies; ecological; social related violence; traditional; where violence are community related; and pathological conflict; where there is pattern of aggressive violence (DeKeseredy and Perry (2006).

When violent behavior happens to children, they grow up to manifest same behavior. According to Wenar and Kerig (2006) “interpersonal trauma on children is perpetuated by victims who grow up to become perpetrators or repeat victims of violence.

Violence that is gender based includes patriarchal which is of the assumption that males control females by abusing them (DeKeseredy & Perry, 2006). The theory holds that this takes place in context such as school where male students violently oppress females; this suggests that masculinity is used over and against females even in the school setting. The theory contains that males are in the act of violently dominating female because of their gender. According to Mills (2001), prejudice is a common feature of this theory as for instance in a school setting a teacher that is of gender favouritism can force opinion of male being greater than females on the students. Lorber and Farell (1991) note that the chemical make-up of individual as male and female differs and this explains why males perpetrate more violence when compared to females. Lober and Farell

assert that the society has created a block that is skewed toward males' significance and less of women. In this case, women and younger males are victims of males' violence. According to Mills (2001) men in the ages of 16 and 30 are found in violence and attacks.

Systemic violence involves individuals having physical, social, economic, spiritual and psychological burden. This burden includes overly competition, abuse of students, and disciplinary policies which are practices and procedures that prevent students from accessing education. The effect of this is that systemic violence affects the teaching-learning process. Osborne (2004) suggests that systemic violence requires that schools should take strategic actions to prioritize and promote academic excellence over allowing males to violently treat female students. Osborne (2004) further suggests that the issues of gender disparity has to be more carefully addressed in that people in authority should adopt more experts' recommendation in curtailing the menace of systemic violence in the educational setting and in the society. The theory connotes that teachers in the school setting have effects on the students in that when disruptive behaviours are displayed, and the students are not cautioned, they go on with such behaviors in ways that are more difficult to control. The bulk of the blame always lies on the teacher but failure to exterminate systemic violence in school has been largely due to poor policy implementation and condoning of such behaviours at some quarters which has contributed to the growth of violence in the society. According to Astor, Pitner and Duncan (1996), in the school setting, violence is mongered among students by the ring of negative features among school students, personnel, and students that are aggressively oriented. The analogy by (Astor *et al.*, 1996) indicates that in a case where the teacher shouts on the student for an action, the student can retain such action psychologically and feel that the action performed was woeful, unwelcomed and not encouraging. The student can thus develop reactionary habits that are violence prone to ward off the teacher's negative reaction toward the

student's action. The rules and must-obey laws in schools have worsened the grip of fears on students and have positioned to be aggressive in reactions. The effect of this is more violence among them to their co-students, teachers and to the society.

The predisposing factors contributing to violence according to Dekeseredy and Perry (2006) include motivation; the natural inclination to require little motivation for acting violently; constraint; lack or loose of control sparks violence (internal); motivation; the natural inclination of man to need much motivation to act violently; constraint; where impulses push for violence. However, Carr (2006) regards the predisposing factors contributing to violence as involving biological, personal, psychological, in contexts of family and parental influence.

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## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Study area**

The study area is Ibadan located in Oyo State, south-western Nigeria, Ibadan is geographically located 128 km inland northeast of Lagos, 120 km east of the Nigeria international border with the Republic of Benin and 530 km southwest of Abuja. Ibadan lies within the tropical forest zone near the boundary between derived savannah and the forest. The city houses the administration centre of the old Western Region with Yoruba as principal occupants and other residents from other part of the country. There are 11 Local Government Area (LGA) in Ibadan (five urban and six rural). Ibadan is the most populous city in Oyo State and third most populous city in Nigeria with a population of over 3 million (National Population Commission, 2006).

#### **3.2 Study population**

The study population comprised of male and female teachers in secondary schools.

#### **3.3 Inclusion criteria**

Participants included in the study were teachers available in the school at the time of survey that agreed to participate

#### **3.4 Exclusion criteria**

Participants with less than one year teaching experience were excluded.

#### **3.5 Study design**

This was a cross sectional study design.

### 3.6 Sample size calculation

Sample size was calculated using the two-sided test formula for single proportion (Arya *et al.*, 2012), using 50% of the population as the prevalence. Difference expected was 5% and significance level of 5%. A minimum sample size of 384 was calculated. Also, a 10% adjustment was made for non-response which resulted in a minimum sample size of 426.

$$N = \frac{Z_{\alpha}^2 PQ}{D^2}$$
$$N = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2}$$

N=384 Respondents.

Adjusting for a non-response rate of 10% is done by using the formula

$$N_o = \frac{N}{1-f}$$

Where N=sample size, f=10% that is 0.1, substituting the parameters into formula

$$384/1-0.1= 426 \text{ respondents.}$$

### 3.7 Sampling technique

Participants were selected using the multistage sampling technique.

- 1) A simple random sampling was used to select two LGA's from each of the urban and rural Local Government Area (LGAs) of Ibadan; making four local government out of the 11 local government in Ibadan.
- 2) From each of the four LGAs, 10 public schools were randomly selected by balloting. A total of 40 public schools were selected.
- 3) In stage three, information about the actual population of teachers in each school was obtained, so as to calculate the proportionate sample size required from the school.

- 4) In the fourth stage, a proportionate sample of teachers for each of the 40 schools were selected through simple random sampling technique.

### **3.8 Study instrument/data collection techniques**

Quantitative data was collected from the selected teachers using a facilitated self-administered questionnaire with trained assistants at hand to provide help. The questionnaire was adapted from WHO workplace violence in the Health sector (WHO. 2003). Questions on respondents' experience of physical violence, sexual and psychological violence were asked by giving examples of such acts. The questionnaire was pre-tested among 40 teachers from public secondary schools in some selected Local Government Area (LGAs) different from the study LGAs in Oyo to ensure validity and reliability of the data. The questionnaire was divided into five sections which include:

SECTION A: Socio-demographic details

SECTION B: Psychological violence

SECTION C: Sexual violence

SECTION D: Physical violence

SECTION E: Factors affecting experience of violence

### **3.9 Variables**

The outcome measures will be the following

Psychological violence: insults, threats, shouting, intimidating language, verbal abuse, bullying, mobbing and harassment.

