PEACE EDUCATION AND VIOLENT BEHAVIOUR AMONG STUDENTS IN TERTIARY INSTITUTIONS: IMPLICATION FOR ECONOMIC DEVELOPMENT IN CROSS RIVER STATE- NIGERIA

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Abstract

The study examined peace education and violent behaviour among students in Cross River State of Nigeria and its implication for economic development. The population of the study consisted of students from four tertiary institutions in Cross River State namely, University of Calabar, Cross River State University of technology, Federal College of Education Obudu and College of Education Akamkpa. Accidental random sampling technique was used to select 100 respondents from each of these institutions and a total of 400 respondents were obtained. A structured questionnaire validated by experts in the field of Guidance and Counselling was used to collect data from the respondents. The instrument was tested and the reliability estimate of .83 was
obtained. Three (3) hypotheses were postulated and Pearson Product Moment Correlation technique was used to test hypotheses 1&2 while t-test analysis was used to test hypotheses 3 at .5 alpha level of significance. The result obtained revealed that values orientation, self-discipline, positive goal-setting significantly influence violent behaviour. Based on the findings, it was recommended among other things that peace education should be taught at all levels of education for the inculcation of acceptable and healthy societal values and discipline in students to enhance a peaceful society for economic development in Nigeria.

All over the world institutions of higher learning have often been regarded and referred to as citadel of learning. It is unfortunate that our higher institutions that suppose to be centres of learning have become centres of violence. The situation is that from the Universities to the Polytechnics, to the Colleges of Education and even secondary school, come stories of violence, torture and unwanted intimidations meted on innocent students on daily basis (Eneji, 1996). To address this culture of violence and aggression in our tertiary institutions peace education is therefore needed to inculcate values, discipline and goal-setting behaviour in our students. According to Gumut (2009) peace education is the deliberate attempt to educate children and adults in the dynamics of conflict and the promotion of peace making skills, using all the channels and instruments of socialization. Gumut believed that peace education is an investment in the younger generation and by educating the younger minds in the virtues of peace, the skill of conflict analysis and management identification of conflict and source of conflict, a better peaceful future could be secured for humanity. Through peace education students should be taught to suppress their instinctive nature of being violent and instead acquire the virtues of values orientation, self-discipline and goal-setting behaviour.

Onwubiko (2002) remarked that values orientation is an essential part of peace education necessary for all level of education. Houts Evans, Mangu, Bowen and Gale (1997) reported that our values, whether explicit or implicit predisposes us to prefer one choice over another, whether in moral judgment decision or any other area of life. Ubom, (2003) opined that most of the time, we attempt to make our actions correspond to our values. If we do not succeed, we must then either change our values or suffer from guilty feelings.

One of the characteristics of an educated man is self discipline. According to Igwe (1990) discipline is a social training which students should be made to acquire especially during their transitional period from childhood. This training is essential to prepare them for the roles, which they are expected to play as adult members of their communities. Ubom (2003) added that such training is to instill in them a sense of
maturity in the role areas of sex, social values, emotional behaviour, intellectual activities, moral values judgment and economic activities.

Positive goal-setting is an index of peace education. Self-goal setting is the interest, ideal, goals and ambitions of a particular individual. The acquisition of positive goals setting makes an individual to direct his energy toward a course and to achieve self development and satisfaction. It makes an individual to be motivated to work hard in order to achieve a set goal. Peace education is one means of bringing about national awakening of humanistic, aesthetic and ethical values which are the precondition for peace in individual family, society, national and international life (Konteh, 2004).

No meaningful progress can be made in a society devoid of violence and insecurity. This is applicable to our tertiary institutions which are now plagued by violence emanating from cultism and other violent activities, hence the need for peace education for economic development.

Statement of the Problem

Violent behaviour among students has been a recurring decimal in our tertiary institutions. It has been observed that the atmosphere prevailing in our tertiary institutions provide an inspiring environment for violence to thrive. This may include lack of virile student unionism, erosion of the traditional academic culture, absence of intellectual debates and all other activities that are components of traditional campus culture. Violence does not give room for a stable academic year. Many a time, Universities and other Tertiary Institutions are shot down as a result of one form of violence or the other characterized by wanton distribution of properties to the general break dawn of law and order.

As Gimba (2002) has observed, university students and unemployed graduates earn so much money by taking part in crime related services and contracts which their certificates would not fetch them. Apart from the violent environment to which students have been exposed to, the modern family has failed woefully in deflecting or neutralizing peer group influences which may involve cultist activities.

Indiscipline is central to the factors contributing to the fast dwindling, deteriorating and declining educational standard. The various acts of indiscipline commonly perpetrated by students such as truancy stealing, hooliganism, examination malpractice, sexual violence and cultism among others are all destructive to the educational system and as such impede the pace of economic development.

