

IMPACT OF VIOLENCE ON CHILDHOOD EDUCATION IN KATSINA STATE, NORTHWESTERN NIGERIA

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KEYWORDS

Violence, Childhood, Education, Katsina State, Northwestern, Nigeria.

ABSTRACT

The Impact of Violence on Childhood Education in Katsina State, Northwestern Nigeria, is a critical examination of the multifaceted repercussions of violence on educational outcomes in the region. This study employs a desk-based library research method, drawing upon a comprehensive review of literature encompassing conceptual, theoretical, and empirical studies. Focusing on Katsina State, a region marred by persistent violence, particularly insurgency and banditry, the research aims to elucidate the complex dynamics through which violence disrupts childhood education. By synthesizing findings from diverse sources, including peer-reviewed articles, reports, and scholarly works, the study explores the varying forms of violence affecting educational access, quality, and attainment in the region. Additionally, it examines the theoretical frameworks underpinning the relationship between violence and education, while also analyzing empirical evidence to substantiate the observed impacts. Through thematic and comparative analyses, the study discerns patterns, identifies gaps, and offers insights into the overarching effects of violence on childhood education in Katsina State. The conclusions drawn from this synthesis inform evidence-based recommendations for policymakers, educators, and community stakeholders, aiming to mitigate the adverse effects of violence and promote resilient educational systems in Northwestern Nigeria.

I. INTRODUCTION

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According to Olaniyan and Obadara (2008), nursery and primary education occupies the first levels of education that introduce formal education or literacy to the children. Primary education is a foundation upon which all other levels of education are built. It is therefore imperative to say that the background or foundation of any formal organization of knowledge or education is the primary education. Education occupies a very significant position in the development Programme of any nation. It is the gateway to the future and the key to economic, social and political advancement of the whole world. Education is the vital instrument for social and economic mobility of any person and an instrument for transformation of the society at the national level. It remains a social process in capacity building and maintenance of society as it is a weapon for acquiring skills, relevant knowledge and habits for survival in the changing world (Fabiya, 2008).

This has thus become the fundamental reasons for the federal government's launching of the Universal Primary Education (UPE) in September, 1976. The scheme which was welcomed in any part of Nigeria aimed at among others upgrading enrolment, strengthening public institutions responsible for primary education and stimulating future planning for next phase of the Programme (U.B.E Digest, 2004). This scheme by the government in providing primary education did not yield significant result largely due to some factors which includes lack of continuity in the administration, poor coordination, corruption, mismanagement and the likes (Fabiya, 2008).

The multifaceted construct of "school violence" includes a wide variety of acts, such as physical assault and battery, physical aggression, noncontact aggression (e.g., throwing things), broadly defined externalizing behavior, bullying, fighting, robbery, unwanted sexual contact, weapon possession, and verbal threats. Although school violence is on the decline (Wang et al., 2020), it remains a significant concern for researchers, policymakers, and the general public.

For the purposes of this paper, school violence is defined broadly as the threat or use of force with the intention of causing harm, either at school or during school-related activities. This broad definition encompasses various forms of bullying, aggression, fighting, threats, and weapons offenses. It permitted a wide-ranging and comprehensive review of the literature and was made necessary by existing studies' broad definitions. Some of the most commonly used measures of school violence combined violent and nonviolent acts or experiences into a single index of school offending or victimization, and many studies conceptualized bullying as a form of youth violence.

Violence against children is a multi-faceted and complex problem with no straightforward solution. To effectively prevent violence during childhood, it is important to acknowledge that children experience multiple forms of violence across multiple settings, including the home, residential institutions, schools, online and in public spaces. Violence manifests in interconnected ways across the child's life course (Know Violence, 2017). Violence against children prevention interventions, therefore, need to be multi-dimensional and informed by evidence and strategic choices. Thus; schools should present a unique opportunity to reach large numbers of children to address and prevent Violence against children through the delivery of innovative, systematic interventions.

II. CONCEPTUAL CLARIFICATION

Violence against Children

Any form of ill treatment directed against a 3–6-year-old child that may have caused harm such as physical, psychological or sexual.

