

FAMILY CHARACTERISTICS AS PREDICTOR OF SCHOOL-RELATED GENDER-BASED VIOLENCE AMONG ADOLESCENTS IN OYO STATE.

Ololade D.O*, Moronkola O.A and Iyanda A.B****

Dept. of Human Kinetics and Health Education, Emmanuel Alayande University of Education, OyoDept. of Health Education, University of Ibadan.*

Abstract

School-Related Gender-Based Violence (SRGBV), a social problem and a public health concern is on the increase in Oyo State, Nigeria leading to bullying and school absenteeism among students. This study, therefore, was carried out to investigate Family Characteristics-FC (Parental Criminality and Parenting Skills), as predictors of SRGBV among adolescents in Oyo State. A mixed method (QUAN+Qual) was utilized. Multistage sampling procedure was used. The simple random sampling technique was used to select five (Ibadan Zone IV, Ibadan Zone I, Ogbomoso Zone, Kishi Zone and Iseyin Zone) out of the 10 existing educational zones in Oyo State. School-Related Gender-Based Violence Scale was equally used to elicit information on prevalence of violence among in-school adolescents in Oyo State. Two schools were randomly selected in each educational zone. Three hundred students who were not in terminal classes were purposively selected in each school, (75 per level), totally 3,000 and 2989 who filled the instrument appropriately was used for analysis. The instruments used were Parental Criminality ($r = 0.74$), Parenting Skills ($r = 0.71$). Quantitative data were analysed with descriptive statistics, Pearson product moment correlation, t-test and Multiple regression at 0.05 level of significance, while qualitative data were content-analyzed. The respondents' age was 15.36 ± 1.30 years and 55.7% were female. Parental Criminality ($r = 0.57$), and Parenting Skills ($r = 0.54$) had significant positive relationship with SRGBV. Parental Criminality ($\beta = 0.43$), and Parenting Skills ($\beta = 0.15$) had significant relative contribution to SRGBV. The joint contribution of family characteristics (parental criminality and parenting skills) on school-related gender-based violence among in-school adolescents in Oyo State was significant ($F(2,2986) = 474.912, p < .05$). Family characteristics influenced school-related gender-based violence among adolescents in Oyo State. Government, parents and other policy makers in the education sector should take cognizance of these factors.

Introduction

School-Related Gender-Based Violence (SRGBU) refers to acts of sexual, physical, psychological violence inflicted on children in and around schools because of stereotypes and roles or norms attributed to or expected of them because of their sex or gendered identity. It also refers to the differences between girls and boys experience of and vulnerabilities to violence (Adedigba, Edungbola, and Oniyangi 2019). School-related gender-based violence is a social problem as well as that of public health concern which is any condition or behaviour that has negative consequences for large numbers of people and that is generally recognized as a condition or behaviour that need to be addressed. Its negative social conditions or behaviours do not become social problem unless parents,

policy makers and societies call attention to the condition or behaviour and define it as a social problem. The school physical environment must be made non-violent or be health promoting in nature in order to achieve peace and objectives of teaching and learning. Violence has been identified by World Health Organisation WHO, (2002) as an intentional use of physical and psychological force or power, threatened or actual, against oneself, another person or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation. It is noted that bullying, accidental violence, discrimination and violence, sexual assault or harassment, physical violence and psychological violence, describe some of the most prevalent forms of school-based violence (South African Human Rights Commission, 2006).

