

# Exploring School-Related Violence (SRV) impact on the Adolescents: The role of Guidance and counselling

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## Abstract

The study explored the impact of School-related violence on the adolescents (12-18) in FCT, Abuja, Nigeria and the role of guidance and counselling interventions in curbing the SRV. 300 students obtained from 5 senior secondary schools 1 (SS1) in 5 Area councils of Abuja and 120 guidance counsellors purposefully selected were sampled for the study. The descriptive survey design study examined the background of school-related violence and impact on the adolescents. It provided conceptual clarifications of guidance and counselling, theoretical review of Social Cognitive theory's relevance to the study and reviewed some related empirical studies. Three research questions were formulated to guide the study while two hypotheses were tested. The study found a grand mean of 3.80 and 3.76 on the impact of SRV on the adolescents' academic performance and mental health respectively. It also found the impact of the role of guidance and counselling intervention at 3.16 grand mean, indicating the potentials of guidance and counselling intervention in curbing the SRV. Based on the findings it was recommended that Schools should develop evidence-based guidance and counselling programmes that focus on the school-related violence intervention and prevention.

**Key words:** Adolescents, Guidance and Counselling interventions, Impact, and School – Related violence(SRV).

## 1.1 Background

The school-related violence (SRV) is a global issue and prevalent among the adolescents. According to the UNESCO institute for statistics (UIS), one-third of young teens worldwide have recently experienced bullying, in 10 of the countries surveyed, a whopping percentage of 65% of girls and 62% of boys experienced bullying (UNESCO, 2024). SRV is the 19<sup>th</sup> most common cause of death globally and accounts to 410, 000 deaths annually (Fazel et al., 2018). United Nations Children Fund (2017) reported that an adolescent dies every 7 minutes from the act of violence somewhere in the world. It is also the second leading cause of death among the adolescents in 2016 (World Health Organization [WHO] 2019).

The overall prevalence of violence among the in-school adolescents in sub-Sahara Africa stood at 53% (Aboagye et al 2021). It is also noted that high prevalent rates of 44.5%, 40.1%, 62.8% and 54.6% were reported in four African countries; Malawi, Ghana, Zimbabwe and Sierra-Leone respectively (Kubwalo et al, 2013). In Nigeria, the prevalence ranges from 26% (Ngugen et al., (2021) to 56% in Ghana (Aboagye et al., 2021). Onyekuru & Ugwu (2017) also portended that violence in Nigeria schools vary according to locality; rural areas (90%), urban areas (90%), southern region (90%) and Northern (70%). 51.9% adolescents recently reported that they have been victims of violence in Nigeria, while 27.9% reported they were perpetrators (Ighaede-Edwards et al., 2023).

School-related violence in Nigeria is a widespread issue in all levels of education though seems to be neglected because of underreporting of the cases and lack of effective policy implementation (Alaude & Adegoke, 2011). The federal Ministry of Education introduced The National Policy on Safety Security, and Violence Free Schools in Nigeria in 2021 (FME, 2021), with this policy, a zero tolerance is suggested for any kind of harm such as violence, bullying, and other attacks in and around the schools. Despite the effort, the policy is not well known, and yet to be fully implemented in schools

The concern is the debilitating effect on the adolescents who are in the stage of life where the brain has not developed to the adults' but has developed passed childhood (Rodriguez, 2023). WHO (2019) defined adolescence as the transitional period between childhood and adulthood, ranging from ages 10-19. The Adolescents at this stage face social challenges, unemployment, conflicts with parents /siblings, uncertainty about world of work and health issues like; sexually transmitted diseases, opposite sex relationship issues, depression, anxiety, restiveness (Blum, et al 2017 in Enem et al., 2024). These challenges predispose them to cynical behaviours of sexual perversions, aggression, violence, substance use and abuse, alcoholism, early pregnancy, school dropout and the like (Miller et al, 2019). All of these bother on the adolescents' mental health and academic achievement. SRV is a barrier to achieving the Sustainable Developmental Goals 4 and 3, both of which work together to ensure quality education for all and good health. Adolescents who experience violence suffer negative impacts of education such as low grades, low academic outcomes, character-related issues, school drop outs (Benyishay, et al., 2022).

