

**EFFECTS OF VIOLENCE ON ACADEMIC PERFORMANCE: A CASE OF  
GRETSA UNIVERSITY**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION  
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REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF  
EDUCATION (ARTS) OF GRETSA UNIVERSITY**

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
# DECLARATION

## DECLARATION

This research project is our original work and has not been presented for the award of degree in any other similar purpose in any other institution.

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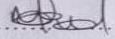
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
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
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## Supervisor declaration

This research project has been submitted with my approval as the university supervisor for examination.

Mr. Jackton

Signature.....

Date..... 23/10/25

School of Education

GRE TSA UNIVERSITY

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## **LIST OF ABBREVIATIONS**

**SPSS** – Statistical Package for the Social Sciences

**GPA** – Grade Point Average

**ICT** – Information and Communication Technology

**COVID-19** – Coronavirus Disease 2019

**RQ** – Research Question

**SD** – Standard Deviation

**UN** – United Nations

**WHO** – World Health Organization

**HOD** – Head of Department

**M&E** – Monitoring and Evaluation

**TVET** – Technical and Vocational Education and Training

## **OPERATIONAL DEFINITION OF TERMS**

**Violence** refers to any behavior whether verbal, physical, emotional, or digital that causes harm or distress to a student within the learning environment.

**Verbal Abuse** is the use of negative words, insults, threats, or harsh language directed at a student, which can lower their self-esteem and academic participation.

**Physical Abuse** involves intentional bodily harm such as slapping, hitting, or pushing, which causes physical pain, fear, or trauma that interferes with academic focus.

**Bullying** is defined as repeated, intentional intimidation or humiliation of a student by peers, often leading to social withdrawal or poor academic engagement.

**Cyberbullying** refers to the use of digital platforms such as WhatsApp, Facebook, or email to harass, threaten, or embarrass a student, usually outside of physical spaces but with real academic consequences.

**Academic Performance** means the measurable outcomes of a student's learning progress, including class participation, assignment completion, exam scores, and overall grades.

**Mental Health** is the emotional and psychological well-being of a student that influences how they think, feel, handle stress, relate to others, and perform academically.

**University Environment** refers to the academic, social, and physical setting within which students study and interact during their time at the university.

**Peer Pressure** means the influence exerted by fellow students to act or behave in certain ways, which can lead to risky decisions, including involvement in or tolerance of violence.

**Student Welfare** refers to the systems, services, and structures within the university that are designed to support student safety, mental health, academic progress, and overall well-being.

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## ABSTRACT

School violence is a solemn and growing concern that impacts students not only substantially, but also emotionally and academically. This study, conducted at Gretsia University, explored how different forms of violence—including spoken abuse, physical assault, bullying, and cyberbullying—affect students’ academic performance. Using an expressive examination design, data were gathered from 170 students through questionnaires and interviews. The findings were alarming: 79% of students had faced verbal abuse, which led to anxiety and reduced classroom participation; 57.6% reported physical abuse, often in social spaces like hostels, resulting in fear and absenteeism; 70.6% had experienced bullying, which discouraged group work and class involvement; and 58.9% had suffered cyberbullying on platforms like WhatsApp and Facebook, causing emotional distress and withdrawal from online learning spaces. Statistical analysis confirmed a strong negative relationship between violence and academic performance, with bullying ( $r = -0.61$ ) and verbal abuse ( $r = -0.59$ ) having the most significant effects. Affected students struggled with concentration, missed classes, lost motivation, and recorded lower grades. The study recommends stronger mental health support, stricter anti-violence policies, digital safety training, and confidential reporting systems to help create a safer and more supportive learning environment at the university.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

Violence among university students had emerged as a significant concern in institutions of higher learning. At Gretsia University, this challenge occurred in different ways such as during insults, beatings, bullying, and also through online harassment. The occurrences led to interruption in studies, consequently students losing their mental strengths and grades going down. The research assessed the effects of these violent acts on students' academic life and performance, and it was decided later that supporting measures would be carried out to ensure a safer and more welcoming educational setting.

### **1.1 Background of the Study**

Developed teaching institutes were probable to provide safe and enabling environments for intellectual and social development. However, recent observations and informal reports indicated that students at Gretsia University experienced different forms of violence, often perpetrated by their peers. These included verbal insults, threats, physical attacks, and online harassment. The emotional and psychological toll of such experiences had been linked to reduced academic engagement, absenteeism, low concentration, and even academic failure.

