IMPACT OF PARENTAL NEGLIGENCE AND VIOLENT MOVIES ON SCHOOL-BASED VIOLENCE AMONG SECONDARY SCHOOLS STUDENTS IN ILORIN METROPOLIS: COUNSELLING IMPLICATIONS.

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Abstract

The problem of violence in schools is bigger than it first seems, and it is increasing at an epidemic rate. This issue still exists despite numerous research on school violence. It is critical to look at the causes of violence in schools. In this study, secondary school pupils in the Ilorin region are examined for their involvement in school violence and its effects on counseling. In this research, a descriptive study of expo facto methodology was undertaken. Using a stratified sample, 300 participants were selected from high school students in the greater Ilorin area. The participants were between the ages of 11 and 24. Correlation, multiple regression analysis, and t-test were used to test five hypotheses. Results showed a significant association between parental neglect and school violence (r = 0.510** p 0.05) and violent film exposure (r = 0.212** p 0.05). The three variables explained 71.3% of the variance in predicting school violence among participants. Based on these findings, it is proposed to encourage positive parent-child relationships among students, there is a beneficial use of social media, particularly movies. In addition, school counselors should increase their efforts to train students to prevent school violence.

Keywords: School based violence, parental negligence, violent movies

INTRODUCTION

A key factor in reaching one of the Millennium Development Goals is education (MDGs), which is to increase the number of learners with access to quality education. The concept of universal education is laudable, but evidence from classroom observations suggests that schools and the education system can actually work against this objective. Academics and policymakers alike are very troubled by the prevalence of violent incidents in schools. According to Salahudeen (2019), school can occasionally be a hostile and unattractive environment that hinders attendance and positive participation. School violence, on the other hand, can be characterized as hostile acts committed against a person. who is unable to defend themselves; This will inevitably entail an asymmetric balance of power involving willful physical and psychological harm or intimidation.

There is sufficient research to confirm the incidence and prevalence of school violence across the school system. Gentile, Li, Khoo, Prot, and Anderson (2018) reported that 300 million kids face many types of violence in different settings such as classrooms, homes, and neighbourhoods. This backs with findings from other studies (Markovits, 2019) that found bullying and victimisation to be all too common in schools. Empirical data reveals that school violence is a worldwide problem (Zulu, Urbani, Van der Merwe, & Van der Wal, 2019), and numerous studies have looked into its frequency and prevalence. However, there can be cultural and contextual differences in the patterns of manifestation. Over the years, numerous researchers have attempted to study the causes and to better understand school violence's nature and create strategies that reduce violence and promote peaceful coexistence.

Some researchers view the school system as the perpetrator of violence, whereas others argue that violent tendencies are innate to individuals and are only reinforced by the school system. Another group views school-based violence as a consequence of the interaction between the family, school, and larger society. In particular, Salahudeen (2019) argues that schools can contribute to violence on two levels: first, they can perpetuate external violence, and second, they can actively perpetrate violence. The question "What works to stop school-based violence?" was posed in a similar vein by Gentle et al. (2018). There are two main reasons why school shootings occur, according to experts: Examples of internalised violence include school-based corporal punishment and bullying between students.

According to Oyewole (2016), schooling as it is currently constituted is authoritarian rather than democratic, and has been implicated as a source of violence. In such circumstances, education is used to control rather than cultivate critical awareness, and students are not taught how to evaluate values and make responsible decisions.

Considered holistically, school-based violence has far-reaching and severe consequences; for instance, students who are victims of violence may learn that violence is an acceptable way of life, which, if internalised, will have repercussions for violence manifestations in later life. Absenteeism, dropout, lack of motivation, low self-esteem, fear of school, and depression are a few additional consequences of school-based violence (Adeyemi & Amosun, 2016). However, given the global nature of the phenomenon of school-based violence, the academic literature has proposed numerous intervention strategies to combat this menace. Given the dynamic nature of school-based violence and the fact that there is disagreement among researchers regarding the efficacy of the strategies across cultures, it is important to note that there is disagreement regarding the effectiveness of the strategies. This study will therefore focus on the influence of parental neglect and violent films on school-based violence among secondary school students in the city of Ilorin.

