



# Instigators Of School-Based Violence and The Imperative for Peace Education Among Senior Secondary School Students in Kolokuma/Opokuma Educational Zone, Bayelsa State, Nigeria.

PHILIP KURO IKIYEI

DEPARTMENT OF COUNSELLING AND EDUCATIONAL PSYCHOLOGY,  
NIGER DELTA UNIVERSITY, WILBERFORCE ISLAND,  
BAYELSA STATE.

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## Abstract

Peace is above the most important element in human development however it is treated with levity in most societies. For a nation to experience meaningful development, peace must be cherished as a veritable currency. In this study, the researcher adopted a survey design to investigate some likely instigators of school-based violence in senior secondary schools in Kolokuma/Opokuma Educational Zone as the area of the study. Five schools out of the eleven public schools in the Educational Zone were selected through the proportionate sampling technique was used to select 5 (five) schools out of the (11) eleven schools in the zone and 40 students were randomly selected from each of the sampled schools. A total of 200 students served as sample for the study. An instrument titled "Instigators of Violence among Students Questionnaire" (IVSQ) was prepared by the researcher for data collation. Frequency counts and per centages was utilized for data analysis. Findings from the respondents indicated that students can perceive various factors that can instigate violence in the school environment. They can also react violently when pushed beyond their limits. It was therefore recommended among other variables that Peace education is one subject that should be introduced in to the school curriculum right from the nursery schools. Again, teachers should be specifically trained to handle Peace education instead of teachers who studied other courses.

## I. Introduction

The significance of peace in any academic environment can hardly be wished away among members of any community. The whole essence of human existence will become value less without peace. One priceless commodity that any society cannot do without is peace. To achieve a peaceful society, it beholds on every citizen especially the adult population, in that community to start laying a

foundation of tolerance for the young ones right from the home at infancy. Training and teaching children early about the essence of peaceful behaviour and the need for people to live together as one in spite of their diversities is a treasured currency for prosperity among any group of people. Such early guidance of the child to control their emotions even when angry certainly, helps them to stay away from violence or conflicts as they march through the journey of life. Peace according to Atubi (2021) is a person's will-power to seek for meaningful solutions aimed at addressing misunderstandings that could have resulted to conflicts. For example, in an atmosphere of calmness; the near absence of fear or anxiety in a community, one could be said to be enjoying peace. Peace is related to civility, tolerance and mutual understanding of the feelings of individual or members of the society, in addition to learning to see their circumstances with empathy. Discussions about a world living at peace will virtually be impossible without inter-personal relationships, social bonding, the expression of affection and sincerity especially when peace eludes that society. No crisis ridden community could claim to be regarded as being peaceful.

Furthermore, Biswas (2018) maintained that peace is not just the absence of crisis in a community. Biswas describes peace as an attitude, a virtue and a tendency towards goodness, trust as well as justice. Peace is a valued currency that must be cherished by every human being for their physical and mental well-being.

The school is an agency vested with the training of the child to be properly adjusted or equipped to fit in to the expectations of the society. Schools are the single most significant social settings that cater for the up-bringing of the child aside from the home environments. Capp, et al (2017) said schools beyond facilitating learning serves as an opportunity for social mobility for the young ones. The school is made up of teachers and



other administrators who had received the requisite pedagogical training to prepare the growing child for the psychological and social task that will enable the child to become an asset to the society. The school is a formal system that help children develop positive attitudes, skills and knowledge to function efficiently in life. Schools compliment the role of informal teachings the child receive from their homes before entering the school to be taught by the teachers. The reason for sending children to school is to enable them develop their full potentials haven received the required instructions from teachers to become useful citizens at the primary, secondary or tertiary levels. Schools are gate ways through which a child is exposed into the larger society upon completion of a given programme. Amalu and Bassey (2020) also stated that a school is a social institution mandated by the society to facilitate quality education and socialization of learners.

