

**INFLUENCE OF FAMILY BOND ON SCHOOL SECURITY AMONG STUDENTS
WITH AND WITHOUT HEARING IMPAIRMENT IN DELTA STATE**

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Abstract

The purpose of this study is to assess the influence of family bond on school security among secondary school students with and without hearing impairment in Ika South Local Government Area of Delta State. Four research questions guided the study while two hypothesis were tested. Descriptive survey design was the design of the study, this was used because it uses a representative sample of the entire population. The population was made of all the junior secondary schools in the Local Government. Simple random sampling technique was used to select 130 hearing students from public regular secondary schools while purposive sampling technique was used to select 39 students with hearing impairment, giving a sample of 169 students with and without hearing impairment. A questionnaire was used as the instrument for the study. The instrument was validated and a reliability coefficient of 0.81 was established using Cronbach Alpha. Data analysis was done using mean, standard deviation and t-test analysis was used to test the hypothesis. Results revealed that lack of acceptance in the family to a high extent influence bullying among students with and without hearing impairment; lack of respect in the family to a low extent influence bullying among students with and without hearing impairment; lack of acceptance in the family to a high extent influence violence among students with and without hearing impairment; lack of respect in the family to a high extent influence violence among students with and without hearing impairment; the difference between the mean ratings of students with and without hearing impairment on the influence of family bond on bullying is not significant and the difference between the mean ratings of students with and without hearing impairment on the influence of family bond on violence is not significant. Recommendations given included that the Ministry of Education should ensure that they post professional guidance counsellors to all public secondary schools to assist parents, teachers and students to build family bond.

Keywords: Family bond, School security, Students with and without hearing impairment.

Introduction

Family refers to a group of people who are related by blood or by marriage. It is the smallest unit of the society. Every individual is born into a family and a child's first and primary source of learning takes place in the family. According to Orji (2019), family is the first social environment of the child from which the development of the nation starts. She also states that families are subset of a nation and are the building blocks of any developing country. The quality of life a child receives from his family is what he or she gives back to the society. If any society must be strong then the family must give in its best in the molding and upbringing of each child as it maintains family bond. Family bond is the strong connection or tie that exists among family members. Brown (2020) stresses that everyone is born to a mother and a father but not everyone is born into a loving family that brings acceptance. According to him, love is the greatest factor that determines the bonding between two or more persons. Oxford Dictionary (2021) defines bond to be a strong relationship between people or groups based on shared feelings, interest or experience. When a strong relationship exists between parents and children, children get the maximum attention that they need in every stage of their life.

Family bond is a strong connection between members of a family. When a family is not well-bonded, it can have a negative effect on the child that can either be academic failure, low self-esteem, poor relationship and poor social skill. It cuts across their academic, relationship with others, skills and performances. Bonding of a family demands investment of time. Witmer (2020) made it clear that building strong family connections does not always happen naturally, but takes a concerted effort to carve out time for your family. But it is so disheartening that many parents do not make out time for their children. It cannot be disputed that motivation is necessary in facilitating the advancement of young people especially those of school age. A relationship is therefore, expected between the progress of school children and the family bond that exist in their family. Samina, Rukhsana and Ghulam (2020) posits that family remains the primary environment of the child and emphasized that family environment has more chances of increasing or decreasing the intellectual achievement of the child's personality and behaviour. Hence, the need to study family bond and its influence on students with and without hearing impairment in the secondary school.

Again, Samina, Rukhsana and Ghulam (2020) affirmed that the benefits of family bond and the negative effect of lack of it experienced by hearing students are same for students with hearing impairment. In their qualitative study, it was observed that students with hearing impairment suffer school violence because they cannot hear. According to Witmer (2020), spending time together is one of the greatest gifts families can give to one another which is a major part of family bond. Time spent together not only does quality time strengthen and build family bonds, but also provides a sense of belonging and security for everyone in the family. It is unfortunate that many parents in the pursuit of career, businesses and other engagements do not make out time for their children. When children feel depressed, frustrated or lonely and their parents who ought to be there for them are not there, it becomes easier for them to fall in as prey to all manner of evil practices which can deprive them from moving forward with their academics. There are many variables of family bond in literature, however, this study is carried to study acceptance and respect in the family.

