

Peace Education in the Absence of Violence as a Foundation of Learning: The Case of Cameroon

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Abstract

The study looks at how schools can serve as environments for peace in the absence of violence. It sought to encapsulate students' learning and how well they learn in hazardous environments that are fraught with violence. It was therefore aimed at investigating the effects of violence and the absence of peace on their educational and social needs and how this can affect students' education and learning, compounding global values. The research question was pegged on how violence influences the learner's motivation in learning. It was conceived as a cross-sectional design with a quantitative approach. The study used structured questionnaires having defined and recorded operations in accepted conditions. These defined operations were assured through two pre-tests to ascertain their reliability. 924 students were randomly selected and used as the primary sample, and the structured questionnaires were used to elicit data. The collected data was analysed using JAMOVI and SPSS. The analysis was interpreted using descriptive statistics and ANOVA. The study's findings show high physical and structural violence, poor school quality, and a very compromised socioeconomic background of the learners. This situation reduces schools away from peaceful learning settings and social justice for the students. In perspective, such findings are a trouble spot for global values and more research needs to be carried out to understand how student learning can effectively take place in such precarious conditions.

Keywords: violence, educational quality, peace education, human rights

1. Introduction

Schools are learning environments that bring about new values and attitudes for the well-being of humanity (Kertyzia & Standish, 2019). Bashir and Akbar (2015, p. 48) posit that “education is a powerful strategy that can help usher in sustainable peace by educating and training citizens for matters to achieve peace.” For education to lead to peace, it must support political, economic, and social development, regeneration, and transformation (Thompson, 2015). Schools must therefore ensure peace. Hence, schools should desist from a violent posture that can lead to poor learning outcomes by students, increasing discomfort in the learning process and reducing the ratio of school attendance (Kertyzia & Standish, 2019). It requires school educators to develop instruction, curriculum, and school life as the basis for teaching peace education (Cohan & Howlett, 2017). This, in principle, should be learning that ensures and enhances universality in comprehension and goodwill everywhere (Behera, 2013). It is the process of acquiring the values, the knowledge, and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment (Cohan & Howlett, 2017; Behera, 2013). This remains a significant dimension of the long-term process of building up peace, tolerance, justice, intercultural understanding, and civic responsibility (Behera, 2013). Given this, education in the global south is embroiled in a struggle to detach itself from all modes of violence which remains an arduous task, thereby reducing the concept of educational quality (EFA, 2005) to lip service. Bufacchi (2005) corroborates this by referring to violence as the state of nature where each person seeks to outdo the other, thereby, destroying the essence of life and making it unlivable. In the following paper, I present the inherent prevalence of violence in Cameroon schools from the study as a forerunner of the imperative of peace education as a global value.

1.1 Context and Problem of Study

Cameroon's education promotes a holistic child upbringing that promotes accessibility, inclusiveness, responsible behaviour, respect for the child's rights, and democratic action (Mumthass, Munavirr, Gafoor, 2014; Dakar Framework for Action UNESCO, 2000). This accentuates Cameroon policy providers' efforts who advocate quality service provision, equitable learning opportunities, and more substantial incentives for effective schooling (OECD, 2010; EFA,

2005: UNESCO, 2015). These efforts complement the passage of legislation that protects and safeguards education quality output without violence. This is the case with article 35 of the Cameroon National Education Guidelines of 1998, which guarantees learners' physical and moral integrity in the educational system. This law bars corporal punishment in addition to all other forms of violence, including discrimination of all sorts as well as drug abuse. It is intriguing to note that Cameroon fails to subscribe to the non-use of corporal, structural, and psychological violence as seen in the Country Report of Cameroon (UNICEF, 2016) with analysis of statistics collated, showing that children constituting 87% suffer from all forms of violence and victimization. Such violent forms are verbalised and include shouting, yelling, screaming, and insulting the children by parents and teachers, which are common in schools and at home without an explicit explanation. The situation in Cameroon aligns with the American conservative parents who view this as the acceptable way of child upbringing (Ellison & Sherkat 1993; Straus & Paschall, 2009), a position that rubbishes schools as transmission belts of values of peace and tolerance (Kertyzia & Standish, 2019; Cohan & Howlett, 2017). Unfortunately, this accepts Bufacchi's (2005) position on the state of nature with the eternal quest to destroy or subdue one another.