These lofty expectations coupled with the desires of making the young ones self-reliant and prepared to accept responsibilities after schooling does not appear to be achieving its designed goals globally in many instances. Most institutions of learning had become soft targets of multiple types of violence, thereby given parents and care-givers lots of concern about the safety of their wards while in school. The apprehension among parents and other meaningful members of the community is that schools are no longer places that are siren, secure and equip the child with positive changes in teams of character development. Beyond the external threats children are exposed to by terrorists and kidnappers who had deliberately reigned terror on the educational systems at all levels, there is also lots of trauma children appear to be experiencing within the school premises mainly as a result of violence. The United Nation Organization (2016) states that lots of children learn series of anti-social vices at their classrooms and playgrounds. Among many other negative behaviours children witness in schools include the use of verbal abusive languages; plenty of them are bullied and apprehensive all through their stay in school; there are multiple cases of fighting either at the school premises itself or along the way coming back home. Indent acts are perpetuated on the child without recourse to the fact that these children are sent to school to learn, some of them are sexually harassed and molested by either their fellow students or obnoxiously violated by the teachers/staff of the institutions; varied forms of cruelty are made manifest in schools; cultism and gang-stars are commonly being demonstrated and in most instances their activities affect teaching and learning adversely. Mob actions and the huge for

students to destroy school properties are realities steering many schools lately. Cases of pupils/students carrying guns to school and shooting their school mates even in the developed world is agog on the newspapers almost on a regular basis. In extreme cases, students are suspected to be tortured to death by their fellow students. In the Niger Delta University for instance, a student was shoot to death by an unknown person who came right in to an examination hall in 2021 to carry out the dastardly act. Rival cult groups appear to be on the rampage especially during and towards the final year examinations among students. In the light of the above, Harber and Sukade (2009) emphasized that the earlier conception that people attend schools with joy and energy is no longer there, schools in many instances are now a bundle of ordeal for the younger ones.

Violence could be defined as any act or behaviour that inflicts pain on another person or group of people in the learning environment or at any other place. Any conduct that deliberately cause harm or injury on others can be seen as an act of violence. Some common acts of violence in the school setting includes victimization, fighting, destruction of school facilities, sexual harassment, intimidation, bullying, carrying of arms/weapons. Gangsterism and practices of cult activities that puts fear or tension on others. It is worth noting that violence endangers the physically and mental well-being of both the students and staff within the school premises and by extension affects also the larger community too. All of these could have an adverse effect on the academic performances of the students. According to Obikwelu, et al (2022), violence is an antisocial behaviour which is intended to hurt and inflict pain on the victims. It consists of actions, words, attitudes, and bodily damages that are capable of preventing people from reaching their full developmental potentials. Violence is defined by the World Health Organization (WHO) as the: 'intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation' (Krug, et al 2002a).

The outcome of consistent yelling and beating on children, can create a feeling of insecurity. A child who is consistently under threat feels unsafe and withdrawn. Those who have access to the internet will take refuge in the net and spend their time online where they are exposed to other forms of abuse such as cyber bullying and online



sexual exploitation. We are told by experts that violence on children have severe long-term effects on their mental health and development (Mbaegbu (2020). The above is contrary to what Capp, et al (2017) emphasizes that a safe school is expected to look like. For them, safe schools are conditions under which the school personnel and learners work with each other amicably to arrive at their educational targets. Under such situations, all members of the school had the prerequisite to focus on the promotion of a secure environment devoid of violence.

Some of the major consequences of violence be it physical, emotional or social on the school child as outlined by the UNESCO (2011) are to the extent that violence may be a likely contributor to school drop-out syndrome. The long-term implication is to the extent that when children drop-out from school, it is much more difficult for such children to work in institutions above their menial grades, this means it is more difficult for such persons from escaping poverty at adulthood.

Secondly, the occurrence of violence could as well have psychological implications to even those who only witnessed it. In this regard, it can affect those who witness it adversely by creating an atmosphere of fear, anxiety and insecurity which are incompatible with learning. It is for this concern that Isangedighi (2007) averred that learners' study better when they are mentally adjusted. Such learner is an asset to the teaching and learning process.

Thirdly, it is significant to note that once the neighborhood of the school experiences conflict, that crisis is also likely to have an impact on the activities of the school. In his contributions, Antonowicz (2010) stated that violence is a social concept. The researcher concluded that because the school cannot be separated from the home and the community, what rubs-off on one definitely will spread to the other. Violence under such circumstances is a continuum and as such it is described as part of social violence.