Psychological Violence

Exposure of pre-primary school children to acts such as insults, threats and intimidation.

Physical Violence

Exposure of pre-primary school children to acts such as hitting, pushing and slapping that may harm them.

Experienced Cases of Violence

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Cases of violence that children had undergone as given by children themselves, parents to pre-primary schoolteachers or children officers.

School Participation

Enrolment of children in a pre-primary school, daily attendance and their retention in pre-school for one term or beyond.

III. METHODOLOGY

This study utilizes a desk-based library research approach to investigate the Impact of Violence on Childhood Education in Katsina State, Northwestern Nigeria. Through an extensive review of literature from various sources including academic databases, reports, and scholarly works, the study will gather empirical evidence, conceptual frameworks, and theoretical perspectives pertaining to the topic. Inclusion criteria focus on studies examining the nexus between violence and childhood education in Katsina State, while exclusion criteria filter out unrelated or irrelevant literature. Thematic and comparative analyses will be employed to identify patterns, trends, and gaps in understanding the impact of violence on educational outcomes. The synthesized knowledge will form the basis for evidence-based conclusions and recommendations aimed at addressing the challenges posed by violence to childhood education in the region.

IV. REVIEW OF LITERATURE

Violence is not a recent phenomenon; it developed throughout history and appeared in various manifestations according to different socio-cultural contexts. Violence was 19 looked at as a private behaviour due to the coding that society had culturally accepted (Sepulveda, Jara-Labarthe & Verdejo, 2014). Various forms of violence have emerged in the societies, as a result of domination of certain beliefs, and practices from different groups over others. The concept of violence developed in the western world and was not necessarily related to how people establish relationships between men and women in terms of their roles and social structures.

In Africa, there is inadequate data on prevalence of violence against children, although it is a worldwide problem (UNICEF, 2010). Prevalence of the form of violence against children differs significantly in schools or at home (ACPF, (2014) where girls are typically at a higher risk of violence than boys. This concurs with UNICEF (2013), whose data indicates that up to 50% of violence worldwide is committed against girls under age of 16. Muirean, Mortanand Allan (2015) reported that violence lifetime prevalence rate in African region is 39.6%, with 71% of women in south of Ethiopia had reported having experienced either physical or sexual violence. A study carried out by African Child Policy Forum, (ACPF, 2013) revealed that in Togo 92%, Sierra Leon 86%, Egypt 73%, while in Ghana, 71% of pupils had experienced violence. The study reported that majority of pupils interviewed had experienced violence. It also revealed that more than a half of the children were punished by family members. In Malawi, it was reported that 50% of school girls experienced violence at school.

According to Osero (2012) in a study on health effects of violence revealed that 67% of the victims had experienced psychological violence, 35% physical and 18% sexual violence. According to Mirembe and Davis (2001) their study showed that young age increased the risk of physical and sexual violence. According to UNICEF, (2014) violence is typically experienced by children in secret and more often than not goes unreported. As a result, there is inadequate information on nature and extent of influence of various forms of violence. Yet such efforts are hindered by weak evidence base and lack of hard data on violence and its magnitude. Further, in Asia Garcia- Moreno, Jansen, Ellsberg, Heise and Watts, (2006) previewed studies, present a scenario indicating the predominance of physical and sexual forms of violence in schools, therefore lacking adequate literature and statistical data on forms of violence against children. Locally, however, there were hardly relevant studies conducted on forms of violence. The only study identified was by Onger, et.al (2013) on patterns of violence in Nairobi County which concluded that the only major form of violence was sexual. Therefore, there was need to identify the

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forms of violence among young children to be able to understand and identify intervention measures and programmes to support children who are at risk.

Education is important to all human beings, and is a basic human right as stipulated in article 28 of the Children Right Commission (UNCRC, 1989). It emphasizes that all countries must recognize the right of children to education. It also stipulates that every child should be directed and guided to ensure individual development and fulfillment of their potentials. This can only be fulfilled through school participation which is important to the future of the child. This enables one to achieve his/her goals, stimulate their brains and promote social experiences (World Bank, 2007). For young children to acquire knowledge and skills, they need a skilled and knowledgeable caregiver to care of them professionally. Munyeki (2007) clearly indicates that pre-primary school teachers need to undergo training so that they can cope with the demands of young children. She argues that training of teachers will ensure provision of quality and relevant education. She also points out that to accomplish their goals, they must be properly trained.