Research showed that verbal abuse eroded students' self-worth and morale; physical abuse created fear and trauma; bullying promoted exclusion and isolation; and cyberbullying caused anxiety and emotional distress. These outcomes collectively hindered academic excellence. Despite the growing concern, cases of violence often remained underreported. This investigation

lectured this gap by exploring how such forms of violence influenced students' academic performance at Gretsia University.

## **1.2 Statement of the Problem**

Violence among university students had increasingly threatened their academic success, emotional stability, and physical well-being. At Gretsia University, verbal harassment, physical fights, social exclusion and cyberbullying were among the various forms of bullying that many students suffered in silence. Although such actions certainly had repercussions, there had been no academic research at the university to directly link violence and academic performance between the two. Consequently, the responses that were suitable from the university management and policymakers were not much. Thus, this study attempted to give empirical proof of the impact of violence on the academic performance of students at Gretsia University.

## **1.3 Purpose of the Study**

This research focused on school violence and the impact it had primarily on students' academic performance at Gretsia University. The different forms of violence such as verbal abuse, physical abuse, bullying, and cyberbullying were considered. By studying these, the researchers wanted to give useful suggestions and make the institution's response to violence more effective for students.

## 1.4 Conceptual Framework

### Independent Variables

### Dependent Variable

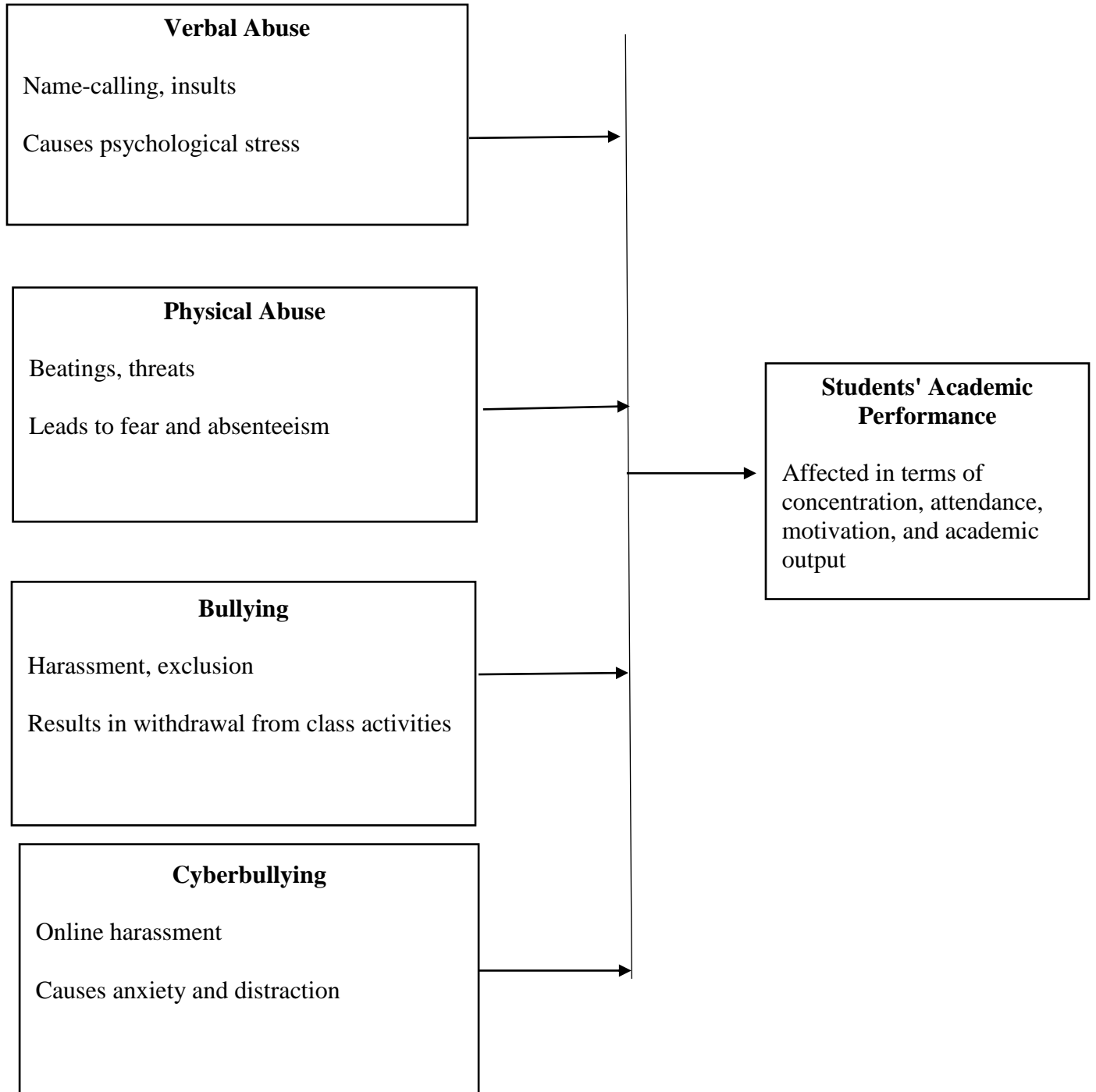


Figure 1 Conceptual Framework

## **1.5 Research Questions**

This study was steered by the subsequent research questions:

1. How did verbal abuse affect students' academic performance at Gretsia University?
2. In what ways did physical abuse influence academic achievement?
3. To what extent did bullying interfere with students' learning outcomes?
4. How did cyberbullying impact students' academic performance?

## **1.6 Research Objectives**

### **1.6.1 General Objective**

To investigate the effects of violence on students' academic performance at Gretsia University.

### **1.6.2 Specific Objectives**

1. To determine how verbal abuse influenced students' academic performance.
2. To explore the impact of physical abuse on academic outcomes.
3. To establish how bullying affected academic achievement.
4. To assess the effect of cyberbullying on students' academic performance.

## **1.7 Hypotheses**

- **H<sub>01</sub>**: Verbal abuse had no noteworthy stimuli on students' academic performance.
- **H<sub>02</sub>**: Physical abuse did not influence students' academic performance.
- **H<sub>03</sub>**: Bullying had no effect on students' academic performance.
- **H<sub>04</sub>**: Cyberbullying did not meaningfully effect academic performance.

## **1.8 Significance of the Study**

This was a very important study as it revealed the consequences of violence on academic performance at Greta University. Knowledge of such a situation allowed the university staff such as administrators, counselors and student leaders to understand the dimensions and characteristics of the problem and to take policy measures that would assist the students concerned. Another positive impact of the research was that it opened up talks on the topic of student welfare and campus safety in higher education at the national and institutional levels.