This paper is focused on peace education and violent behaviour among students in tertiary institutions. It is hoped that the introduction of peace education at all levels
of our education system would inculcate on our students, value orientation, self-discipline and goal-setting attributes that will enable them to live in peace and contribute to the economic development of our nation.

**Purpose of the Study**

The purpose of this study is to examine the influence of peace education on violent behaviour among students in tertiary institutions. Specifically, the study sought to determine the extent to which value orientation, self-discipline and goal-setting behaviour influence the incidence of violent behaviour among students in tertiary institutions in Cross River, Nigeria.

**Research Questions**

The following research questions were posited to guide the study:

1. What is the relationship between value orientation and violent behaviour among students of tertiary institutions in Cross River State, Niger?
2. Is there any relationship between self-discipline and violent behaviour among students of tertiary institutions in Cross River State, Niger?
3. To what extent does self goal-setting influence violent behavior among of tertiary institutions in Cross River State, Niger?

**Hypothesis**

The study was guided by the following hypotheses and were tested at .05 level of confidence:

1. There is no significant relationship between value orientation and violent behaviour.
2. There is no significant relationship between self-discipline and violent behavior among tertiary institution students in Cross River State, Nigeria.
3. There is no significant relationship between self-goal setting and the incidence of violent behaviour among tertiary institution students in Cross River State, Nigeria.

**Methodology**

The population of the study was made of male and female students drawn from four (4) tertiary institution of Cross River State namely, University of Calabar, Cross River State University of Technology, Calabar; Federal College of Education, Obudu and Cross River State College of Education, Akamkpa. Accidental random sampling technique was adopted to select one hundred (100) respondents from each of these institutions selected for the study. Therefore a total of four hundred 400 respondents made up of 260 male students and 140 female students formed the sampled population of the study.
Instrumentation

A structured questionnaire was used to collect data for the study. The questionnaire consisted of section A and B. Section A sought information on personal data such as sex, class and age, while section B consisted of 15 question items which elicited information on value orientation, self-discipline and self-goal setting and tendencies for violent behaviour. The instrument employed a 4-point Likert response scale of strongly agreed (SA) Agree (A), Disagree (D) and strongly disagree (SD). For positive items, (SA) attracted 4 points, (A) 3 points, (D) 2 point and (SD) 1 point. While on the negative items, (SD) carries 4 points; (D) 3 points (A) 2 points and (SA) 1 point.

The face and content validity of the instrument was ascertained by experts in the Department of Measurement and Evaluation, University of Calabar. A test-retest reliability coefficient of .83 was obtained using split-half reliability estimate. The instrument was administered to 100 respondents in each of the four institutions selected for the study. In all 400 questionnaire were filled and retrieved by the researchers and a 100 percent return rate was obtained.

Results

Ho1: There is no significant relationship between value orientation and violent behaviour among tertiary institution students in Cross River State, Nigeria.

Table 1: Showing the Analysis of Person Product Moment Correlation of the Relationship between Values Orientation and Violent Behaviour (n=400)

<table>
<thead>
<tr>
<th>Variable</th>
<th>∑x</th>
<th>∑x²</th>
<th>∑xy</th>
<th>rxy</th>
<th>∑y</th>
<th>∑y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value orientation</td>
<td>13522</td>
<td>365566</td>
<td>398166</td>
<td>-316</td>
<td>15205</td>
<td>430855</td>
</tr>
</tbody>
</table>

*Significant at .05; df 398; critical r=0884

From the analysis on Table 1 it can be observed that there is negative significant relationship between value orientation and the incidence of violent behaviour among tertiary institution students in Cross River State, Nigeria. This shows that the higher the
measure of values orientation the lower the incidence of violent behaviour among students.

**Ho2**: There is no significant relationship between self-discipline and violent behavior among tertiary institution students in Cross River State, Nigeria.

**Table 2**: Showing the Analysis of Pearson Product Moment Correlation on the Relationship between Self-Discipline and Violent Behaviour. (n=400)

<table>
<thead>
<tr>
<th>Variable</th>
<th>∑x</th>
<th>∑x²</th>
<th>∑xy</th>
<th>rxy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self discipline (x)</td>
<td>12726</td>
<td>351394</td>
<td>-296</td>
<td>-0.29</td>
</tr>
<tr>
<td>Violent behaviour (y)</td>
<td>15206</td>
<td>430855</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05; df 398, critical r=0.884

The analysis in Table 2 shows that there is a negative significant relationship between self-discipline and violent behaviour among students implying that the higher the measure of self-discipline the lower the incidence of violent behaviour.

**Ho3**: There is no significant influence of self-goal setting on violent behaviour among students among tertiary institution students in Cross River State, Nigeria.