Physical violence: slaps, punches, kicks, chokes, head butts, beats, bits, pushes, pinches, shoots and stabs

Sexual violence: unwanted sexual touching, unwanted kissing, forced sexual intercourse with or without penetration, verbal sexual comment and offensive jokes or gestures.

Explanatory variables will be socio demographic characteristics (age, sex, family background, socio-economic status), school level factors (urban or rural, large or small, school-level social economic status).

### **3.10 Operational definitions**

Violence: Violence is the deliberate use of physical force or power against oneself, on another person, or against a group or community, resulting in or having a high likelihood of injury, death, psychological harm, maldevelopment or deprivation (WHO, 2002)

Physical Violence: Physical violence refers to the use of physical force against another person or group that results in physical harm, sexual or psychological harm (WHO, 2002).

Sexual Violence: Sexual violence is any unreciprocated, unwelcome behaviour of a sexual nature that is offensive to the person involved. This behaviour may be verbal or none verbal (Dinkes *et al.*, 2009).

Psychological Violence: Psychological violence is the intentional use of power, including threat of physical force, against another person or group that can result in harm to physical, mental, spiritual, moral or social development (WHO, 2002)

### **3.11 Data analysis and management**

Data collected was analyzed using SPSS (version 20) statistical package. Analysis was done in relation to the research objectives. Frequencies and proportions were used to summarize variables. Logistic regression was used to test for association.

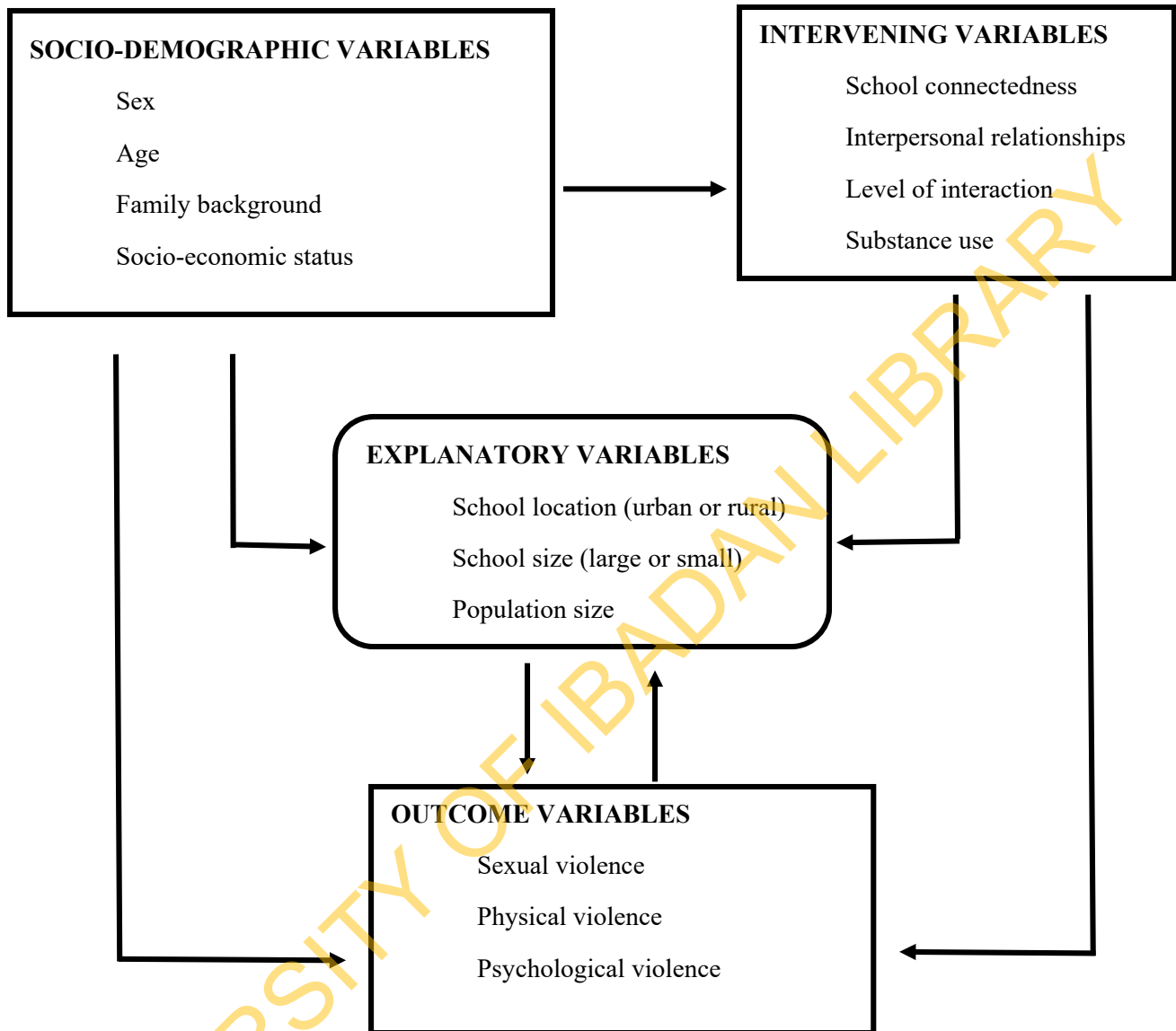
### **3.12 Ethical consideration**

Ethical approval was obtained from the Oyo State Ministry of Health Ethical Committee. Permission to conduct the study was obtained from the ministry of education. All information collected was treated with high level of confidentiality and didn't not affect the work of the teachers. The study did not harm the respondent in anyway and they had every right to decline/withdraw from the study. The report from this study will be published in peer reviewed journal locally and internationally. It will also be delivered at a seminar presentation to the Ministry of Education, Oyo State to enable them develop a policy to reduce violence in school based.

### **3.13 Explanation of the conceptual framework**

The illustration in figure 3.1 shows that the independent variables influences the dependent variables. The independent variables includes socio demographic characteristics such as age, sex, marital status, socio economic status and family background; school level factors such as school location, school size and the population of students in the school. All these influence teachers' experience of violence from the students. The dependent variables are psychological violence, physical violence and sexual violence. The intervening variables that affect the teachers' experience of violence but which the researchers cannot measured are job dissatisfaction, leaderships, school connectedness, interpersonal relationships and substance use.