Acceptance means living with and valuing differences in others (Family Kickstart Georgia, 2019). It involves having a sense of belonging to members of a family and is a very important variable in family bond. It is allowing a child to have full opportunities to express his/her personal agency and creativity, feeling able to contribute, love and care for others, take on responsibilities, fulfill roles and share in collective celebration. They further stressed that acceptance is fundamental to a child's wellbeing and happiness and as well the development of positive identity. Most times students with hearing impairment are often not accepted by their parents because of their disability. When students with and without hearing impairment are having issues of acceptance in a family, it becomes difficult for them to cope in school when they face opposition from peer groups. This opposition can lure them to bullying, fighting, abusing, anger, alcoholism, cultism and many other evil practices. It is unarguably that adolescents are faced with a whole lot of issues because of the peculiarity of their developmental stage. They want to have a sense of belonging and it becomes easy for cult groups to lure them and make them feel they belong somewhere.

Respect simply means showing or treating someone in a way that shows that you care for them, their wellbeing and how they feel. Respect starts at home. It is important because it makes children to value themselves and also value others. Respect can flow in a family between parents and children and even among siblings. But when students with hearing impairment are not respected

by their parents and siblings in the family, it makes them aggressive and angry towards others. Tucker (2017), revealed in his work that a family that encourages mutual respect is likely to be a close family. He also stressed that parents who promote mutual respect enjoy closer relationships with their children and have higher levels of self-worth. Some research studies show that parents have great impact on their children's behaviours only when they maintain their children's respect (Witmer, 2020; Orji, 2019; Tucker, 2017). A recent study reported that teenagers are less likely to begin smoking if their parents express disapproval diminished the effect that peer pressure had on. They also discovered that children who do not respect themselves are more likely to drink alcohol, take drugs, have sex and treat others badly. They simply do not care about themselves or anyone else. Some of these children end up as bullies and get expelled from school while some others do not take their academics serious.

School security encompasses all measures taking to combat treat to students and property in school environment (Wikipedia, 2022). They added that it could also be seen as sheltering of students from violence and bullying as well as exposure to harmful elements such as drugs and gang activity. School is an environment or institution where teaching and learning takes place. According to Wikipedia (2022), school is defined as an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. Security on other hand can be viewed as all the efforts taken by the school to keep the students from harm either through bullying or violence and the likes. In Ezinnaya (2015), the World Health Organization defines violence as the intentional use of physical force or power, threatened or actual against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development or deprivation. UNICEF (2022), points out that violence in schools can have serious effects on students' psychological and physical health.

Children who are subjected to violence may experience physical injury, sexually transmitted infections, depression, anxiety, post-traumatic stress order (PTSD) and suicidal thought (UNICEF (2022). School based violence is a type of youth violence that occurs within school premises. A students can be a victim, perpetrator or a witness of school based violence. The incidence of violence also prevails among students with hearing impairment due to their communication and language problems (Samina, Rukhsana & Ghulam, 2020). Owusu, Hart, Oliver and Kang (2011),

cited in Fobi, Quarshie, Fobi, Appau, Honu-Mensah and Acheampong (2021), define bullying as the repeated and intentional targeting of harm to a person who has less power or has difficulty defending themselves. In this study, school security is studied as violence and bullying in secondary school.

A research study carried out in Godwin College (2016), about 25 percent of students are exposed to hate-related occurrences within the school grounds. They also recorded that during the school year, nearly one out of every four students report being bullied either physically, emotionally, verbally and other wise even though many students do not report their own cases. Isis (2015), posits that bullying is an unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance which could be either verbal (word of mouth, verbal harassment or threat), social (relationships of students) or physical (fighting and physical assault). Ubaidi (2017), reported that some students either witness or are subject to violent abuse and bullying in their home surroundings which can make them take their anger out towards other students or teachers at school.

In addition to the above, there are also students with special needs in secondary school which includes students with hearing impairment. Naturally, they are aggressive towards hearing persons due to their inability to hear them. According to Onwubolu (2017), hearing is the sense used to perceive sound and speech in humans while hearing impairment is a defect in one or more structures of the organ of hearing, the nerve that transfers the sound to the brain and/or the part of the brain that interprets sound. She also added that hearing impairment is one of the most common sensory disorders and it is the consequence of sensorineural and conductive malfunction of the ear. According to her, hearing impairment are of two major types, namely, deaf and hard of hearing who are part of this study.

