Curbing the Global Culture of Violence in Nigerian Secondary Schools: The Role of School Administrators (Pp. 377-387)

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Abstract

The interactions of learners from distant contrasting cultures through the use of modern communication technologies are integral part of global learning experience leading to globalization. Globalization rides on the crest of technological and information revolution and has numerous gains. Unfortunately, globalization also breeds violence and conflicts. In Nigeria today, violence is one of the major causes of death for the adolescents. Teaching and earning have been impaired by violence in schools. This paper suggests administrative strategies to curb the escalation of violence among the youths so that Nigerians can maximally enjoy the benefits of globalization.

The interaction of learners from distant contrasting cultures through the use of modern communication technologies is an integral part of global learning experience leading to globalization. Globalization is a new phenomenon aimed at achieving millennium development goals (MDGS). According to Emetarom (2001), MDGS comprises prevention of HIV/Aids and other health hazards on global scales, extermination of child labour and human trafficking, conflicts resolutions, protection of human and peoples rights, gender equity, protection of the environment, prevention of drug trafficking and drug abuse, reduction of prostitution and eradication of corruption in

public offices, creation of jobs for employment, establishment and sustenance of credible democracy and good governance, and combating terrorism and other violent crimes

Thus, globalization is the creations of a common international morality aimed at the formation of the present globalize civil society. Globalization brings about global changes which not only stretches social, political and economic activities across political frontiers, regions and continents but increases the velocity of the diffusion of ideas, goods, information, capital and people such that the effects of distant events can be highly significant elsewhere. (Ginikanwa Agulanna, 2006). Globalization can make the most local developments to have enormous global consequences. This paper focuses on the impact of globalization on violence and how education administrators could curb escalation of violence among secondary school students in Nigeria.

Globalization which rides on the crest of the technological and information revolution has numerous benefits. Positive effects of globalization include development of technology. The introduction of new technology has in turn multiplied monopoly capitalism's capacity to reproduce money capital (Tandon, 2001). The extensity, intensity speed and sheer volume of cultural communication at a global level are unsurpassed. Instantaneous communications are made possible by the global influence of radio, television, the internet, satellite and digital technologies. There is promise of increased prosperity and investment confidence.

The Impact of Globalization on Violence
The drive to increase the rate of profit through technological innovation results in the reduction of labour costs, which leads to elimination of jobs, lower real wages, decrease social benefits and suppresses the basic rights of workers so as to ensure high profitability. Also, there are the increase prices of basic commodities and the overall decreases in standard of living. In addition, the underdeveloped nations of the world and those with weak economies are made bankrupt.

Tandon, (2001) argues that globalization also breeds violence and conflict when it continues to produce inequality, poverty, environmental destruction and unprecedented concentration of economic powers for a few while the majority are marginalised and excluded. Victims of adjustment programmes

and structural policies of globalization, become discontent, militant in response, as they seek an end to the violence of militarism, poverty and injustice.

Listening to global news, we constantly hear of violence and brutality meted out on people around the world. Examples abound everywhere. These include the human carriage in many conflict situations in Africa, Sierra Leone, Democratic Republic of Congo, Somalia, Liberia; the killing of innocent civilians in Iraq, bombings in America and acts of terrorism in Southern Russia resulting in killings of hundreds of school children and their parents (Agulanna, 2006). These are examples of violence influenced directly or remotely by globalization. Such high level of violence brought frequently to almost every doorstep as a result of globalization has great influence on the conscience of young people. Children tend to copy these violent behaviours.

Lawig (2003) argues that young people are the most vulnerable to the lure of the products of globalization like the television digital games, cell phone, night life and internet. They are easily attracted to these agents of cultural change and thus gradually imbibe the global culture of violence. Kemjika and Woruka (1995) opine that young people are involved in various forms of violence such as peer cruelty, robbery, assault of students and teachers, arson, rape, destruction of property and even murder. Agulanna (2006) reported that 60% of persons arrested in Nigeria for trafficking and arson were adolescents. Also, Agulanna (2006) argues that the prevalence of delinquent acts among Nigeria adolescent has increased in the lasts three years in terms of frequency of recorded delinquent crisis and number of adolescent involved. One can safely conclude, from the foregoing, that in Nigeria today, violence is one of the major causes of death for adolescents.