## CONCEPTUAL FRAMEWORK



**Fig 3.1: Conceptual Framework of Teachers' Experience of Violence**

**Adapted from Knight et al., 2015**

## CHAPTER FOUR

### RESULTS

#### 4.1 Socio-demographic characteristics of respondents

A total of 400 questionnaires were filled which translated to a response rate of 100%. It was observed that 234(61.9%) of the respondents were above 40 years with a mean age of 42.6years, 215(53.8%) were females. Most 329(82.9%) of the participants were married, years of teaching experience less than 20years 40(61.5%) and 224(57.3%) participants earned above #50,000 per month (Table 4.1)

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**Table 4.1 Distribution of respondents according to their personal characteristics (N=400)**

<b>Variables</b>	<b>n</b>	<b>%</b>
<b>Age</b>		
Up to 40 years	144	38.1
Above 40 years	234	61.9
Mean age	42.6±9.0	
<b>Sex</b>		
Male	185	46.3
Female	215	53.6
<b>Marital status</b>		
Single	68	17.1
Married	329	82.9
<b>Religion</b>		
Christianity	233	58.5
Islam	163	41
Traditional	2	0.5
<b>Family background</b>		
monogamous	245	63.5
polygamous	141	36.5
<b>Certificate obtained</b>		
NCE	26	6.5
OND	5	1.3
HND	12	3
BSC	62	15.5
MSC	12	3
BED	174	43.6
PGDE	94	23.6
Others	14	3.5
<b>Years of teaching experience</b>		
<20	240	61.5
≥20	150	38.5
Mean	15.15±0.8	
<b>Kind of teaching Job</b>		
Full time	334	84.8
Part time	60	15.2
<b>Income</b>		
<18,000	21	5.4
18,000-50000	146	37.3
>50,000	224	57.3



**Table 4.1 Cont'd Distribution of respondents according to their personal characteristics**

(N=400)

<b>Variables</b>	<b>n</b>	<b>%</b>
<b>Ethnicity</b>		
Yoruba	387	97.2
Hausa	1	0.3
Igbo	8	2
Others	2	0.5
<b>Location of school</b>		
Rural	200	50
Urban	200	50
<b>Students' population</b>		
<500	133	33.4
500-1,499	239	60.1
>/= 1,500	26	6.5
Mean	714	

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## **4.2 Prevalence of students-teachers violence in public secondary schools.**

### **4.2.1 Respondents experience of different types of violence carried out by students**

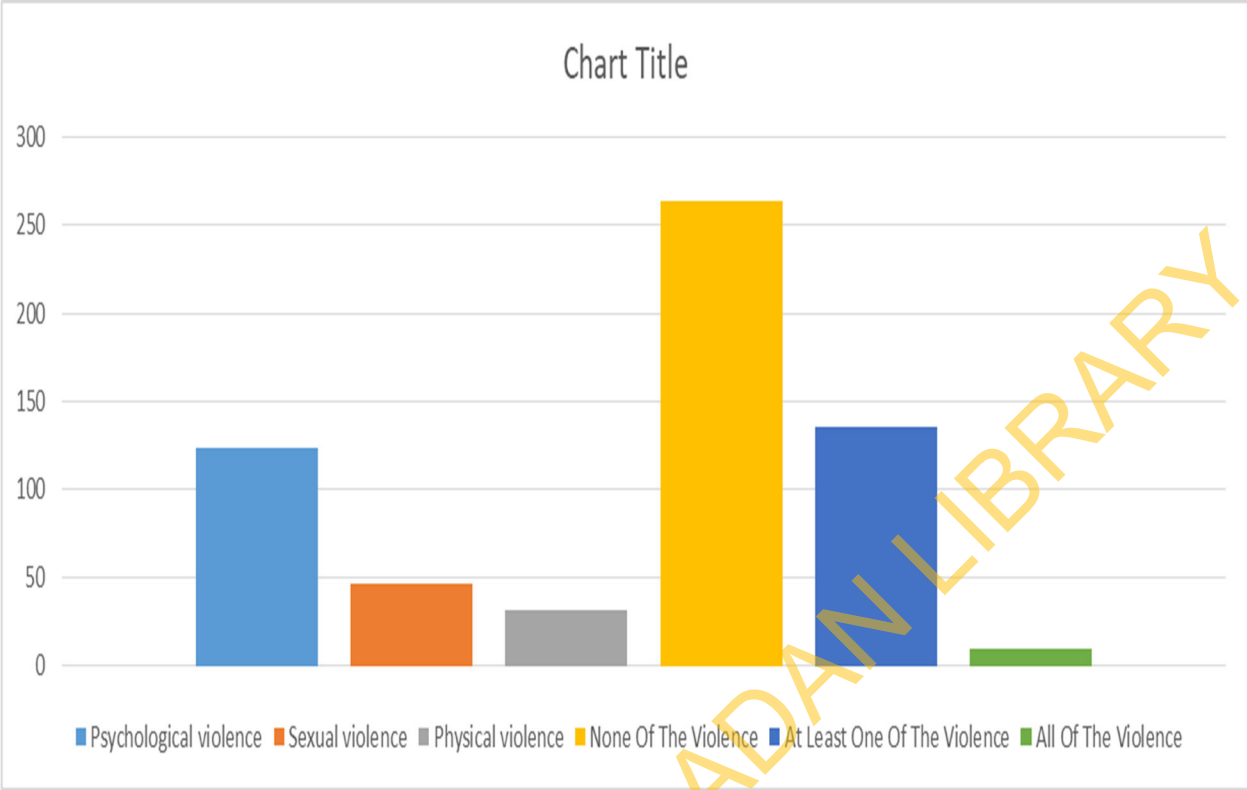
Table 4.2 shows that 136 (34.0%) of respondents experienced any type of violence perpetrated by the students in the past 12 months. Few 9 (2.3%) experienced all types of violence, 124 (31.0%) experienced only psychological violence, 48 (12.0%) experienced only sexual violence and 31 (7.8%) experienced physical violence.