## 1.2 Statement of the problem

School-related violence has become more or less a normal and cyclic situation in Nigerian schools. The junior students are victims today and perpetrators tomorrow when they become senior students. This has led to increased emotional torture, physical and verbal abuse, academic failures and mental health challenges among the adolescents. In turn, schools will be churning out adolescents who have poor academic achievement, low self-esteem and mental health issues. Given the situation, the nuances of SRV in the lived experiences of the adolescents both in education and mental health is ripe for intervention.

This study aims to provide insight into its impact and highlight the role guidance and counselling can play to strengthen the inter and intra-personal relationships of the adolescents through providing adequate strategies to support violence exposed adolescents. The non-kinetic interventions and approaches of guidance and counselling could promote positive changes and development while collaborating with other stakeholders.

#### **1.4 School-Related Violence and its impact on the Adolescents**

School Related violence is an antisocial behavior that is intended to hurt and inflict pain on victims. It consists of actions, words, attitudes, or bodily damage that can prevent people reaching full developmental potential (WHO, 2019). A more detailed definition by the Center for the Prevention of School Violence (CPSV) 2004 states that it is any behavior that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against persons or property, drugs, weapons, disruptions and disorder (Thomas, 2008).

The forms of the school related violence according to Mercy et al., (2017) are; Physical, sexual, and psychological factors which may lead to deprivation or neglect among the adolescents. Thompson (2017) also listed some of the most prevalent school-related violence as bullying, gender-based violence, accidental violence, discrimination, violence, assault, sexual harassment, physical and psychological violence. These forms of violence can involve two students, or student to teacher, teacher to student and it may result to cyberbullying, destruction of school or individual's properties and weapon use among the perpetrators. Exposure to school-related violence has been identified as a major public health issue which affects the adolescents. Perkins & Bermann (2012) asserted that violence exposed adolescents have an increased risk of developing school-related problems including mental health problems, learning disabilities, language impairment and others. They often engage in certain developmental trajectories which may involve withdrawing from social activities/peer circles, class attendances and displaying behavioural regression.

It is also observed that students who experience violence in schools may also experience academic malfunctioning, reduced academic ability and low performance. Such students have low abilities in Reading, Mathematics, English, Physics, Chemistry, and General knowledge (Silvestein, Augustyn, Cabral & Zuckerman, 2016). These subjects cut across the Junior and Senior classes, indicating that school-related violence spread among all the in-school adolescents. The perpetrators have increased expectations of negative outcomes, they expect their victims to reciprocate aggressive display, be it the case, a cyclic scenario of violence takes

over the supposed healthy school environment. Exposure to violence may lead to lack of interest in school activities for both the victims and the perpetrators. According to Jadambaa et al (2019) adolescents who are bullied may experience decreased academic achievement, reduced concentration and increased absentees. Flannery et al (2004) found a correlation between exposure to high levels of violence at school with anxiety, depression, anger and trauma symptoms, while Enem et al (2022) found a negative correlation between bullying and academic performance.

### **1.5 Conceptual Clarifications**

Guidance and counselling is a twentieth century discipline which spread from America from 1908 to other parts of the world. It developed through four movements: Vocational Guidance, Mental Health, Psychological test and Pro-counselling legislative Act Movement. Guidance and counselling gained entrance into Nigerian Educational System in the late 1950s and has been impactful to students, parents and teachers. It is a process of helping individuals to resolve problems emanating from educational, vocational and socio-personal issues, as a result, guides individuals to make informed decisions about themselves and their environment in order to adapt well in the society. The two terms “Guidance and Counselling” aim at helping individuals but differ in their approaches. Guidance renders skilled assistance to in-school adolescents to live a balanced life through its comprehensive services. Some of the services may include but not limited to orientation services, information services, counselling services, consultation services, Occupational and educational planning services. All the guidance services except counselling services can be provided by teachers or other stakeholders.

Counselling on the other hand is a relationship between a trained counsellor and a client where the counsellor uses specific skills, attitudes and knowledge to help client explore, understand and resolve his/her issues. The American Counselling Association (2010) described it as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health wellness, education and career. Counselling is a more affective process through which individuals gain self-direction. It involves an ordered and regulated professional social interaction that gives a client the necessary platform to grow emotionally and behaviourally (Oramah, 2012). Counselling, though a service provided in guidance, is the core professional service provided by the trained counsellors, its services could be rendered individual or in group of not more than 8 persons. Counselling services offer both curative and preventive measures to maladaptive behaviours, educational challenges, vocational matters, socio-personal and emotional problems of students.