## **1.9 Delimitation of the Study**

The investigation aimed on selected faculties within Greta University and investigated students' experiences of verbal abuse, physical abuse, bullying, and cyberbullying. The data collection was limited to a specific semester, acknowledging that vehemence stages may vary during different academic periods.

## **1.10 Limitations of the Study**

- Self-reported data was the basis of the research and it could have been affected by recall bias or social desirability.
- Due to the fear or shame, some students might have reported fewer incidents than what really happened.
- The results were only applicable to Greta University and might not be transferred to other institutions.
- Data collection was limited in size and scope due to resource and time constraints.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter swotted recent literature related to school violence and its bearing on education performance. It focused on four major types of violence experienced in learning institutions—verbal abuse, physical abuse, bullying, and cyberbullying. The chapter also included a theoretical and conceptual framework that guided the research. Literature from both global and local perspectives was considered to demonstrate the relevance of the issue and its effects on students' educational experiences.

### **2.2 School Violence**

School violence referred to any form of aggressive behavior within or around school environments that caused physical, psychological, or emotional harm to students. It included physical confrontations, verbal threats, bullying, and cyber harassment. According to Wood, Voth Schrag, and Busch-Armendariz (2020), violence in school settings negatively affected students' concentration, classroom engagement, and emotional health, often leading to absenteeism and poor performance.

University environments, once considered safe spaces for intellectual and social development, had increasingly become sites of hostility and conflict. As Younis (2021) reported, the rising cases of substance abuse, peer influence, and online harassment had worsened students' exposure to violence, thereby undermining academic achievement and psychosocial well-being. School violence was thus seen as both a social and academic problem requiring urgent attention.

### **2.3 Verbal Abuse and Students' Academic Performance**

Verbal abuse included harmful speech such as name-calling, shouting, mocking, or belittling language aimed at humiliating a student. These forms of communication had long-term consequences on learners' self-esteem and academic motivation. In the research conducted by Alrajeh et al. (2021), it was reported that the students who regularly faced verbal aggression showed an increase in anxiety levels along with academic disengagement. Victims of verbal abuse were often less willing to participate in class, lacked confidence in presentations, and avoided academic group work, thereby compromising their performance. Ameral, Palm Reed, and Hines (2020) concluded that emotional trauma from verbal abuse could be as damaging as physical violence, especially when it occurred frequently and went unreported.