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**Table 4.2 Respondents experience of different types of violence carried out by students in the Last one year (N=400)**

Types of Violence	Violence Experience n (%)
Physical	31 (7.8)
Sexual	48 (12.0)
Psychological	124 (31.0)
Any Type	136 (34.0)
All Types	9 (2.3)

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**Fig 4.1: Bar chart showing the types of violence experienced by the teachers.**

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#### 4.2.2 Respondents experience of different acts of violence carried out by the students

Table 4.3 shows that verbal abuse 56 (14.0%) was the most common acts of violence respondents experienced from the students, while slapping 2 (0.5%) was the least common acts of violence respondents experienced from the students. The most common act of physical violence experienced by respondents from the students was pushing 13 (3.25%) while slapping 2 (0.5%) was the least common acts of physical violence experienced by the respondents. The most common acts of sexual violence respondents experienced from the students was offensive jokes or gestures 23 (5.75%) while unwanted sexual touching 5 (1.25%) was the least common acts. The most common acts of psychological violence was verbal abuse 56 (14.0%) while the least was bullying 4 (1.0%).

**4.3 Respondents Experience of the different acts of violence carried out by the students in the last one year (N=400)**

<b>Acts of Violence</b>	<b>Violence Experience n (%)</b>
<b>Physical</b>	
Pushing	13 (3.3)
Stabbing	6 (1.5)
Beating	7 (1.8)
Slapping	2 (0.5)
Others	3 (0.8)
<b>Sexual</b>	
Unwanted Sexual Touching	5 (1.3)
Verbal Sexual Comment	18 (4.5)
Offensive Jokes or Gesture	23 (5.8)
Others	2 (0.5)
<b>Psychological</b>	
Verbal Abuse	56 (14.0)
Bullying	4 (1.0)
Threats	26 (6.5)
Shouting	24 (6.0)
Intimidating Language	12 (3.0)
Others	2 (0.5)

### **4.3 Roles of gender in violence.**

#### **4.3.1 Different acts of violence as experienced by male and female respondents carried out by students in the last one year**

Table 4.4 shows that male respondents consistently experienced higher levels of violence when compared to female respondents in all acts of violence except acts of sexual violence. For instance, 27 (14.5%) of male respondents experienced verbal abuse compared to 39 (13.4%) of female respondents. More males (3.2%) significantly experienced beating compared to females (0.5%). More females (7.0%) significantly experienced verbal sexual comment than males (1.6%).

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**4.4 Different acts of violence as experienced by male and female respondents carried out by the students in the last one year**

<b>Violence</b>	<b>Male n (%)</b>	<b>Female n (%)</b>	<b>X<sup>2</sup></b>	<b>P-value</b>
<b>Psychological</b>				
Verbal	27 (14.5)	29 (13.5)	0.101	0.774
Bullying	2 (1.1)	2 (0.9)	0.023	1.000
Threats	15 (8.1)	11 (5.1)	1.465	0.309
Shouting	9 (4.9)	15 (7.0)	0.786	0.406
Intimidating Language	6 (3.2)	6 (2.8)	0.075	0.779
Others	1 (0.5)	1 (0.5)	0.011	1.000
<b>Sexual</b>				
Unwanted Sexual Touch		5 (2.3)	4.357	0.064
Verbal sexual Comment	3 (1.6)	15 (7.0)	6.635	0.014*
Offensive Jokes/ Gestures	8 (4.3)	15 (7.0)	1.291	0.288
Others	2 (1.1)		2.336	0.213
<b>Physical</b>				
Pushing	8 (4.3)	5 (2.3)	1.263	0.275
Stabbing	4 (2.2)	2 (0.9)	1.021	0.422
Slapping	1 (0.5)	1 (0.5)	0.011	1.000
Beating	6 (3.2)	1 (0.5)	4.464	0.048*
Others	3 (1.6)		3.513	0.098

\* Significant p-value at  $p < 0.05$



### **4.3.2 Violence as experienced by male and female respondents carried out by the students in the last one year**

Table 4.5a reveals that male respondents consistently experienced higher levels of violence compared to female respondents except for sexual violence. Male respondents 60 (32.4%) experienced psychological violence compared to female respondents 64 (29.8%). Twenty two (11.9%) male respondents experienced physical violence compared to female respondents 9 (4.2%) which is statistically significant. More females 34 (15.8%) experienced sexual violence as compared with male respondents 12 (6.5%). This is statistically significant.

Table 4.5b shows the proportion of each of the violence experienced by the respondents. Psychological violence was the most common violence experienced by both male and female respondents, while male respondents experienced more of physical violence than sexual violence and female respondents experienced more of sexual violence than physical violence.

**4.5a Respondents Experience of the different types of violence carried out by the students in the last one year**

Types of violence	Male n (%)	Female n (%)	X <sup>2</sup>	P-value
<b>Psychological</b>				
Yes	60 (32.4)	64 (29.8)		
No	125 (67.6)	151 (70.2)	0.330	0.566
<b>Sexual</b>				
Yes	12 (6.5)	34 (15.8)		
No	173 (93.5)	181 (84.2)	8.500	0.004*
<b>Physical</b>				
Yes	22 (11.9)	9 (4.2)		
No	163 (88.1)	206 (95.8)	8.259	0.004*

\* Significant p-value at p< 0.05

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**4.5b Respondents Experience of the different types of violence carried out by the students in the last one year**

Types of violence	Male n (%)	Female n (%)	X <sup>2</sup>	P-value
Psychological	60 (63.8)	64 (59.8)		
Sexual	12 (12.8)	34 (31.8)		
Physical	22 (23.4)	9 (8.4)	15.300	<0.001*
Total	94 (100)	107 (100)		

\* Significant p-value at  $p < 0.05$

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#### **4.4 Rural and urban disparities in violence.**

##### **4.4.1 Different acts of violence as experienced by rural and urban respondents carried out by students in the last one year**

Table 4.6 shows that respondents in rural location consistently experienced higher levels of violence when compared to respondents in urban in all acts of violence except in few acts. For instance, 15 (7.5%) of respondents in rural location experienced threats from the students compared to 11 (5.5%) of respondents in urban location. Six (3.0%) of respondents in rural were beaten compared to 1 (0.5%) respondents in urban location. Five (2.5%) of respondents in rural location were violently pushed compared to 8 (4.0%) of respondents in urban location.