### **1.6 Role of Guidance and Counselling in curbing school-related Violence**

Guidance and Counselling as a discipline in the education system has various tools, techniques and strategies to dive into the SRV and its impact on the adolescents. For instance, the Dialectic Behavior Therapy (DBT) for adolescents is a therapy designed to help manage the adolescents’ emotional dysregulation, self-destructive behavior and inter-personal conflicts. The therapy could be employed to stabilize students who are exposed to SRV and also eradicate the

violence. Researchers like James et al (2020) and Kaltz et al (2019) have successfully found its effectiveness in reducing aggression and improving emotional regulation in the adolescents.

Employing empathy in the individual, group counselling or any other counselling intervention plays foundational role for building trust and fostering a formidable therapeutic relationship between clients and counsellors. Empathy is the process of trying to enter into the world of the client in order to clearly understand the sufferings or the pains of the individuals (Oramah, 2012). The technique demands that the counsellor puts herself/himself in the client's shoes, feels what the client is feeling, shares the clients' thoughts and gives the client the adequate support he/she needs to move on. Applying this to adolescents who were exposed to violence will assist them to heal and increase their psychological flexibility devoid of the consequences of violence exposure. Though empathy can be both protective and a risk factor for counsellors' well-being and mental health (kounenou, 2023), as such, counsellors always set boundaries by regulating emotional engagement while employing the technique.

Assertiveness Training in counselling is a form of behavior therapy that help individuals stand up for themselves in more contemporary terms and help them establish self-confidence and alleviate social anxiety. According to Corey (2009), assertiveness training is based on the principle of social learning theory, it is usually conducted in groups using modelling, role-play and rehearsals to practice new behavior. It helps individuals differentiate between assertive, aggressive and passive behaviours. In schools, guidance counsellors use it as a communication technique for both the victims and perpetrators to improve social skills and responses to harassment. Assertiveness training increases personal effectiveness and improves interpersonal relationships. Through assertive body languages, the emotions, thought processes and facial expressions of violence perpetrators' intents could be revealed for effective counselling (Mitchell, 2010).

Cognitive Behavioural Therapy is an evidence-based therapy which counsellors involve to change thought patterns of individuals. It was developed in 1960 by Aaron Beck for a wide range of psychiatric disorder and has been adopted for children and adolescents' behavior studies (chand et al., 2023). Keefe et al. (2019) posited its efficacy in the treatment of anxiety, mood sway and panic disorder. Guidance counsellors restructure the adolescents' distorted cognitions on the effect of SRV by identifying the automatic thoughts and the underlying beliefs which are irrational and may affect behaviours.

Preventing SRV is more effective when counsellors collaborate with teachers, parents and the communities. Counsellors collaborate with the stakeholders to ensure a consistent message, increased support network and reinforced positive behavior. Jeffrey et al (2024) confirmed that collaboration with the stakeholders of the students can provide them the needed support to navigate SRV challenges and promote lasting positive changes.

### **1.7 Theoretical Framework**

The Social Cognitive theory (SCT) of Albert Bandura has contributed a lot to the understanding of school-related violence especially bullying. The principles of SCT relevant to school bullying were examined in the triadic model proposed by Bandura (Bussey, 2023). He proposed

that bullying is determined by the interactions between the personal factors (Cognition, emotions, motivations), behavioural factors (actions, choices) and environmental factors (social and physical context). Application of this theory to school-related violence shows the importance of considering personal factors and environmental factors which are flexible and amenable to change. Invariably, Social Cognitive Theory is all about the way people learn and behave through imitation, observation, reinforcement and emphasizes on the interactions between personal, behavioural and environmental factors (Bandura, 1986).

The SCT is relevant to this study, the adolescents may indulge in violent behaviours through what they watch/observe and especially if it receives social approval. A student who has observed peer aggression, media violence, may become aggressive if such was not condemned. Guidance counsellors through their interventions should censor what the adolescents in the schools are exposed to or carryout proactive counselling to stop them from learning violent behaviors. Environmental factors such as student-teacher relationships, peer dynamics and school climate can prevent or support SRV. Self-efficacy and the emotional regulation (personal factors) of the adolescents can influence their involvement in school-related violence (Schunk & Pajares (2002), as such, guidance and counselling has to focus on enhancing self-efficacy and self-regulation of the adolescents.