Pre-primary school education is very crucial in providing children with a firm foundation for growth and development. This may be possible if all children participate through enrolling and ensuring attendance is consistent at all time for the expected period of time. This enables children to acquire knowledge, skills and concepts that help to lay a strong foundation for future learning (Ruto & Mwoma, 2013).

Thus; most countries in Africa have primary education enrolment that is below 80%. This is a cause of concern since a significant per cent of population remains out of school (UNESCO, 2010). Most of the children out of school live in countries such as Asia and in Sub-Saharan Africa. This accounts for majority of children not attending pre-schools and the reason not adequately investigated. It could be a glaring reality to pre-school education in these countries. This prompted the researcher to carry out a study of this magnitude.

Therefore, the study intended to assess the impact of violence on childhood education in primary schools of Nigeria.

Philosophical Framework

The theoretical framework of this paper is based on Behavioural theory which posits that all human behaviour is learned through interaction with the social environment. It means that behavior is a function of the person and his environment $B = F(P+E)$. These behavioural theorists maintain that people are not born with violent disposition but that they learn to think and act violently as a result of their day to day experiences (Bandura, 1977). Bartol (2002) opined that studies have shown that people who live in violent communities learn to model the behaviour of their neighbours. This theory stresses on four factors which help to produce violence according to Ministry of children and youth services namely: threat, learnt aggressive skills by observing others, belief of reward for violence and a system that condones violent acts. The behavioural view of human nature emphasizes that at birth the infant has a neutral character which cannot be said to be good or bad, behaviour is learnt, behaviour can be modified and the environment influences behaviour. This framework no doubt provides parents, teachers and counselor a crucial tool for the management of violence in early childhood.

Issues and Trends of Violence on Childhood Education in Nigeria

Early childhood education refers to the education of young children from birth through age eight. These years cover the nursery years and primaries one to three. The early years in a child's life are very crucial as they lay the foundation for life-long learning. Rutter, Giller and Hagell (1998); Tremblay (1999). Bush (2001) see the early years as the foundation upon which successful lives are built. There is no gainsaying that they are the formation period when development is most accelerated. These years "have a long reaching" effect for behaviour especially anti-social behaviour, delinquency and crime.

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In Nigeria, violence has reached an alarming stage. Violence is one of the greatest social problems facing Nigeria and according to Radojkovic (2007) it is a phenomenon that we can see frequently in our society. Violence is at times seen as something that is perpetrated by only youths and adults. But the violence acts one sees today have their beginnings in the formative years. It therefore becomes pertinent that violence in early childhood age should be investigated. Espelage, Holt and Henkel (2003), Kondrasuk, Greene, Wagoner, Edwards and Nayak-Rhodes (2005) are of the view that school violence has remained a national concern for schools and communities across the country.

Chukwu (2003) observe that violence is prevalent in the primary schools which are the foundation level of our educational system. There is increase in the various types of violent behaviour in the classrooms and invariably in the Nigerian school system. Yarpuzlu, Karatas, Kilic (2010) asserts that school violence have grown in number and appeared in higher frequencies. Osanyi (2001) reported the study of a group of care givers at workshop training in Lagos state and they described the behaviour of the children in their care as stubborn, rude, aggressive, obstinate and destructive. Osanyi (2007) in another study examined forms of violence among preschool children and discovered that about 94% and 91% of the respondents indicated shouting and hitting/slapping/beating as the symptoms of violence. The respondents suggested parents as being responsible for these acts as some instruct their children to fight back if any one tries any violent acts on them. In a study carried out by African Child Policy Forum (2010), it was reported that beating accounted for 90% of the forms of physical violence in Nigeria, 83% in Senegal and 79% in Cameroun. This was followed by hitting which recorded 91% in Burkina Faso, 84% in Nigeria, 74% in Democratic Republic of Congo, 52% in Senegal and 43% in Cameroun.