### **2.4 Physical Abuse and Students' Academic Performance**

Physical abuse involved acts such as slapping, pushing, kicking, or hitting. In university settings, it also extended to physical intimidation during social events, hostel conflicts, or student protests. Students subjected to physical violence, according to Mahfud and Adam-Troian (2021), usually cut classes and scored low in exams as a result of trauma and fear of re-occurrence. Physical attacks led to reduced attendance, social withdrawal, and lack of focus in class. In severe cases, students dropped out due to insecurity or post-traumatic stress. A report by Banyard et al. (2020) emphasized that victims of physical abuse struggled with memory, concentration, and emotional regulation—key aspects needed for academic success.

### **2.5 Bullying and Students' Academic Performance**

Bullying referred to repetitive, intentional aggression towards a weaker peer, often carried out to dominate or exclude the victim. In universities, bullying occurred during club activities, student leadership elections, or among hostel roommates. Fialla et al. (2022) noted that bullied students often felt unsafe and unsupported, leading to chronic absenteeism, poor academic results, and psychological distress.

Bullying led to low motivation, depression, and social isolation—factors that directly interfered with academic outcomes. As Sulkowski (2021) observed, students who were bullied frequently avoided school activities and were at risk of underperforming or dropping out entirely.

## **2.6 Cyberbullying and Students' Academic Performance**

Cyberbullying involved the use of digital platforms such as WhatsApp, Facebook, or email to intimidate, embarrass, or threaten students. Cyberbullying had become a widespread phenomenon because of the increased internet use among students in universities. Alrajeh et al. (2021) pointed out that among the various factors that caused emotional breakdowns, mental health disorders, and decreased academic engagement, the most prominent was indeed cyberbullying.

Victims of cyberbullying reported difficulty concentrating, lack of sleep, anxiety, and even suicidal thoughts. According to Duval, Lanning, and Patterson (2020), online harassment had unique effects because it was constant, anonymous, and could reach a wide audience. This made it more psychologically damaging and harder to escape, especially for young university students.

## **2.7 Theoretical Framework**

The theories that were the basis for this research and explanation of the students' actions and replies to school violence were Social Learning Theory and Stress and Coping Theory.

### **2.7.1 Social Learning Theory**

The Social Learning Theory by Albert Bandura said that individuals learned behavioral traits by observing other people. In a university setting, students who witnessed aggressive behavior from their peers might imitate it, especially if those behaviors went unpunished. Bandura (2019) suggested that the learning of violence was often reinforced through group acceptance or peer support, making violent conduct seem normal or justified.

In this study, the theory helped explain why violence such as bullying or verbal abuse might be common students copied what others did and what their social groups tolerated.

### **2.7.2 Stress and Coping Theory**

Lazarus and Folkman's Stress and Coping Theory proposed that individuals responded to stress in different ways depending on the resources and coping mechanisms available to them. Students facing academic stress or social pressure often reacted either through emotional breakdown or aggressive behavior (Muwfaq Younis, 2021). Individuals with less adaptive coping responses may turn to substances or violence, thereby counteracting any potential benefits bestowed by adaptive copers.

This theory supported the idea that academic stress and unresolved emotional conflict contributed to violence and deprived academic excellence among students at Greta University.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter laid out the different methods that were applied for the study, which encompassed research design, target population, sampling techniques, data collection tools, validity and reliability checks, data analysis procedures, and ethical considerations.. The goal was to ensure the study maintained high standards of accuracy, reliability, and credibility in addressing how violence affected academic performance at Gretsia University.

### **3.1 Research Design**

The research utilized a descriptive survey design along with a case study method. This design was suitable as it gave the researcher the opportunity to provide a detailed account, give reasons, and make sense of the current situation that is related to school violence and its effect on academic performance. Besides, it facilitated the gathering of both numeric and descriptive data from a specific student population. The case study method was beneficial as it directed the researcher's attention to Gretsia University only, thereby obtaining a thorough understanding from students who had, or saw, were different types of violence.

### **3.2 Target Population**

The target population was made up of undergraduate learners studying at Gretsia University who belonged to the different faculties like Education, Business, and Health Sciences. The selection of these students was due to their being different in terms of age, experience, and their being in the midst of the university's academic and social dynamics.

