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Librarians' perception of violence on the student-librarians: An empirical study

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Abstract

Violence is an antisocial behaviour which is intended to hurt and inflict pain on victims. This study therefore empirically investigated the librarians' perception of violence on the student librarians. The study employed descriptive survey design while the study was guided by five research questions based on the objectives of the study as well as one null hypothesis. The sampled population for the study was 132 librarians made up of 97 male and 36 female whereas, the primary instrument used to obtain data was a 34-item librarian perception of violence on the student-librarian questionnaire developed by the researcher. The data collected were analyzed using mean scores, standard deviation while student t-test was used to test the formulated null hypothesis. The outcome of the study reveals that librarians have adequate perception of the nature and manifestation of violence on the student librarian. On the other hand, the librarians' perception of violence on the student-librarian was restricted to physical and not psychological violation on the student-librarian's right. The study also discovered the need to define violence on the student-librarian as to embrace any violation of the student's right that may impede the health, total development and academic performance of the student. It is against these backdrops and more that recommendations were made which include that training programmes and workshops should be organized for librarians to address psychological conceptions of violence on the student-librarian.

Keywords: Librarians, Student-librarian, Perception, Violence, Psychological trauma

1.0. Introduction

Violence which is a global phenomenon is an antisocial behaviour which is intended to hurt and inflict pain on victims and results in the deaths of more than 1.6 million people each year, making it one of the leading causes of death worldwide (WHO, 2002). It consists of actions, words, attitudes or bodily damages that are capable of preventing people from reaching their full

developmental potentials and this may be as a result of deliberate or unconscious act (James, 2008). Violence is intentional use of physical 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 (WHO, 2002). It is important to note that deaths only constitute a part of the health and social burden which can be attributed to violence, which also results in non-fatal, sexual and psychological abuse. In addition, violence places a heavy burden on health and justice systems, social welfare services, and the economy of communities. Obviously, violence has become increasingly interpersonal and tied in with criminal activity, particularly in urban areas and institutions of higher learning. It is no longer news that students are gruesomely murdered by cultists in the school, clashes between rival cult groups are always in the news, Kidnapping and adoption of students is in the increase. In Nigeria for instance, in April, 2021, 20 students of Greenfield University, Kaduna were abducted by bandits and subsequently 5 of them were murdered and so many other related cases.

School violence especially among tertiary institutions student is in the increase and come in different forms despite efforts being made by school authorities to curb the essences. As stated by Selekman, Pelt, Garnier and Baker (2013), school violence includes, fighting/assaults with or without weapons by two or more individuals, bullying, physical, sexual and psychological student abuse, dating violence and violence against oneself like intentional non-suicidal self injury. It can also be in the form of threats, verbal and physical attacks, vandalism, extortion and other delinquent behaviours perpetrated by students against others in the school community (Adeyemi, 2013).

Violence in schools have been attributed to diverse issues which include societal factors such as; parental neglect, family instability and aggression within the home or in the society, family stress, rejection, isolation and exposure to violent movies, marginalization, child abuse, antisocial acts and inconsistent reinforcement (Fareo, 2015). Research has also shown that some school violence originate from families where students came from in that owing to family violence, many parents have failed in an important function of providing an enabling environment where children experience and enjoy comfort, give and get affection and feel secured (James, 2000). On the other hand, Ferreol and Neculau (2003) believe that school violence has other causes factors such as social environment and the personality of the

individual. Finekelhor, Ormrod, Turner, Hamby and Kracke (2009) added that school violence occurs from association with friends, classmates or an adult

Violence no matter the way one looks at it, is like a wild wind that blows no one any good both to the perpetrator(s), victim(s) and the society at large. For instance, a violent student can develop into a criminal, an assassin and a kidnapper or even a militant terrorizing an entire nation. As reported by UNICEF (2007), violence has negative effect on the progress of the student as violence against children in school results to school absenteeism, school dropout, poor academic achievement as well as the long term implication of threat to safety and security. It has an impact on the social, psychological and physical well-being of students and staff. It disrupts the teaching-learning process through fear, intimidation, absenteeism or class disruption and affects the victim, the aggressor, and bystanders (Selekman, Pelt, Garnier and Baker, 2013)

Furthermore, the adverse effects of violence on a country are harmful not only to its citizens, but the wellbeing of the community and country as a whole. In many countries, the impact of violence has significantly and directly reduced economic growth, and poses an obstacle in reducing poverty, while violence also causes profound psychological and physical trauma, reducing the quality of life for all of society.