One manifest implication of violence in school especially perpetrators of bullying may suffer or experience some form of poor mental health issues. In many instances, children who suffered from mal-treatment can hardly out-grow such behaviour, the trend is extended to their adult lives which could affect their family and career interactions. Again, violence could ordinarily even scare some children from attending school completely. Above all, violence can be a contributor to anxiety disorders among school aged children (Ikiyei, 2014).

The place of education as a right to every child cannot be over emphasized. For example, education gives the child an opportunity to acquire life skills. It is a provider of the young child with a variety of opportunities that gives them leverage to enhance their full potentials and human rights. Once properly equipped with sound education, the child is expected to imbibe the core values of human existence, such as honesty, tolerance, hard work, respect for one another and the state of being diligent. In this respect, the objectives of education are to ensure that the child acquire competences in various skills, become knowledgeable, and have regard for his self-worth. The school is vested with the mandate by society to play the role of ensuring that the child receives quality education, however when a school environment is not stimulating, children may face many kinds of molestations and consider schooling as not meaningful. A child who encounters any form of violation may not count on the school as a learning environment that will expose them for future greatness. It is on the basis of the above that the researcher believes that peace education will be imperative for accelerated National Development.

### **Defining Peace Education**

It is fair to note that violence occurs in societies when individuals exhibit behaviour's that are not compatible to other members of that community. Members of a community may most likely experience violence as a result of unmet or suppression of their expectations by others. This notwithstanding, the ability to resolve or nip differences amicably without hiping tensions is what brings about a peaceful situation. The peace of a society can be chaotic when the members degenerate beyond rational processes of resolving their differences. In order for peace to reign in any society, the people must be empowered with different managerial skills that are constructive. This is the gap which the early embracing of peace education in schools and communities can help to assuage.

Peace education is a pedagogical technique that can help in changing a behaviour or culture of violence to a life style of peace using 'conscientization' (Freire, 2006; Cohan, et al 2017; Kelvin, (n.d.)). It is a participatory type of learning that could apply various teaching methods such as storytelling; cooperative approaches, brainstorming sessions, as well as critical thinking among others. Peace education is considered as a process of getting informed and building values and skills that can change human attitudes. Citing the UNICEF,



Akpuru-Aja (2020) stated that peace education is aimed at enabling children and other grown-ups prevent hostility, wars, and other violent occurrences in society.

Peace education according to Biswas (2018) strives to build a conscience of safety in the minds of people. This no doubt fosters a universe that will appreciate seizure of hostility, hatred and unnecessary competition at either the individual, communal or national levels. Peace education is focused on the need to teach essential values such as respect for one another, building trust worthy characters, honesty, integrity, and hardwork. Other ingredients of peace education are the articulation of skills that will promote competence and positive goals among humans that will cause a change in their behaviour for the goodness of society. Peace according to Bey and Turner as cited by Srinivan (2016) is the behaviour that encourages harmony in the way people talk, listen, and interact with each other and discourages actions to hurt, harm, or destroy each other.

No one definition could be considered as universally acceptable for peace education however, the followings made by some authorities are summarized here:

i. Peace education is learning that equips children/learners for critical thinking, finding solutions for problems and transformation of a community (Dewey, 1938).

ii. Peace education lays emphasis on ensuring a culture of peace (Wessell, 1994).

iii. it is a method of transferring a conflict promoting culture to a culture of peace. This is done by exercising the human psyche (mind) for peace (Freire, 2006)

iv. it means educating the mind towards advancing human knowledge and values which could help to identify and understand sources of local and global issues and acquire positive and appropriate sensitivities to these problems. Learning skills in peace education is a catalyst for settlement of crisis and an opportunity to seek for truth without recourse to destructive tendencies. An education that equips people to see their diversity positively by building respect for all (Abebe, 2006).

v. to discuss peace education entails learning about the contributions of peace, the issues that damages it; and the likely behaviour that can degenerate to war. Itencompass' what peace might stand for different people and cultures.