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**4.6 Different acts of violence as experienced by Rural and Urban respondents carried out by the students in the last one year**

<b>Violence</b>	<b>Rural n (%)</b>	<b>Urban n (%)</b>	<b>X<sup>2</sup></b>	<b>P-value</b>
<b>Psychological</b>				
Verbal abuse	28 (14.0)	28 (13.0)	0.083	0.886
Bullying	2 (1.0)	2 (1.0)	0.000	1.000
Threats	15 (7.5)	11 (5.5)	0.658	0.544
Shouting	11 (5.5)	15 (7.5)	0.177	0.834
Intimidating Language	7 (3.5)	5 (2.5)	0.344	0.771
Others	2 (0.01)		2.010	0.499
<b>Sexual</b>				
Unwanted sexual touch	4 (2.0)	1 (0.5)	1.823	0.372
Verbal sexual comments	8 (4.0)	10 (5.0)	0.233	0.810
Offensive jokes/gestures	11 (5.5)	12 (6.0)	0.046	1.000
Others	2 (1.0)		2.010	0.499
<b>Physical</b>				
Pushing	5 (2.5)	8 (4.0)	0.716	0.575
Stabbing	3 (1.5)	3 (1.5)	0.000	1.000
Slapping	2 (1.0)		2.010	0.499
Beating	6 (3.0)	1 (0.5)	3.635	0.122
Others	2 (1.0)		2.010	0.499

\* Significant p-value

#### **4.4.2 Violence as experienced by rural and urban respondents carried out by the students in the last one year**

Table 4.7a reveals that respondents in rural location consistently experienced higher levels of violence compared to respondents in the urban location. Majority 65 (32.5%) of respondents in rural location experienced psychological violence compared to urban respondents 59 (29.5%). Eighteen 18 (9.0%) of respondents in rural location experienced physical violence compared to urban respondents 13 (6.5%). For sexual violence, 25 (12.5%) respondents in rural were sexually harassed compared to 21 (10.5%) of respondents in urban location.

Table 4.7b shows the proportion of each of the violence experienced by the rural and urban respondents. Psychological violence was the most common violence experienced by both rural and urban respondents, follow by sexual violence while physical violence is the least type of violence experienced by the rural and urban respondents.

#### 4.7a Violence experienced by rural and urban respondents in the last one year

Types of violence	Rural n (%)	Urban n (%)	X <sup>2</sup>	P-value
<b>Psychological</b>				
Yes	65 (32.5)	59 (29.5)		
No	135 (67.5)	141 (70.5)	0.421	0.294
<b>Sexual</b>				
Yes	25 (12.5)	21 (10.5)		
No	175 (87.5)	179 (89.5)	0.393	0.531
<b>Physical</b>				
Yes	18 (9.0)	13 (6.5)		
No	182 (91.0)	187 (93.5)	0.874	0.227

\* Significant p-value at  $p < 0.05$

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#### 4.7b Violence experienced by rural and urban respondents in the last one year

Types of violence	Rural n (%)	Urban n (%)	X <sup>2</sup>	P-value
Psychological	65 (60.2)	59 (63.4)		
Sexual	25 (23.1)	21 (22.6)		
Physical	18 (16.7)	13 (14.0)	0.3256	0.8498
Total	108 (100)	93 (100)		

\* Significant p-value at  $p < 0.05$

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## **4.5 Factors associated with teacher's violence experience.**

### **4.5.1 Factors associated with teacher's experience of physical violence**

Table 4.8 showed that respondents below 40 years of age were more likely to be physically attacked than respondents that aged 40 years and above (0.82; 0.27-2.50). Male respondents were twice more likely to be physically attacked than female respondents (OR=2.92; 1.20-7.11) which is statistically significant. Respondents that are single were twice more likely to be physically attacked than married respondents (OR=2.17; 0.84-5.61). Respondents of teaching experience less than 20 years were 1.6 more likely to be physically attacked than respondents with more than 20 years teaching experience (OR=1.60; 0.38-6.84). Respondents with lower income were more likely to be physically attacked than those with high income (OR=4.68; 1.33-16.54), which is statistically significant. Respondents teaching in a school of high students' populations were more likely to be physically attacked than those teaching in schools with lower students' population.

#### 4.8 Logistic regression of factors associated with physical violence

Factors	Odds ratio	Confidence interval	P-value
<b>Age</b>			
< 40	0.82	0.27 – 2.50	0.721
≥ 40	1		
<b>Sex</b>			
Male	2.92*	1.20 – 7.11	0.018
Female	1		
<b>Marital Status</b>			
Single	2.17	0.84 – 5.61	0.112
Married	1		
<b>Years of Teaching Experience</b>			
< 20	1.60	0.38 – 6.84	0.525
≥ 20	1		
<b>Kind of Teaching Job</b>			
Full-time	1.33	0.42 – 4.19	0.629
Part-time	1		
<b>Income</b>			
< #18,000	3.74	0.50 – 27.74	0.198
#18,000 – #50,000	4.68*	1.33 – 16.54	0.016
> #50,000	1		
<b>Students' Population</b>			
< 500	0.07*	0.02 – 0.29	< 0.001
500 – 1,499	0.13*	0.04 – 0.43	0.001
≥ 1,500	1		

\* Significant at 5%  $\alpha$ -level

#### 4.5.2 Factors associated with teacher's experience of sexual violence

Table 4.9 reveals that respondents below 40 years of age were more likely to be sexually harassed than respondents that are 40 years and above (OR=1.26; 0.48-3.29). Male respondents were less likely to be sexually harassed than female respondents (OR=0.25; 0.11-0.58), this is statistically significant. Respondents that are single were more likely to be sexually harassed than married respondents (OR=1.31; 0.54-3.18). Respondents of teaching experience less than 20 years were more likely to be sexually harassed than respondents with more than 20 years teaching experience (OR=4.08; 0.76-21.98). Respondents with lower income were more likely to be sexually harassed than those with high income. Respondents teaching in a school of high students' populations were more likely to be sexually harassed than those teaching in schools with lower students' population.