**Table 3**: Showing T-Test Analysis of the Influence of Self Discipline on Violent Behaviour. (n=400)

<table>
<thead>
<tr>
<th>Goal-setting</th>
<th>n</th>
<th>X</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive self goal-setting</td>
<td>180</td>
<td>2.12</td>
<td>-0.48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.85*</td>
</tr>
<tr>
<td>Negative self – goal setting</td>
<td>220</td>
<td>12.68</td>
<td>2.66</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at P>.05 t- value=5.85, critical t= ±1.96
The result obtained from the analysis on Table 3 gives a t-value of 5.85 and p>.05 level of significance while the critical value of ±1.96 was obtained. From the result the null hypothesis was rejected since the calculated t-value is greater than the table value, hence self goal setting has a significant influence on the incidence of violent behaviour among students. Those with positive self goal setting attributes recorded a low incidence of violent behaviour with a mean (x) score of 2.12 while those with negative self–goal setting recorded a higher incidence of violent behaviour with a mean (x) of 12.68.

Discussion

The analysis in Table 1 showed that there is a negative relationship between value orientation and incidence of violent behaviour among students in tertiary institutions. This implies that the higher the level of values orientation, the lower the incidence of violence behaviour among students. This finding supported Gumnts (2002) position that peace education facilitates the achievement of peace and related sets of social values, largely through learning to recognize, confront and practice alternative forms of violence. This result indicate that students who receive orientation on values will desist from violent behaviours while those without the inculcation of acceptable and health values will exhibit their brute, dangerous, criminal and violent behaviours in school and outside the school.

The result of the analysis on Table 2 revealed that there is a negative significant relationship between self-discipline and violent behaviour among students. This shows that the higher the level of self-discipline of an individual, the lower his propensity to violent behaviour. This finding corroborated with Albert (2001) who maintained that discipline is very necessary for the attainment of peace. He believed that self-discipline affects our responses to conflict and the way we look at and do certain things. Students should have the sense of worth for their own lives and that of others. Do unto others as you would want them to do to you, is the Golden Rule. Self–discipline entails the ability to control one’s emotion, passion, anger and respect for others. More emphasis must therefore be placed on character building, responsible leadership and citizenship (Adewale, 2005).

The findings on Table 3 revealed that there is a positive significant influence on the incidence of violent behaviour among students in tertiary institutions. This shows that those who possess negative self-goal setting have higher incidence of violent behaviour, while those with positive self-goal setting have lower incidence of violent behaviour. This finding conforms to that of Ubom’s (2003) who believed that a youth who positively sets goals for him/her self has a project which engages his time and energy. He remarked that such a person will spend his time positively to overcome his challenges and in order to emerge victorious in his endeavours. Such a student will
develop the capacity for critical thinking, inquiry and reflective skills that enables him not only to understand obstacles to peace but more importantly to develop skills and abilities to confront and diffuse any issues of violence.

**Implications for Economic Development**

The findings of this study has the following implications

That huge amount of scarce resources for human and economic development will be diverted to peace keeping effort and replacement of properties destroyed.

That student spend more years in school as a result of constant disruption of academic calendars caused by violent behaviour of students and strike actions by academic and non–academic staff unions.

That the school system should be structured to include the teaching of sound moral values, self –discipline and self-goal setting.

That every little misunderstanding accompanied by violence further undermines the possibility of economic progress and people’s attention will be turned from creative production to creative destruction.

That schools and Colleges are not the only places one can acquire knowledge, peace education can take place in informal settings where people gather for work or leisure, through socialization and churches and in family setting (UNICEF, 1999).

Peace education is an ingredient of security. Where peace and security reign there is safety; students will live in peace and face their studies effectively to achieve their set goal. Onwukele (2012) remarked that, where there is no peace and security, there is no safety, and no genuine progress and development can take place.

**Conclusion**

Peace education is imperative not only for the sustainability of our national transformation agenda but also for economic development of African States. This is because peace education sets out to let people see that we do have choices to every action to enable us all to live in harmony with one another. People cannot remain passive to achieve peace, but active participation in the quest for peace. Therefore, formal peace education in our education system is the only way out for schools to produce acceptable products found worthy in character and in learning.

**Recommendations**

Based on the findings of this study the following recommendations were made:

1. Government should make it a policy for peace education to be taught at all levels of our school system to inculcate acceptable and healthier society values among children and youths.
2. Integrate and understanding of peace, human rights, social justice and global issues throughout the curriculum.
3. Develop a climate that models peaceful and respectful behaviour among all members of the learning communities.
4. Students who exhibit indiscipline and promote violence and other maladaptive behaviours should be rusticated, prosecuted and jailed to serve as deterrent to others.
5. Students should be encouraged to channel their energies into virile student’s activism, debates and argument, on issues that affect them and the society.

Reference


Ubom, U. U. (2003). Education and violence among the youth: Implication for curriculum development and counseling. *Journal of Faculty of Education of University of Calabar,* Calabar 3 (2) 117-126