Learning for peace could be understood from the knowledge one can gather to face the multiple challenges bedeviling our environment. Peace education explains being empowered through

learning on how to deal with conflicts without recourse to violence, it embodies thinking creatively, learning to use the systems of active non-violence through constructive approaches (Space for Peace as cited in Biswas, 2018). Lessons learnt from peace education are dynamic tools for removing factors that could instigate violence and create possibilities for resolving differences. It supports societies to develop effective participatory capacities towards resolution of topical issues and opens doors for helping humanity acquire peace (Reardon, 2016). In the words of Reardon, peace education is focused on the core of solving any type of violence not minding its nature. Violence is an attitude which one might choose as a choice and that been the case made also wish not to make a choice by thinking of peace as an alternative.

The entire essence of Peace education is aimed at cultivating peaceful behaviour among children, and other categories of people. This no doubt could only be done when the teachers are well trained to impact the knowledge, they have acquired upon the children. Peace education should be all embracing in issues concerning the pedagogy of the child. The curriculum for such education should encompass studies in social justice, human security, issues of social welfare, concerns about gender issues, trafficking of arms and civil negotiation.

#### **Likely instigators of violence**

Although violence resulting into fighting is about the most known form of chaotic situations among school children, there are various other types of unpleasant experiences that impinges on the individual, community and in some instances a nation at large. Some other situations humans are confronted with include, social degradation, threat to life, oppression, exploitation, poverty, discrimination and injustice among others. Violence could be classified into mental violence, verbal violence and physical violence. In this respect, the mental aspect has to do with the thought processes of men. The emphasis here according to Srinivan (2016) is that before the physical manifestation of any action, the individual will first consider the issues in his/her mind. The implication here is that thinking evil or contemplating evil about another person is a form of violence.

The second form of violence is verbal violence. This type of violence applies direct communication most times with hoarse words which denigrate the individual receiving the insults. Some school teachers and children are fun of verbally being abusive. They also fancy doing a lot of name calling on their victims. Physical violence is the



most commonly experienced form of violence in schools, homes, and communities. Under such situations, the victimizer inflicts physical pain upon their victims. For example, inflicting pain on the child with the cane is an aversive punishment.

As shown above, the beginning of conflict is nursed in the mind, demonstrated through verbally insulting or using very foul languages on the fellow they want to run down and this could then metamorphose into physical fighting or destruction of properties. These triangular process takes place in many conflict situations. The implication is that violence happens when there is deprivation and frustration in a community. Violence could also be instigated when scarce resources are unfairly distributed. Again, societies experience violence due to intolerance and religious differences among cultural groups. Whole communities had passed through untold hardship as a result of divergent belief systems, as well as social norms they adhere to. In an enlightened community, nobody will wish to be un-duly pressured and deprived of their fundamental rights. In all of these, what opportunities will enable the peace that will be long lasting is tolerance, harmonious co-existence, the ability to listen to each other, deliberately showing concern or being empathetic to the feelings of others, and exhibiting a life style of fairness to all with justice as the hall-marks of peace.

School stress experiences can be a source that leads to depression among learners. Amalu and Bassey (2020) had stated that insecurity, being over strict with discipline by teachers and school heads, peer pressure to join cult or antisocial gangs and bullying may affect learners negatively. Other reasons could include lack of educational materials, frequent fee drive for non-payment of school fees, low self-esteem, repeating the same class, being overly dependent on others, self-criticism or pessimistic assertions could all propel students to develop suicidal thoughts while in school.

The aims of peace education among others is to enable the child to focus on ensuring that the world be made a better place for all in terms of quality living; create room for unity among children as they grow up; seek for ways that will be non-violent that can foster a sound relationship among members of the society; it assist in organizing people to understand the importance of participatory and harmonious living; students could through teaching from peace education be motivated to be advocates of peace by becoming peace ambassadors and advocates for inclusiveness at both the local, State and national levels. Beyond all these, students are exposed early enough to acquire positive

methods of resolving differences that could have erupted in to violence. Peace education is a formal means by which young people can become aware of the roles they can play to settle situations without confrontation before it de-generate to violence and conflicts. With all these, it is clear that effectively equipping schools could serve as one of the only institutional mechanisms that society can use to achieve the mission of peace education which without doubt is a veritable tool for national development.

