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IMPACT OF TEACHER VIOLENCE ON ACADEMIC PERFORMANCE OF UNDERGRADUATES OF IMO STATE UNIVERSITY

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Abstract
The study investigated the impact of teacher violence on academic performance of undergraduates of Imo State University, Owerri. Three specific purposes in line with three research questions guided the study. Descriptive survey design was adopted for the study. The population of the study comprises all the undergraduates in the 23 faculties in Imo State University, Owerri totaling 40, 201 students. Stratified random sampling technique was used to draw a sample size of 400 across all levels of undergraduates' students. The researcher developed the instrument for data collection titled: Teacher Violence and Students Academic Performance Rating Scale (TVSAPRS). The instrument for data collection was validated by three experts, two from Educational Measurement and Evaluation and one from Educational Psychology. The reliability coefficient of the instrument was established as 0.88 using the Pearson's Product Moment Correlation Formula and test and retest method. Mean and standard deviation were used to answer the research questions and the findings identified some forms of violence exhibited by teachers in Imo State University Owerri which include among others as: threatening to deal with students or fail them, sexual harassment, touching in a sexual manner without consent, calling them abusive names, physical and emotional assaults. It was found that to a large extent, teacher violence on student affect their academic performance negatively. It was recommended among other things that university administrators

should organize seminars and workshops for teachers on the dangers of their violent behaviours on students' academic performance; the university should ensure that the school manual (handbookon rules and regulations) are followed by both students and teachers/lecturers. School authorities should device measures to deal with any teacher found guilty of the act.
Keywords: Teacher Violence, Academic Performance, Undergraduates

Introduction

Tertiary institution is very critical for the development of the individual and nation. They provide education that will help the individual acquire skills and knowledge that will help him to be useful and productive (World Bank, 2024). Imo State University established in Owerri is part of the global community. Imo State University comprises of many people including staff and students from diverse families and socio-cultural backgrounds. It has been found that in many tertiary institutions in Nigeria, students are besieged with different forms of violence from their teachers and students from Imo State Universities are not exempted from these forms of violence. Students have complaints of different forms of maltreatment from their teachers such as: slapping, kicking, and beating, sexually harassment, calling students abusive names, threatening students with failure, intimidating and insulting students. It is not surprising that the rising wave of violence in the world today has permeated into the tertiary institutions (Dosunmu & Aromolaran, 2012).

Contrary to the erroneous assumption of the general public that education sector is an impeccable field far from influence of negative actions, in reality it is influenced by many negative factors. One of such influences is violence (Ardestani, Saber, Dehghan, Iranpour & Baniasadi, 2022). Violence has been defined as the intentional use of physical force or power, threatened or action, against oneself, another person or against a group or community which either results in or has a high-likelihood of resulting in injury, death, psychological harm, mal-development or deprivation (IGI Global, 2020). Ipem, Ajuzie, and Jimoh (2021) defined violence as the extortion of physical force to injury or destruction accompanied by emotion,

anger and hostility. Explaining further, the researchers described violence as the force to harm or injure or abuse someone which involves bullying, slapping, hitting, sexual harassment, intimidation and verbal abuse. Violence according to Yarigholi, Ghasazadeh, Yarigholi (2018), is related to any physical, psychosocial and emotional pressure to anybody that lead to injury, hurt and any emotional problem. Individuals under the age of 18 can develop violent behaviours in school (Pajuhi&Nadi, 2017).Ipem, Paul-Cookey and Anusiem (2016) described violence as any behavioural act that is intended towards hurting, injuring or killing someone.

School violence comes from many sources, so you need to know a lot about them (Mcgaha-Garnett, 2013). Violence affects both teachers and students (Navarro & Tudge, 2022). Insults, fights, research on physical and psychological characteristics, socio-economic status, and religious or ethnic affliation are all examples of violent incidents at school (Cascodi, King, Rector, & Delpozzo, 2018). School violence makes classrooms and school environments unhealthy, hard for teachers to teach, and disrupts the relationship between students and teachers (Yang, Quin & Ning, 2021). Teacher violence is defined as the intentional use of power by teachers against students in a variety of ways including physical, verbal, and psychological and sexual assault (Ardestani, Saber, Dehghan, Iranpour & Baniasadi, 2022).

The psychological aspect of teachers' violence has been defined as any intentional conduct that seriously impairs another person's psychological integrity through coercion or threats (European Institute for Gender Equality, 2023). Violence can take the form of coercion, defamation, verbal insult or harassment (Rutherford, Zwi, Grove & Butchart, 2007). Newfoundland (2023) identified different forms of violence such as:, hitting, pinning, hair-pulling, arm-twisting, strangling, burning, stabling, punching, pushing, slapping, beating, shoving, kicking, choking, biting, force feeding, or any other rough treatment; assault with weapon or other objects; threats with a weapon or objects; deliberate exposure to serve weather

or inappropriate room temperatures; and murder; touching in a sexual manner without consent (e.g., kissing, grabbing, fondling); forcing sexual intercourse; forcing a person to perform sexual acts that may be degrading or painful. Ipem, Paul-Cookey and Anusiem (2016) identified bullying, bullying, sexual harassment, threatening to deal with an individual, calling names, and use of abusive words as forms of violence.

