

Impact of School's Violence on Educational Career of Female Students with Hearing Impairment in Federal College of Education Pankshin, Plateau State, Nigeria

MIilaham, Rahila Samuel

Department of Special Education, School of Adult, Non-formal and Special Education, Federal College of Education, Pankshin, Plateau State, Nigeria

Abstract

Students in schools often experience physical violence such as; teasing, stigmatization, psychological, verbal abuse and sexual harassment, including rape. Fear of violence attack prevents many girls with hearing impairment from attending social gathering due to their communication and language problems. This study examined the impact of school's violence on educational career of female students with hearing impairment in federal college of education Pankshin, plateau, Nigeria. The main objectives of the research are to find out the types of violence experienced by female students with hearing impairment studying in Federal College of education Pankshin and examine the impact of violence on education of female students with hearing impairment after experiencing the trauma of violence. The following research questions were also formulated to guide the study. What types of violence commonly experienced by girls with hearing impairment studying in FCE Pankshin? To what extent has violence affected academic achievement of girls with hearing impairment in FCE Pankshin. Qualitative design was used to conduct the study. The population of the study consisted of 21 female students with hearing impairment in special education department Federal College of Education Pankshin, Plateau State Nigeria. A sample of eight (8) females with hearing impairment was randomly selected from the study. All the eight girls in the department were interviewed to find out if they have ever been a victim of violence. The responses of the students were grouped into four themes. Namely; physical, psychological, sexual and verbal abuse. The results showed that sexual abuse at school affects students with hearing impairment mental health and self-esteem. It leads to drop-out from school. The study researcher concluded that all types of violence have

negative effects on the overall personality and in particular academic performance of victim. It was recommended that special education teachers should collaborate with the counsellors to maintain a supportive school environment for students hearing impairment through enlightenment campaign of the need to effectively implement the objectives of inclusive education in the college. Female students, especially those with any form of disabilities must be empowered to speak against such bizarre actions.

Keywords: *School Violence, Violence, Educational Career, Students with Hearing Impairment, Hearing Loss*

Introduction

Students with hearing impairment are those who are unable to hear or have limited ability to hear. Some students with hearing impairment have mild hearing loss and may be able to use hearing aids to amplify sounds, while others have no sound perception in one or both ears. Students who have no sound perception in both ears are term as *deaf*. There are also those who are born deaf or develop hearing loss after birth due to disease such as meningitis, syphilis, gonorrhoea, aging, exposure to noise, or trauma. Students with hearing impairment find it difficult to communicate. These students often rely mainly on visual perceptual skills, lip reading, sign language and finger spelling to communicate or process information.

Most students with hearing impairment experience language difficulties because they lack sound or voice stimulus to facilitate their language of expression. This keeps the students out of the world of sound ([Milaham, 2020](#)). Students who have moderate hearing loss can benefit from hearing aids, but those with severe to profound hearing loss depend purely on lip-reading and sign language as means of communication. [Allen and Goldman \(2019\)](#) stated that students who have pre-lingual hearing loss usually have problems with language acquisition and development of phonology. Problem in these areas can lead to reduced cognitive function and affect psychosocial and emotional development if it continues for a longer period of time

Violence according to is the use of physical force that can injure, abuse, damage or destroy an individual. School violence is also referring to as youth violence which occurs mostly in school environment, on the way to or from school or during school-sponsored event. Most female students are usually a victim or a witness such school violence. Furthermore, [Olweus and Limber \(2010\)](#) defined violence as relationship of unequal power between young perpetrators who are involved in frequent abusive and aggressive behaviors towards victim. Girls with hearing impairment are frequently the targets of physical and or psychological teasing, name-calling, hitting, pushing, social exclusion, threats, beating by teachers or class fellows due to their speech and communication problems. [Grose, Chen, Roof, Rachel and Yount \(2021\)](#) noted that on violence in school, females, particularly those with hearing impairment are often at high risk of all types of abuses, including physical, psychological and sexual abuse by their fellow male students and male lecturers in institutions and organizations because of their difficulties in the use of verbal communication.