Consequently, Cameroon's education sector has been used as a physical, structural, and psychological violent indoctrinating arena for the learners (Tchombe, 2006) instead of violent reduction points. This, therefore, lowers motivation for schooling, fear and reduces the ability to learn (Mncube & Harber). This has been exacerbated by sexism and class-based structures, hierarchical power influence, and corporal punishment (see Ho, 2007; Ember & Ember, 2005). The manifestations are physical and, occur at different levels of society, especially at home and in schools, with poor outcomes that are psychosocial and physical (Tchombe, 2006). The effect of violent exposure for learners by the teachers and their classmates in most Cameroonian schools inhibits their learning and understanding that is unknown to them and, more often than not, ignored by the victims as a 'normal situation. It makes the phenomenon of violence in Cameroon complex and challenging. In addition to this problem, the plethora of literature (Krug et al., 2002; Ho, 2007; Scriver, 2005; Ember & Ember, 2005) consents itself principally to gender violence and unfortunately negates the effects of violence and its influence on children's learning outcome. Therefore, the study has been initiated to fill this yawning gap and set in motion an awareness and sensitization drive to handle this challenging social concept.

2. Literature Review and Theoretical Background

A system is seen as an entity that is a coherent whole and ensures the interactions and the relationships between the parts to understand the organization, its functioning, and the outcomes (Mele, Pel & Polese, 2010). This has contributed to investigating children's perception of their school relationships and their progress conditions (Lynch & Cicchetti, 1997). Children see others and believe that these persons would love them and see the world as safe and worthy to explore. Those with an insecure and hostile environment tend to be more negative (Lynch & Cicchetti, 1997). The children copy and memorize the actions of their parents, teachers, and their peers in school and do so negatively, thereby compromising peace education as well as peacebuilding (Galtung, 1990). Such values are replicated in their actions and made visible in their manner of approach with all those who interact with them at school. The position agrees with their evolution processes and how they later conduct themselves as it impacts their cognitive and affective orientation in society and up unto a future life pattern, particularly with their peers in school. This action complements the position of Dietz (2000) with the situational strain model that translates violence into a generational legacy paradigm. It is evident that neglected children face a multitude of risk factors known to impair normal development, which is manifested at the adolescent stage of life and school-going age and is linked to the 'borderline personality organization', encompasses a range of psychological or emotional disorders (Hildyard & Wolfe, 2002). Afolabi (2015) agrees with this position that domestic violence highlights biological processes that explain adverse outcomes in children, a situation that correlates with other research studies on violence. It is a summation of the theory of (Straus & Paschall, 2009; Keenan, 2020) that indicate that the acquisition of unkempt behaviour is a fallout of experiential learning processes by being an observer and later engaging in it. Bandura (1971) in the social learning theory indicates the relevance of observation and modelling which enhances the beliefs that guide social behaviour in a given context. Anderson & Bushman (2002) posit that people acquire aggressive responses the same way they develop other complex forms of social behaviour— either by direct experience or by observing others. The theory indicates the acquisition of aggressive behaviors through observational learning processes and leads to a set of concepts for understanding and describing the beliefs that guide social behavior. The theoretical framework culled from the theory led to the following model, as seen in the figure below.

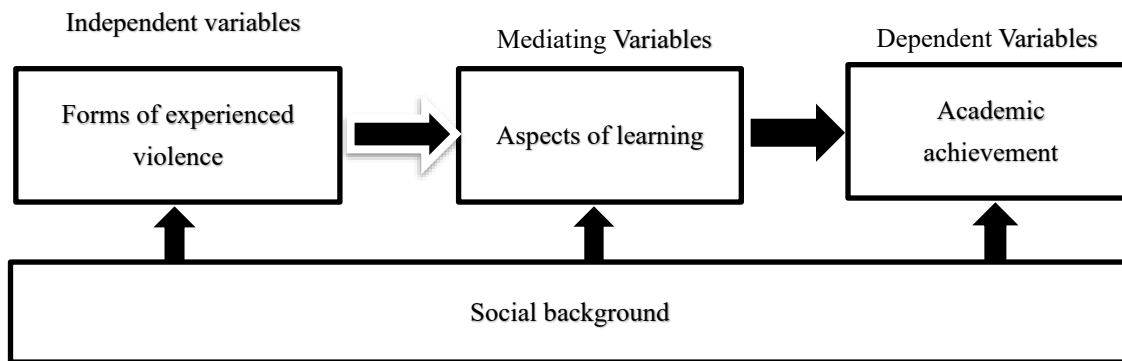


Figure 1. Conceptual Model

Source: (Krogull, Scheunpflug & Rwambonera, 2014)