### **1.8 Review of related empirical studies.**

Many researchers have carried out empirical study on the role of guidance and counselling in curbing behavior problems. Ibraheem et al (2024) examined the correlation between guidance and counselling services (Appraisal and Information) and indiscipline in senior secondary schools in Ilorin. The sample constituted 150 adolescents and the data was collected using questionnaire. The findings indicate a significant relationship between the two guidance services; Appraisal and information services and senior secondary school indiscipline. Ademola (2024) found a significant effectiveness of counselling in dealing with maladaptive behavior among secondary school students. The study was a descriptive survey design with a sample size of 200 adolescents who were selected through Simple Random sampling and a 20-item questionnaire was adopted to collect data on 'counselling as a means of dealing with maladaptive behavior'. Based on the findings, they recommended that counsellors should utilize self-reinforcement strategies and cognitive behavior in shaping students' behaviours.

In Kenya, Onyango et al (2018) Studied the effectiveness of Guidance and counselling in the management of student behavior in Public Secondary schools in Kenya. The study applied assertive discipline model and adopted mix method approach with concurrent triangulation design. The sample comprised of 196 teachers, 28 guidance counsellors and 28 school headers. They found a correlation co-efficient of  $r=0.503$  between guidance and counselling and the management of students' behavior. They highlighted that the finding will help ministry of education to formulate policies.

This study stands to apply other effective counselling strategies and publish the findings in the public domain where teachers and counsellors can have access to it.

### **1.5 Purpose of the Study**

The purpose of the study is to explore the impact of school-related violence on the adolescents and to examine the impact of guidance and counselling interventions in addressing the issue. Specifically, the study seeks to;

1. determine how school-related violence impacts on the academic performance of the senior secondary school adolescents in FCT, Abuja, Nigeria.
2. determine the impact of school-related violence on the mental health of the adolescents in the senior secondary schools of FCT, Abuja, Nigeria.
3. determine the impact of guidance and counselling intervention in curbing school-related violence among the senior secondary school adolescents in FCT, Abuja, Nigeria.

### **1.6 Research Questions**

1. What is the impact of school-related violence on the academic performance of the senior secondary school adolescents in FCT, Abuja, Nigeria?
2. What is the impact of the school-related violence on the mental health of the senior secondary school adolescents in FCT, Abuja, Nigeria?
3. What is the impact of the guidance and counselling interventions in curbing the school-related violence in FCT, Abuja, Nigeria?

### **1.7 Research Hypotheses**

1. There is no significant impact of school-related violence on the adolescents in Abuja, FCT, Nigeria
2. There is no significant impact of guidance and counselling interventions in curbing the school-related violence in Nigeria.

## **2.0 Methodology**

### **2.1 Respondents**

The respondents consisted of the senior secondary school adolescents from five senior secondary Schools in FCT, Abuja totaling 300 and 120 Guidance and Counsellors from ten senior secondary schools all in Abuja FCT, Nigeria. The student respondents were 147 (49%) male adolescents and 153, (51%) female adolescents selected through simple random sampling from senior secondary school 1 (SSS 1). The guidance counsellors consisted of 25 (20.83%) males and 95 (79.17%) females purposefully selected to include counsellors with over 8 year-experiences in counselling. The respondents' origins cut across all the tribes of Nigeria.

### **2.2 Instrumentation**

An instrument comprising of three sections was developed for the study. Section A is the demographic data of the respondents while section B elicited information from the students on the impact of school-related violence on the academic performance (6-items) and on their mental health (5-items). Section C comprised of 5-items on the role of guidance and counselling interventions in curbing the school-related violence. The instruments were pilot tested through a test re-test reliability and a Pearson Product Moment correlation coefficient of

0.82 and 0.78 were realized respectively. The face and the content validity of the instrument were ascertained from experts in measurement and evaluation in Veritas University, Abuja. All the items were scored on a scale of 4 point modified Likert; SA=4, A=3, D=2 and SD=1. A mean of 2.50 and above suggested high impact of school-related violence and a high impact of guidance and counselling interventions on the school-related violence. On the other hand, a mean below 2.50 indicated low impact.

### 2.3 Procedure

The researchers wrote and obtained permission from all the principals of the five schools involved in the selection of the students and the ten schools where the data for the counsellors were collected. Three research assistants helped to administer the questionnaire on the students and the counsellors. The participants were informed of the purpose of the research and their consent were obtained. The researchers administered the questionnaire and collected them on the same day.