### **Problem of the study**

The Nigerian school system is experiencing a lot of violent situations and from every indication the challenges had deferred many solutions that had being proffered so far. For example, the schools are facing various external aggressors such as Boko Haram insurgency wherein multiple school children have been captured and held hostage since the first incidence of the Chibok School Girls in 2014. The attacks on every level of school had created doubts as to the safety of the schools to parents and the managers of the school systems. As though this is not enough, the children in school appears to be traumatized by varying degree of sad experiences ranging from bullying, being harassed sexually, sometimes forced in to joining cult groups they did not bargain for either by their peers or by some influential characters, receiving unimaginable insults from their teachers and peers, fighting, threats and other forms of violence while schooling. In extreme cases, some students have been tortured to death in schools. Students these days carry weapons and other dangerous arms to inflict harm on other fellow students and teachers. These unfortunate behaviour of the school children had resulted to poor academic performances and anxiety among students. There are reports, that one out of every five children drop out of school due to school-based violence and other hostile conditions (Ikiyei, et al, 2022). There is anxiety in the Nigerian society now because these children would have been the builders of the nation's future tomorrow. Beyond the destruction of school property, most of the children end up as deviants, cultists, some indulge in abusing drugs and become addicts to alcohol. They may also graduate in to adulthood with violent and criminal tendencies. Except they are fortunate, crossing the poverty line may permanently be an allusion for such children. As life progresses, many of them with traits of violence experience instability in their marital lives and also at their places of work. The question seeking for answers is how did our society got to this level because ordinarily, the



school setting is supposed to be siren and exclusive for the molding of young minds by their teachers. Violence has never helped any nation, rather it constitutes untold hardship, suffering, creates hatred among people and under develops a nation. In the light of the above, this study is intended to investigate some likely instigators of school-based violence among Senior Secondary School Students in Kolokuma/Opokuma Education Zone of Bayelsa state and to find out whether peace education could serve as a yard-stick for establishing peace and civility among the school community.

**Objectives of the Study**

The main objective of the study is to identify the instigators of school-based violence and how to navigate through peace education to ensure that there is harmony in the Nigerian school system.

**Research Questions**

Two research questions were constructed to direct the study.

- i. How do secondary school students personally experience violence in their schools?
- ii. What could likely make secondary school students to react violently in school?

**II. Method**

A survey design was adopted for the study. There are eleven public secondary schools in Kolokuma/Opokuma Educational Zone. The

researchers adopted a proportionate sampling technique to select five schools. From each of the selected schools, forty (40) senior secondary school students were randomly selected as sample for the study. The total sample size for the study is two hundred (200). A researcher prepared instrument titled “Instigators of violence among students Questionnaire (IVSQ)” which is made up of two parts was developed to elicit information from the respondents. The first part constituted demographic information of the respondents while the second part constitutes two sub-sections with ten items in the first section and twenty items in the second part. The researcher, personally went to the five sampled schools to administer the instrument and was assisted by the teaching staff of each of the sampled schools during administration. The researchers had earlier administered the instrument in two schools which were not selected as sample for the study using Pearson’s Moment Co-relations Coefficient to ascertain the reliability of the instrument. A score of 0.71 was obtained from this pre-test indicated that the instrument is reliable and strong enough to be used for the study. After the administration of the instrument, the responses were retrieved instantly upon completion by the respondents, this was to avoid attrition. Scoring from the respondents were calculated using frequency counts and per centages for the analysis of the items in the instrument.

**III. Result of data analysis**

Research Question I: How do you personally experience violence in your school?