Figure 1 was inspired by the social learning theory of (Bandura, 1971; Anderson & Bushman, 2002), wherein the causality of violence on the student level of self-concepts, emotions, and social relations as well as the students' characteristics that disturb their studies were taken into consideration (Krogull & Scheunpflug, 2010). Such causalities, basically the independent variables such as victimization emanating from physical bullying as well as communication or better still, worries concerning the family background, and structural violence got from the hostile school environment and perceived social learning. They have been mitigated by the mediating variables, academic esteem, general self-esteem, learning motivation, school motivation, and health impairment. The dependent variables are class repetition, extra reading, English grades, French grades, Mathematics grades, information and communication technologies (ICTs), or science grades. The social background of the students controlled all the variables.

3. Methods

3.1 Study Design

The research question focused on the extent of violence in education. The specific objective of this study was to understand the effects of violence on their motivation and self-esteem, and its influence on their learning outcomes. The paper was written using a cross-sectional study that involved a quantitative research approach. The data was collected using a structured anonymous questionnaire from selected participants. It was administered to eight different schools from the fourth to the seventh grades. The questionnaires were adapted from standardised bodies used for other international research studies. The selected questionnaires were tested and harmonised through pilot studies to ensure the reliability and variability of the research instruments. 924 Cameroonian students (43% males and 57% girls) were recruited from 8 secondary and high schools in one region of Cameroon. Their age ranged between 12-30 years, with an average of 18.1 years ($SD = 2.54$). Their parents' socioeconomic status was inferred by considering the education and occupation of their parents (mother, father, and guardians). Noteworthy is that this approach is not an accurate method to assess their families' socioeconomic status. Still, it is a pointer and indicator of the dominant social group of the students. For instance, 65.2% of the students came from a low socioeconomic background, with 23.3% from the middle class and others from well-to-do homes. The study population indicates much diversity and heterogeneity with more than half of the parents of students' level of education completely at variance with recognised, standard, and basic levels of education. Such high levels of heterogeneity are made manifest from the jobs and education of the student's parents.

3.2 Procedure

The questionnaires used for the study were adapted from international and reputable organizations like OECD, WHO, and other organisations. Two pretests of the questionnaire were carried out to ensure the reliability of the items with some items restructured to suit the context of the learners. The study went through ethical processes for an assessment before engaging the project. Given the subject's sensitive nature under review and keeping with all scientific work's deontological principles, my organization's ethical protocol and stipulations, the University, educational stakeholders, and government authorities were sought and gotten before proceeding. In order to meet the standard of data collection, research assistants were recruited to ensure a rigorous implementation of the process. Considering the ignominy and sensible nature of the concept under observation dealing with students, the research assistants were, therefore, selected based on their past experiences with such studies. They were informed of the necessity to adopt a favourable disposition and reminded of the confidential treatment of the data of the sample. Their patience and explicit communication without ambiguity were emphasised. The eight schools were randomly selected from two districts (urban and rural) in the West region of Cameroon in 2018. The school leaders consulted the students and informed them beforehand of the data

collection. They were also given the assurance that no information about their schools was ever going to be divulged. Their anonymity and confidentiality were assured to dispel doubt and suspicion. Moreover, twelve students (approximately 1.3%) were excluded from the sample because they left out more than 80% of the items without answers. In all, the validated model was made up of 912 students.

3.3 Instrumentation

Experienced forms of violence (independent variables) related to *physical victimisation and aggressiveness* at home and in school is a reactionary behaviour that occurs and is visible in situations that lead to anyone outdoing the normative values of a place specifically, verbal, nonverbal, and injurious directly or indirectly (Adesope et al., 2017; Kaur & Niwas, 2017). They were measured using scales from (Hamburger et al., 2011) with the following example items "at home in the past three months, how often have you been slapped on your face or your head with the hand". *Experienced psychological violence* is the action that results in the infliction of harm that results in a feeling of lacking safety and the belittling of the persons' self-esteem (Doherty & Berglund, 2008; Kyriakides et al., 2006). It was instrumented with the same scale from (Hamburger et al., 2011) with the example item "at home in the past three months, how often have your parents said they wished you were dead or never born."