Verbal, physical and psychosocial abuses are forms of violence (Kord, 2018) and has negative consequences on victims (Ardestani, Saber, Dehghan, Iranpour & Baniasadi, 2022). It has been positioned that it causes academic difficulty, low self-esteem, school avoidance, depression and anxiety (Lester, Lawrence & Ward, 2017). According to Wijayarantne (2020), victims are more anxious and insecure than their peers. However, to some authors, the consequences of teachers' violent behaviour include: low self-esteem, feeling of pessimism, humiliated, ashamed, isolated, and unattractive in front of their peers (Vaezie, 2018; Kennedy, 2022). These observations suggest that teachers' violence can negatively influence students' effective learning. Different levels of school violence are available and teachers frequently use physical and emotional violence against children (McMahon, Raddy, Espellage & Aderman, 2017; Mahdian, Hakimzadeh, Safaimovahed, and Salehik, (2017). Kord (2018) noted that verbal, physical, and psychological abuse are forms of violence. Studies conducted on physical violence indicated that people, who were angry a lot and did violent behaviours, put a lot of pressure on their bodies, leading to prolonged problems in heart and the nervous system (Payne & Gottfredson, 2019).

Other negative consequences of violence include academic difficulty, low self-esteem, school avoidance and anxiety (Lester et al., 2017). Victims of school violence are more anxious and insecure than their peers, and their reaction is to cry and isolate themselves (Wijayaratne, 2020). Victims have low self-esteem and feel pessimistic, humiliated, ashamed, isolated,

rejected and unattractive in front of their peers (Vaezi, 2018). They have poor social skills and difficulties in their interpersonal relationships, such as social anxiety, loneliness, and fear of being judged negatively academically (Tayag & Gonzales, 2021). Academic performance is one of the effective factors on learners' achievement. Ipem, Eluemuno and Onah (2023) described academic performance as the ability of pupils to remember things and communicate their understanding vocally or in writing. The researchers further described academic performance as how well students do on test and examinations.It is a major factor which shows the performance of a student after an exam (Alaribe, Ipem, Oyeyemi & Chukwuonu, 2023). Epunam (2019) viewed academic achievement of students as the learning outcomes of the students which include knowledge, skills and ideas acquired and retained through his course of study within and outside the classroom situation. This definition suggests that learning is more likely to take place outside the classroom that is without the teacher being physically present (Claiborne, Morrell, Bandy & Bruff, 2020). Based on the foregoing, it is very clear that various forms of teacher violence exist in Imo State University. However, the extent each of the forms exists is not known. It is against this background that the researchers have decided to investigate the impact of teachers' violence on the academic performance of undergraduate students of Imo State University, Owerri.

Statement of the Problem

Student's Academic Performance (SAP) is a very important factor in education. It is no doubt that the main focus of all educational activities which has received tremendous attention from educationalist. People sees school as the next most secured place for students apart from home considering the believe of parents that the teachers and the school authorities are with them. However, contrary to this erroneous assumption of the general public that the school is an impeccable field far from influence of negative actions, many others exist in reality which

includes violence. It has been noticed that students of tertiary institutions in Nigeria and Imo State in particular especially Imo State University experience violence. It was observed that students of IMSU experience different forms of violence from their teachers which ranges from sexual harassment, maltreatment, insults and assaults, intimidation, extortions, calling them names, threat of failure etc.

These can cause tension, depression, frustration, and stress which are not healthy to academic life; hence can lead to poor academic performance and withdrawal from school. Studies on violence in education have focused more on violence against teachers. This was primarily on the thinking that teachers who teach the citizens the norms and values of the society are well educated and decent; hence could not be involved on violence. However, the reality on ground has shown that teachers can be violent against the students. Only very few studies have focused on investigating teacher violence in schools especially in tertiary. Moreover, little or no study has been carried out on related issue as concerning Imo State University. An in-depth and comprehensive study on awareness and prevention of violence in tertiary institutions is both urgent and necessary. Therefore, the gap this study tried to fill; to investigate the impact of teacher violence on the academic performance of undergraduates of Imo State University, Owerri.

Purpose of the Study

The purpose of the study is to determine the impact of teacher violence on the academic performance of undergraduates of Imo State University. Specifically, the study sought to:

1. Investigate the forms of teacher violence that exist in Imo State University Owerri.
2. Determine the extent to which lecturers exhibit the identified forms of teacher violence.
3. Find out various ways that teacher violence negatively influences undergraduates' academic performance.