### **3.3 Accessible Population**

The accessible population included students from **second, third, and fourth years**, who had spent sufficient time in the university environment to have experienced or observed various forms of violence. First-year students were excluded due to limited exposure.

### **3.4 Sample Size and Sampling Technique**

Utilizing Cochran's formula in the calculation of sample size, and considering a confidence level of 95% along with a 5% margin of error, the study determined a total of 180 students for the sample size. A stratified random sampling method was employed to guarantee the inclusion of all faculties and academic years in the sample. In every stratum, students were picked at random to ensure that there was no bias.

### **3.5 Data Collection Techniques**

Data were collected using structured questionnaires and interviews.

#### **3.5.1 Questionnaires**

Questionnaires were distributed to the selected students in hard copy and online formats. The instrument consisted of closed-ended questions founded on the four research objectives. Likert-scale items were cast-off to quantify the degree of agreement with statements relating to verbal abuse, physical abuse, bullying, cyberbullying, and their effects on academic performance.

#### **3.5.2 Interviews**

Semi-structured interviews were conducted with a few student leaders, class representatives, and academic counselors. These interviews provided in-depth understanding of experiences, causes, and institutional responses to student violence.

### **3.6 Data Collection Procedure**

After gaining research authorization from the university, questionnaires were distributed over a two-week period during lecture breaks. Respondents were briefed about the resolution of the study and assured of confidentiality. Interview appointments were scheduled in advance and conducted in quiet, private spaces to allow open discussion.

### **3.7 Validity and Reliability**

#### **3.7.1 Validity**

To ensure content validity, the data assortment gadgets were swotted by academic supervisors and experienced researchers. Their feedback was used to revise ambiguous or biased items.

#### **3.7.2 Reliability**

A pilot study involving twenty students from another department was carried out. The internal consistency of the questionnaire was tested using Cronbach's alpha. A reliability score of 0.81 was reached, which confirmed that the tool was reliable for conducting the main study.

### **3.8 Data Analysis**

In cooperation quantifiable and qualitative data examination techniques were used.

### **3.8.1 Quantitative Data Analysis**

The questionnaires provided data that were subjected to coding and analysis through the use of the Statistical Package for the Social Sciences (SPSS). The student responses were summarized using descriptive statistics like frequencies, percentages, and means. Furthermore, Pearson's correlation analysis was performed to find the connections between the methods of violence and the students' academic performance.

### **3.8.2 Qualitative Data Analysis**

The responses of the interviewees were written down, classified, and arranged in accordance with the main topics. Thematic analysis was employed to spot the patterns and insights that were most prevalent and that shared the explanation of the students' perception and reaction to the various types of violence occurring on campus.

## **3.9 Ethical Considerations**

Principled actions were strictly followed:

- **Informed Consent:** Contributors were copiously well-versed about the study and signed consent forms voluntarily.
- **Confidentiality:** No names or personal identifiers were recorded. Data were handled securely and anonymously.
- **Right to Withdraw:** Respondents were allowed to withdraw at any stage without any consequences.

- **Minimization of Harm:** Sensitive topics were addressed carefully, and respondents were encouraged to skip any question they found distressing.

### **3.10 Summary**

In this chapter, the approach to studying the impact of violence on the academic performance of students at Greta University is described. The research was designed descriptively, stratified sampling was utilized, and a combination of questionnaires and interviews was employed for data gathering. The research was conducted with the utmost adherence to ethical principles and validity and reliability checks were carried out. The subsequent chapter reveals the data collected and the analysis based on the research objectives set forth.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1 Introduction

This chapter presents and interprets the data composed from 180 students at Grets University through questionnaires and interviews. The aim was to weigh how different forms of violence verbal abuse, physical abuse, bullying, and cyberbullying affected students' academic performance. The data were scrutinized using SPSS, and results are shown in tables and figures, followed by layman-friendly explanations.

### 4.2 Response Rate

*Table 1 Response Rate*

<b>Class</b>	<b>Questionnaires Spread</b>	<b>Returned</b>	<b>Response Rate (%)</b>
Students (All Faculties)	200	180	90.0%

Out of 200 students selected to participate, 180 returned fully filled questionnaires. A 90% return rate is excellent and means the data collected is reliable and truly reflects the experiences of students at Grets University.