Violence' effects on society have been extensively studied and hotly contested (Anderson, Gentile, and Buckley, 2017). As we move into a digital era with enhanced images and sounds, violent films will continue to be a subject of public concern and scientific investigation. It appears that the frequency with which violence is broadcast on television has increased in recent years. According to Anderson et al. (2017), violence is an act accompanied by an attack or force that inflicts harm or pain on another individual. Additionally, Freedman (2017) defines violent films as the act of depicting in motion pictures and films the acts associated with assaults and injuries. In addition, violence on the

streets and the tendency of adolescents (including students) to act violently after witnessing violence have become a growing source of concern for numerous concerned groups. Movies are so ingrained in the lives of the majority of people that not a single day will pass without someone interacting with some form of media (Przybylski & Mishkin, 2015).

Despite the numerous benefits of media, the depiction of violence has become a matter of grave concern for everyone. Modern and worldwide, violent films pose a grave threat not only to adolescents, but to the entire population. Over the years, there has been a rising level of concern regarding the impact of an increase in movie violence (Ferguson, San Miguel, Garza, & Jerabeck, 2018). Radio, television, videos, movies, video games, and computer networks are just a few examples of the many different media formats. These have a significant impact on people's lives, morals, and worldviews. Exposure to violent media has an impact on students' psychological and physical health, which may have consequences that go beyond violence in schools. Secondary school students who frequently watch violent television shows and movies get desensitized to school-based violence and see it as a way to settle disputes. According to Ferguson et al. (2018), repeated exposure to violent films can lead to an acceptance of school-based violence as an acceptable means of resolving conflicts and attaining one's goals. While films and music videos normalise the carrying and use of weapons, they also romanticise them as sources of personal power (Zulu et al., 2019). Popular soap opera actors and actresses frequently serve as role models and mentors for secondary school students. They frequently imitate their hairstyles, clothing, mannerisms, and even the way they speak and comport themselves. Some even go so far as to imitate their negative and contrary behaviours, such as sagging trousers and the use of hard substances (Ferguson et al., 2018).

Despite the significance of films, it is impossible to overstate the negative influence they have on the social and behavioural development of students. (Browne & Hamilton-Giahritsis, 2020) Secondary school students watch violent films on television without contemplating whether the benefits outweigh the negative effects on their lives and on society as a whole. Different television stations broadcast violent and horror films that students frequently imitate and use to form attitudes about life without considering the potentially dangerous effects of watching such films. In this instance, movie producers can easily manipulate television to broadcast films that dominate the domain of students' reasoning, thereby influencing their life choices and promoting school-based violence. With its adaptability to modern technology, films are a veritable instrument for integration because they provide viewers with access to a variety of information that helps them to know and understand each other. However, when films are improperly manipulated, they have a negative effect on the socioemotional behaviour and life styles of students.

Parenting has played a crucial role in the transition from adolescence to maturity. Parenting has been identified as a primary means of socialisation (Olawale, 2015). Parenting, according to Obidigbo (2019), is defined as "the process or state of being a parent." Once you have a child, parenthood becomes your responsibility. Parenting, according to Morrison, is "the process of gaining and using the information and skills essential for planning for, conceiving, giving birth to, rearing, and/or caring for offspring." According to this definition, parenthood starts when a plan is in place and includes both raising children and providing for them. Parenting requires a number of traits. Parents who are negligent are neither responsive nor demanding; they may be thoughtless or ignorant of the

emotional and behavioral needs of their children. Parental neglect is also referred to as being uninvolved, distant, dismissive, or hands-off; the parents lack control and affection, are generally disconnected from their child's life, are unresponsive and understanding, and do not set boundaries. Indifferent treatment of a child's feelings and ideas can also constitute parental neglect (Olawale, 2015).