Violence is a threat to health in every country of the world. Worldwide more than five million adolescents die each year as a result of some form of violence and many more remain disabled for life (World Health Organisation) (2007). School students aged between 15 and 19 years are in the middle and late stages of adolescence and are especially vulnerable to high-risk behaviour that can affect their health and lead to illness and death (Sycharawn, Thomson and Faxelid, 2011). Furthermore, school violence is any behaviour that violates a school's educational mission or climate of respect or jeopardizes the intent of the school to be free of aggression against person or property. Violence in schools varies according to gender. Male are more likely to experiment with fighting and sexual assault. They also tend to drink alcohol more than female. Female are more likely than male to binge-drink (Center for Prevention of School Violence, 2004). School-Related Gender-Based Violence can be predicted by family characteristics of parental criminality, and parenting skills. Parental criminality and that of other family members have long been considered a risk factor of school-related gender-based violence. For example, Ward (2007) and Onoyase (2019) reported that too many children are being exposed to violence in the home, to caregiver criminality and quite possibly, to poor family management practices. This is because parents play an essential role in modeling behaviour as well as mediating other factors such as poverty, school truancy, peer pressure, which may increase the risk of SRGBV. In the same way, School African Country for Education (SACE) and School Based Violence Report (2011) asserted that exposure to crime and violence within the family context increases the risk of exposure to SRGBV. For example, those students who had been exposed to some form of interpersonal violence between parents (beating, punching, hitting, attacking with a weapon or intentionally hurting) were three times more likely than other children to be victimized within the school context. Moreover, the experience of violence having parents who were involved in criminal activities or who had been incarcerated also increased the risk of exposure to school-related gender-based violence. A meta-analysis of 38 research studies examining the factors associated with later involvement in the adult criminal justice system, indicates that early age onset of anti-social behaviour predicts adult antisocial behaviour and that parenting that is coercive, inconsistent or lacking in supervision during childhood is a strong predictors of adult criminality (Mc Donald, Baden and Lochman, 2013).

Parenting skills are regarded as traditions from which adolescents learn beliefs, values and behaviours considered to be significant and appropriate for the social context. Moore, Stratford, Caal, Shanson, Hickman, Temkin, Schmitz, Thompson, Horton and Shaw (2015), reported that family practices which parents employ not only affect the quality of the parent-child relationship but also affect adolescents violent behaviour. Parenting skills may teach adolescent that aggression and intimidation are appropriate means to maintain relationship. Likewise, Kwon (2015) stressed that parenting skills such as failure to set clear expectation for adolescents behaviour, poor monitoring and supervision, and severe and inconsistent discipline consistently predict later school-related gender-based violence. Moreover, poor child rearing; an authoritarian parenting style; poor parental supervision; harsh parental discipline; a cruel, passive, or neglectful parenting attitude; and parental disagreement about child rearing each predicted later SRGBV. Harsh parenting predisposes adolescents to school-related gender-based violence (Colich, Rosen, Williams and Mchaughlin, 2020). Similarly, research has shown that exposure to family conflict in early childhood is correlated with perpetration or victimization of violence among adolescents and teens (Gil-Gonzalez, Vives-cases, Ruiz, Carrascoportino, and Alvarez Dardet, 2008). A report by the Centers for Disease Control and Prevention (2011) found that middle and high school students who were victims of bullying were more than three times more likely to have witnessed domestic violence in the past when compared to non-bullied students. Boys were more likely to be reported for bullying and girls are more likely to be reported for being victims of bullying. Preliminary investigation by the researcher among adolescents within the study area revealed that consequences of SRGBV such as sexual transmitted infection, abortion, unwanted pregnancy, drop-out of school and reduced school attendants are on the increase. Several studies have been conducted on gender-based violence; Ajayi (2017) studied demographic characteristics of students on GBV while Illiyasu, Abubakar, Aliyu, Galadanci and Salihu (2011) studied prevalence and correlates of GBV among female university students but to the best knowledge of the researcher there is gap of research on family characteristics as predictors of school-related gender-based violence in Oyo State. Therefore, this study examined family characteristics as predictors of school-related gender-based violence among in-school adolescents in Oyo State, Nigeria.

Methodology

The mixed method involving descriptive research design of correlational type and qualitative approach were used for the study. The population for this study was all in-school adolescents in public secondary schools in Oyo State, Nigeria with a population of 486, 621 (Ministry of Education, Science and Technology, 2019). The sample size for this study was three thousand (3,000) respondents. The respondents were drawn from the selected public secondary schools in Oyo State as shown in Table 1. A mixed method (QUAN+Qual) was utilized. Multistage sampling procedure was used. The simple random sampling technique was used to select five (Ibadan Zone IV, Ibadan Zone I, Ogbomoso Zone, Kishi Zone and Iseyin Zone) out of the 10 existing educational zones in Oyo State. A self-developed questionnaire was designed for the study. Family characteristics Scale was used to elicit information on family issues in relation to SRGBV among in-school adolescents in Oyo