#### 4.9 Logistic regression of factors associated with sexual violence

Factors	Odds ratio	Confidence interval	P-value
<b>Age</b>			
< 40	1.26	0.48 – 3.29	0.642
≥ 40	1		
<b>Sex</b>			
Male	0.25*	0.11 – 0.58	0.001
Female	1		
<b>Marital Status</b>			
Single	1.31	0.54 – 3.18	0.551
Married	1		
<b>Family Background</b>			
Monogamous	1.16	0.54 – 2.49	0.700
Polygamous	1		
<b>Years of Teaching Experience</b>			
< 20	4.08	0.76 – 21.98	0.102
≥ 20	1		
<b>Kind of Teaching Job</b>			
Full-time	0.97	0.36 – 2.60	0.952
Part-time	1		
<b>Income</b>			
< #18,000	6.48*	1.24 – 33.80	0.027
#18,000 – #50,000	3.88*	1.27 – 11.73	0.018
> #50,000	1		
<b>Students' Population</b>			
< 500	0.18*	0.03 – 1.00	0.049
500 – 1,499	0.61	0.15 – 2.47	0.486
≥ 1,500	1		

\* Significant at 5%  $\alpha$ -level

### 4.5.3 Factors associated with teacher's experience of psychological violence

Table 4.10 reveals that respondents that are below 40 years of age were more likely to be humiliated than respondents that are 40 years and above (OR=1.21; 0.58-2.54). Male respondents were more likely to be humiliated than female respondents (OR=1.05; 0.61-1.80). Respondents that are single were more likely to be humiliated than married respondents (OR=1.76; 0.87-3.57). Respondents of teaching experience less than 20 years were 1.7 times more likely to be humiliated than respondents with more than 20 years teaching experience (OR=1.73; 0.77-3.90). Respondents with lower income were more likely to be humiliated than those with high income (OR=4.41; 2.08-9.35), this is statistically significant. Respondents teaching in a school of high students' populations were more likely to be humiliated than those teaching in schools with lower students' population (OR=0.14; 0.04-0.42).

#### 4.10 Logistic regression of factors associated with psychological violence

Factors	Odds ratio	Confidence interval	P-value
<b>Age</b>			
< 40	1.21	0.58 – 2.54	0.607
≥ 40	1		
<b>Sex</b>			
Male	1.05	0.61 – 1.80	0.873
Female	1		
<b>Marital Status</b>			
Single	1.76	0.87 – 3.57	0.117
Married	1		
<b>Years of Teaching Experience</b>			
< 20	1.73	0.77 – 3.90	0.185
≥ 20	1		
<b>Kind of Teaching Job</b>			
Full-time	0.87	0.38 – 2.01	0.751
Part-time	1		
<b>Income</b>			
< #18,000	2.80	0.74 – 10.53	0.128
#18,000 – #50,000	4.41*	2.08 – 9.35	< 0.001
> #50,000	1		
<b>Students' Population</b>			
< 500	0.14*	0.04 – .42	0.001
500 – 1,499	0.83	0.31 – 2.21	0.708
≥ 1,500	1		

\* Significant at 5%  $\alpha$ -level

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATION

This chapter summarized the summary of findings, conclusions, recommendations and suggestions for further research. The study design adopted for this was a cross-sectional study design and it was aimed to determining the gender differences in Students-Teachers violence in public secondary schools of Ibadan, Oyo State, Nigeria and factors association with teachers' experience of violence. Findings in this study were compared to related literatures that has been reviewed. This study was guided by four (4) objectives.

#### 5.1 Discussions

School based violence has been a great concern among the students and teachers in Nigeria. There has been reported cases of death and injury to students and also to the teachers, more studies on school based violence is needed for implementation of policies and essential intervention programs to curb the spread of violence in secondary schools.

##### 5.1.1 Prevalence of student-teachers violence

Violence prevalence was moderately high in this study. The prevalence of teachers that experienced at least one form of violence in this study was slightly lower than the prevalence of teachers that experienced at least one form of violence in Teresina school (Lima *et al.*, 2016). This may be due to some of the teachers recruited in this study feeling insecure to disclose their violence experience.

Also, prevalence of violence of teachers that experienced at least one form of violence in this study was significantly lower than of study conducted in 48 states of United States (McMahon

*et al.*, 2014). This may be as a result of long history of school-based violence that has been rampant in the United States. The prevalence of teachers that experienced at least one form of violence in Pennsylvania school in the United States (Tiesman *et al.*, 2013) was lower than that of this study. This may be as a result of large number of teachers recruited into their study.

The prevalence of physical violence experienced in this study was higher than most studies. The prevalence of teachers that experienced physical violence was higher than the prevalence of teachers physically attack in some of the studies (Patricia *et al.*, 2016, Robers *et al.*, 2010, Gregory *et al.*, 2012 & Espelage *et al.*, 2013). The reason might be the rise in communal, ethnic, religion and political violence in Nigeria, also brutality civilians by the law enforcements agent in Nigeria might convinced the mind of the adolescent that violence is a way of life and has come to stay. Other studies had a prevalence of physical violence higher than this study (Wilson *et al.*, 2011 & Gerberich *et al.*, 2011). But a study done by Tiesman *et al.*, 2013 revealed the same prevalence of physical violence (7.8%) with this study. In the study done in Nigeria by (Omisore *et al.*, 2011 & Omisore *et al.*, 2013) a higher prevalence of physical violence than this study was reported. This is a result of students being the study population in the study and might be more honest to disclose physically attacked to teachers rather than teachers admitting to be physically attacked by the students.

The prevalence of sexual violence experienced in this study was higher than most studies (Tiesman *et al.*, 2013 & Moon *et al.*, 2014). Lima *et al.*, 2016 reported a higher prevalence of sexual violence than those recorded in this study. This might be as a result of increasing rape, sexual assaults, gangsterism, high using of hard drugs by the youths in Nigeria. The prevalence of sexual violence in this study was similar to the studies done in Nigeria (Omisore *et al.*, 2011 & Omisore *et al.*, 2013).



Verbal abuse experienced by the teachers in this study was significantly low compared to other studies (Lima *et al.*, 2016, Lima *et al.*, 2017, Tiesman *et al.*, 2013, Moon *et al.*, 2014, McMahon *et al.*, 2014 and Dewet and Jacob, 2006). The prevalence of teachers verbally abused in this study was also lower than the studies carried out in Nigeria (Omisore *et al.*, 2011 & Omisore *et al.*, 2013). This prevalence might be higher in this study but some teachers were not truthful probably as a result of shame.

### **5.1.2 The roles of gender in violence**

This study reported that male teachers consistently experienced higher levels of violence than female teachers except for sexual violence.