The students involve themselves in cult activities resulting in multiple killings, raping, maiming and destruction of school properties. Nwachukwu (2000) opines that there is disrespect for authority, widespread dishonesty and cheating among adolescents. Violence results in student missing school and being less active in class. Thus, in the opinion of Kemjika and Woruka (1995), the system is likely to breed educationally unfit, morally unhealthy and socially maladaptive citizens. This is the destructive phase of globalization.

Stemming the Global Culture of Violence by Educational Administrators

The effects of violence on individual psychological and physical well being are significant, long lasting and devastating. It stands in the way of human resource development and reduces productivity. For a non-violent world that is committed to the fulfilment of peace, freedom and prosperity, there is need to tackle the problem at the adolescent stage since the adolescents are the most vulnerable group to violence.

 Educational administrator can do a lot to reduce the prevalence of violence in secondary schools in Nigeria. The head of the secondary school is known as the school administrator, school manager or the principal. The entire school reflects the administrators' personality and attitude. A peace –loving Principal will radiate peace and inculcate in his teachers and students peace,. He can do a lot to dilute the influence, of global violence in the students. He can influence the teachers to educate the students about alternative to violence and teach violence –intervention and peace making skills as early as possible

Institutions of learning exist to influence individuals and finally affect the entire society,. Aggressive and violent behaviour can be taught thus Agulanna (2006) argues that there is reason to think that it can also be prevented by teaching children strategies to deflect such behaviour. Children could be taught skills to promote social skills like compassion, helpfulness, social problem solving, conflict resolution, empathy and anger management.

Thus, a research was carried out to investigate if the teaching of empathy and anger management can curb the global culture of violence in the secondary school students in Uyo Local Government Area. The recommendation in this paper is mainly based on the result of the findings.

Research Questions

The following research questions were formulated to guide the study.

1   To what extent has teaching of empathy curb the global culture violence in the students?
2   To what extent has teaching of anger management curb the global culture violence in the students?

Methodology

Population of the study comprised 10,050 students from 15 secondary schools in Uyo Local Government Area of Akwa Ibom State. A simple random sampling technique was used to select 22 students from each of the 14 secondary school with very large number of students 27 students were selected. In all, 335 students were used for the study. The students were trained for 3 weeks on empathy and anger management. At the expiration of the three weeks, the questionnaires were administered on the students and the results analysed using population t-test.

A likert-type questionnaire was constructed for the students in such a way that each of the objectives was measured with four items. Ideas used to formulate questionnaire were gathered from what was used in training the students for three weeks before administering the questionnaire. The questionnaire used demanded the students to indicate by ticking (√) whether they agreed or disagreed to simple statements, and to show the degree of agreement or disagreement by responding under any of the following

VSA   =   very strongly agree (6 pts)
SA   =   Strong Agree (5 pts)
A   =   Agreed (4 pts)
D   =   Disagree (3 pts)
SD   =   Strongly disagree (2 pts)
VSP   =   Very strongly disagree (1 pt)

The reliability of the instrument was ascertained through a test-retest method and reliability co-efficient of 0.64 and 0.71 were obtained for teaching of empathy and teaching of anger management. Population t-test analysis was used to analyse the data collected.

Analysis and Discussion of Fidings

Research Question 1: *To what extent has teaching of empathy curbed the global culture of violence in the students?*

To answer the research question 1, the mean response to four related questionnaire items was found along with the standard deviation. These were used in population t-test analysis to determine if the teaching of empathy has a significant influence on curbing the global culture of violence in the secondary school students. The result of this analysis is presented on table 1.