It is in view of the above that this study is embarked upon as to investigate librarians' perception of violence among student-librarians, their understanding of this complex phenomenon and their strategies towards curbing this menace on campus and society.

1.2. Statement of the problem

Violence, no matter the place of occurrence, whether in the home or in the school instills fear and insecurity in the victims and where left unchecked may metamorphose to more antisocial challenges that are capable of affecting every member of the society. In recent times, there has been an increase of violent activities in institutions of higher learning in Nigeria. In fact, on the campuses the issue of rape, clashes among rival cult groups that have led to wanton destruction of school property and loss of lives, suicidal attempts by students, cultism, robbery involving both male and female students, kidnapping and the latest the abduction of students by bandits have left both school authorities and government as well as the nation at large in fear and confused. In 2021 for instance, 20 students of Greenfield University were abducted by bandits and of which five were killed, 35 students of Federal Forestry Institute, Kaduna where also

abducted and were held hostage for ransom for over three months. Indeed, there are countless issues of violence in Nigerian institutions of higher learning in the past years that have left people asking: where do we go from here? The bottom line is that violence on students in Nigeria has assumed new dangerous dimensions.

Although violence is often seen and responded to as an inevitable part of the human condition, such assumptions are shifting, focus is broadening, and an increased emphasis is being placed on prevention of violent behaviours and consequences. In order for prevention efforts to be successful, there needs to be an increase in our understanding of this complex phenomenon. Moral codes may vary vastly throughout the world, making it more of a challenge to address the often sensitive topic of violence, its causes and its consequences, however some form of shared understanding needs to be reached in order to protect human life and dignity effectively. It is against this backdrop, that it becomes imperative to embark on this study as to investigating librarians' perception of violence on student-librarians considering the fact that librarians and libraries play prominent roles in moulding students so what strategies do librarians employ to stop or reduce violence on student-librarians and by extension, all students.

1.3. Research objectives

The main objective of this study is to discover the librarians' perception of violence on the student-librarians. Specifically, the study tends to establish:

- i. What librarians perceive as violence on the student-librarian;
- ii. The manifestation of violence on campus;
- iii. The causes of violence among students,
- iv. Whether gender influences librarians perception of violence on a student-librarians
- v. Librarians personal strategies for reducing violence on campus

1.4. Research questions

The study was guided by the following research questions.

- i. What do librarians perceive as violence against a student-librarian?

- ii. What form does violence against student-librarians take?
- iii. Under what situation does a student-librarian, becomes a victim of violence?
- iv. Does gender influences librarians' perception of violence against student-librarians?
- v. What strategies do librarians employ to stop or reduce violence against student-librarians?

1.5. Hypothesis

The study was further guided by one null hypothesis.

H01: Gender has no statistical significant ($P < 0.05$) influence on librarians perception of violence on the student-librarian.

2.0. Literature review

2.1. Conceptual framework

2.1.1. Perception

The term *perception* which is a noun and has its etymology from the Latin word 'perceptio' meaning comprehension is according to Wikipedia (2008) the process of attaining awareness or understanding of sensory information. While the *Collins Essential English Dictionary* (2006), describes it as insight or intuition and way of viewing. The Merriam-Webster (n.d.) lists these definitions: "1 a: a result of observation; b: a mental image; 2. *obsolete*: consciousness; 3 a: awareness of the elements of environment through physical sensation; b: physical sensation interpreted in the light of experience; 4 a: quick, acute, and intuitive cognition appreciation; b: a capacity for comprehension." The Merriam-Webster Online Thesaurus (2009) adds this: "1. the ability to understand inner qualities or relationships; 2. the knowledge gained from the process of coming to know or understand something." Synonyms in *Roget's II: the New Thesaurus* (1995) include awareness, cognizance, consciousness, sense, concept, conception, idea, image, notion, and thought. Other related terms are: attention, cognition, heuristic, information, intelligence, mental model, and understanding (Wikipedia, 2008).