### 4.3 Demographic Information of Respondents

*Table 2 Demographic Information of Respondents*

<b>Demographic Factor</b>	<b>Group</b>	<b>Percentage (%)</b>
Gender	Male	58.9%
	Female	41.1%
Year of Study	1st Year	22.2%
	2nd Year	35.0%
	3rd Year	27.8%
	4th Year	15.0%
Faculty	Education	42.2%
	Business	30.0%
	Health Sciences	27.8%

The participants in the research were people with different backgrounds, whereby the distribution of gender was slightly imbalanced with 58.9% of the respondents being male and 41.1% female, which may also be the case in the university's enrollment. With respect to the academic level, most of them were second-year students (35.0%), then third-years (27.8%), first-years (22.2%), and finally fourth-years (15.0%), so the majority of the participants were experienced in the university and thus their opinions were very valuable. When it came to faculty allocation, the largest group of students was from the Faculty of Education (42.2%), then 30.0% were from the Faculty of Business and 27.8% from Health Sciences. This co-existence of participants made it possible to have a large variety of views and thus the study could show how different groups of students on campus experience and react to violence in different ways.

### 4.4 Verbal Abuse and Academic Performance

*Table 3 Verbal Abuse and Academic Performance*

<b>Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I have been insulted or mocked by a fellow student.	35%	28%	15%	12%	10%
Verbal abuse affects my concentration in class.	41%	34%	13%	7%	5%
I avoid speaking in public or group discussions due to past insults.	29%	36%	18%	10%	7%

The responses discovered that oral abuse was a significant issue among students at Gretsia University. When queried if they had ever been insulted or mocked by a fellow student, a combined 63% (35% strongly agreed and 28% agreed) confirmed this experience, showing that many students had faced hurtful language from peers. Only a small group (22%) disagreed or strongly disagreed, while 15% remained neutral, possibly unsure whether their experience qualified as abuse. Additionally, 75% of students (41% strongly agreed and 34% agreed) said that verbal abuse affected their concentration in class, indicating that the emotional impact of such interactions went beyond feelings and extended into their academic focus. Furthermore, 65% (29% strongly agreed and 36% agreed) described that they ducked civic speaking or group discussions due to past insults, suggesting that verbal abuse not only harms confidence but also limits students' participation in class, which may in turn affect performance and engagement. These findings confirm that verbal abuse plays a damaging role in the academic experience of many students.

#### **4.5 Physical Abuse and Academic Performance**

*Table 4 Physical Abuse and Academic Performance*

<b>Item</b>	<b>Yes (%)</b>	<b>No (%)</b>
Have you ever been materially attacked or threatened on campus?	31.7%	68.3%
Did it affect your ability to attend classes regularly?	25.6%	74.4%
Did the incident cause fear or stress that affected learning?	38.9%	61.1%

The findings indicated that while physical abuse was less common than verbal abuse, it still affected a notable portion of students at Gretsia University. The survey results showed that approximately 31.7% of the sample had been physically attacked or threatened on campus. This means that almost one out of three students had faced some type of physical intimidation. Of those affected, 25.6% said the incident interfered with their ability to attend classes regularly, while the majority (74.4%) felt it did not directly affect attendance. However, a higher number 38.9% admitted that the incident caused fear or strain that destructively obstructed their learning, showing that even if students continued to attend classes, their emotional state and ability to concentrate were compromised. This suggests that the psychological effects of physical abuse can be more far-reaching than just physical presence in class, contributing to reduced academic performance over time.

#### **4.6 Bullying and Academic Performance**

*Table 5 Bullying and Academic Performance*

<b>Form of Bullying Experienced</b>	<b>Percentage (%)</b>
Name-calling or teasing	41.1%
Social exclusion or isolation	27.8%
Group intimidation (in clubs or hostels)	19.4%
No bullying experience	11.7%

<b>Impact on Academics</b>	<b>Yes (%)</b>	<b>No (%)</b>
Made me skip class or group discussions	35.6%	64.4%
Reduced my academic confidence	47.2%	52.8%
Caused depression, anxiety, or emotional withdrawal	40.6%	59.4%

Bullying was a significant issue at Grets University, as indicated by the data, where 88.3% of students reported experiencing at least one type of bullying. The most prevalent form was name-calling or teasing, which affected 41.1% of the students, while 27.8% suffered socially by being excluded or isolated, and 19.4% were group-intimidated especially in clubs or hostels. A mere 11.7% claimed to be free from any bullying experience. The academic impact of bullying was evident: 35.6% said it made them skip class or avoid group discussions, while 47.2% noted a reduction in academic confidence. Additionally, 40.6% reported that bullying led to depression, anxiety, or emotional withdrawal, which further interfered with their ability to focus and participate in academic life. These findings emphasize that bullying is not just a social issue it directly affects students' classroom engagement, mental health, and academic outcomes.