Impact of Violence on Childhood Education in Katsina State

Since in recent years when the dimension of school-based violence has encompassed so many other concepts, the teachers and the schools, as important role players in the life of an individual, have been grappling with such situations at schools and mostly wondered how students came to be affected so? Such violent behavior among school children have been a source of concern to all those interested in the education of the learners (Bardick & Bernes, 2008). Thus, the increasing school violence noticed as of recent has become a problem that hinders the perception and reality of the school as a safe place for both pupils and teachers (Husain, 2004). The focus of such violence can be individuals, objects or the school itself and the nature of the damage can be psychological, physical or material.

Folbiya Adetayo and Idowu with News Agency of Nigeria (2014) reported that Boko Haram Islamists killed 43 people when they attacked the Federal Government College in Buni Yadi, Gujba Local Government Area, Yobe state. The sect locked the hostels and set it on fire, thereafter shooting slitting the throats of those who tried to climb out of the window. Some students were burnt alive.

Over time, there were studies carried out that show students in the study area being involved in violent behaviour situations (Yahaya, 2014). Such behaviour includes fighting, weapon carrying and fighting with weapons, arson, assault on other students and staff, theft, willful vandalization of school properties and properties of others, unnecessary "seniority", verbal abuse and many more. Many incidences of violent behaviour were documented by school authorities while some had to be reported to higher decision bodies or referred to the police. Interestingly, such behaviour was found to involve students in all the classes in the society and cut across the genders and the conclusion that such kind of behaviour must be triggered and maintained by many factors which had been hitherto neglected.

In understanding the prevalence of violence against children, it is important to recognize the substantial shortfall between the occurrence of violence, abuse and neglect and reports of it to child protection agencies. Official violence, abuse and neglect statistics, based on legal reports, dramatically underestimate its prevalence when compared to self-report obtained through community surveys (Gilbert, Kemp, Thoburn, Sidebotham, Radford, & Glaser, 2009). This discrepancy results in part from several factors that are linked to the potential risks and benefits, to all parties, at every step in the recognition,

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reporting, and investigation process. Official findings require a high level of certainty and legal justification; they may also informally take into account, the availability of adequate child protection services. These and many such reasons are what prompted the conduct of this study.

V. CONCLUSION

This study has shed light on the profound Impact of Violence on Childhood Education in Katsina State, Northwestern Nigeria, utilizing a desk-based library research method. Through an extensive review and synthesis of existing literature, encompassing empirical studies, conceptual frameworks, and theoretical perspectives, we have elucidated the complex dynamics through which violence disrupts educational outcomes for children in the region. Our findings underscore the detrimental effects of violence on access to education, quality of learning environments, and overall academic attainment. Moreover, the thematic and comparative analyses conducted have revealed the interconnectedness of various forms of violence such as insurgency and banditry with educational disparities and challenges. As evidenced by the synthesized knowledge, the implications of violence on childhood education in Katsina State are far-reaching and multifaceted, demanding urgent attention from policymakers, educators, and community stakeholders. Moving forward, it is imperative to prioritize evidence-based interventions and holistic approaches aimed at mitigating the adverse effects of violence and fostering resilient educational systems that safeguard the rights and well-being of all children in Northwestern Nigeria.

VI. RECOMMENDATIONS

Government and the society must ensure that every child have access to basic education.

Governments should provide appropriate responses and primary prevention strategies to violence against children including individual based approach, community-based efforts, healthcare responses and legal policy reforms.

Giving children and adolescents the skills to cope and manage risks and challenges without the use of violence and to seek appropriate support when violence does occur is crucial for reducing violence in schools and communities.

Adequate attention should be given by the state government to caregivers, parents, and teachers to address violence and its related cases in respective of their gender.

There is also need to develop interventions measures, strategies, and create supportive legal and policy frameworks to strengthen care and support systems within the school community.

There is also need to strengthening coordination and networking among different actors who deal with children's issues at all levels in the community. This would help in creating awareness and to establish departments or units within the community and schools to address violence.

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