

Managing School Violence for Effective delivery of Instructions in Public Universities Classrooms in Nigeria

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Abstract: This paper is on managing school violence for effective delivery of instructions in public universities classrooms in Nigeria. University of Port Harcourt River State was chosen for this study to represent public universities in Nigeria. Descriptive survey research design was used for this study. One research question guided this study. Population of this study is 11,000 which comprised 5,000 males and 6,000 female students from University of Port Harcourt River State. Stratified random sampling technique was used to select 35 male each from department of mathematics education and educational management in the Faculty of Education of University of Port Harcourt. On the other hand, 40 female students each were selected from accountancy and Business Administration in the Faculty of management sciences of University of Port Harcourt. This gave a sample size of 150 students. Instrument used for data collection was a researcher developed questionnaire "titled, managing school violence for effective delivery of instructions in public universities classrooms in Nigeria" was used, with four rating scale of strongly agree, agree, disagree and strongly disagree. The instrument was validated by two specialists from Imo State University Owerri. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument was reliable for use in this study. Mean scores were used to analyze the data. The finding from this study reveals varied incidences of violence ranging from cultism, rape, stealing, fighting, maiming and killing in some public universities in. Violence has at times caused sudden strikes, total decline of some way laid students out of public universities environment. It has also caused significant backdrops on the academic performance of students in public universities in Nigeria. It was recommended in this study that government should provide adequate security in public universities in Nigeria. This would forestall incidences of violence in public universities in Nigeria. It was also recommended that orientation programmes should be made compulsory and regular in public universities. This would reduce violence in public universities in Nigeria

Keywords: Classroom, Classroom Violence, Classroom Management, Stress Violence Constitutes to Students, Lecturers and Public Universities Managers.

Introduction

Education is the right of every child. Education strengthens the capacity of children to be happy in life. It infuses into the child the culture of human rights and values. Education enables the child to acquire skills and knowledge in order to attract dignity, self-esteem and self-confidence to his personality. It serves as important resource for development of values to people cohabiting in wider communities or in the whole world.

Classroom

Classroom is a perfect shelter that ward-off the high handedness of the sun, rain and wind from penetrating on the body of students. Classroom from all indications is where the success or failure of the teaching and learning process is ignited, generated and sustained in the lives of students. It is a place where the students meet for the purpose of learning. Classroom is a very important subsection of a school approved or established by educational law to ensure that the entire number of students that comes to learn are educated (Nosiri, 2007). Classroom is a very important structure in function and operation of any school.

Classroom Violence

Violence is an uncanny attitude that creates disturbance in the classroom and entire school environment (Blanco 2015). Classroom violence is a phenomenon that has eating deep among students in primary, secondary and tertiary education institutions. Classroom violence may be open violence in the classroom or secretly perpetrated. Violence in the classroom is incidental and comes in the form of bullying, fighting, biting, or assault with weapons (Sergio, 2006). Violence hampers students and lecturers comforts in the

classroom. Constant or frequent violence in the classroom causes students to achieve lower academic results (Perezneito, Harper, Clench & Coarasa, 2010). Frequent harassment and bullying of some students by their classmates' causes some students marked decline in school environment. Frequent bullying, harassment and collection of some students personal resources in the classroom is sheer cultism. Violence possesses radicle or an insidious effect to student who witness it. In public universities, violence mostly contracted in the classroom is secretly perpetrated violence. Uncontrolled violence especially, secretly perpetrated violence causes some student's incompatibility to learn. Classroom violence creates atmosphere of fear, anxiety and insecurity to weaker students in the classroom. Violence possesses threats to Nigeria society and future of students as leaders of tomorrow. It is a serious condition that must be controlled for the safety of both lecturers and students in the classroom and generally, in the entire school or university environment (Gudvin, 2006). Violence gets heightened in the public universities classroom or lecture hall at the purview of lecturers that showcase I don't care or free rein attitudes to their classroom responsibilities thus allowing classroom coordination to drift into uproarious manner (Ogunu, 2001).