Cherry (2020) explained that Perception is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli. Through the

perceptual process, we gain information about the properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment. Perception is a uniquely individualized experience and one can only draw from what is known to oneself..

2.1.2. Violence

As a result of violence being such a complex phenomenon, there is no clear definition for it. Therefore, it is often understood differently by different people in different contexts; such as those from different countries, cultures, or belief systems. In its 2002 World Report on Violence and Health, the World Health Organisation (WHO) proposes a definition of violence that has since become a working term for many international and South African organisations working in the field: So violence is defined as the intentional use of physical 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 (WHO, 2002). Violence as a matter of fact, is an antisocial behaviour which is intended to hurt and inflict pain on victims and consist of actions, words attitudes, or bodily damages that are capable of preventing people from reaching their full development potential which may be deliberate or unconscious act (James, 2009).

On the basis of the WHO's definition of violence, it has been divided into three broad categories according to the perpetrators and victims of the violent act which are: self-directed violence, interpersonal violence and collective violence while Self-directed violence refers to violent acts a person inflicts upon him- or herself, and includes self-abuse (such as self-mutilation) and suicidal behaviour (including suicidal thoughts, as well as attempted and completed suicide). Looking at the nature of acts of violence, these three categories have been further divided into four, more specific, types of violence: physical violence, sexual violence, psychological violence and Neglect

Physical violence is the intentional use of physical force, used with the potential for causing harm, injury, disability or death. This includes, but is not limited to: scratching, pushing, shoving, grabbing, biting, choking, shaking, slapping, punching, hitting, burning, use of a

weapon, and use of restraint or one's body against another person. This type of violence does not only lead to physical harm, but can also have severe negative psychological effects – for example, if a child is frequently a victim of physical violence at home, he or she can suffer from mental health problems and be traumatized as a consequence of this victimization. These four types of violence can occur in each of the previously mentioned broad categories, and their subcategories (except for self-directed violence) (Safe Space, 2021).

2.2. Theoretical and empirical framework

Violence pervades the lives of many people around the world, and touches all of us in some way. To many people, staying out of harm's way is a matter of locking doors and windows and avoiding dangerous places. To others, escape is not possible. The threat of violence is behind those doors but well hidden from public view. And for those living in the midst of war and conflict, violence permeates every aspect of life (Brundtland, 2002). It is therefore perceived as a universal scourge that tears at the fabric of communities and threatens the life, health and happiness of us all. As noted, each year, more than 1.6 million people worldwide lose their lives to violence. For everyone who dies as a result of violence, many more are injured and suffer from a range of physical, sexual, reproductive and mental health problems. Violence is among the leading causes of death for people aged 15–44 years worldwide, accounting for about 14% of deaths among males and 7% of deaths among females (Krug et al., 2002)

So to speak, violence has been part of the human experience, as it is always manifest in various forms in the course of human activities. Violence has continued to bring about a situation whereby a lot of people suffer different degrees of injuries owing to self-inflicted, interpersonal, or collective violence. Beyond this, violence has been responsible for the loss of lives of a large number of people. To Bushman and Huesmann (2010), violence is an aggressive action capable of causing extreme pain, physical harm, injury, or death. To them, violence has no benefit for human beings, but it is harmful to people and society. Violence to Dennen (2005) is seen as “what others do to us.” It is synonymous with aggression, which is detrimental to peace and peoples' survival. In essence, violence is not a self-inflicted action, but an action carried against one, by another person. Likewise, Chaturvedi (2006) perceives violence as destructive action

carried out against other persons and properties, which can be deliberate or spontaneous. Violence to him, encompasses a different range of actions, vis-à-vis coercion, cruelty, intimidation, repression, riots, revolutions, threat, terrorism, and other forms of warfare.. Thus, any act of using force or power by a person or group of people against another person or group is termed violent. In other words, any form of action or behavior by an individual or group of people that threatens, causes, or brings about physical or psychological harm to others could be referred to as violence.