A study carried out by Samina, Rukhsana and Ghulam (2020), to find out violence experienced by students with hearing impairment. The study used a qualitative research design. The population of the study consisted of girls with hearing impairment studying at secondary level in the schools of Punjab province. A sample of 17 girls with hearing impairment was purposively selected from the 17 schools of Punjab. Researchers took only girls who had been victim of violence once and more in their life during school hours. An interview protocol was developed to take in-depth interviews from the victimized girls. Based on the interviews, violence experience by the girls characterized

into four themes including physical, psychological, sexual and verbal abuse. The study concluded that all types of violence influence student's behaviour negatively, personality and in particular on their academic performance.

Statement of the Problem

The National Policy on Education (FRN, 2013), stated that the broad goal for secondary education is to prepare individuals for useful living within the society and higher education. This goal can only be achieved in a safe school environment. It has been observed that many parents do not spend time with their children because they leave home for work very early and return home late, so they do not have the time to share and discuss with their children, as a result, family bond is lacking. This lack of family bond is also observed when students with and without hearing impairment cannot tell if they are acceptable to their parents and if they are respected for who they are or not. This student's state of confusion will not aid the achievement of the above goal. The negative reaction of the society to disability make some parents not to accept or respect their children with hearing impairment. Also, the influence of lack of family bond has been posing very serious challenges to school security, especially in the areas of violence and bullying. Students who are raised up from families where they are no family bonds have issues with acceptable behaviours and become treats to school security. Violence and bullying in school are unacceptable behaviours from students which need to be properly addressed before they become serious problems to the school and the society. The problem of this study is to assess the influence of family bond on school security of secondary school students with and without hearing impairment in Ika South Local Government Area, of Delta State.

Purpose of the Study

The main purpose of this study is to assess the influence of family bond on school security among secondary school students with and without hearing impairment in Ika South Local Government Area of Delta State. Specifically, the study sought to:

1. Ascertain the extent to which lack of acceptance in the family influences bullying among students with and without hearing impairment in Ika South Local Government Area of Delta State.

2. Establish the extent to which lack of respect in the family influences bullying among students with and without hearing impairment in Ika South Local Government Area of Delta State.
3. Ascertain the extent to which lack of acceptance in the family influences violence among students with and without hearing impairment in Ika South Local Government Area of Delta State.
4. Establish the extent to which lack of respect in the family influences violence among students with and without hearing impairment in Ika South Local Government Area of Delta State.

Research Questions

1. To what extent do lack of acceptance in the family influence bullying among students with and without hearing impairment in Ika South Local Government Area of Delta State?
2. To what extent do lack of respect in the family influence bullying among students with and without hearing impairment in Ika South Local Government Area of Delta State?
3. To what extent do lack of acceptance in the family influence violence among students with and without hearing impairment in Ika South Local Government Area of Delta State?
4. To what extent do lack of respect in the family influence violence among students with and without hearing impairment in Ika South Local Government Area of Delta State?

Hypothesis

1. There is no significant influence of family bond on bullying among students with and without hearing impairment in Ika South Local Government Area of Delta State
2. There is no significant influence of family bond on violence among students with and without hearing impairment in Ika South Local Government Area of Delta State

Methods

Descriptive research survey design was adopted for this study. A descriptive survey research design is used to describe the characteristics of a population which is being investigated. The study was carried out in Ika South Local Government Area of Delta State. The population consists of the entire number of students in public secondary schools in Ika South Local Government Area of Delta State including students with hearing impairment. Simple random sampling technique was

used to select 13 regular public schools out of 47 schools and purposive sampling was used to select the only one special school in the Local Government to give 14 schools. Hence, the sample of the study was 169 students with and without hearing impairment, 130 hearing students and 39 students with hearing impairment. A 16 item self-structured questionnaire titled; "Family Bond and School Security of Students with and without Hearing Impairment Questionnaire (FBSSSHIQ) was used for data collection. It has two sections, A and B. Section A collected personal information of students such as name of school, sex and disability. Section B collected data on the opinion of students on the influence of family bond on school security. Faced validation was carried out by two experts in Measurement and Evaluation and Educational Psychology and their input was used. The reliability of the instrument was established using Cronbach Alpha analysis that gave 0.81. Data were collected directly from respondents by researchers. Data analysis was done using mean, standard deviation and t-test which was used to test the hypotheses. The mean ratings of 2.5 above are taken as positive responses or acceptance of an item, while mean ratings 2.5 below are taken as negative responses or rejection of an item.