**Table 1:** Show analysis of research question 1 using frequency counts and per centages.

|  | Always      | Never       | Decision |  |
|--|-------------|-------------|----------|--|
| i. I feel bullied in school.   | 136 (66%)   | 68 (34%)    | Accepted |  |
| ii. I am involved in fighting with my peers.   | 121 (60.5%) | 79 (39%)    | Accepted |  |
| iii. I don't feel like interacting with other students because they make jest of me. | 83 (41.5%)  | 117 (58.5%) | Rejected |  |
| iv. I am not happy because my teacher is abusive                                     | 152 (76%)   | 48 (24%)    | Accepted |  |
| v. I will not go to school again but for the fear of for my parent's reaction.       | 183 (41.5%) | 117 (58.5%) | Rejected |  |
| vi. I feel intimidated in the presence of my teachers and peers.                     | 102 (51%)   | 98 (49%)    | Accepted |  |
| vii. I feel like fighting every other day in school                                  | 107 (53.5%) | 93 (46.5%)  | Accepted |  |
| viii. I see my teachers and other students taking advantage of me sexually.          | 78 (39%)    | 122 (61%)   | Rejected |  |
| ix. I feel unwanted mix with students from other ethnic group.                       | 89 (44.5%)  | 111 (45.5%) | Rejected |  |
| x. I am scared that my school could be attacked by mischief makers.                  | 164 (82%)   | 36 (18%)    | Accepted |  |

Research Question 2: What are the likely factors that can lead you to behave violently.



**Table 2:** Showing analysis of research question 2 using frequency counts and per centages.

|  |            |            |          |
|--|------------|------------|----------|
| i. I feel cheated when I am punished with impunity.  | 125(62.5%) | 75(37.5%)  | Accepted |
| ii. Grass-cutting as punishment while others are learning.   | 143(71.5%) | 57(28.5%)  | Accepted |
| iii. Grass cutting while others are learning.  | 169(84.5%) | 31(15.5%)  | Accepted |
| iv. Being sent out of the class most times during classes.   | 128(64%)   | 72(36%)    | Accepted |
| v. By not being given fair opportunity to respond to an accusation before being punishment.                  | 118(59%)   | 72 (41%)   | Accepted |
| vi. My teachers/senior students touch's my privates at the least opportunity.                                | 118(59%)   | 72 (41%)   | Accepted |
| vii. Some teachers have favourite students whom they give special preference during scoring.                 | 186(68%)   | 64 (32%)   | Accepted |
| viii. My teachers call me names that are derogatory.   | 56 (28%)   | 114(72%)   | Rejected |
| ix. My fellow students are instructed to stay away from me (social isolation).                               | 71 (35.5%) | 126(64.5%) | Rejected |
| x. My classmates make mockery of me when ever I attempts to ask questions in class.                          | 136(68%)   | 74(32%)    | Accepted |
| xi. Both teachers and students extort money from me.   | 56 (28%)   | 144(72%)   | Rejected |
| xii. I feel exploited when my school Principal and teachers ask me to pay for items that I ought not to pay. | 139(69.5%) | 61(30.5%)  | Accepted |
| xiii. I feel happy when negative comparisms are made about me.   | 148(74%)   | 52 (26%)   | Accepted |
| xiv. I am afraid to speak out in school for fear fear of being victimized by the school authorities.         | 157(78.5%) | 43(21.5%)  | Accepted |
| xv. I live in fear every passing day while in school because threats.  | 23 (11.5%) | 177(89.5)  | Rejected |
| xvi. I can comfortably stay alone in my classes  | 161(80.5%) | 39(19.5%)  | Accepted |



|   |            |            |          |
|---|------------|------------|----------|
| at night to study without fear of molestation.  |            |            |          |
| xvii. I had to attach myself to some students that are known to be untouchables for purposes of protection from troubles in school. | 32(16%)    | 148(74%)   | Rejected |
| xviii. I feel many teachers are not practicing what they are teaching us.   | 153(76.5%) | 47(23.5%)  | Accepted |
| xix. I see myself imitating negative vices because the society appear to be applauding those indulging in such behaviour.           | 87(43.5%)  | 113(56.5%) | Rejected |
| xx. I perceive dishonesty all around me.  | 133(66.5%) | 67(33.5%)  | Accepted |
| xxi. I feel cheated and need to fight for myself.   | 126(63%)   | 74 (37%)   | Accepted |
| xxii. I can destroy my school property if that can serve as a source of revenge for me.   | 162(81%)   | 38 (19%)   | Accepted |