Female students with hearing impairment experience violence for an extended period of time than the hearing counterparts because they cannot share their experience easily with someone. School violence makes female students to develop emotional problems that make their academic performance to deteriorate. As observed by [Ani, Taiwo, Isiugo-Abanihe \(2019\)](#), women and girls generally are disadvantaged in terms of social power and influence, control of resources, control of their bodies and participation in public life as a result of socially determined gender roles and relations. Violence against women and girls also comes under gender-based violence. This is widely spread around the world. [Ashraf, Bashir and Fatima \(2020\)](#) noted that, worldwide, 30% of every-partnered women aged 15 years and older have experienced physical and/or sexual violence in their lifetimes. In addition to health and physical impacts, violence also has negative social and economic impacts on survivors and their families. This ultimately has serious negative effects on the education and careers prospects of the victimized girls ([Maphalala, 2014](#)).

Studies by [Zhao, Chen, eng, Han, and Zhang \(2019\)](#), [Pontillo, Tata, Averno, Demaria](#)

[Gargiullo, Guerrero, Pucciarini, Santonastaso, & Vicari \(2019\)](#) have highlighted the incidence of violence in the schools such as; fighting, punching, slapping, gang rapping, weapon use and so on, particularly in schools where female students with hearing impairment are enrolled. The researchers found that prevalence of violence in the schools is at the alarming level that affects the overall performance of young adolescent school going girls. School violence according to [Obilor \(2021\)](#) is the use of physical force to injure, abuse, damage, or destroy another student. It is an intentional use of physical force or power, threatened or actual, against another person or a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation in the school environment.

Educational career here refers to the development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training institutions which aim at assisting students to make informed decisions about their life, study and/or work options and enable effective participation in working life

[\(IvyPanda 2019\)](#). Educational Career also helps students to develop the skills that are needed to develop potential career paths. Students are engaged in hands-on learning to master a trade, such as plumbing, automotive technology, cosmetology or welding.

Statement of the problem

Freedom from violence is a fundamental right and gender-based violence undermines a person's sense of self-worth and self-esteem. It affects not only health, but also mental and may lead to self-harm, isolation, depression and suicidal attempts. [Women \(2014\)](#). stated that ignorance is the main problem of gender-based violence. The progressive rate of violence against female students with hearing impairment is that the victims never speak out for their rights. Most at times, the school is not supportive to the girl-child and to protect their rights even if the law does not. Schools globally are rapidly and increasingly becoming arenas for violence, not only between students but also between lecturers and students. Many schools are no longer a safe environment for students to learn, enjoy themselves and feel protected. Some students in the study college used to come crying to the researcher that they have been abused by either fellow students or lecturers. It is based on these that this study is

being carried out to find out the impact of violence on academic achievement of girls with hearing impairment in schools.

Objectives of the Study

The aim of this study was to explore the impact of violence experienced by female students with hearing impairment studying in Federal college of education Pankshin specifically; the objectives of the study are to:

1. Find out the types of violence experienced by female students with hearing impairment studying in Federal College of education Pankshin.
2. Examine the impact of violence on education of female students with hearing impairment after experiencing the trauma of violence.

Research Questions

To address the objective of the study, the following research questions were set:

1. What types of violence commonly experienced by girls with hearing impairment studying in FCE Pankshin?
2. To what extent has violence affect academic achievement of girls with hearing impairment in FCE Pankshin.

Methodology

Qualitative research design was used for the study. Qualitative approach recognises the complexity of experiences and the value of human interaction ([Milaham 2020](#)). The use of qualitative approach was used to help the researcher get the students actual expression of their feeling after going through such bad experiences.

Population and sample

The population for this research comprised 21 female students with hearing impairment studying in Federal College of Education Pankshin. There are four (4) students in 100 level, six (6) in 200 level, three (3) in 300 level and eight (8) in 400 level. All are females with hearing impairment. FCE Pankshin was chosen for the study based on the researcher's experiences with the students as a lecturer and students' adviser in the department.