Galtung (1996), cited in Apeloko, Ayeni, and Adegbami (2018), sees violence from the perspective of social order. According to him, each time there is inequality in the social arrangement of society and whenever there is unequal access to socio-economic, political, educational, media, legal, and other related resources, structural violence exists. In his study Garver (1968), cited in Dennen (2005), perceives violence from the human rights angle. To him, violence has to do with the violation of people's basic rights. Gaver (1968), cited in Dennen (2005), also believes that human beings have a series of rights which they should enjoy without restriction. However, any violation of these rights either in part or in whole, in the form of restriction, is referred to as violence.

The obvious is that the nature of violence changes with age and sometimes it may be gender based. Boys and girls may perpetrate violence on the opposite sex to extract underserved favors such as attention or to show supremacy. Gender as viewed from the social constructive perspective refers to qualities of masculinity or femininity as culturally attributed and defined (Ferguson, 2000). This implies that gender is the psychological construct used to define roles and attributes or behavior that society has assigned to the two sexes. Imperatively, gender based violence may be a significant problem in schools. Ngwoke and Akaneme (2010) posit that gender significantly influenced teachers' control orientation as female teachers were found to depict internal control while male teachers depicted external control orientation.

Gender-based violence is another common type of violence in Nigeria. Gender describes behaviours, attributes or characteristics and roles expected in the society of individuals on the basis of being born of male or female (Uwameiye and Iserameiya, 2013) and gender based violence is most often against the women and the girl child, and also, mainly within the family.

Gender based violence manifests in different forms such as physical, sexual, economic, emotional, mental and psychological. However, the physical aspect is the most prevalent of the various forms of intimate partner violence. Intimate Partner Violence is often cloaked with denial, shame, and silence by the victims, and it occurs between two persons in a close relationship whether current spouse or erstwhile spouse or dating partners. It is the “actual or threatened physical or sexual violence or psychological and emotional abuse directed toward a spouse, ex-spouse, current or former boyfriend or girlfriend, or current or former dating partner” (Saltzman et al. 2002), and it is increasingly replacing the term domestic violence (WHO, 2005).

Gender based violence as a matter of fact, is an age-old psycho-social issue deeply rooted in the dwindling concept of gender inequality which is a kind of structural violence within any social system. Gender-based violence is broadly used as violence against women and it also highlights gender inequality in which most violence is rooted (USAID, 2006). UN under the Beijing Declaration and the Platform for Action (1995) defined it as any act of gender based violence that results in, or is likely to, result in physical, sexual, or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty whether occurring in public or private life.

Another form of violence is youth based violence and students are within these age bracket Following the World Health Organization, youth are defined as people between the ages of 10 and 29 years. Youth violence refers to violence occurring between youths, and includes acts that range from bullying and physical fighting, through more severe sexual and physical assault to homicide (Mercy, Butchart, Farrington & Cerda, M. (2002) and Medlineplus, 2018)

While Child Welfare Information Gateway (2013), describes teen or youth violence as harmful behaviors that can start early and continue into young adulthood. The young person can be a victim, an offender, or a witness to the violence and acts can include: Bullying, Fighting, including punching, kicking, slapping, or hitting, Use of weapons such as guns or knives Some violent acts can cause more emotional harm than physical harm. Others can lead to serious injury or even death. An important risk factor for violence in teens is the behavior of their friends and classmates.

According to World Health Organization (2008), worldwide some 250,000 homicides occur among youth 10–29 years of age each year, which is 41% of the total number of homicides globally each year. For each young person killed, it reveals, 20–40 more sustain injuries requiring hospital treatment. Youth violence has a serious, often lifelong, impact on a person's psychological and social functioning. Youth violence greatly increases the costs of health, welfare and criminal justice services; reduces productivity; decreases the value of property; and generally undermines the fabric of society. The totality of it all is that youth violence impacts individuals, their families, and society. Victims can have lifelong injuries which means, ongoing doctor and hospital visits, the cost of which quickly add up. Above all, is the trauma a victim goes through as recent research has found that psychological trauma during childhood can change a child's brain. Trauma is known to physically affect the brain and the body which causes anxiety, rage, and the ability to concentrate. They can also have problems remembering, trusting, and forming relationships (Van Der Kolk & Bessel, (2015).