State. The scale was developed by the researcher which originally consisted of 26 items. The items were subjected to reliability analysis test. The reliability of the instrument was determined using Cronbach Alpha Test Five (5) trained research assistants who facilitated the smooth conduct of the exercise. School-Related Gender-Based Violence Scale was equally used to elicit information on prevalence of violence among in-school adolescents in Oyo State. The scale was developed by the researcher with 9 items. The items were subjected to reliability analysis test. Each response on the school-related gender-based violence scale was scored on a 4-point response format of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with allocation of point in the following order: SA = 4, A=3, D=2 and SD=1.

Results

Table 1: Correlation matrix showing the relationship between independent variables and dependent variable

Items	1	2	3	4	5	6	7	8	9
School related gender-based violence	1								
Parental criminality	.566	1							
Parenting skills	.542	.567	1						

Table 1 showed that there was a moderate positive relationship between school related gender-based violence and parental criminality among the respondents ($r=.566$, $p<0.05$). A moderate positive relationship was also found between school related gender-based violence and parental skills among the respondents ($r=.542$, $p<0.05$). This implies that, there was an increase influence of the family characteristics on school-related gender-based violence among in-school adolescents in Oyo State.

Hypothesis 1:

There will be no significant joint contribution of family characteristics (parental criminality and parenting skills) on school-related gender-based violence among in-school adolescents in Oyo State.

Table 2: Regression table showing the joint contribution of family characteristics (parental criminality and parenting skills) on school-related gender-based violence among in-school adolescents in Oyo State

R	=	.491			
Multiple R	=	.241			
Multiple R ² adjustment	=	.241			
Analysis of Variance					
Model	Sum of square	Df	Mean square	F	Sig.
Regression	21462.894	2	10731.447	474.912	.000
Residual	67473.696	2986	22.597		
Total	88936.590	2988			

The 2 revealed that the joint contribution of family characteristics (parental criminality and parenting skills) on school-related gender-based violence among in-school adolescents in Oyo State was significant ($F_{(2,2986)} = 474.912, p < .05$). The independent variable also yielded a coefficient of multiple regression (R) of .491, meaning that about 49.1% of the variation is accounted for by the independent variables. Therefore, the null hypotheses were rejected. This implies that parental criminality and parental skills jointly contributed to school related gender-based violence among the respondents.

Hypothesis 2:

There will be no significant relative contribution of family characteristics (parental criminality and parenting skills) on school-related gender-based violence among in-school adolescents in Oyo State.

Table 3: Regression table showing the relative contribution of family characteristics (parental criminality and parenting skills) on school-related gender-based violence among in-school adolescents in Oyo State

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta (β)		
(Constant)	11.443	.658		17.389	.000
Parental criminality	.403	.015	.431	26.002	.000
Parenting Skills	.156	.018	.145	8.748	.000

Table 3 showed for each family characteristics variables, the unstandardized regression weight (β), the standardized error of estimate (SE β), the standardized coefficient, the t-ratio and the level at which the t-ratio is significant. The table revealed that parental criminality has the highest contribution of 43.1% ($\beta = .431, t = 26.002, p < 0.05$) while parenting skills

contributed the least 15% ($\beta=.145$, $t=8.748$, $p<0.05$). Therefore, the null hypothesis is rejected.

Discussion

This work examined family characteristics as predictors of school-related gender-based violence among in-school adolescents in Oyo State, Nigeria. Findings indicated that there was a significant joint contribution of the independent variables of family characteristics such as: parental criminality and parenting skills on the dependent variable of SRGBV among adolescents in Oyo State, Nigeria. The findings on the relationship between family characteristics variables and SRGBV among in-school adolescents in Oyo State, Nigeria revealed that family characteristics had positive significant relationship with SRGBV among the respondents. This implies that the rate of perpetrating SRGBV in schools was be high. This means, parent who involve in criminal acts, parents are not performing their skills not giving time to monitor adolescents would promote the prevalence of SRGBV among in-school adolescents who do not but follow what others does. The finding of this study agreed with the finding of Wendy and Lucie (2013) who found a strong relationship between parents who behaves criminally, parenting with bad skills and SRGBV.