Sample

The sample comprised of eight female students with hearing impairment. Simple random sampling technique was used to get the participants for the study. An informed consent letter was given to all the twenty-one female students. All the selected female students consented to participate in the study and to share their experiences. The students

were given questions on a sheet of paper to write their experience if they have ever had any violence of any form in the school. They were asked to take the questions home and write all that happened to them and how they are coping with their academic activities in the school. They were also instructed to bring their answers tomorrow and push under the door of my office because I will not be around the following tomorrow. They were also instructed to exclude their names for confidentiality. This was done so that the researcher will not recognise the respondents.

Instrumentation for Data Collection

Open ended question was given to the students which were used to collect data for the study.

A rating scale was developed by the researcher to determine the extent to which violence affects the students' academic career. To ensure the validity and reliability of the question, it was administered on a different group of students who are hearing impaired and who had experienced problem with the students being studied. Collection of data was carried out into two phases. The researcher picked an imaginary, but similar experience about an unknown student and

discussed it with all the students for 40 minutes.

Ethical Considerations

The researcher considered ethical standard in interacting with the students. The first fundamental step was to obtain permission from respondents and inform them about what they were going to be engaged in. Their written consent was obtained based on the purposes and specifics of the study. The date and time for the discussion was decided in accordance with the respondents' will. The students were informed about the expected duration of the discussion and were told that they are free to withdraw from the research at any stage without giving a reason. The names, class and school of the students was also protected. Security of the data collected was also assured by the researcher.

Responses of the Students

Numbers was assigned to represent each student for confidentiality.

Student One

My fellow students used to make fun of me. I can understand their body language while they are mocking me that am deaf. This gave me so much trouble that I could not concentrate on my studies.

Student Two

I remained in stress due to the hate and neglect of my lecturers who cannot sign. My lecturers will just come and talk in the class and if I tried to ask question I will be shut down or laughed at by my fellow students. This emotional stress affected my studies badly

Student Three

I was abused sexually by one of my lecturers “I couldn’t concentrate on my study due to this incident because I felt nervous all the time, I see him in class.

Student Four

One of the 400 levels abused me when I first came in my 100 level. I used to feel so ashamed and insecure. I did not like to come close to any male student again for the fear that they will also abuse me even my classmate. This situation led me towards loneliness and isolation and sometime thought of leaving the school.

Student Five

I used to have nightmares after I narrowly escape from an attempted abuse by some students who came attacking me on my way home.

Student Six

My classmate used to call me names. Although I cannot hear, I can read their facial expressions and gestures.

Student Seven

Since I got admission in school, I feel so insecure, as every male around me tried to take advantage of me because am deaf. They tried to get so close to me. All this disturb me so much that I want to leave the school. I feel insecure in school.

Student Eight

Whenever, anybody abuses me, it hurt me badly. It is so stressed to know somebody don’t respect you as human being.

Data Analysis

The data collected were transcribed and analysed using thematic analysis and interpretive approach. The responses of the students were proof read and edited by the researcher. This was done to enable the researcher identify patterns and links between their responses. The researcher used qualitative research design which was considered as the most suitable method to interpret the respondents’ responses. Through repeated reading of the responses by the researcher, subthemes related to the questions of the study were coded and merged to form main theme. On the basis of the codes, four

themes image including physical, psychological, sexual and verbal abuse. All these themes were considered detrimental to the students' academic achievement in school.

Discussion

The responses of the female students pinpointed the sensitive issue related to their school life which ultimately affects them not only psychologically but also academically. The students experienced various kind of abuses such as; verbal, psychological and sexual harassment within and outside the school premises. These findings are in line with [Grose, Julia, Chen, Katherine, Roof, Sharon, Rachel, Kathryn and Yount \(2020\)](#) who found that victimized females' students have always exhibit challenges in academics. School violence as expressed by the victimized girls was psychological. This is similar to [Maphalala \(2014\)](#) finding which revealed that female's students have experienced school violence in many cases in school such as; verbal, psychological and sexual harassment. In addition, their anxiety and stress often have lasting impact on their social life too.