As shown in table I, there is a high calculated t-value of 26.06 for the total response to the four related questionnaire items representing students' view on how the teaching of empathy has curbed the global culture of violence in them. This value was observed to be higher than the critical t-value of 1.96 at .05 level of significance and 334 degrees of freedom (see table I). This implies that the teaching of empathy has curbed the global culture of violence in secondary school students.

Similarly, high and significant t-value was observed when the mean of students' view on the different aspects of empathy training were compared to appropriate index representing the mean of uninfluenced view.
Table 1 reveals a high and significant calculated t-value of 27.55 for the students' view on the statement that having been trained on how to have interpersonal relationship with colleagues, they have developed love for their colleagues. This is higher than the critical t-value of 1.96 at 0.05 alpha level (df = 334). This implies that the training in interpersonal relationship has helped the students to develop love for their colleagues.

A similar test of students' view on the statement that exposure to role taking and role playing has enabled them to imagine and act the role of another, thus leading to their sympathy for others resulted in a t-value of 11.79 (see table 1). This compared to a critical t-value of 1.96 was highly significant at 0.05 alpha level with df = 334. This implies that the students' exposure to role taking and role playing had resulted in the students having sympathy for others.

Table 1 also reveals a high significant calculated t-value of 12.91 for the statement that exposing the students to activities that focus on the lives of empathic persons has made them develop sympathy for the afflicted. This value was observed to be higher than the critical t-value of 1.96 at .05 level of significance and 334 degrees of freedom. This implies that exposing the students to lives of empathic persons have made them to develop sympathy for others.

Lastly, on whether the teaching of empathy in secondary schools do expose students to emotionally arousing stimuli such that at the end the students will develop feelings for others in the same situation, a t-value of 8.32 (see table 1) was observed. This was seen to be higher than the calculated t-value of 1.96 at 0.05 alpha level of significance and 334 degrees of freedom. This

implies that exposure to emotionally arousing stimuli has helped students to developed feelings for others in the same situation.

This finding is in line with Agulanna's (2006) accession that the administrators' introduction of empathy into the co-curriculum can help curb the global culture of violence in the adolescents. The teaching of empathy has curbed the global culture violence in the secondary school students. This is true because empathy teaching has trained the students to have high interpersonal relationship with colleagues and thus develop love and regard for others. Students were trained on activities, which focus on one's feelings as points of departure for relating to the feeling of others.   They   were taught activities which focused on similarities between oneself and one's feeling and the selves and feelings of others:

Role taking and role playing activities in which the students are exposed to enable them imagine and act at the role of another thus resulting in sympathy for others. They were exposed to emotionally arousing stimuli, such as deprivation, distress and portrayal of misfortune
They were exposed to activities that focus on the lives of empathetic persons, when the child is exposed to this empathy training, he has certainly developed feelings for others. Thus, this has helped the administrators in curbing global culture of violence in the students. The students were not violent due to the training

Research Question 2: *To what extent has teaching of anger management curbed the global culture of violence in the student?*

To answer research question 2, the mean response to four related questionnaire items was found along with the standard deviation. These were used in population t-test analysis to determine if the teaching of anger managements has a significant influence on curbing the global culture of violence in the secondary school students. The result of this analysis is presented on table II.

Table II shows a high calculated t-value of 28.99 for the total response to the four related questionnaire items representing students' view on the extent to which their training in anger management has enabled them to curb the global culture of violence. This value was observed to be higher than the critical t-value of 1.96 at .05 alpha level of significance and 334 degrees of

freedom considering the nature of the wording of the items, (see table II). This implies that the students' training in anger management has significantly enabled them to curb the global culture of violence.

Similarly, high and significant t-values were observed when the mean of students' view on the different aspects of how anger management has curbed the global culture of violence in the students.

Table II also reveals a high and significant calculated t-value of 25.01 for the students' view on the statement that using positive self statements to control anger the students rarely have outburst of anger. This is higher than the critical t-value of 1.96 at .05 alpha level (df = 334). This implies that the students' knowledge of positive self statements has enabled them to control anger.