Also, the findings of this study buttressed the findings of Mark and John (2002) on family characteristics that contributed to SRGBV. The testing of the first hypothesis, there was a significant joint contribution of family characteristics to SRGBV among in-school adolescents in Oyo State. The finding on the joint contribution of family characteristics revealed that, family characteristics jointly predicted SRGBV among in-school adolescents in Oyo State. The implication is that, family characteristics of parental criminality and parenting skills jointly contributed to prevalence of SRGBV among in-school adolescents in Oyo State. This shows that parents impact certain behaviour to their children. This is because parents play an essential role in modeling behaviour as well as mediating other factors such as school truancy, peer pressure and poverty. The outcome of this finding was in agreement with the study of Mohammed and Meisan (2014); Jason (2011); Simeons et al (2005) agreed that there are significant positive associations between family characteristics and SRGBV. The outcome of the present study might be as a result of the fact that, the respondents involve in destroying somebody's property, using language that threatened somebody reputation or attempt to kill or take somebody's life. Another reason may also be because parents always dictate to them on how to live their lives, careless about what happens to them, do not show good examples to them at home. It may also be because they find it difficult to have time for them or they do not show love or affection to these adolescents at home. In addition, the outcome might be attributed to the fact that the respondents see their parents criminal behaviour and certain parenting skills which are encouraging their violent behaviour. The result of hypotheses two revealed that there was relative contribution of family characteristics to SRGBV among in-school adolescents in Oyo state. The findings on the relative contribution of family characteristics (parental criminality and parenting skills) showed that each of the characteristics significantly contributed to the prevalence of SRGBV among the study responded. In the magnitude of contribution, parental criminally mostly predicted prevalence of SRGBV followed by parenting skills. This

means that when parents act in a criminal way, it exposes the adolescent to violent and they will also think that, it is the best way to react to any unwanted behaviour. This finding substantiated the finding of Strohschein and Matthew (2015) which state that adolescents who refrain from taking part in violent activities, parents have also disciplined themselves in involving in any violent acts. Also, this finding is also corroborated by Moitra and Mucherjee (2012) who found that there was a noteworthy role of parents in shaping the violence behaviour of adolescents.

Furthermore, this finding established that family characteristics most especially parental criminally among others potently and significantly promoted SRGBV among in school adolescents. This finding is in line with the findings of Willis and Esmeralda (2013); Janet and Florence (2013) stated that adolescents growing up with parents in violent home will manifest such a behaviour later. The finding of the study from the FGD sessions were also in line with the result of the questionnaire survey that showed that family characteristics predispose the student to school related gender based violence when asked if parental criminality in any way increase the rate of SRGBV, the responses were in affirmative. Notable quotations from them discussants are reproduced below:

Yes, my parents like to fight with our neighbours. When fighting I do join my parents because I think it is the best way to express yourself. I used the same way to tackle my mates in school.

(Male/ 14 years old)

I don't want to explain to my parents what am expressing at school because my mummy will come and fight my mates and teachers in the school premises

(Female/ 11 years old)

The above extracted from the discussants showcased that family characteristics can pose a great challenge to students and expose them to gender based violence. To justify this findings, Hoghing (2004) found that parenting skills such as caring less about what happen to adolescents, finding it difficult to have time for them and dictating to them on how to live their lives are major predictors of increased rate of SRGBV. The finding in this study also established the association between fighting with friends that leads to police intervention and destroying somebody's property and SRGBV. This shows that as long as parents involve in these acts their adolescents would tends towards such behaviour. This is in line with the result of obtained from Mark and John (2002). This result also tailed with Hulya and Sultan (2019) who concluded that students whose parent attitude is not healthy, reliable, respectful and responsible are more likely to be involved in SRGBV when compared to students whose parents are good virtue.

The finding of hypothesis two also agreed with Marianne, Jack, Ruth, Hesper and Veronique (2013) who established that parents attitude in relating it with adolescent's development level, personal traits, their demands and ability to act in the way the parents want/act.