Male teachers reported higher experience of physical violence than female teachers. This is similar to reports from previous studies (Zhu *et al.*, 2018, Finkelhor 2005 and Tjaden and Thoennes, 2001). This is so, because males are more prone to be physically attacked due to their masculine nature and the willingness of males to be more honest than females. Other studies reported female teachers to have experienced higher physical violence than male teachers (Aydin *et al.*, 2009, Wilson *et al.*, 2011 and McMahon *et al.*, 2014). Female teachers experienced higher rate of sexual harassment in this study than male teachers which was similar to most of the literature reviewed (Aydin *et al.*, 2009, Hines *et al.*, 2012, Tjaden and Thoennes, 2001 and Finkelhor 2005). This is expected because females are more prone to sexual violence based on their gender. Contrarily, (Zhu *et al.*, 2018 and Lima *et al.*, 2016) reported that more male teachers were sexually harassed than female teachers. This is astonishing as females are more likely to experience sexual violence than males. The underreporting in those studies might be as a result of shame and stigma.

Male teachers experienced a slightly higher rate of verbal abuse in this study than female teachers which are similar to some of the studies reviewed (Zhu *et al.*, 2018 and MaMahon *et al.*, 2014). Males are more secure to disclose information about themselves unlike women, who are emotional and concealed information to themselves. Other studies reported that more female teachers were verbally abused than male teachers (Aydin *et al.*, 2009, Finkehor 2005 and Lima *et al.*, 2016).

### **5.1.3 Rural-urban disparities in violence**

This study reported that teachers working in rural schools consistently experienced higher levels of violence than teachers working in the urban schools. Rural teachers experienced higher rate of physical violence than urban teachers which was similar to the study conducted in Nigeria by Omisore *et al.*, 2011. Contrarily other studies reported higher rate of physical violence in urban schools than rural schools (Dinkes *et al.*, 2007 & McMahon *et al.*, 2014).

Rural teachers experienced higher rate sexual violence than urban teachers in this study, this is similar to the study done by in Nigeria by Omisore *et al.*, 2011.

Rural teachers experienced higher rate verbal abuse than urban teachers in this study, this was different from others studies (McMahon *et al.*, 2014 and Omisore *et al.*, 2011). Both reported a higher rate of verbal abuse in urban schools than rural schools. Higher rate of violence in rural areas reported in this study was similar with those done in Nigeria by (Omisore *et al.*, 2011, Ajah *et al.*, 2014 and Balogun *et al.*, 2012). This might be due to apparent neglect of rural communities compared to urban in Nigeria, this may be different in other countries.

#### 5.1.4 Factors associated with experience of violence

Violence contributes significantly to preventable morbidity and mortality for men and women across diverse cultures (WHO 2002). Respondents below 40 years with less teaching experience were more likely to be humiliated, physically attacked and sexually harassed than respondents 40 years and above in this study, this report is similar with that of (Lima *et al.*, 2016). A study by (Atalay *et al.*, 2018) also reported that age is an important factor that is associated with school violence. Reason being the older you are the more experience you have for effective classroom management and control. Older teachers tend to have more control over their classrooms than younger teachers.

This study revealed that, Male respondents were more likely to be humiliated and physically attacked than female respondents. This finding was similar to some of the studies reviewed (McMahon *et al.*, 2014, Finkelhor *et al.*, 2005, Moon *et al.*, 2014 & Jjaden and Thoennes, 2001). Additionally, this was also similar a study done in Nigeria (Fawole *et al.*, 2018). Males are more prone to be physically attacked due to their masculine nature and the willingness of males to be more honest than females when reporting sensitive information about themselves.

This study also revealed that, female respondent were more likely to be sexually harassed than male respondents. This was contrary to the study done by (Lima *et al.*, 2016). In the same vein (Fawole *et al.*, 2018) reported males and females to be equally vulnerable to sexual violence. Most females in the other studies might have been victims of sexual harassment but refuse to take part in the study or disclose the right information due to stigma and shame.

This study also reported that, respondents teaching in a schools of high students' populations were more likely to be humiliated, sexually harassed and physically attacked than

those teaching in schools of lower students populations. Similar result was observed in the study done by (Gregory *et al.*, 2012). Teachers are more prone to violence in a school where the population of the students are large, the students are not easily monitored in large schools compared to small schools.

## **5.2 Limitations**

There are some limitations to this study: Data was collected through self-reports which may lead to inadvertent and deliberate misreporting of information. Information given by respondents may be exaggerated or withheld. However data collected was done anonymously and in a high level of confidentiality which might discourage falsehood and/or misreporting. Also, this study focused on quantitative data and no qualitative data was collected. Another limitation is that the study was carried out only in the public secondary schools while private secondary schools were exempted.

The strength of this study are: Both male teachers and female teachers were included in the study. Also, this study was carried out among both the urban teachers and the rural teachers.

## **5.3 Conclusion**

Various forms of violence were experienced by public secondary school teachers in Ibadan. Also, the most prevalent form of violence was psychological, followed by sexual and physical. This study shows that school violence is prevalent among students to teachers in Ibadan. Male respondents experienced most form of violence from students than female respondents. Respondents in rural areas experienced most forms of violence from students than those in urban areas. Furthermore, Age, School size, income, years of teaching and sex are predictors of violence directed to teachers by the students.

### 5.3 Recommendations

Therefore, it is recommended, based on the results of this study, that:

1. More studies should be focused on students to teachers' violence in order to implement policies for the effective control of violence in public secondary schools.
2. Policies must be implemented in such a way that will focus on the gender that is more affected by school violence.
3. Violence prevention policies must be a priority to rural schools than urban schools.
4. Intervention must be given in terms of training/violence prevention programs to reduce violence in public secondary schools.

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**APPENDIX**

**UNIVERSITY OF IBADAN, NIGERIA (UI)**

**DEPARTMENT OF EPIDEMIOLOGY AND MEDICAL STATISTICS**

**PROJECT TOPIC: GENDER DIFFERENCES IN STUDENTS-TEACHERS VIOLENCE  
IN PUBLIC SECONDARY SCHOOLS OF IBADAN, OYO STATE, NIGERIA.**

Date .....

ID Code .....