It is an unwanted attitude that creates disturbance, spreading like wild fire in an educational system (Furlong & Morrison, 2000). It affects students' academic dispositions and clouds students with poor academic grades. Some minor indiscipline such as; uncontrolled gum chewing, unnecessary student tapping and biting to a colleague, generates noise and violence in the classroom especially when those indiscipline are not controlled or managed by a lecturer or a teacher (Nosiri, 2007).

Classroom Management

Classroom management is systematic and orderly control of students and instructional materials in the classroom to enhance effective delivery of instructions and better achievement of students in the classroom. (Adsonjo & Oaitan, 2019). It is the process of maintaining appropriate behavior of students in the classroom (Emmer & Gerwet, 2006, Everton and Weinstein, 2006). Classroom management is the process of managing the physical and psychological classroom environment to create conducive atmosphere of learning and a desired learning out comes (Akpakwu, 2012). It is a teacher or lecturer responsibility geared towards planning, organizing, coordinating, motivating and controlling the actions of learners in order to achieve better instructional objectives (Igbacha, 2014). Effective classroom management creates supportive and social emotional students learning. During classroom teaching and learning transactions, teachers and lecturers ability are shown and assessed by their ability to use classroom management techniques to control inordinate behavior of students towards achieving meaningful learning outcomes in the classroom. Classroom management is a responsibility of teachers or lecturers. It is a means whereby teachers or lecturers control learning and directs students in the classroom (Johnson, 2020). Lecturers make use of effective classroom management to control excesses of students and preventing disruption from overriding the classroom. It is the processes of establishing rules, procedures, creating students attention to learn and arrangement of physical objects in the classroom (Brophy, 2006 Christiann, 2025). It is a means of violence prevention and conflict resolution in the classroom.

Stress Violence Constitutes to Students, Lecturers and Public Universities Managers

Overtimes, violence have affected well- being of lecturers and university management in public universities in Nigeria. A heightened effect of violence causes un-expected closure and prolonged strikes in some public universities. Violence in public universities include: Rape, bullying, drug abuse, vandalism, theft among others. In public universities, violence sometimes, escalates to uncontrollable state. It gives false feeling of power on overtimes to victims of the violence. Effects of violence causes learners inability to cope or stay comfortably in public universities environment to learn (UNESCO, 2011)

Statement of the Problem

Classroom is a place where the success or failures of students are generated or sustained. There are series of violence that becloud effective delivery of instructions in the classrooms. Sometimes, that violence comes in symptoms of play and later generate into uncontrollable fire of violence. Those symptoms include: Unnecessary seizure of some students belongings like money, books, bags by a senior student or by that student colleagues in the same classroom. Others include: unnecessary tapping of fellow student, chewing gum in the presence of lecturers or teachers, unnecessary noise making, fighting in the classroom, senior students exploitation of junior students, sexual harassment, rape, indiscriminate use and frequent brandish of weapons, general sheer cultism. These have riotously caused clamp down of school activities at various times in the school. Frequent violence in public universities have are imminent. Sometimes, the issues that result to that violence are not fathomed. Violence in public universities has caused significant back drops on academic performance of students especially, in public universities in Nigeria.

Methods

This paper is on managing school violence for effective delivery of instructions in public universities classrooms in Nigeria. University of Port Harcourt River State was chosen for this study to represent public universities in Nigeria. Descriptive survey

research design was used for this study. One research question guided this study. Population of this study is 11,000 which comprised 5,000 males and 6,000 female students from University of Port Harcourt River State. Stratified random sampling technique was used to select 35 male each from department of mathematics education and educational management in the Faculty of Education of University of Port Harcourt. On the other hand, 40 female students each were selected from accountancy and Business Administration in the Faculty of management sciences of University of Port Harcourt. This gave a sample size of 150 students. Instrument used for data collection was a researcher developed questionnaire “titled, managing school violence for effective delivery of instructions in public universities classrooms in Nigeria” was used, with four rating scale of strongly agree, agree, disagree and strongly disagree. The instrument was validated by two specialists from Imo State University Owerri. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument was reliable for use in this study. Mean scores were used to analyze the data.