#### **4.7 Cyberbullying and Academic Performance**

*Table 6 Cyberbullying and Academic Performance*

<b>Item</b>	<b>Yes (%)</b>	<b>No (%)</b>
Have you ever received online threats, insults, or rumors?	44.4%	55.6%
Did this affect your ability to focus or feel safe on campus?	39.4%	60.6%
Did cyberbullying lead you to avoid online classes or school platforms?	26.1%	73.9%

Cyberbullying affected a significant number of students, with 44.4% reporting online threats or insults. About 39.4% said it impacted their focus or sense of safety on campus. Additionally, 26.1% avoided online classes or academic platforms due to harassment. These verdicts expressed

that digital abuse can deeply affect emotional well-being. It also leads to reduced academic participation and confidence among students.

#### 4.8 Correlation Analysis

*Table 7 Correlation Analysis*

<b>Variables</b>	<b>Academic Performance Correlation (r)</b>
Verbal Abuse	0.57**
Physical Abuse	0.51**
Bullying	0.62**
Cyberbullying	0.59**

**Note:** r = Pearson Correlation Coefficient

**Significance Level:** p < 0.01

**Explanation:** All types of violence had a **moderate to**

#### 4.8 Summary of Key Findings

Most students at Grets University had **experienced or witnessed violence** in one form or another.

**Verbal and physical abuse** made students afraid to attend or participate in class.

**Bullying** caused low self-esteem and withdrawal from academic teamwork.

**Cyberbullying** led to stress, anxiety, and avoidance of online academic platforms.

All four forms of vehemence had a **significant damaging effect** on academic performance.

## CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

In this chapter, a summary of the research is presented, main conclusions derived from the results are discussed, and practical solutions to the problem of violence in the university are suggested. The objective of the research was to evaluate the impact of verbal abuse, physical abuse, bullying, and cyberbullying on students' academic performance at Gretsia University. Besides, the chapter points out the possible directions for conducting more research.

### 5.2 Summary of the Study

The Examination was carried out to appreciate how different forms of violence affected students' academic performance at Gretsia University. The study focused on four main types of violence: verbal abuse, physical abuse, bullying, and cyberbullying. A total of 170 students responded to questionnaires, and a few were interviewed to provide in-depth views.

The findings revealed that:

A large number of students had experienced verbal abuse, especially through name-calling or insults, which made them lose confidence in academic discussions.

**Physical abuse**, although less frequent, caused fear, absenteeism, and trauma, which interfered with students' ability to focus on studies.

**Bullying**, particularly in hostels and student groups, led to isolation and withdrawal from academic group activities, affecting class performance.

**Cyberbullying** through social media and messaging platforms was rising, and students reported emotional stress and avoidance of online academic activities.

The correlation analysis results showed that all these types of violence had a negative relationship with students' academic performance. The students who were subjected to violence usually got low grades, were absent frequently, did not take part in group activities, or were not paying attention during the lessons.

### **5.3 Conclusions**

Based on the findings, the following conclusions were drawn:

**Violence is real and present at Greta University.** It may not always be reported formally, but many students silently suffer from it.

**Verbal abuse** is the most common form, and it significantly affects students' self-esteem, making them less prospective to partake in learning activities.

**Physical abuse**, although less openly discussed, creates fear and discourages students from fully involving with academic life.

**Bullying**, especially within peer groups, leads to withdrawal, stress, and lack of participation in group assignments or discussions.

**Cyberbullying** is becoming increasingly common, especially among young students using social media. Its emotional impact is just as serious as physical or verbal abuse.

Overall, students who are exposed to any method of vehemence tend to perform worse academically compared to those in peaceful environments.

## **5.4 Recommendations**

To address the issues identified in the study, the following recommendations were proposed:

### **1. Strengthen Mental Health Support**

The university should hire more trained psychotherapists to support students dealing with stress or abuse.

Regular mental wellness campaigns should be conducted to promote self-awareness and emotional intelligence.