Violence has in fact, posed some societal challenge as it has also shown to be an incredibly costly issue, and in 2017 alone The economic impact of violence to the global economy was \$14.76 trillion in 2017, in constant purchasing power parity (PPP) terms. This figure is equivalent to 12.4 per cent of global gross domestic product (GDP) or \$1,988 per person. Given there are categories of violence that impose costs but where no reliable prevalence data is available, the estimates presented in this report are considered to be conservative. (Institute for Economics and Peace (IEP), 2018). The adverse effects of violence on a country noted Institute for Economics and Peace (IEP) (2018) are harmful not only to its citizens, but the wellbeing of the community and country as a whole. In many countries, the impact of violence has significantly and directly reduced economic growth, and poses an obstacle in reducing poverty, while violence also causes profound psychological and physical trauma, reducing the quality of life for all of society.

Furthermore, UNODC (2013) in her global study on homicide revealed that violence has become increasingly interpersonal and tied in with criminal activity, particularly in urban areas. According to the UN's Global Study on Homicide, intentional homicide was the cause of the deaths of almost half a million people across the world in 2012. It is also important to note that deaths only constitute a part of the health and social burden which can be attributed to violence,

which also results in non-fatal, sexual and psychological abuse. In addition, violence places a heavy burden on health and justice systems, social welfare services, and the economy of communities (World Health Organization, 2014).

3.0. Research methodology

3.1. Research design

The study adopted a descriptive research survey which is a type of research design that aims to obtain information to systematically describe a phenomenon, situation, or population. More specifically, it helps answer the *what, when, where, and how* questions regarding the research problem, rather than the *why* (Voxco, 2021).

3.2. Population sample

The sample population of this study was 132 librarians made up of 97 male and 36 female obtained through purposive sampling method from the 29 universities in Nigeria offering library and information science as a course. The names of the librarians were obtained using the Librarian Registration Council of Nigeria (LRCN) 2019 list of registered librarians in Nigeria

3.3. Instrument for data collection

The primary instrument used to obtain data was a 34-item librarian perception of violence on the student-librarian questionnaire (LPVSLQ) developed by the researcher. The questionnaire was designed to capture librarians' definition of violence on the student-librarian, librarians understanding of forms of violence, situation that make people show violence on a student and strategies that could be employed to reduce or stop violence in the school. The questionnaires were sent to the respondent through e-mail after receiving their consent letters indicating their willingness to be part of the study. Inasmuch as it took longer time than expected to return the questionnaires, they were returned 100%

3.4. Method for data analysis

The data collected for this were analyzed using mean scores, standard deviation while student t-test was used to test the formulated null hypothesis. In drawing conclusion, decision rule was applied. In line with the modified Likert four-point scale rating with response set given as SA=3.5-4.0; A=2.50-3.49, D=2.0-2.49 and SD=1.0-1.99. On this scale, the average mean is 2.50 thus an item is accepted if it is 2.50 and above but where it is below, it is rejected.

4.0. Presentation and analysis of data

Data collected and analyzed are presented in tables based on research questions and formulated hypothesis.

Table 1: Mean scores, standard deviation and t-test on librarians' perception of violence
A student-librarian is a victim of violence when:

S/No	Item	M X	SD	F X	SD	Total X	SD	Remark
1	Stronger beats him or her up	3.18	1.80	3.17	198	3.17	1.93	A
2	A group people gang up against him or her	3.14	184	2.97	1.91	3.02	.90	A
3	One student verbally abuses him or her	2.42	1.00	2.53	1.03	2.49	1.03	IA
4	The victim of opposite sex	2.35	.96	2.40	1.03	2.36	1.02	IA
5	A stronger authority over punishes him/her	2.91	1.03	2.56	.99	2.66	1.00	A
6	A stronger student bullies him/her	2.51	.94	2.84	.94	2.75	.96	A
7	A lecturer tortures him/her	2.54	1.11	2.89	.96	2.80	1.01	A
8	School authority imposes any type of punishment on him/her	2.50	1.03	2.66	1.07	2.61	1.06	A
	Cluster	2.70	.45	2.76	.50	2.75	.49	A