The parenting style of neglect adopted by parents may have an impact on school violence, mental health, and consequently, social relationships (Olawale, 2015). Neglectful parents tend to be too affectionate and not at all demanding. Low levels of parental guidance are the consequence of parental neglect, which results in high levels of independence among children (Obidigbo, 2019). This type of parents gives their children excessive freedom, without interfering with school-based violence and social activities (Obidigbo, 2019).

Baumrind defines parental neglect as parents who are nonpunitive, tolerant, and affirming in their relationships with their children. These parents have few or no expectations for domestic responsibility and permit their children to act as they please. Obidigbo (2019) defines parental neglect as the absence of standards, allowing the adolescent to act as he or she sees fit. The fundamental belief regarding the wrongdoing is that the adolescent will learn from the consequences of his or her wrongdoing. That is experiential learning, as it is said that "experience is the best teacher." Further, he stated that adolescents who grew up in neglectful households tend to be pampered. They are typically uncooperative and inconsiderate when interacting with peers. In school, they also lack self-control, are rebellious, antagonistic, antisocial, and aggressive. Parental negligence frequently fails to monitor or supervise their children, notably in regards to school-based violence, and does not support or encourage self-regulation in their children (Obidigbo, 2019). Statement of Problem.

There are few scientific studies and publications on the occurrence, prevalence, and predisposing factors of school-based violence among secondary school students in Ilorin, Kwara state, Nigeria, despite all global research efforts on violence. This issue of insufficient scientific effort may be the reason why efforts to control the phenomenon have not produced the intended results. Observations and media reports over the past few years have indicated that there is widespread school-based violence among secondary school students. Furthermore, it is believed that violence in tertiary institutions is carried over from secondary school students. At various times, the media and the Nigerian Police have asserted that secret sects exist in secondary schools and that politician recruit secondary school students as political thugs to cause mayhem during elections.

Considered in light of the assertion that academic development is virtually impossible in unsafe schools, school-based violence becomes a cause for concern. If schools are not made safe for a well-rounded development, the entire educational philosophy will be undermined. Before we can begin to consider possible prevention strategies or solutions for school-based violence, we must investigate the predisposing factors of violence, the dynamics of its perpetration, the factors that sustain it, the likely sponsors, parental roles, the school's role, and the media's role. It is rather evident that school-based violence is not a one-dimensional problem. How do we objectively measure school-based violence in order to come to terms with the magnitude of the phenomenon and thus define the scope of intervention? is a second apparent problem of school-based violence. Although some indices of

measurement are mentioned in the literature, they are largely foreign-based, and the fact that manifestations of school-based violence varied along cultural and contextual dimensions may render the foreign measure inadequate in the Nigerian context.

Nigeria is not an exception; little research has been conducted in Nigeria, particularly among secondary school pupils, and one of the objectives of this study is to fill this research gap. In addition, the majority of researchers have prioritised and focused on the issue of violence, while school-based violence has received little attention despite the efficacy of research methods employed for such studies. This study investigates the impact of parental neglect and violent media on school-based violence among secondary school students in the metropolitan area of Ilorin.

Purpose of the Study
Counselling implications of parental neglect and media violence on school-based violence among secondary school students in the Ilorin metropolitan area. More specifically, the research aimed to:
1. Examine whether there is a significant difference between parental neglect and school-based violence among secondary school pupils in the metropolitan area of Ilorin.
2. Determine if there is a significant difference between violent films and school-based violence among secondary school pupils in the metropolitan area of Ilorin.
3. Look at how parental negligence and violent media play a role in escalating violence in secondary schools in the Ilorin metro area
4. Determine the proportional importance of parental neglect and exposure to violent media in explaining school violence among Ilorin's secondary school students.
5. Find out if secondary school students in the Ilorin metropolitan area show no statistically significant variation in their rates of school-related violence based on gender.