Results

Research Question 1: To what extent does lack of acceptance in the family influence bullying among students with and without hearing impairment in Ika South Local Government Area of Delta State?

Table 1: Mean and Standard Deviation Scores of Responses on the Extent Lack of Acceptance in the Family Influence Bullying among Students with and without Hearing Impairment in Delta State

S/N	Statements	Without Imp		Decision	With Imp		Decision
		\bar{x}	SD		\bar{x}	SD	
1	My parents taught me not to bully anyone, not even in my school	3.43	0.89	High Extent	3.00	1.16	High Extent
2	In my family, I am accepted by my parents the way I am.	3.45	0.74	High Extent	3.41	0.73	High Extent
	Grand Mean/SD	3.44	0.81	High Extent	3.21	0.95	High Extent

KEY: Without Imp = Hearing students. With Imp = Students with hearing impairment.

Analysis on Table 1 shows that the respondents rated all items above a mean score of 2.50, this implies that lack of acceptance in the family to a high extent influence bullying among students with and without hearing impairment. The evidence of the above response is shown in grand mean scores of 3.21 and 3.44 respectively for students with and without hearing impairment. The grand standard deviation scores of 0.95 and 0.81 indicate that students with and without hearing impairment had similar view on influence of lack of acceptance in the family on bullying among students with and without hearing impairment.

Research Question 2: To what extent does lack of respect in the family influence bullying among students with and without hearing impairment in Ika South Local Government Area of Delta State?

Table 2: Mean and Standard Deviation Scores of Responses on the Extent Lack of Respect in the Family Influence Bullying among Students with and without Hearing Impairment in Delta State

S/N	Statements	Without Imp		Decision	With Imp		Decision
		\bar{x}	SD		\bar{x}	SD	
3	My elder siblings use to bully me, so I learnt to bully people from them	1.91	0.66	Low Extent	2.17	1.14	Low Extent
4	I learnt to fight in school because I always see my parents fight	1.46	0.61	Low Extent	1.59	0.78	Low Extent
	Grand Mean/SD	1.68	0.64	Low Extent	1.88	0.96	Low Extent

Information on Table 3 shows that the respondents rated all items below a mean score of 2.50. This implies that lack of respect in the family to a low extent influence bullying among students with and without hearing impairment. The above response is evidently shown in grand mean scores of 1.68 and 1.88 respectively for students with and without hearing impairment. The grand standard deviation scores of 0.64 and 0.96 reveal that students with and without hearing impairment had similar view on influence of lack of respect in the family on bullying among students with and without hearing impairment.

Research Question 3: To what extent does lack of acceptance in the family influence violence among students with and without hearing impairment in Ika South Local Government Area of Delta State?

Table 3: Mean and Standard Deviation Scores of Responses on the Extent Lack of Acceptance in the Family Influence Violence among Students with and without Hearing Impairment

S/N	Statements	Without Imp		Decision	With Imp		Decision
		\bar{x}	SD		\bar{x}	SD	
5	My parents love for me keeps me away from getting involved in violence	3.05	0.78	High Extent	3.00	1.10	High Extent
6	In my family, people do not get involved in violence	3.12	0.73	High Extent	2.90	1.08	High Extent
	Grand Mean/SD	3.08	0.75	High Extent	2.95	1.09	High Extent

Analysis on Table 2 shows that the respondents rated all items above a mean score of 2.50, this implies that lack of acceptance in the family to a high extent influence violence among students with and without hearing impairment. The evidence of the above response is shown in grand mean scores of 2.95 and 3.08 respectively for students with and without hearing impairment. The grand standard deviation scores of 1.09 and 0.75 for students with and without hearing impairment reveal that they had same opinion on the influence of lack of acceptance in the family on violence among students with and without hearing impairment.

Research Question 4: To what extent does lack of respect in the family influence violence among students with and without hearing impairment in Ika South Local Government Area of Delta State?