The result of hypothesis three showed that there was a significant joint contribution of social factors to SRGBV among in-school adolescents in Oyo State. The result on the

joint contribution of social factors showed that drug abuse, peer influence, school physical environment and school neighbourhood jointly predicted SRGBV among in-school adolescents in Oyo State. This implied that the combinations of all the factors are responsible for the increase in the rate of occurrence of SRGBV. This means that, when adolescents are exposed to use of drugs, being influenced them in a negative way, when school environment is porous and neighbourhood is not favourable, the rate of perpetrating SRGBV is greatly increased. This finding is similar to the finding of Lee and Halimatul (2012) found that drug abuse among adolescents is not only outside the school compound but also in class. This result was in agreement with the outcome of Ramos-Lira (2006) who stated that availability of drug within neighbourhood contributes to the prevalence of SRGBV. Still in support of the positive association between drug abuse and SRGBV, Gunda and Mbwirire (2020) agreed that drug use is one of the predisposing factor to SRGBV, the findings of this study might be because most adolescents used drugs and alcohol when going to friends homes, spending the night out or when attending parties. The result of hypothesis for showed that there was a significant relative contribution of social factors to SRGBV among in-school adolescents in Oyo State.

Conclusion

Based on the findings of this study, it was concluded that there was a significant joint prediction of family characteristics on SRGBV among in school adolescents who are in Oyo State. In addition, it was concluded that parental criminality and parenting skills relatively predicted SRGBV. The study also concluded that relatively and compositely the independent variables; Parental criminality, parenting skills made significant contributions to the predictions of SRGBV while there was a very high prevalence of SRGBV among male adolescents who were students in Oyo State than the shady respondent. It was recommended that Parents should refrain from violence acts at home which might predispose adolescents to perpetrate violent in schools; In-school adolescents should be sensitized on the danger involved in SRGBV among students in Oyo State. Also, the school environment must be free from violence. Based on the findings from this study, the following recommendations were made:

1. Parents should refrain from violence acts at home which might predispose adolescents to perpetrate violence in schools;
2. Parents are to be good role models in all areas of life especially to be free of drug use and engage in healthy lifestyle.
3. Parents must make efforts to ensure that they improve providing necessary daily needs to make adolescents to dissuade them from crime and gender-based violence;
4. Parents need to not only be good role models but monitor the activities of their children within and outside the school environment.

References

- Adedigba, C.G; Edungbola, A.A and Oniyangi, S.O. (2019). Health Education: A panacea to school related gender based violence in Nigeria. *Nigerian Journal of Health Education*, 25 (1): 78-84.
- Centers for Diseases Control and Prevention (CDC) (2011). Bullying among middle school and high school students- Massachusseti 2009. *MMWR* 2011; 60; 465-466.
- Colich. N.L, Rosen, M.L. Williams, E.S and McLaughlin, K.A (2020): Biological aging in childhood and adolescence following experience so threat and deprivation: A systematic review and meta-analysis. *Psychological Bulletin* 146 (9), 721 – 764.
- Gil-Gonzalez, D., Vives-cases, C. Rulz M.T. Carrasco-portino, M. and Alvarez – Dardet, C. (2008). Childhood experiences of violence in perpetrators as a risk factor of intimate partner violence: A systematic review. *Journal of Public Health* 30(1)14.
- Gunda Kundwei and Mbwirire John (2020) Causes of drug abuse in secondary schools. A case study of Zengeza 4 high school. Chitunguza, Zimbabwe.
- Hoghung M., (2004) Parenting: an introduction in Hoghugh M. Long N, editors handbook of Parenting, theory and research for practice London: SAGE Publication: 1-18.
- Hulya K.A. and Sultan A.A. (2019), Parental attitude perceived by adolescents and their tendency for violence and affecting factors. *Journal of Interpersonal Violence* 34(1) 200-216.
- Iliyasu, Z; Abubakar, I.S.; Aliyu,M.H.; Galadanci, H.S. and Salihu, H.M. (2011). Prevalence and correlates of gender-based violence among female university students in Northern Nigeria. *African Journal of Reproductive Health* .September, 15(3), 111-119.
- Janet A.S. and Florence L.D. (2013). Violence against girls and women. *International Perspectives* 27; 137 – 139.
- Jessor, R., Donovan, J.E. and Costa, F. 1991. Beyond adolescence problem behaviour and young adult development. New York, Cambridge University Press. *Journal of Adolescent Health* 12:8.
- Kwon M.S (2015) parent perceptions of school violence: a replication study masters Thesis smith college, Northampton, MA. <https://scholarworks.smith.edu/theses/710>
- Marianne J. Jack G. Ruth S. Floreyne Hesper and Veronique E. (2013). Parental Criminality, family violence and intergenerational transmission of crime within a birth Cohort Springer Science Business Media Dordrecht.
- Mark Eddy J. and John B.R. 2002. The antisocial behaviour of the adolescent children of incarcerated parents: A development perspective.
- Mc Donald, K.L, Baden, R.E, and Lochman, J.E (2013). Parenting influences on the social goals of goals of aggressive children. *Applied Developmental Science*, 17 (1) 29 – 38.
- Ministry of Education, Science and Technology in Collaboration with United Children's Fund (UNICEF) (2016). Oyo State 20/5/2016. *Annual School Census Report*
- Mohammed, R.A., and Meisam, D., 2014. The Role of Family in Abnormality and Crime in Children with a Case Study: *International Journal of Pediatrics (supplement 6)*, 2(11), 86-94.