Research Questions

The following research questions guided the study

1. What forms of teacher violence exist in Imo State University Owerri?
2. To what extent do the lecturers exhibit the identified forms of teacher violence?
3. In what various ways does teacher violence negatively influence undergraduates' academic performance?

Method

The study adopted a descriptive survey research design because according to Nworgu (2015) it will help the researcher to collect data and describe it in a systematic manner, the characteristics, and features of facts about a given population. The population of the study comprises all the undergraduates' students in the 23 faculties and 68 departments totaling 40,201 students. The choice of undergraduate students was that they are still on ground to fill the questionnaire themselves. (Planning Research Statistics Unit of Imo State University 2022/2023 Academic Session).The sample size was 400 respondents drawn using stratified random sampling techniques. The students exist in different level of study called strata. Using simple random sampling technique, the researcher drew 10 departments from the total of 68 departments by paper balloting. Then the research drew 40 students from each of the departments drawn across the various level (strata) students in that department this give a total of 400 undergraduates.

The instrument for data collection is a rating scale titled: Teacher Violence and Students Academic Performance Rating Scale (TVSAPRS). It comprises of three clusters: A, B and C. Clusters A and C were scaled on four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) while cluster B was scaled on four-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The

instrument for data collection, 'Teacher Violence and Students Academic Performance Rating Scale' (TVSAPRS) was validated by three experts: two from Educational Measurement and Evaluation and one from Educational Psychology.

Reliability coefficient of temporal stability of the instrument for data collection was estimated using test and retest approach. Twenty-five (25) (undergraduates from Alvan Ikoku Federal University of Education (AIFUE) Owerri were randomly selected from the seven faculties of the university and used for the pilot study. The choice of AIFUE is justified because the two universities have similar characteristics in their teachers, students and their geographical location. The instrument (TVSAPRS) for data collection was administered and their responses weighed and scores recorded as X-scores. Two weeks after, the same instrument was re-administered to them, their responses were weighed and scores recorded as Y-scores. Then the Pearson's Product Moment Correlation Coefficient Formula by raw scores approach was used to estimate the reliability coefficient of stability overtime of the instrument as 0.88 index. Data collected were analyzed using mean, and standard deviation. Responses were weighed using the four rating scale the criteria mean of 2.5 (i.e. average of the four-point scale) is used to determine the agreed or disagreed problems. The mean of 2.5 and above are regarded as agreed while the mean score below 2.5 are regarded as disagreed.

Results

Research Question One: What forms of teacher violence exist in Imo State University Owerri?

Table 1: Mean and standard deviation on forms Teacher Violence Exist in Imo State University Owerri

S/N	Item Statement	$\bar{x}$	SD	Decision
1	Slapping , kicking or beating students	2.72	0.53	Agreed
2	Assault students with weapon or other objects	2.73	0.78	Agreed

3	Threat students with a weapon or object	2.73	0.78	Agreed
4	Forced students into having sexual intercourse with them	3.00	0.69	Agreed
5	Unfounded allegation of promiscuity against students	3.02	0.65	Agreed
6	Calling students names	2.75	0.44	Agreed
7	humiliating/making fun of students	2.75	0.44	Agreed
8	Intimidating students causing fear to gain control	3.02	0.65	Agreed
9	Threatening the students with failure in his course	3.14	0.55	Agreed
10	Treating students like child or servant	3.14	0.55	Agreed
11	Insulting students	2.75	0.44	Agreed
12	Threatening to hurt students if the person does not co-operate	3.02	0.65	Agreed

Table one showed the mean, standard deviation and the decisions taken per item on form of teacher violence that exist in Imo State University. The table revealed that each of the 12 items has mean value of approximately (i.e. to the nearest whole number) 3.00 hence indicating that the respondents agree that such forms of teacher violence exist. Again since the mean of each of the items is above the item in mean of 2.5 (average of the four-point scale) they all agreed that they have been existing in the campus.

Research Question Two: To what extent do the lecturers exhibit the identified forms of teacher violence?

Table 2: Mean and standard deviation on the extent Lecturers Exhibit the Identified Forms of Teacher Violence.