The perceived danger in school includes the absence of a conducive environment for learning marred by unruly behaviour, violent perpetrators, structural defects and the lack of a sense of belonging by learners to the school and associated with well-being (Williams et al., 2018; Eisenbraun, 2007). Students were invited to identify and show the different types and forms of violent behaviour prevalent in their school environment and such actions included vandalism, abuse of drugs and arms possession with a derived scale from (Rosenblatt & Furlong, 1997). *Communication* is the accepted space that can ensure a propitious setting for the interaction and exchange between school stakeholders about transferring knowledge to students by teachers, exchange between parents and the school staff, and the feelings of the students regarding the status of their parents (Hunt, 2007). It adapted a scale from (Midgley et al., 2000) with the following example item, "I feel upset because my parents and teachers have different ideas about what I should learn in school."

Experienced in sexual violence that dealt with any sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home, school and work (Krug et al., 2002). It was measured with a scale from ICAST- CH (Meincke et al., 2018) with these example items, "Any teacher making you have sex in exchange for marks," "Anyone touching your private parts or making you touch theirs."

Learning Aspects were used to assess the effects of experienced violence that include the belief in oneself, especially regarding self-worth and how one values his/her ability or *self-esteem* (Gardner & Pierce, 1998). This supports the position of Bandura (1994) in self-efficacy, which is motivating an individual's existential senses, feelings, and thought patterns. It was evaluated with a selected scale from (Heatherston & Polivy, 1991), having these example items "I feel confident about my abilities" and "I am worried about whether I am regarded as a success or a failure." The next aspect was the *motivation* which is in consonance with aspiring to get something, dedicating the energy and concentration on it with the ultimate driving force to attain that desire (Motevalli et al., 2020; Bunch, 1958). When applied to the realm of education, motivation in the self-determination theory (Deci et al., 1991) values and promotes education by instilling confidence in the learners' capacities and attributes. It was examined with a scale from (Midgley et al., 2000) with this example of an extrinsic motivation item, "It is important for me that I learn many new ideas this year" and an intrinsic motivation item, "one of my goals in class is to learn as much as I can." *Physical health* indicates that the social and emotional learning programming with health has improved students' achievement test scores (Colorado Education Initiative, 2014). This was measured with the scale in (Stewart et al., 1988) with this example, "Does your health prevent you from doing work in the house or going to school?" The *social learning climate* alludes to the social learning theory (Bandura, 1971) that encapsulates cooperative learning where the interaction leads to favourable and positive effects through observation and modelling. It was tested with a scale from (Zimet et al., 1988) having this example, "I can count on my friends when things go wrong"

The *learning outcomes* of the students were the dependent variables. This is diverse knowledge, translated to different skills, and competencies that the students acquire at the end of a course. It is the process that leads to an expected and concise destination (Mahajan & Singh, 2017; EFA, 2005). Specific and selected subject grades were used to evaluate the impact of violence on them. The subjects were common and core subjects for every student in the context of Cameroon and included French Language, English language, Mathematics, and Information and Communication Technology (ICT) grades. The grading was limited to a maximum score of (5). *Social Background (Control Variables)*, otherwise referred to as the student's family's demographic status. It was controlled because it was not the study's focus, and its existence affects the dependent and independent variables (Kothari, 2004). Therefore, it was necessary to be held

constant to avoid influencing the results and making them biased. The different items utilised involved the students' background, which was the age, gender, parents' social status, students' repetition rate, orphans or refugees, location of the school, and school type, whether it was boarding or a day school. The items selected for the student's demographic status came from the PISA ISCED 2009 student questionnaire. Moreover, they indicated their parents' occupations by writing the occupation type and the parent's educational level.

Table 1. Psychometric Output of the Different Scales

S/N	Scales	Cronbach Alpha (α)
1	Experienced Physical Violence	0.83
2	Experienced Psychological Violence	0.83
3	Perceived Danger in School	0.85
4	Communication/Worries about Family Members	0.63
5	Experienced Sexual Violence	0.77
8	Students' Self-Esteem	0.77
9	Students Motivation	0.63
10	Physical Health of Students	0.84
11	Social Learning Climate	0.84

Source: Primary data, 2018

The study was subjected to the process of pre-testing the data to ensure and ascertain the reliability of the test instruments (see table 1).