- Moitra, T., and Mulcherjee, I., (2012). Does parenting behaviour impact delinquency? A Comparative Study of Delinquents and Non-delinquents and Non-delinquents. *International Journal of Criminal Justice Sciences*, 5(2), 274-285
- Moore, K., Stratford, B., Caal, S. Hanson, C., Hickman, S., Temkin, D. Schmitz, H, Thompson, J. Horton, S., and Shaw, A., (2015). Preventing Violence: A Review of Research, Evaluation Gaps and Opportunities Pp. 58-102.
- Lee, S.I., and Halimatul, S.A.H., (2012). Students selling sex for dope. Available at <http://www.asone.com/news/education/story/Q/story200990906-165987.html>. Accessed Oct. 23, 2018.
- Onoyase A. (2019). School –related gender-based violence (SRGBV) and its consequences on secondary school student implications for counselling. *Journal of Education and Training Studies*.8(2),29-37.doi:10.11114/jets.v8i2.4671.
- Ramos-Lira, L., Gonzalez-Forteza, C., and Wagner, F.A., (2006). Violent Utilization and Drug Involvement among Mexican Middle School Students. *Addiction*, 101:850-856.
- SACE, (2011), School-based violence report: An overview of school-based violence in South Africa and Moore, K. Straford, B. Caal, S. Harrison, C. Hickman, S. Temkin P, Schmitz, H., Thompson J., Honto S., and Shaw A. 2015. Preventing Violence; A Review of Research, Evaluation, Gaps and Opportunity Pp. 50-95.
- Simons R. L. Simons L.G. Burt C.H., Brody G. H. and Cutrona C. (2005). Collective efficacy, authoritative parenting and delinquency. A longitudinal test of a model integrating community and family-level processes. *Criminology*.43, 989 – 1029.
- Strohschein, L. and Matthew, A. (2015). Adolescent problem behaviour in Toronto, Canada: Associations with Family, School and Neighbourhood Social Capital. *Sociological Inquiry*, 85(1), 129-147.
- Sycharew V. Thomson S., Faxelid E. (2011). Concurrent multiple health risk behaviours among adolescents in Lavangnamtha Province, Law POR, BMC Public Health 2011:11:36.
- Ward, C., (2007). Young people's violent behaviour: Social learning in context, in Burton P. (Ed.), *Someone Stole My Smile: An Exploration into The Causes of Youth Violence in South Africa*, CJCP Monograph 3, Cape Town, Pp. 9-35
- WHO. (2002). World report on violence and health. Geneva: WHO.
- WHO (2007). WHO Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies Geneva WHO [http://www.who.int/gender/document/OMSEthic and safety 10 Aug07pdf](http://www.who.int/gender/document/OMSEthic%20and%20safety%2010Aug07.pdf) accessed 28/07/2020
- Willis C. N. and Esmeralda N. (2010). Domestic violence causes and cures and anger management London: Willis Newman