Hypotheses
1) Students in secondary schools in the Ilorin metropolitan area do not differ significantly in terms of parental neglect and school-based violence.
2) Secondary school students in the Ilorin metropolitan area do not distinguish between exposure to violent media and exposure to violence in the classroom.
3) The contribution of parental neglect and violent films to school-based violence among secondary school pupils in the metropolitan area of Ilorin is insignificant.
4) The relative contribution of parental neglect and violent films to school-based violence among secondary school pupils in the metropolitan area of Ilorin is insignificant.
5) In the Ilorin metropolitan area, secondary school students of both sexes experience similar rates of school-based violence.

METHODOLOGY
Study Layout
This research used an ex-post facto descriptive survey design. It's not in the researcher's interest to tinker with the variables.

Participants
Students from secondary schools in Ilorin, Kwara state, Nigeria, provided 300 volunteers for this study.

Sampling Method and Sample Size
Participants were drawn from the study population using a stratified random sampling technique. The secondary school student in Ilorin city was stratified by location and by public and private status, hence this methodology was necessary. Each category can be thought of as a microcosm of the whole population under investigation. Three hundred students from Ilorin's secondary schools were chosen to take part. The study's population was assumed to have certain commonalities with the selected samples. Conclusions and generalisations regarding the study's participants were drawn from these findings.

Research Instruments
Three research instruments, namely the School-Based Violence Scale (SBVS), the Parental Negligence Scale (PNS), and the Violent Movies Scale (VMS), were adapted and utilised for this study.

School based violence Scale
School-based violence is an instrument of self-design. The scale contains twenty (20) items rated and representing two factors: school violence (10) and security measures (10). All of the items in the instrument were derived from research on school-based violence and insecurity. "I am always afraid that someone will hurt me on the way to or from school" is one example. The author reported a range of 0.68 to 0.91 for the internal reliability coefficient (alphas).

Parental Neglect Index
Nancy and Teru (2013) elaborate on this concept of neglectful parenting. There is a Likert scale with 14 items and a maximum of five points. For the subscales responsiveness, granting autonomy and demandingness, the corresponding reliability coefficients are 0.74

Violent movies Scale
Developed by Davies and Forman (2002), the questionnaire on violent films focuses on such films. The author reported an internal reliability coefficient (alphas) of between 0.78 and 0.93. This section includes a 10-item questionnaire with answers varying fromwith answers varying from Strongly Agree = SA to Strongly Disagree = SD.

Mechanisms of Instrument Management
At the chosen institutions, the researcher had the help of qualified research assistants who were familiar with both the questionnaire and the instrument itself to deliver the survey to respondents. Respondents were assured that their responses would be used for research objectives only. The field was supplied with 300 copies of questionnaires

Analysis Technique
While the joint contribution and relative influence of the independent factors were examined using Multiple Regression Analysis, the correlation and differences between the independent variables and the dependent variable were examined using the Pearson product moment test and the t-test.

Results
Hypothesis One: There is no significant difference between the parental negligence and school

based violence among secondary school students in Ilorin metropolis.

Table 1: The summary table showing significant relationship between parental negligence and school based violence among secondary school students

Variables	$\overline{X}$	SD	N	df	R	P	Remark
School based violence	43.1443	7.11099					
Parental negligence	36.1086	7.05454	300	298	.510**	.05	Sig.

As can be shown in Table1, there is a statistically significant correlation between childhood neglect and school-related violence. This led to the rejection of the alternative theory. This data strongly suggests that parental neglect was a major factor in secondary school students' violent behaviour.

Hypothesis Two: There is no significant difference between the violent movies and school based violence among secondary school students in Ilorin metropolis

Table 2: The summary table showing significant relationship between violent movies and school based violence among secondary school students

Variables	$\overline{X}$	SD	N	df	R	P	Remark
School based violence	43.1443	7.11099					
			300	298	.212**	.05	Sig.
Violent movies	37.1086	7.32514					

Table 2 demonstrates a statistically significant association between classroom aggression and exposure to violent media (r =.212**, p.05). Therefore, we are unable to accept the alternative theory. That's why I think it's safe to say that the influence of violent media on secondary school students' aggressive behaviour is established.