Results

Research Question one:

What are the series of violence caused by some students in public universities in Nigeria?

Item Statement	X	Remarks	X	Remark
S/N				
1. Some students fight among themselves in public universities in Nigeria.	2.60	Agree	2.70	Agree
2. Male students rape female students.	2.80	Agree	2.60	Agree
3. Some students harass their fellow students.	2.70	Agree	2.60	Agree
4. Students override directives of public universities heads.	2.60	Agree	2.80	Agree
5. Strong students beat weaker students in public universities.	2.80	Agree	2.70	Agree
6. Some students cause cult actions in public universities.	2.70	Agree	2.60	Agree
7. Killing are sometimes exhibited by cult groups in public universities.	2.90	Agree	2.60	Agree
8. Stubborn students threaten lecturers.	2.70	Agree	2.80	Agree
9. A given number of students exploit other students.				
10. Premeditatedly, some students destroys public universities properties.	2.60	Agree	2.60	Agree

Test of Scores

The mean scores of the above analysis are: 2.60, 2.70, 2.80 and 2.90. However, the scores were above 2.5 decision rule. The findings revealed that the causes of violence are imminent in public universities in Nigeria. However, they are tantamount to incessant strikes and poor students learning outcomes.

Discussions of Findings

The finding from this study aptly showcased that violence is un-healthy rivalry that constitutes poor students learning in public universities in Nigeria. (Blanco 2015), identified that violence is an uncanny attitude that creates disturbance in the classroom and entire school environment. Violence may be open violence in the classroom or secretly perpetrated in public universities. (Sergio, 2006) averred that violence in the classroom is incidental and comes in the form of bullying, fighting, biting, or assault with weapons. Violence hampers students and lecturers comforts in the classroom. (Perezneito, Harper, Clench & Coarasa, 2010), explained that that frequent violence in the classroom causes students to achieve lower academic results. Frequent harassment and bullying of

some students by their classmates' causes some students marked decline in school environment. Frequent bullying, harassment and collection of some students personal resources in the classroom is sheer cultism. Violence possesses radicle or an insidious effect to student who witness it. In public universities, violence mostly contracted in the classroom is secretly perpetrated violence. Uncontrolled violence especially, secretly perpetrated violence causes some student's incompatibility to learn. Classroom violence creates atmosphere of fear, anxiety and insecurity to weaker students in the classroom. Violence possesses threats to Nigeria society and future of students as leaders of tomorrow. (Gudvin, 2006), opined that violence a serious condition that must be controlled for the safety of both lecturers and students in the classroom and generally, in the entire school or university environment. (Ogunu 2001), highlighted that violence gets heightened in the public universities at the purview of lecturers that allows tensions to drift in the classroom.

Recommendations

The following recommendations guided the study

1. Public universities heads should synergize with security enforcement agencies to beef up security in public universities. This would help to reduce incidence of violence in public universities in Nigeria.
2. Schools rules and regulations should be revitalized to control inordinate student's attitudes in public universities in Nigeria.
3. Periodic orientations should prevail in public universities. This would forestall violence in public universities in Nigeria.

Conclusion

Violence is a social phenomenon that could affect people at different strands. It is a willful or premeditated act that constitutes pandemonium or uproarious situations in public organizations especially, in public higher educational institutions in Nigeria. Intensity of violence causes cramps or hitches on public universities activities in Nigeria. Violence has caused sudden closure of schools such as; primary, secondary and higher educational institutions in Nigeria. Series of rumble caused by perpetrated violence in public universities have caused series of wounds, bruises, high blood pressure and tantrums to both students and lecturers. It behooves on university management, lecturers to think out a better classroom and general school management to control speedy perpetration of violence in public universities in Nigeria.

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