Table 4: Mean and Standard Deviation Scores of Responses on the Extent Lack of Respect in the Family Influence Violence among Students with and without Hearing Impairment in Delta State

S/N	Statements	Without Imp		Decision	With Imp		Decision
		\bar{x}	SD		\bar{x}	SD	
7	My parents uses abusive words on me so I learnt to abuse people	1.66	0.76	Low Extent	2.03	0.94	Low Extent
8	We don't fight in my family so I don't like fighting	3.50	0.90	High Extent	3.00	0.96	High Extent
	Grand Mean/SD	2.58	0.83	High Extent	2.52	0.95	High Extent

Information on Table 4 shows that the respondents rated all items above a mean score of 2.50 except item 15 with mean scores of 2.03 and 1.66 for students with and without hearing impairment respectively. This implies that lack of respect in the family to a high extent influence violence among students with and without hearing impairment. The above response is evidently shown in grand mean scores of 2.52 and 2.58 respectively for students with and without hearing impairment. The grand standard deviation scores of 0.95 and 0.83 reveal that students with and without hearing impairment had similar view on influence of lack of respect in the family on violence among students with and without hearing impairment.

Hypothesis 1:

There is no significant difference between the mean ratings of students with and without hearing impairment on the influence of family bond on bullying among students.

Table 5: Test of Difference between Mean Ratings of Students with and without Hearing Impairment on the Influence of Family Bond on Bullying among Students

Students	\bar{X}	SD	N	A	t-cal	t-crit	Decision
Hearing Impaired	45.7	9.1	29	0.05	-3.04	1.960	Accept
Not Hearing Impaired	40.1	8.3	130				

Table 9 reveals that the t-calculated value of -3.04 is less than the t-critical value of 1.960. This implies that the null hypothesis is accepted at 0.05 level of significance, thus, the difference between the mean ratings of students with and without hearing impairment on the influence of family bond on bullying is not significant.

Hypothesis 2:

There is no significant difference between the mean ratings of students with and without hearing impairment on the influence of family bond on violence among students

Table 6: Test of Difference between Mean Ratings of Students with and without Hearing Impairment on the Influence of Family Bond on Violence among Students

Students	\bar{X}	SD	N	A	t-cal	t-crit	Decision
Hearing Impaired	43.4	9.8	29	0.05	-1.81	1.960	Accept
Not Hearing Impaired	46.9	7.6	130				

Analysis in Table 10 reveals that the t-calculated value of -1.81 is less than the t-critical value of 1.960. This implies that the null hypothesis is accepted at 0.05 level of significance, therefore, difference between the mean ratings of students with and without hearing impairment on the influence of family bond on violence is not significant.

Discussion of Findings

The findings of this study reveal that family bond influenced school security of both students with hearing impairment and hearing students. Findings from the analysis on tables 1-4 revealed that lack of acceptance in the family to a high extent influenced bullying and violence while lack of respect in the family to a low extent influenced bullying and lack of respect in the family to a high extent influenced violence among students with and without hearing impairment. This findings is in agreement with the studies of Samina, Rukhsana and Ghulam, (2020) and that of Godwin College (2016). Samina, Rukhsana and Ghulam, (2020) found that students with hearing impairment from various families bully in school while Godwin College (2016) reported that hearing students from different types of family also bully in school. The study of Ezinnaya (2015) also observed that students from homes that lack respect and acceptance have high tendency of involving in bullying and violence. Findings from the analysis of the t-test on tables 5 and 6 revealed that there is no significant difference in the influence of family bond on bullying and violence. Similar findings was revealed by the study of Iyagba and Nwankwo (2020) who found that all family types without family bond influence bullying behaviour to a high extent among students of secondary school age in Ikwerre Local Government Area of Rivers State.

Conclusion

This study aimed at assessing the influence of family bond on school security among secondary school students with and without hearing impairment in Ika South Local Government Area of Delta State. Findings of this study reveals that family bond influenced school security of both students with hearing impairment and hearing students. It can be concluded that family bond have similar influence on all students, whether they hear or not.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The Ministry of Education should ensure that they post professional guidance counsellors to all public secondary schools to assist parents, teachers and students to build family bond.
2. That each secondary school forms a school security club were they are educated and given the responsibility of ensuring school security in the schools alongside security men.

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