3.4 Data Analysis

It proceeded with an exploratory data analysis. The completed questionnaires from the sample of 924 were entered, cleaned, and analysed using the software of the "statistical package of social science" (SPSS) and JAMOVI 0.9.0.1. To consent to a simplified process of data management, JAMOVI was adopted as the main software tool because of its harmonized and organized steps for processing and interpreting the data. The data were analysed using descriptive statistics and linear regressions.

4. Findings/Results

The experienced violence at home on a scale of 1= never, 4= often, with a prominent variable such as "how often have you been badly beaten at home," indicated after the collation of all the different variables that 86.1% of the respondents suffered from violence at home with M (1.40), SD (0.470). In the case of physical violence in school, the measurement scale was the same as the one at home, and the key variable "how often have you been hit by a staff," including all the variables related to violence at school and this showed that 93.2 % of the students suffered from it thereby indicating M (1.30), SD (0.328). Regarding psychological violence at home the outstanding variable was "has anyone in your family said they wish you were dead or never born?" and 95.6 % of all students reported experiences with psychological violence at home showing an M (1.30) SD (0.489). Regarding the situation at school and on the same scale, the following variable, including others, was used "how often have you been verbally or emotionally abused by a school staff?" This led to 97.7 % of the sample population experiencing it in school, indicating M (1.42), SD (0.861). Moreover, the case of structural violence showed a worrying output as well. The students were asked, "how often do alcohol consumption and drug abuse occur in your school?" The question was posed to gauge the atmosphere and safety of the school environment, and 50.8% of all the respondents indicated that their school environment was unconducive and hostile to their learning with an output M (1.71), SD (0.526). Above all, to understand the influence of sexual harassment the following question was pose to the students "if any teacher made you have sex in exchange for marks?" This led to 62.0 % of all the students (33.9 % of all girls and 28.1% of all boys) reporting being sexually harassed and abused by their teachers, indicating an M (1.44), SD (0.549). This is seen in table 2 below.

Table 2. Students Experiences of Violence

Levels	% of Total	M	SD
Physical Victimization at Home	86.1%	1.40	0.470
Physical Victimization in School	93.2%	1.30	0.328
Psychological Violence at Home	95.6%	1.30	0.489
Psychological Violence in School	97.7%	1.42	0.861
Structural Violence	50.8%	1.71	0.526
Sexual Violence	62.0%	1.44	0.549

Source: Primary data, 2018

From table 1, the implication is that physical violence, psychological bullying, structural violence, and sexual harassment are rife in Cameroon's school life. It should be remarked that the girls and the boys are affected almost equally with sexual victimization in the different schools as can be seen from the data. With academic, body, and general self-esteem, that constituted learning aspects, they were asked to assess the following statements of academic self-esteem "I feel frustrated or rattled about my performance," and 814 respondents (91.5%) with an M (3.70) SD (0.920), thereby, indicating their frustration to study. They were asked to examine this about themselves "I feel unattractive." This led to 819 (89.8%) respondents feeling uncomfortable with M (3.37), SD (0.720). Regarding their general self-esteem, the students indicated doubts in their abilities because, on the same scale, they were accosted to rate this variable besides other similar ones that stated, "I am worried about whether I am regarded as a success or failure." This led to 811 respondents (90.6%) worried about their success or failure with M (3.48), SD (0.504). The learning motivation of the students indicated that though affected by violent victimisation they were willing to learn. As such, the students were asked to show what they were they wanted to learn, "one of my goals in class is to learn as much as I can." A whopping 810 students (89.4%) saw this as very true of their desire to learn with an M (2.86), SD (0.278). School motivation on the same scale as learning motivation did provide some worrying trends.

The respondents were prompted to assess some statements about their motivation to be in school. This included, "I feel that I am wasting my time in school." A sizeable number of 759 (84.0%) of the respondents indicated that this was very true with M (2.78), SD (0.396). Also, the health impairment of the respondents was examined with the following variable, "how long has your health limited you from eating, studying, bathing, and dressing?" The number that showed these defects in their health impairment was 785 or (88.8%) of respondents with M (1.50), SD (0.647). The statistics indicated that in their health impairment, they were relatively having some health challenges while in school and learning motivation; the implication is that it was low, and their general self-esteem indicated acute challenges (see table 3).