Recommendations

Base on the findings, the researcher recommended that;

1. Disciplinary committees, Guidance and Counselling Services Unit should be established in each department of the college to monitor students closely and handle cases of school violence among the students and lecturers.
2. Special education teachers should collaborate with the counsellors to maintain a supportive school environment for students hearing impairment through enlightenment campaign of the need to effectively implement the objectives of inclusive education in the college.
3. Female students, especially those with any form of disabilities must be empowered to speak against such bizarre actions.

Conclusion

Many female students with hearing impairment are exposed to different forms of violence and harassment in school settings. In this study, data was collected in two phases. First, a discussion was held with all the female students with hearing impairment in the department for 40 minutes, secondly, the students were given questions on a sheet of

paper to write out their experiences if they have ever had any violence of any form in the school. They were asked to state how they are coping with the aftermath of the violence while in the school. The results indicated that female students with hearing impairment were often abused physical, verbal, sexual and psychological abuse. Some of them do not report the violence cases against them for fear, especially when it has to do with a staff of the college.

REFERENCES

1. Allen, S. B., & Goldman, J. (2019). Syndromic Sensorineural Hearing Loss (SSHL). In *Stat Pearls [Internet]*. Stat Pearls Publishing.
2. Ani, J. I., Taiwo, P. A., & Isiugo-Abanihe, U. C. (2019). Sexual Violence and Sexuality Education for the Vulnerable Sex *International Review of Modern Sociology*, 45(2), 173-191.
3. Ashraf, S., Bashir, R., & Ghulam, F. (2020). Violence experienced by the girls with Hearing impairment in the schools and its impact on their education. *Journal of Accounting and Finance in Emerging Economies*, 6(2), 547-557.
4. Grose, R. G., Chen, J. S., Roof, K. A., Rachel, S., & Yount, K. M. (2021). Sexual and reproductive health outcomes of violence against women and girls in lower-income countries: a review of reviews. *The Journal of Sex Research*, 58(1), 1-20.
5. IvyPanda. (2019). *Role of Education for Successful Careers* <https://ivypanda.com/essays/role-of-education-for-successful-careers-essay/>
6. Maphalala, M. C. (2014). The manifestation of occupational stress in the teaching profession: The unheeded voices of teachers. *Mediterranean Journal of Social Sciences*, 5(1), 77.
7. Milaham, R.S. (2020) *Writing and Signing to Develop Written Genres: a study of Nigerian Hearing-loss Students' Writing. A PhD Thesis submitted to the faculty of education Nelson Mandela University South Africa.*

8. Obilor, E. I., & Ikpa, A. I. (2021). Assessment of the effects of violence on students' academic performance in public senior secondary schools in Rivers State. *International Journal of Innovative Psychology & Social Development*, 9(1), 147-158.
9. Olweus, D., & Limber, S. P. (2010). Bullying in school: evaluation and dissemination of The Olweus Bullying Prevention Program. *American journal of Orthopsychiatry*, 80(1), 124.
10. Pontillo, M., Tata, M. C., Averna, R., Demaria, F., Gargiullo, P., Guerrera, S., ... & Vicari, S. (2019). Peer victimization and onset of social anxiety disorder in children and adolescents. *Brain sciences*, 9(6), 132.
11. Women, U. N. (2014). United nations entity for gender equality and the empowerment of women. In *Fourth World Conference on Women. Platform for Action and the Beijing Declaration*. Retrieved 23rd June 2023 from <http://www.un.org/womenwatch/daw/beijing/>
12. Zhao, S., Chen, F., Feng, A., Han, W., & Zhang, Y. (2019). Risk factors and prevention strategies for postoperative opioid abuse. *Pain Research and Management*, 2019.

Received March 20, 2023

Accepted on June 23, 2023

Published on July 01, 2023