A similar test of students' view on the statement that using stress reduction technique, they can avert uncontrolled anger behaviour resulted in a t-value of 28.62 (see table II). This when compared to a critical t-value of 1.96 was highly significant at .05 alpha level (df= 334). This implies that the students' knowledge of using stress reduction techniques, such as counting backwards can help them avert uncontrolled anger behaviour.

On whether the students' knowledge of identifying personal triggers can help them avert uncontrolled anger behaviours, a t-value of 19.25 (see table II), was observed. This was seen to be a lot higher than the critical t-value of 1.96 at 0.05 alpha level (df =334). This implies that training students on how to identify personal triggers, that is situations that can typically arouse intense anger feelings, can help the students to avert uncontrolled anger behaviour.

Finally, table II also reveals that students' knowledge of anger managements has help them to generate and practice feelings, strategies to inhibit automatic and impulsive responding. Students' view on this when analysed, resulted in an observed t-value of 20.64 which when compared to the critical t-value of 1.96 indicates a high significance at 0.05 alpha level (df=334). This implies that students' knowledge of anger management has helped them to generate and practice feelings, strategies to inhibit automatic and impulsive responding.

This finding is in line with Agulanna's (2006) accession that the teaching of anger management in schools can curb the global culture of violence in the students. This is so because when anger management was taught to the students, they practiced the skills, mastered them and used them to curb violence.

The students were taught to recognize anger cues in their bodies such as feeling hot or cold; they were taught how to use positive self statements and other stress reduction techniques such as counting backwards to avert uncontrolled anger behaviour. They were also taught how to identify personal triggers, which are those situations that typically arouse intense anger feelings. Finally, they were taught how to generate and practice feelings, strategies to inhibit automatic and impulsive responding. These teaching enhanced the administrators' ability in curbing global culture of violence in the students.

Conclusion
Based on the result of the findings, it is concluded that the spread of violence through globalization can be curbed in the students by the administrators through the teaching of empathy and anger management in secondary schools.

Recommendations
Based on the findings and on the conclusion drawn, it is recommended that administrators should make the teaching of empathy and anger management compulsory by introducing them into the curricula of primary, secondary and tertiary institutions. This will entrench in the youth the ability to manage anger when infuriated and also have love for others as they love themselves. Thus, the global culture of violence will be curbed and in so doing the gains of globalization will fully be enjoyed in Nigeria and the world at large.

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Table I: Population t-test Analysis of the Extent to Which Empathy Training Has Curbed the Global Culture of Violence in Secondary School Students (N = 335)

Statements	Expected mean	$\overline{x}$	SD	t
Having been trained on how to have interpersonal relationship with colleagues, I have developed love for them.	3.50	4.50	.93	27x55
My exposure to role taking and role playing had enabled me imagine and act the role of another thus resulting in my having sympathy for others	3.50	4.17	1.04	11.79
Being exposed to activities that focus on the lives of empathetic persons, I have developed sympathy for the afflicted	3.50	4.29	1.12	12.91
My exposure to emotionally arousing stimuli, like deprivation, distress and portrayal of misfortune has made me have feelings for others in the same situation	3.50	4.00	1.10	8.32
Total	14.00	17.36	2.36	26.06

P < 0.05; df = 334; Critical t = 1.96

Table II: Population t-test Analysis of the extent to which training in Anger Management has Curbed the Global culture of Violence in Students (n = 335)

Statements	Expected Mean	$\overline{x}$	SD	t
Using position self statements to control anger, I rarely can have an outburst of anger.	3.50	4.76	90	25.01
Using stress reduction techniques such as counting backwards, I can avert uncontrolled anger behaviour	3.50	4.97	.94	28.62
Identifying personal triggers, which are those situations that can typically arouse intense anger feelings, I can avert uncontrolled anger behaviour	3.50	4.75	1.19	19.25
Anger management has made me to generate and practice feelings, strategies to inhibits automatic and impulsive responding	3.50	4.52	95	20.64
Total	14.00	18.99	3.15	28.99

P < 0.05, df = 334; critical t = 1.96