Hypothesis Three: There is no significant joint contribution of the parental negligence and violent movies on school based violence among secondary school students in Ilorin metropolis

Table 3: Summary of regression for the joint contributions of parental negligence and violent movies to the prediction of school based violence among secondary school students in Ilorin metropolis

		Sum of				
R =0. 639
R Square =.482
Adjusted R square = 0.477
Std. Error = 5.06418

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8609.361	2	4304.6805	70.280	.000
	Residual	18273.209	297	61. 525		
	Total	26882.570	299			

Table 3 shows how parental disinterest and exposure to violent media contribute to school violence among secondary school pupils in the Ilorin metropolitan area. A multiple R2 value of 0.713 and a multiple R-squared value of 0.336 are also shown in the table. This means that the variance might be explained by adjusting for only two predictor factors. The overall impact was tested for significance at the level of = 0.05. Regression analysis of variance showed an F-ratio of 18,868 (p.05 significance level), as seen in the table. The correlation between parental neglect and exposure to violent media and subsequent school violence is statistically significant,.

Fourth Hypothesis: Parental neglect and violent media do not have a substantial role in influencing school-based violence among secondary school pupils in the Ilorin metropolitan area.

Table 4: Relative effect of the independent variables to the prediction of school based violence

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	.581	4.749		.122	.903
Parental negligence	.155	036	.239	4.338	.000
Violent movies	.251	.108	.214	1.873	.001

Table 4 shows how much of a role parental neglect and violent movies to school-based violence, expressed as beta weights, namely: parental negligence (=.239, P .05), violent movies (=.136, P .05). Thus, it was possible to conclude that parental neglect and exposure to violent media were significant, i.e., that they could independently and substantially predict school-based violence. The study found that parental neglect and exposure to violent media contributed to school-based violence among secondary school students.

Hypothesis Five: There is no significant difference between male and female secondary school students on school based violence among secondary school students in Ilorin metropolis.

Table 5: T-test for Independent Samples showing the difference between male and female on school based violence among secondary school students in Ilorin metropolis

Variable	Gender	n	$\overline{X}$	SD	t	df	P
School based violence	Male	195	64.19	9.78	1.69	298	> .05
	Female	105	62.27	8.19			

The results of the gender gap in school-based violence among secondary school pupils are presented in Table 5. The gender of secondary school pupils had no significant effect on school-based violence [t (298) = 1.69; p >.05]. In addition, male students (X = 64.19; SD = 9.78) and female students (X = 62.27; SD = 8.19) reported comparable incidences of school-based violence. The hypothesis could not be supported

Results Discussion
In refutation of H1, it was claimed that there is no correlation between parental neglect and school-based violence among secondary school pupils in the metropolitan area of Ilorin. There was a significant correlation between parental neglect and school-based violence, according to the findings. This finding is consistent with that of Storch and Ledley (2015), who reported that parental neglect contributed to school-based violence among adolescents. Particularly, parental neglect causes secondary school students to engage in school-based violence for a variety of reasons, which can sometimes result in adolescents becoming obsessed with school-based violence.

In response to hypothesis two, it was stated that there is no significant relationship between violent films and school-based violence among secondary school pupils in the metropolitan area of Ilorin. The findings indicate a significant correlation between violent films and school-based violence. This claim coincides with research by Ademola (2018), who discovered that violent media had a more significant effect on violence in the classroom. Additionally, violent films may have a greater impact on school-based violence among students (Ademola, 2018). It also supports the conclusion reached by Miller and Seligman (2015) regarding violent films.