### 2.4 Ethical Standards

This study abided by the institutional ethical standards and the national research committee. Permission was obtained from the respective schools and the individuals who participated gave their informant consent prior to the participation.

### 2.5 Data Analyses

The study adopted a descriptive survey design method, it answered the three research questions and tested the two hypotheses at 0.05 level of significance using t-test analysis.

### 2.6 Results

**Research Question 1:** What is the impact of school-related violence on the academic performance of the senior secondary school adolescents in FCT, Abuja, Nigeria?

**Table 1: Respondents on the impact of SRV on the adolescents' academic Performance**

S/N	Items	SA	A	D	SD	Mean	Decision
1	I have been a victim of school-related violence	268 (89.33%)	28 (9.33%)	3 (1%)	19 (0.33%)	<b>3.94</b>	<b>High Impact</b>
2	I lack concentration in class due to worries about school-related violence	201 (67%)	60 (20%)	21 (7%)	18 (6%)	<b>3.48</b>	<b>High Impact</b>

3	Violence in school has made me not to have interest in my studies	223 (74.33%)	48 (16%)	19 (6.33%)	10 (3.33%)	<b>3.61</b>	<b>High Impact</b>
4	I have avoided classes as a result of fear of violence	293 (96.67)	6 (2%)	0 (0%)	1 (0.33%)	<b>3.97</b>	<b>High Impact</b>
5	I struggle to complete my assignments once I remember school violence	283 (94.33%)	8 (2.67)	9 (3.0%)	0	<b>3.91</b>	<b>High Impact</b>
6	School-related violence has affected my grades	281 (93.67%)	8 (2.67%)	10 (3.33%)	1 (0.33%)	<b>3.89</b>	<b>High Impact</b>
<b>Grand Mean</b>						<b>3.80</b>	<b>High Impact</b>

Table 1 above is a display of the respondents' response to research question one. Item one shows that many adolescents have experienced school-related violence. On the agreed threshold, more than 98% of the adolescents were victims of SRV at a high mean of 3.94. The rest of the items presented the impact of the SRV on the academic performance of the adolescents at high mean of 3.48, 3.61, 3.97, 3.91, and 3.89 respectively. The grand mean is expressed as 3.80, depicting a high impact.

**Research Question 2:** What is the impact of the school-related violence on the mental health of the senior secondary school adolescents in FCT, Abuja, Nigeria?

**Table 2: Respondents on The impact of SRV on their Mental health.**

	Items	SA	A	D	SD	Mean	Decision
7	I feel angry often due to school-related violence	252 (84%)	41 (13.67%)	6 (2%)	1 (0.33%)	<b>3.81</b>	<b>High Impact</b>
8	I feel low self-esteem because of violence at school	244 (81.33%)	41 (13.67%)	8 (2.67%)	7 (2.33%)	<b>3.74</b>	<b>High Impact</b>
9	I experience headaches due to school violence	250 (83.33%)	40 (13.33%)	8 (2.67%)	2(0.67%)	<b>3.79</b>	<b>High Impact</b>

10	I don't socialize with friends in order not to fall victim of violence again	238 (79.33%)	39 (13%)	13 (4.33%)	10 (3.33%)	3.68	High Impact
11	My sleep is distorted because of school violence	251 (83.67%)	38 (12.67%)	5 (1.67%)	6 (2.0%)	3.78	High Impact
Grand mean						3.76	High Impact

Table 2 illustrates the impact of SRV on the mental health of the adolescents. Out of the 300 adolescents, 252 at 84% strongly agree to being angry often while 41 at 13.67% agree to being angry often at the mean of 3.81. On the second item, many of the students feel less confidence at a mean of 3.74, many of them on the third item experienced headache and felt withdrawn at the 4<sup>th</sup> item at 3.79 and 3.68 respectively. At 8.67% the adolescents reported that their overall well-being was affected at a mean of 3.78. The grand mean of 3.76, indicated a high impact of SRV on the adolescents Mental Health.

**Research Question 3:** What is the impact of the guidance and counselling interventions in reducing the school-related violence in FCT, Abuja, Nigeria?