$t_{cal}=0.0897$; $t_{crit}=0.370$; $P>.05$; $df=262$

***Key:** M=Male; f=Female; X=Mean; SD=Standard Deviation; A=adequate; IA=Inadequate

The data in table 1 as analyzed, indicate that librarians have adequate perception ($X=2.74$; $SD=0.48$) of the meaning of violence against student-librarians. To the librarians violence against a student-librarian include, body violation by stronger student(s), school authority and lecturers. The result however indicates that librarians do not perceive verbal abuses and ($X=2.49$; $SD=1.03$) and victims of opposite sex ($X=2.36$; $SD=1.02$) which are psychological violation of a

student's right as violence. The female librarians mean score ($X=2.75$; $SD=0.50$) shows significant from that of their male counterparts ($X=2.69$; $SD=0.45$) $t_{cal}=0.0897$; $t_{crit}=0.370$; $P>.05$; $df=262$. The null hypothesis is in this first instance is therefore rejected.

Table 2: Mean scores, standard deviation and t-test on librarians' perception of forms of violence

	Violence on a student-librarian may take any of the following forms	M		F		Total		Remark
		X	SD	X	SD	X	SD	
1	A student-librarian is not happy with classroom instruction.	2.82	1.11	2.80	1.02	2.80	1.03	A
2	The student is excluded from class activities.	2.82	.93	2.73	1.11	2.64	1.08	A
3	The student is barred from asking questions in the class.	2.68	1.04	2.81	.97	2.78	.98	A
4	A student from poor home is discriminated against by other students	2.78	1.04	2.80	1.09	2.80	1.08	A
5	A student is discriminated against by a lecturer	2.71	.98	2.68	1.06	2.67	1.04	A
6	The student is abandoned by parents in school	2.40	1.02	2.76	1.03	2.69	1.03	A
7.	A student is denied access to recreational facilities	2.43	1.05	2.81	1.11	2.71	1.11	A
8	A lecturer plays truancy	2.39	1.01	2.77	1.03	2.69	1.04	A
Cluster		2.64	.52	2.77	.58	2.73	.57	A

$t_{cal}=1.653$; $t_{crit}=0.100$; $P>0.05$; $df=262$

***Key:** M=Male; F=Female; X=Mean; SD=Standard Deviation; A=adequate; IA=Inadequate

The data in table 2 above is in respect of research question 2 which is, what form does violence against student-librarians take? The data obtained indicate that librarians have adequate perception ($X=2.73$; $SD=0.50$) of the different forms at which violence against student-librarians manifest. As the data show that violence against student-librarians may take such form as a student-librarian is not happy with classroom instruction; the student is excluded from class activities; the student is barred from asking questions in the class; a student from poor home is discriminated against by other students, a student is discriminated against by a lecturer and a student is denied access to recreational facilities among others. The female librarians' mean score ($X=2.77$; $SD=0.58$) differs significantly with that of the male librarians' score ($X=2.64$; $SD=0.52$) $t_{cal}=1.653$; $t_{crit}=0.100$; $P>0.05$; $df=262$. The null hypothesis is therefore rejected.

Table 3: Mean scores, standard deviation and t-test on perception of librarians on situations people show violence on the student-librarian

Things and situations that make people show violence on student-librarian		M		F		Total		Remark
		X	SD	X	SD	X	SD	
1	Repeated failures in school examinations	3.10	1.06	2.58	1.09	2.72	1.11	A
2	Envy directed at more able students	2.63	1.09	2.74	.91	2.71	.96	A
3	Deprivation of parental affection	2.96	1.09	2.98	.90	2.83	.96	A
4	Violence modeled in television screen	2.96	1.03	2.87	.96	2.89	.98	A
5	Violence experienced in earlier stage of development	3.03	.95	2.93	.93	2.97	.93	A
6	Poor adult supervision	2.62	.80	2.97	.95	2.99	.91	A
7	Desire to use power to control	2.89	.85	2.83	.50	2.85	.94	A
8	School activities not relevant to the student's developmental needs	2.54	.99	2.91	.97	2.80	.94	A
Cluster		2.89	.45	2.84	.50	2.86	.50	A