It was revealed in answer to hypothesis three that among secondary school pupils in the Ilorin metropolitan area, both parental neglect and violent movies do not significantly contribute to school-based violence. The findings suggest that school-based violence among secondary school pupils in the Ilorin metropolitan area was influenced by both parental neglect and violent media. The independent variables explained 70.1 percent of the variance in the prediction of school-based violence among secondary school pupils in the Ilorin metropolitan region. The ANOVA results from the regression analysis further confirm the causal relationship between the independent factors and the dependent variables, rejecting the null hypothesis. Consistent with this conclusion, both Khandelwal (2016) and Osaghae (2018) found that factors like parental neglect and violent media contribute to an increase in school-based violence.

It was claimed in answer to hypothesis four that among secondary school kids in the Ilorin metropolitan area, violence in schools is not significantly influenced by parental negligence or violent movies. The null hypothesis, which examined the relative importance of each of the independent variables, also produced a statistically significant result. Among secondary school students, school violence has been found to have a substantial association with both parental neglect and exposure to violent media.. This finding is supported by Adeyemi and Amosun's (2016) study, which found that the variables listed above have independent effects on school-based violence among secondary school pupils. It also contradicts the findings of Salahudeen (2019), who discovered that parental neglect and violent media can sometimes act as catalysts for school-based violence among high school students. According to Zulu et al. (2019), there was a significant correlation between parental neglect and violent films depicting school-based violence. Involved secondary school pupils in these acts of school-based violence have greater parental neglect issues, they added.

In response to hypothesis five, which states that there is no significant difference between male and female secondary school pupils in Ilorin metropolitan area regarding school-based violence. The findings revealed that gender had no influence on school-based violence among secondary school pupils and those both male and female employees reported similar incidences of violence in schools. Considering this, the gender disparity in school-based violence among secondary school pupils was investigated in order to shed more light on the issue. Sex is the biological characteristic that distinguishes males and females among humans. It also corroborates the findings of Browne and Hamilton-Giahritsis, (2020), who reported that there is no significant difference that can be attributed to sex or gender differences, and it is consistent with these findings, which reported that there are no significant sex differences on school-based violence.

Conclusion

The realisation that school-based violence penetrated the school system bolstered this investigation. As a result, our research has identified links between specific factors and violence in schools. The exposure of secondary school kids to violent media is another factor. When interventions using the independent factors in this study (parental neglect and violent films), a significant degree of psychological reorientation is needed to change the faces of secondary school pupils suffering school-based violence in Ilorin. This research helps fill in the gaps in our knowledge of how media exposure to violence influences behaviour in the classroom. School violence is influenced both directly and indirectly by parental neglect and exposure to violent media. However, additional work is needed to replicate and enhance this research. This study adds to the growing corpus of information pointing to school-based violence as a pressing issue in need of immediate attention.

Counselling Implication

The negative effects of school violence on Nigerian secondary school students' economic, political, educational, and social life cannot be overstated. There will be a rise in the crime rate and an increase in pupils' willingness to take risks if school violence among secondary school students is not reduced. As a result, this research issues a dire plea for widespread education and re-education of high school students on the dangers of school violence to the nation's future leaders.

Counsellors and other professionals in the secondary school setting need to keep an eye out for and

be attentive to these emerging patterns of violence. The upshot is that all concerned secondary school counsellors in Nigeria should conduct extensive research into the origins and maturational trajectories of violence in the classroom.

Recommendations

Parents have a responsibility to monitor their children and help them adjust their behaviour as needed. From the moment they are born, society should keep an eye on the behaviour of children and students. In addition, parents should be aware of the friends their adolescents keep at school, keep an eye on them to make sure they are not victimised, and advise their children on how to control their behaviour by steering clear of potentially harmful friends and groups.

In order to minimise violence in schools and communities, greater moral education is needed for students.

The government should establish a censorship board to assess all television shows, movies, and other forms of media before they air. The government-appointed board should properly oversee all violent-themed programming. Governments should fund social services, create jobs, teach young people entrepreneurial skills, and launch new initiatives to boost the economy. And then there's public lighting.

Government should launch initiatives to inform the general public, and especially parents, about the root causes of violence in secondary schools. Improving secondary school pupils' human capital also requires regular workshops and lectures.

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