**Table 3: Respondents on the impact of Guidance and Counselling interventions in curbing School-Related Violence (SRV).**

S/N	Items	SA	A	D	SD	Mean	Decision
1	Empathetic listening has improved my students' interpersonal relationships	48 (40%)	50 (41.67%)	10 (8.33%)	12 (10%)	3.12	High Impact
2	helping students' to identify and express their emotions has reduced violence among them	49 (40.83%)	49 (40.83%)	11 (9.17%)	11 (9.17%)	3.13	High Impact
3	Assertiveness training has made students to report incidences of violence more than in the time past	63 (52.5%)	37 (30.83%)	7 (5.83%)	13(10.83%)	3.25	High Impact
4	Collaboration with parents and staff has contributed to a	57 (47.5%)	48 (40%)	8 (6.67%)	7 (5.83%)	3.13	High Impact

	safer environment in my school							
5	Evidence-based therapies have helped to restructure students' cognition on violence.	53 (44.17%)	52 (43.33%)	8 (6.67%)	6 (5%)	3.17	High Impact	
	<b>Grand Mean</b>					3.16	High Impact	

Table 3 showcased the responses of the counsellors on the role of guidance and counselling intervention on school-related violence. On item one, 81.67% of the counsellors have successfully employed empathetic listening to improve students' interpersonal relationships at a mean of 3.12, demonstrating a high impact. On the second item, 98% of the counsellors agreed to working on the emotions of the student at a mean of 3.13. The rest of the items, the counsellors agreed at 82.88%, 87.5% and 87.50% respectively. The overall mean was realized at 3.16 which suggests a high impact of the role of guidance and counselling intervention.

### Tests of Hypotheses

The two null hypotheses were tested at 0.05 level of significance using t-test analysis

**H<sub>01</sub>:** There is no significant impact of school-related violence on the adolescents in FCT-Abuja, Nigeria.

**Table 4: t-test analysis showing impact of school-related violence on the adolescents in FCT-Abuja, Nigeria**

Group	N	Mean	Std. deviation	df	t – cal.	P-value	Sig	Decision
School-related violence	300	13.89	5.548	598	4.853	0.000	0.05	Significant
Adolescents	300	11.68	5.574					

### Significant at $\alpha = 0.05$

Table 4 shows t-test analysis of impact of school-related violence on the adolescents in FCT-Abuja, Nigeria. The p-value of 0.000 was less than 0.05 level of significance. Since the p-value was less than 0.05 ( $p > 0.05$ ), hypothesis 1 was therefore rejected; indicating that school-related violence had significant impact on the adolescents' academic performance and mental health in FCT-Abuja, Nigeria.

**H<sub>02</sub>:** There is no significant impact of guidance and counselling intervention in reducing the school-related violence in FCT, Abuja, Nigeria.

**Table 5: t-test analysis showing impact of guidance and counselling intervention on curbing the school-related violence in FCT, Abuja, Nigeria**

Group	N	Mean	Std. deviation	df	t – cal.	P-value	Sig	Decision
Guidance and counselling intervention	120	18.21	2.517	238	14.837	0.000	0.05	Significant
School-related violence	120	10.97	4.717					

### Significant at $\alpha = 0.05$

Table 5 shows t-test analysis of impact of guidance and counselling intervention in curbing the school-related violence in Nigeria. The p-value of 0.000 was less than 0.05 level of significance. Since the p-value was less than 0.05 ( $p > 0.05$ ), hypothesis 2 was therefore rejected; indicating that guidance and counselling intervention had significant impact on curbing school-based violence in Nigeria.

## 2.7 Discussions

The study investigated the impact of School-related violence on the adolescents' academic performance and their mental health. It also investigated the impact of the guidance and counselling interventions in curbing the behavior.

Table one has showcased the impact of SRV on the students' academic performance. 296 adolescents which is (98.66%) of the respondents have experienced school-related violence which yielded a high mean of 3.94. From items 2-6, more than 80% of the students agreed to the indices of impact of SRV on academic performance, showing that violence has impact on the adolescents at respective means of 3.48, 3.61, 3.97, 3.91 and 3.89. for the 5 items. The item 4 has the highest mean and conforms to the assertions of Jadambaa et al (2019) and Smiley et al (2021) who maintained that adolescents who are bullied may experience decreased academic achievement, reduced concentration and increased absentees. Item 6 indicates that the students' grades are affected confirming the position of (Silvestein, Augustyn, Cabral & Zuckerman, 2016). They posited that violence exposed students have low abilities in Reading, Mathematics, English, Physics, Chemistry, and General knowledge.