### **2. Create and Enforce Anti-Violence Policies**

Clear policies against verbal abuse, bullying, and cyberbullying should be established and communicated.

A student-friendly reporting system should be created to allow victims to speak up confidentially.

### **3. Digital Awareness and Cybersecurity Training**

Workshops on responsible social media use and cyber safety should be held regularly.

The university should partner with tech experts to help students manage and report online abuse.

#### **4. Peer Mentorship and Inclusion Programs**

Senior students can be trained to mentor junior students, helping them adjust socially and academically.

Anti-bullying clubs or awareness campaigns should be introduced and led by students.

#### **5. Improved Hostel and Campus Security**

Surveillance and patrolling in student hostels should be increased.

Resident assistants should be trained to detect and report physical abuse or group violence early.

#### **5.5 Suggestions for Further Research**

While this study focused on the effects of violence on academic performance, future studies could explore:

**Gender differences** in how male and female students experience and cope with violence.

**Long-term mental health impacts** of violence in university settings.

The **role of lecturers and academic staff** in preventing and responding to student violence.

A **comparative study** between public and private universities to assess differences in student safety and violence reporting mechanisms.

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## STUDENT QUESTIONNAIRE

### Title:

**Questionnaire on the Effects of Violence on Academic Performance at Gretsä University**

### Instructions to Respondents:

Dear Student,

You are kindly requested to take part in this academic research study that seeks to assess the effects of violence (verbal abuse, physical abuse, bullying, and cyberbullying) on academic performance at Gretsä University. Your responses will be **strictly confidential** and used only for research purposes. Please do **not write your name**. Respond honestly to each question by **ticking (✓)** or writing in the spaces provided.

### SECTION A: Demographic Information

1. Gender:

Male       Female

2. Year of Study:

2nd Year       3rd Year       4th Year

3. Faculty:

Education       Business       Health Sciences

4. Age: \_\_\_\_\_ years

5. Mode of Study:

Full-time       Part-time       Distance Learning

## **SECTION B: Verbal Abuse and Academic Performance**

6. Have you ever experienced verbal abuse at the university?

Yes     No

7. If yes, who was the main source of verbal abuse?

Fellow student     Lecturer     Non-teaching staff     Others: \_\_\_\_\_

8. How often do you experience verbal abuse?

Never     Rarely     Sometimes     Frequently

9. Verbal abuse affects my ability to concentrate during lessons.

Strongly Agree     Agree     Disagree     Strongly Disagree

10. Verbal abuse affects my performance in class tests or exams.

Strongly Agree     Agree     Disagree     Strongly Disagree

## **SECTION C: Physical Abuse and Academic Performance**

11. Have you ever been physically abused on or around campus?

Yes     No

12. If yes, where did the incident happen?

Hostel     Class     Cafeteria     Outside Campus     Other: \_\_\_\_\_

13. Physical abuse made me avoid attending classes.

Strongly Agree     Agree     Disagree     Strongly Disagree

14. Physical abuse has negatively affected my academic focus.

Strongly Agree     Agree     Disagree     Strongly Disagree

#### **SECTION D: Bullying and Academic Performance**

15. Have you ever been bullied at Gretsia University?

Yes     No

16. If yes, what form of bullying did you experience?

Isolation     Intimidation     Humiliation     Threats     Gossip

17. Bullying affected my self-esteem and academic confidence.

Strongly Agree     Agree     Disagree     Strongly Disagree

18. I avoid academic group activities because of bullying.

Strongly Agree     Agree     Disagree     Strongly Disagree

#### **SECTION E: Cyberbullying and Academic Performance**

19. Have you ever been cyberbullied by fellow students?

Yes     No

20. Which platform was used to cyberbully you?

WhatsApp     Facebook     Instagram     Telegram     Other:

\_\_\_\_\_

21. Cyberbullying reduced my academic motivation.

Strongly Agree     Agree     Disagree     Strongly Disagree

22. I avoid participating in online academic discussions due to fear of cyberbullying.

Strongly Agree     Agree     Disagree     Strongly Disagree

### **SECTION F: General Impact and Suggestions**

23. Have you ever reported any form of violence to the university administration?

Yes     No

24. What was the outcome?

No action taken     Issue resolved     Not sure     Still ongoing

25. Overall, which type of violence has affected your academics the most?

Verbal abuse     Physical abuse     Bullying     Cyberbullying

26. In your opinion, what should the university do to reduce student violence?

**Thank you for your time and honest responses.**