Table 3. Aspects of Learning Mediators

Descriptions	Counts	% of Total	M	SD
Academic Self-esteem	814	91.5%	3.70	0.920
Body Self-Esteem	819	89.8%	3.37	0.720
General Self-Esteem	811	90.6%	3.48	0.504
Learning Motivation	810	89.4%	2.86	0.278
School Motivation	759	84.0%	2.78	0.396
Health Impairment	785	88.8%	1.50	0.647

Source: Primary data, 2018

The dependent variables used to measure subject outcomes came from subject grades. The concerned school subjects were English, French, Mathematics, and ICT or Science grades. The selected subjects' scores of the respondents were calculated using five levels as seen in table 4 below,

Table 4. Subjects Grading Level of the Students

	French Language	English Language	Mathematics	ICTs
N	896	896	894	873
Missing	28	26	30	51
Mean	3.01	2.57	2.26	3.35
Standard deviation	1.18	1.19	1.28	1.27

Source: Primary data, 2018

Comment: The selected grades had five measurement levels, 1 = Fail, 2 = Average, 3 = Fair, 4 = Good, 5 = Very good

The four scores (see table 4 above), presented 396 (43.4%) of respondents with top grades as reported by the respondents and conversely, 779 (85.4%) indicating fail scores in the various grading levels out of the sum of 912 from the main study. This implies problems with their study outputs, thereby showing a precarious situation with Cameroon's education system.

4.1 Regression Analyses

The regression analyses combined the levels of violence that have been experienced, on the learning outcomes of students and controlled by the socioeconomic variables, and led to the following output (see table 5)

Table 5. Combined Experienced of Violence on Students Learning Outcomes

Predictors	Class Repetition (M2) Estimate s	Class Repetition (M3) Estimate s	Extra Reading (M2) Estimate s	Extra Reading (M3) Estimate s	English Grades (M2) Estimate s	English Grades (M3) Estimate s	French Grades (M2) Estimate s	French Grades (M3) Estimate s	Math Grades (M2) Estimate s	Math Grades (M3) Estimate s	Science Grades (M2) Estimate s	Science Grades (M3) Estimate s
Physical Victimization at home	-0.04 (0.09)	-0.05 (0.09)	0.33 (0.18)	0.31 (0.19)	-0.22 (0.16)	-0.19 (0.16)	0.18 (0.15)	-0.15 (0.17)	-0.15 (0.17)	-0.11 (0.17)	0.20 (0.17)	0.20 (0.17)
Physical Victimization at School	0.06 (0.12)	0.07 (0.13)	0.15 (0.27)	0.20 (0.27)	0.12 (0.22)	0.09 (0.22)	0.15 (0.22)	0.12 (0.22)	0.11 (0.25)	0.12 (0.25)	-0.08 (0.25)	-0.02 (0.25)
Psychological Victimization	0.07 (0.09)	0.04 (0.09)	-0.11 (0.20)	-0.11 (0.20)	0.20 (0.16)	0.23 (0.17)	-0.09 (0.16)	-0.04 (0.16)	-0.19 (0.18)	-0.17 (0.18)	-0.05 (0.18)	0.03 (0.18)
Worries Concerning Family Background	0.03 (0.08)	-0.04 (0.08)	-0.04 (0.17)	0.00 (0.18)	-0.12 (0.14)	0.02 (0.15)	-0.28* (0.14)	-0.22 (0.15)	-0.22 (0.16)	-0.02 (0.17)	-0.24 (0.16)	-0.20 (0.17)
Hostile Environment at School	-0.11 (0.06)	-0.11 (0.06)	-0.34* (0.14)	-0.35* (0.14)	0.11 (0.11)	0.12 (0.11)	-0.04 (0.11)	-0.03 (0.11)	0.06 (0.12)	0.06 (0.12)	-0.14 (0.12)	-0.14 (0.12)
Perceived Social Learning Support	0.07 (0.06)	0.06 (0.07)	0.10 (0.14)	0.08 (0.15)	0.13 (0.12)	0.05 (0.12)	-0.05 (0.11)	-0.12 (0.12)	-0.02 (0.13)	-0.10 (0.14)	0.24 (0.13)	0.17 (0.14)
Sexual Harassment at School	0.11 (0.06)	0.09 (0.06)	-0.06 (0.14)	-0.05 (0.14)	-0.20 (0.11)	-0.19 (0.11)	0.06 (0.11)	0.05 (0.11)	0.01 (0.12)	0.02 (0.12)	0.09 (0.12)	0.09 (0.12)
Academic Self-Esteem		-0.04 (0.04)		0.02 (0.09)		-0.07 (0.07)		0.04 (0.07)		0.05 (0.08)		0.08 (0.08)
Body Self-Esteem		0.03 (0.04)		0.11 (0.10)		-0.12 (0.08)		0.13 (0.08)		0.02 (0.09)		-0.02 (0.09)
General Self-Esteem		-0.11 (0.07)		0.02 (0.15)		0.43*** (0.13)		0.17 (0.12)		0.16 (0.14)		0.28* (0.14)
Learning Motivation		0.06 (0.13)		-0.06 (0.27)		0.15 (0.23)		0.43 (0.22)		-0.07 (0.25)		0.37 (0.25)
School Motivation		-0.12 (0.09)		0.01 (0.20)		0.29 (0.16)		0.08 (0.16)		0.43* (0.18)		-0.16 (0.18)
Health Impairment		-0.07 (0.07)		0.11 (0.15)		0.06 (0.13)		-0.15 (0.12)		-0.07 (0.14)		0.08 (0.14)
Observation	412	411	417	416	420	420	421	420	419	419	410	410
R ² / Adjusted R ²	0.335 /0.309	0.348 /0.313	0.125 /0.092	0.128 /0.082	0.098 /0.065	0.138 /0.093	0.109 /0.076	0.133 /0.088	0.057 /0.022	0.083 /0.034	0.073 /0.038	0.101 /0.053