Dear respondent,

I am a M.Sc. student of Department of Epidemiology and Medical Statistics, Faculty of Public Health, College of Medicine, University of Ibadan, Ibadan, Nigeria. The purpose of the study is to gather essential information necessary for this study. It is desired that honest and sincere answers should be given. All information gathered will be treated with high level of confidentiality and will not affect your work. Your willingness to answer these questions will be quite appreciated. Thank you.

I have read and understand the consent form and voluntarily agree/disagree to participate in the study by ticking (/) in the appropriate box bellow.

Agree ( )

Disagree ( )

**Instruction:** Please give appropriate responses that apply to you in each section

**SECTION ONE: Socio-demographic Details**

(This section will be requesting for some of your basic information and it will not translate to your identification. Kindly fill in the gap or tick the options as applicable)

1. Age: ..... years
2. Sex: a) Male b) Female
3. Religion: a) Christianity b)Islam c)Traditional
4. Marital Status: a) Single b) Married c) Divorced d) Separated e) Living with partner  
f) Widow g) Widower
5. Family Background: a) Monogamous b) Polygamous



18. Was any action taken to investigate the cause of the incident?  
 a) Yes b) No c) Don't know, if No or Don't know please go to question 20
19. If Yes, by whom:  
 a) Management/employer b) Association c) Community group  
 d) Police e) Other, please specify .....
20. If you did not report or tell about the incident to others, what is the reason? Please mark the main option  
 a) It was not important b) Felt ashamed c) Felt guilty d) Afraid of negative consequences  
 e) Useless f) Do not know who to report to  
 g) others, please specify .....

**SECTION THREE: Sexual Violence**

PLEASE NOTE: Sexual violence is any unwanted, unreciprocated and unwelcome behaviour of a sexual nature that is offensive to the person involved. It can include unwanted sexual touching, verbal sexual comment, offensive jokes or gesture, unwanted kissing, rape, and/or attempt to rape, among others.

21. In the last 12 months, have you been sexually harassed by student(s)  
 a) Yes; answer question 22-30 b) No; if NO go to section four
22. How often were you sexually harassed in the last 12 months?  
 a) All the time b) Sometimes c) Once
23. What kind of sexual harassment were you subjected to? Please tick all the relevant options  
 a) Unwanted sexual touching b) Verbal sexual comment c) Offensive jokes or gesture  
 d) Unwanted kissing e) Rape f) Attempt to rape g) Other, please specify
24. Who sexually harassed you?  
 a) Male student b) Female student c) Both male and female student
25. Where did the sexual harassment take place?  
 a) Inside the school, specify where..... b) Outside the school, specify where .....
26. How did you respond to the sexual violence? Please tick all the relevant options

- a) Took no action      b) Told friends/family      c) Told a colleague      d) Sought counselling
- e) Report to a senior staff member      f) Other, please specify

.....

27. Do you think the incident could have been prevented?

- a) Yes      b) No

28. Was any action taken to investigate the causes of the incident?

- a) Yes      b) No      c) Do not know, if NO or DON'T KNOW please go to question 30

29. If YES, by whom?

- a) Management/employer      b) Association      c) Community group
- d) Police      e) Other, please specify .....

30. If you did not report or tell about the incident to others, what is the reason? Please mark the main option

- a) It was not important      b) Felt ashamed      c) Felt guilty      d) Afraid of negative consequences
- e) Useless      f) Do not know who to report to g) Others, please specify .....

**SECTION FOUR: Physical Violence**

PLEASE NOTE: Physical violence refers to the use of physical force against another person or group that results in physical harm, sexual or psychological harm. It can include beating, kicking, slapping, stabbing, shooting, pushing, biting, and/or pinching, among others.

31. In the last 12 months, have you been physically attacked by students?

- a) Yes, please answer questions 32 to 45      b) No, if NO please go to section five

32. If YES, how often has this occurred in the last 12 months?

- a) All the time      c) Sometimes      c) Once

33. What are the various types of physical violence have you experienced from the students?

Please tick all the relevant options

- a) Pushing      b) Stabbing      c) Beating      d) Kicking      e) Slapping      f) Biting      g) Pinching
- h) Other, please specify .....

34. Please think of the last time that you were physically attacked by student. How would you describe this incident?



- a) It was not important
- b) Felt ashamed
- c) Felt guilty
- d) Afraid of negative consequences
- e) Useless
- f) Do not know who to report to
- g) Others, please specify .....

**SECTION FIVE: Factors Affecting Experience of Violence**

(This section is for factors which might contribute to the experience of violence. This includes school factors and individual factors)

46. Which local government area is the school located?

.....

47. Do you have any interpersonal relationship with the student? **NOTE: Interpersonal relationship is a strong, deep or close association or acquaintance between two or more people**

- a) Yes b) No

48. What is your level of relationship with the male students?

- a) Excellent d) Good c) Fair d) Poor

49. What is your level of relationship with the female students?

- a) Excellent b) Good c) Fair d) Poor

50. Do you have rules and regulations in the schools?

- a) Yes b) No

52. If No. 51 is yes, are there rules and regulations that inhibit student violence against Teacher?

- a) Yes c) No

53. What is the size of the school?

- a) Large b) Small

54. What is the population of the students in the school?

.....

## INFORMED CONSENT

My name is Olopade Sunday Oluwaseyi. I am a postgraduate student of Department of Epidemiology and Medical Statistics, Faculty of Public Health, College of Medicine, University of Ibadan, Ibadan, Nigeria. We are interviewing secondary school teachers in Ibadan in order to find out about your experience of violence which could be physical, sexual or psychological which are perpetrated by secondary school students in Ibadan. Please note that your answers will be kept very confidential. You will be given a number and your name will not be written on the form so that your name will not be used in connection with any information you give. The information you and other people give will be used by Government to help find a solution to the problem and reduce violence in secondary schools.

During this exercise a self-administered questionnaire will be given to you which will contain questions on violence experienced by you and factors that may put you in high risk of experiencing violence. Your honest answers to the questions will help to better understand what people think, say or do with respect to their feelings about violence in secondary schools.

- You are free to refuse to take part in this programme. You have a right to withdraw at any giving time if you choose to. We will greatly appreciate your help in responding to the survey and taking part in the study.
- Consent: Now that the study has been well explained to me and I fully understand the content of the process, I will be willing to take part in the programme.

.....

Signature

.....

Date