Table 2, is the impact of SRV on the adolescents' mental health. The students rated over 90% on the 5 items, indicating high impact and at the mean of 3.81, 3.74, 3.79, 3.68 and 3.78 respectively with a grand mean of 3.76. On the general note, the adolescents rated high on the indices of mental health because of the experience of SRV, confirming Perkins & Bermann (2012)'s position that violence has an increased risk of developing school-related problems including mental health problems ..... may involve withdrawing from social activities/peer circles. Item 9 and 11 were rated highest at the mean of 3.79 and 3.78 respectively, agreeing with Enem et al. (2022), that the consequences of SRV are physical injuries, headaches, sleep disorder and others. Item 1 which is feeling of anger was rated at 3.81 mean. Flannery et al (2004) found a correlation between experiences of high levels of violence at school with anxiety, depression, anger and trauma symptoms.

Table 3 displayed the in-school counselors' responses on the impact of guidance and counselling interventions on school-related violence. The counsellors have demonstrated resilience in utilizing counselling strategies to assist students engage in positive behaviours that could alleviate the mental health and academic performance impact of school-related violence. 98 (81.67%) adolescents were on the threshold of agreed to empathetic listening to student at the mean of 3.12. Through empathy, counsellors enter into the world of the client in order to clearly understand the sufferings or the pains of the individuals (Oramah, 2012). This technique heals the victims of SRV. More than 80% of the counsellors rated high on identifying the adolescents' emotions. With the DBT and other strategies, counsellors could manage adolescents' emotions which is the major contributor to violence (James et al., 2020) and (Katz et al., 2019). On item 3, 80.88% of the counsellors applied assertiveness training at the mean of 3.25. implying the use of strategies to differentiate between assertive, aggressive and passive behaviours (Corey, 2009)

The item 4 has shown a high rating of over 90% of counsellors collaborating with parents, teachers and the communities to ensure a safe environment is maintained. Collaboration with the stakeholders can provide the adolescents the needed support to navigate SRV challenges, promote lasting positive changes, improved academic performance and well-being (Jeffrey et al., 2024) Finally, item 5 has shown that the counsellors use the evidence-based therapy at 87.50% rating and it aids the restructuring of adolescents' cognition on their thought patterns towards SRV. Keefe et al. (2019) has found its efficacy in the treatment of anxiety, mood sway and panic disorder which are the consequences of the SRV.

Table 4 is the presentation of hypothesis one, which says that "there is no significant impact of the school-related impact on the adolescent's mental health and academic performance in FCT, Abuja Nigeria. The hypothesis was rejected at 0.05 level of significance, indicating that the school-related violence is significant on the adolescents. This confirms the positions of Jadambaa et al (2019) and Smiley et al (2021), Perkins & Bermann (2012) and Flannery et al (2004). The authors have asserted a significant impact of school-related violence on both the adolescents' academic performance and on their mental health.

Table 5 is a demonstration of hypothesis two which is “there is no significant impact of the guidance and counselling intervention on curbing the school-related violence in FCT, Abuja, Nigeria. The hypothesis was rejected since the p-value of 0.000 was less than the 0.05 level of significance, implying that guidance and counselling intervention has significant impact in curbing the school-related violence and its impact on the adolescents. In line with this, authors like Oramah (2012), Corey (2009), & Jeffrey et al. (2024) found the different counselling strategies very effective.

## 2.8 Conclusion

School-related violence is increasingly being practiced in schools and having negative impact on the adolescents. The current study has found the high impact of the SRV on the academic performance and the mental health of the adolescents indicating an urgent need for the intervention. The study also found that guidance and counselling interventions can play vital roles in curbing the school-related violence and its impact on the adolescents. Given the situation, programmes of the guidance and counsellors in the schools should be given priority in this regards.

## 2.9 Recommendations

1. Schools should develop evidence-based guidance and counselling programmes that focus on the school-related intervention and prevention, through building the capacity of the guidance counsellors that utilize CBT and other evidence-based therapies
2. Government should promote a multi-pronged approach towards the SRV by building a network of collaboration between the counsellors, parents, teachers and the communities, this will ensure understanding and a continuous monitoring of the adolescents for safe environment.
3. Schools should support peer counselling initiatives that promote emotional identification and management, empathy, understanding interpersonal relationships and support among the adolescents in the schools. This can take the form of guidance and counselling clubs where the students can be given training on assertiveness and learn how to work with peers instead of working against peers.

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The informant consent of all the participants were obtained before taken part in this study.

## Declaration of competing interest

The authors declare no conflicts of interest

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