$t_{cal}=0.729$; $t_{crit}=0.461$; $P>0.05$; $df=262$

*Key: M=Male; F=female; X=Mean; SD=Standard Deviation; A=adequate; IA=Inadequate

The data in table four showed librarians' perceptions of situations that can make people show violence. The data indicate that librarians have adequate perception ($X=2.82$; $SD=0.49$) of the situation that make people show violence on the student-librarian. The librarians reveal that a student may show violent act to a fellow student if he repeated failures in school examinations; he has desire to use power to control; poor adult supervision, violence experienced in earlier stage of development and deprivation of parental affection among others. The female librarians mean score ($X=2.83$; $SD=0.50$) statistically differs significantly from that of the male librarians mean score ($X=2.89$; $SD=0.45$); $t_{cal}=0.729$; $t_{crit}=0.461$; $P>0.05$; $df=262$. In view of this, the null hypothesis is rejected.

Table 4: Mean scores, standard deviation and t-test on librarians strategies to reducing violence on campus

Librarians strategies that can be employed to stop or reduce violence		M X	SD	F X	SD	X	SD	Remark
1	Improving social skills among students	3.65	.75	3.04	3.05	3.20	1.00	A
2	Reward good behavior of students	3.67	.65	2.23	.97	3.35	.92	A
3.	Putting the names of non-violent students on school honor list	3.32	.89	2.90	1.06	3.01	1.00	A
4	Not ignoring act of violence among members of management	2.10	1.08	2.74	1.06	2.50	1.01	A
5	Ensuring that violence in the school receives approval whether lecturers or students	2.58	1.20	2.77	1.05	2.72	1.10	A
6	Modeling non-violent act	3.29	.95	2.87	1.01	2.98	1.01	A
7	Discussing rules governing violent acts with students	3.29	.85	3.04	1.02	3.11	.98	A
8	Building positive attachment with students who perpetrate violence on other students	2.78	1.09	3.04	.99	2.92	1.02	A
9	Consistently not allowing violent perpetrators go unpunished	3.31	.83	3.29	.64	3.30	.78	A
10	Close monitoring of violent perpetrators as to check their essences	3.29	.88	3.23	.86	3.25	.87	A
Cluster		3.11	.38	3.02	.42	3.04	.41	A

tcal=1.795; tcrit=0.074; P>0.05; df=262 .

***Key:** M=Male; F=female; X=Mean; SD=Standard Deviation; A=adequate; IA=Inadequate

The data as analyzed and displayed in table 4 above indicate that librarians have adequate perception ($X=3.04$; $SD=0.41$) of how to reduce violence on student-librarians and by extension on campuses. The librarians suggested strategies to curbing violence include; improving social skills among students; reward good behavior of students; putting the names of non-violent students on school honor list, modeling non-violent act and discussing rules governing violent acts with students among others. The tested hypothesis shows that the female librarians' mean score ($X=3.02$; $SD=0.42$) differs significantly from the male librarians' mean score ($X=3.11$; $SD=0.78$); $t_{cal}=1.795$; $t_{crit}=0.074$; $P>0.05$; $df=362$). It is on this ground that the null hypothesis is rejected.

5.0. Discussion of findings.

The outcome of this study shows that librarians have adequate perception of the meaning of violence, nature and the different ways violence against student-librarians manifest. The study further shows that librarians have full knowledge of the situations that make persons show violence on a student-librarian. The result of this study also shows that librarians apart from having adequate perception and near understanding or appreciating the expert definition of perception have adequate perception of the strategies to be employed to curb or minimize violence on student-librarians.

On the other hand, the result of the study reveals that librarians' perception of violence on the student-librarian is restricted within the physical assault as they do not perceive verbal abuses as constituting violence. This implies that librarians in Nigeria do not consider non-physical violation of student-librarians or deprivation of privileges as violence and this opinion negates the professional assertion and definition that violence is intentional use of physical 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 (WHO, 2002). The outcome is also against the assertion of the Institute for Economics and Peace (IEP) (2018) who in the adverse effects of violence on a country noted that it is harmful not only to its citizens, but the wellbeing of the community and country as a whole. Adding that in many countries, the impact of violence has significantly and directly reduced economic growth, and poses an obstacle in reducing poverty, while violence also causes profound psychological and physical trauma, reducing the quality of life for all of

society. In the Nigerian context, the librarians' stand may be attributed to the cultural orientation of most Nigerians which predispose them to poor knowledge of legal rights of a child and not include both physical and psychological trauma as violation of a child's right (Ezeilo, 2002)