#### IV. Discussion of Findings

From the scores obtained in Research Question 1, “How do secondary school students personally experience violence in their schools?”, there are indicated that out of the ten (10) items, six (6) items were “Accepted” while four (4) items were “Rejected”. This implies that students can perceive violence within their school environment even when they behave as though all is well in the school. An astonishing finding from this analysis, is that it is obvious that the students are ever apprehensive of external attacks by mischief makers (item x, is ranked highest with 82 per cent of the respondents) agreeing that they are scared of external attacks in Bayelsa State. An environment in which no such mishaps had occurred. One can then begin to imagine the mindset of school children in Borno State wherein Boko Haram insurgency is a recurring decimal. This finding is in line with the submissions of Oluwayinka (2023) and Srinivan (2016), which states that violence begins with a mental picture of what is to happen. Many students expressed their worries about the violent situations they under-go in silence in their schools. There are indications that students are bullied, intimidated and even sexually harassed in school. This is in line with the findings of Biswas, (2018) and Amalu and Bassey (2020) that students experience various forms of insecurity while in school. The school atmosphere is no longer clement as society expected it to be. The position of Harber and Sukade (2009) is equally in tandem with the results obtain from this study, insecurity is visibly perceived in most school settings in Nigeria.

Findings from Research Question 2, “What could likely make secondary school students to react violently in school?” also indicated that out of the 22 items, only items viii; ix; xi; xv; xvii and xix were “Rejected” all other items were “Accepted”. This implies that students are aware and very conscious of the instigators of violence in school. When their rights are trampled upon, students may from time to time vent their bottled-up anger against the school system or even the entire society. For instance, the nationwide “#End-Sars#” protests of 10<sup>th</sup> October, 2021 are eloquent testimony of how a people could react when they have endured enough. The “Spring Uprising” in Egypt, Tunisia, and Libya are further testimonies of what young people can behave or react when pushed too far. The instigators of violence from the study indicated that, conflicts could occur due to psychological, verbal and physical factors in school. These positions are also in agreement with Amalu and Bassey (2020) who emphasized that through peace education tolerance and harmony could be ensured.

#### V. Conclusion

In this study, the researcher considered the instigators of school-based violence and maintained that through peace education, various forms of violence that students are experiencing could be ameliorated. Instigators of violence include bullying, verbal abuse, child molestation, insults leveled on students, making jest of one another among students, not given a listening ear to students



before disciplining them, sexual exploitation, extortion among others.

The importance of peace education is discussed as an alternative for ensuring peace not only in our schools but also in the larger society. Peace education in itself, is difficult to obtain genuinely without proper education. Cultivating a culture of peace, is the responsibility of all but teachers are encouraged to be peace-builder. Their responsibilities are enormous as they can help to develop or sowing the seeds of tolerance in the tender minds right from the nursery levels of schooling. Only through peaceful co-existence could our dear Nation (Nigeria) experience real economic and social development.

## VI. Recommendations

It is therefore recommended from the findings of the study that:-

1. Peace education as a subject be made compulsory for every phase of the child's education beginning from the nursery level up to the tertiary levels. When these young minds are trained to inculcate peace early, they will learn to cultivate peace for life.
2. Deliberate efforts should be made by the curriculum planners and government to make it a policy to train teachers who would be specialists in the teaching of peace education for students at all levels.
3. There should be seminars, programmes and workshops organized for both Non-governmental organizations and religious bodies to discuss the importance of peace from time to time.
4. Students should be taught about the horrors of war as an impediment to development. They should be taught effective listening techniques so as to understand the essence of proper communication for peace to reign in society.
5. At every level of schooling, the values of fair play and justice should be considered as extremely important for violence not to brew in schools or in the minds of individuals.
6. Special teachers should be specifically trained to teach Peace education just as teacher for other subjects like Mathematics or English language are being trained. An important subject like Peace education cannot only be taught as a General Studies course in the higher institutions.
7. Classroom teachers should consider all children in their classes as their own, and not have or keep some students as their favorites. They should discourage all forms of unhealthy rivalry and competition among their students rather cooperative learning should be encouraged in schools.

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