S/N	Item statements	$\bar{x}$	SD	Decision
1	Slapping, kicking or beating students	3.02	0.65	Agreed
2	Assault students with weapon or other objects	2.75	0.44	Agreed
3	Threat students with a weapon or object	2.75	0.44	Agreed
4	Forced students into having sexual intercourse with them	3.11	0.61	Agreed
5	Unfounded allegation of promiscuity against students	3.10	0.63	Agreed
6	Calling students names	3.31	0.54	Agreed
7	humiliating/making fun of students	3.31	0.54	Agreed
8	Intimidating students causing fear to gain control	3.52	0.56	Agreed

9	Threatening the students with failure in his course	3.52	0.54	Agreed
10	Treating students like children or servants	3.66	0.61	Agreed
11	Insulting students	3.31	0.54	Agreed
12	Threatening to hurt students if the person does not co-operate	3.66	0.61	Agreed

Table 2 showed the mean, standard deviation and decisions taken per item. The table indicated that majority of the items- item with serial numbers 1, 2, 3, 4, 5, 6, 7 and 11 have mean value of approximately (i.e. to the nearest whole number) 3 which means that such forms of teacher violence occurs at moderate extent the remaining others have mean value of approximately 4 which indicated high extent.

Research Question Three: What are they ways teacher violence negatively influence undergraduates' academic performance?

Table 3: Mean and standard deviation on ways Teacher Violence Negatively Influence Undergraduates Academic Performance

S/N	Item statements	$\bar{x}$	SD	Dec.
1	Develop low self-esteem	3.80	0.41	Agreed
2	Be depressed	3.78	0.41	Agreed
3	Be more anxious and lack concentration in their study	3.32	0.49	Agreed
4	Hate the lecturer and show lack of interest in his/her lecturers	2.92	0.88	Agreed
5	Feel insecure in their class	3.22	0.52	Agreed
6	Feel pessimistic which will destroy their academic hopefulness	2.91	0.86	Agreed
7	Feel humiliated and ashamed can prevent them from asking relevant questions to their lecturer that could help them to learn	3.78	0.41	Agreed
8	Feel humiliated and ashamed which can make them isolated, unattractive among their classmates hence destroy co-operative learning	3.78	0.41	Agreed
9	Be ill due to the intimidation and threat of failure consequently rob the students time and energy to study	2.92	0.88	Agreed

Table 3 showed the mean values, standard deviation, and decision taken for each of the items based on the values of the mean. The table showed that the mean value for each of the items with serial numbers: 1, 2, 7, and 8 is approximately 4 (i.e. to the nearest whole number). This

means that the respondents strongly agree with each of those items. A similarly, the mean values of each of the remaining items has mean of approximately 3 which indicated agree. This means that the respondents agreed with such items. Since each of all the items is greater than the criterion mean of 2.50 (i.e. average of the four point scale), all the items are agreed to be ways through which teacher violence negatively influence students effective learning.

Discussion of Findings

The findings of the study revealed some violent behaviours that most of the lecturers use to exhibit which include: slapping, kicking or beating students, assault students, threaten students with a weapon; forced students into having sexual intercourse with them; calling students names, humiliating/making fun of students; intimidating students, threatening the students with failure in his/her course; treating students like a child or servant and insulting students. This finding is consonance with Newfoundland (2023) who identified physical, sexual, emotional and psychological violence meted on students by teachers.

The findings also revealed that to a high extent teachers exhibit 12 identified violence in this study, such as: slapping, kicking or beating students, assault students, threaten students with a weapon; forced students into having sexual intercourse with them; calling students names, humiliating/making fun of students; intimidating students, threatening the students with failure in his/her course; treating students like a child or servant and insulting students. The finding is in agreement with McMahon, Martinez, Raddyetal (2017) who found that different levels of school violence are available and teachers frequently use the physical and emotional violence against children.

The finding also revealed that teacher violence to a high extent affects students' academic achievement. The finding is in consonance with Motsoeneng (2022) who worked on

negative consequences of teacher directed violence and found that when violence is directed to students it negatively affects their academic performance. Also in line was the finding of Wijayaratneetal (2020) and Vaezi (2018) who found that teacher violence negatively affects students as they develop low self-esteem; depression; anxiety, frustration, and lack concentration in their study; hate the lecturer and show lack of interest in his/her lecturers; feel insecure in their class.

Conclusion

Violence is a global issue in Nigeria particularly in tertiary institutions. However, teacher violence on undergraduates of Imo State University cannot be overemphasized. IMSU undergraduates experience different forms of violence. They are extorted, sexually harassed, insulted and even assaulted, intimidated, called names and threatened with failure. These forms of violence can distort academic progress and lead to poor academic performance and withdrawal from school and school activities. This therefore calls for an urgent need to address this wild issue in the tertiary institutions.

Recommendations

Based on the findings and the implications of the finding recommendations were made

1. The University administrators should organize seminars and workshops for teachers on the dangers of teacher violence on the student's academic performance.
2. The teacher education institutions should ensure that their products (teaches) have adequate knowledge on how to manage students bad behaviour instead of resorting to violent behavior.
3. The teacher education regulatory agencies should synergize with the universities administrators to come up with better policies to solve this problem.

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