On gender, the result shows that librarians do not perceive violence on gender basis rather all violent act, is seen as a violation of a student's fundamental right irrespective of sex. This finding agrees with Gaver (1968), cited in Dennen (2005) who also believes that human beings have a series of rights which they should enjoy without restriction noting that any violation of these rights either in part or in whole, in the form of restriction, is referred to as violence. The finding may be explained by the fact that violence on students is being perpetrated equally by male and female (World aid Collective, 2003). On the other hand, from the tested null hypothesis, it was established that there was statistical difference in female mean score on violence perception from that of the male respondents. The implication is that the result of this study has shown that there is significant gender influence in the perception of the perpetrators of the nature and forms of violence, environmental cues that may predispose a student to being a victim and strategies librarians employ to reduce such on campus.

The implication is that gender role stereotype might still be significant impact on librarians' perception of not only their role expectations but also their behavior and how these may impact the student-librarian's health and total development. The finding is in conformity with that of Ngwoke and Akaneme (2010) who posit that gender significantly influenced teachers' control orientation as female teachers were found to depict internal control while male teachers depicted external control orientation.

5.1. Conclusion and recommendations

Although violence is often seen and responded to as an inevitable part of the human condition, such assumptions are shifting, focus is broadening, and an increased emphasis is being placed on prevention of violent behaviour and consequences. In other words, violence in many forms can be preventable. This study no doubt has exposed the level of perception that librarians have of the nature, forms of violence on student-librarians as well as the employable strategies to curbing violence on student-librarians and by extension all students in higher institutions in Nigeria and beyond. It is true that librarians have adequate perception of violence on student-librarians but it

was discovered that their perception and conception were limited by legalistic consideration which made them not to perceive the psychological effects of violence as an infringement on a student's right. Librarians as drivers of access to information in an era where information has become power, need to know and understand violence on the student as encompassing any violation of any aspect of the student's right that would be inimical in the student's health, academic performance and total development. It is based on the above findings and educational implications that the following recommendations are made.

- Since librarians' perception of violence is within the physical assault an indication of their ignorance of the true picture of what violent acts against students are, school management and other responsible bodies should organize training programmes in the form of workshops, conferences and seminars for librarians so that the area of psychological conception of violence on the student-librarian and by extension, all students will be addressed.
- Furthermore, international convention on the rights of the child (the bracket were students fall) should be properly entrenched in the Nigerian's criminal and penal codes. When done should not end in paper rather should be implemented and enforced so that any offender caught, should be punished accordingly so as to serve as deterrent to others.
- School authorities are called to take more pro-active measures to ensuring that the student's physical and psychological right is protected at all times.. It should not be a case of lassie-faire where there will be sacred cows that cannot be touched even when they are actively involved in violent acts at the detriment of others.
- The school management should put into action all the strategies propounded by the librarians as displayed in table 4.
- It is important for students exposed to violence to understand how their bodies may react so they can take positive steps to counteract any possible short- and long-term negative effects (for instance poor concentration, feelings of depression, heightened levels of anxiety). By taking immediate steps to mitigate the effects of the trauma they have experienced, negative repercussions can be reduced or eliminated. As an initial step, the youths need to understand why they may be feeling a certain way and to understand how the violence they have experienced may be causing negative feelings and making them behave differently. Pursuing a greater awareness of their feelings, perceptions, and

negative emotions is the first step that should be taken as part of recovering from the trauma they have experienced. “Neuroscience research shows that the only way we can change the way we feel is by becoming aware of our inner experience and learning to befriend what is going on inside ourselves (Van Der Kolk & Bessel, 2015).

- Schools where students’ violence is prevalent should assign counselors to each student so that they receive regular guidance. In addition to counseling/therapy sessions and programmes, it has been recommended that schools offer mentoring programmes where students can interact with adults who can be a positive influence on them. Another way is to create more life touching programmes to ensure that each student has a positive and stable place to go when school is not in session.

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