Source: Primary Data, 2018

*p<0.05 **p<0.01 ***p<0.001

Table 5 shows some significant effects of violence on school learning outcomes. Violence does occur at all levels of education. Surprisingly, violence influences the mediating variables. Still, these variables, in turn, indicate only a very minimal effect on the outcomes, and the results seem to be mainly dependent on the father's education. Thus, the mediating variables (self-esteem and motivation) show significant effects. The various forms of violence affect the different aspects of the student's cognitive and physical well-being, with the overall impact visible in their study outcomes. This is noticeable because the higher the different levels of violence unleashed, the self-esteem R^2 (0.15; $p < .001$) and the motivation R^2 (0.21; $p < .001$) of the student suffered, making it intrinsically felt and experienced by the victim, and probably explains why violence is visible and present in school though not seen as influencing the outcomes. It should be noted that three models were combined for the results in table 5 above. Thus, social background and forms of violence explain a 7% variance of the science grades, however with a very small difference between the models which is not getting significant ($\Delta R^2 = 0.02$ difference). The addition of self-esteem and motivation provided the coefficient of determination of R^2 (0.101) and adjusted to R^2 (0.052) explaining 10 % of the variance of science grades with a significant effect ($p = 0.004$). The difference between models 2 and 3 is small ($\Delta R^2 = 0.03$) and does not show a significant effect (0.064) on the model. The implication here is that the impact of violence on self-esteem and motivation is not seen in the school grades, which intuitively indicates that the results are not duplicated. Violence, therefore, plays an important role, and the position is not visible in the school outcomes. This is because it is mediated by self-esteem and motivation, which strongly influence violence. All the predictor variables and their effects on the school grades led to the following impact on class repetition (see table 6)

Table 6. Combined Predictors on Class Repetition

Model	R^2	Adjusted R^2	F	df1	df2	p
1	0.321	0.307	23.71	8	402	< .001
2	0.334	0.309	13.20	15	395	< .001
3	0.348	0.313	9.91	21	389	< .001
Comparison						
Model	Model	ΔR^2	F	df1	df2	p
1	- 2	0.0133	1.13	7	395	0.345
2	- 3	0.0146	1.45	6	389	0.194

Source: Primary data, 2018

Table 6 shows a variance explanation of class repetition of 32% with a significant effect ($p < .001$). The inclusion of violent victimisation at home and school resulted in R^2 (0.334), adjusted R^2 (0.309). Consequently, the violent predictors explained 33% of the variance in the class repetition and had a significant effect ($p < .001$). A comparison of the two models led to an insignificant output ($P = .345$). The inclusion of the aspects of learning led to R^2 (0.348), and adjusted value R^2 (0.313), thereby explaining 34% variance of class repetition with a significant effect ($p < .001$). The relations between the two models showed an insignificant output of the combined model ($p = 0.194$), indicating poor school quality. The implication is that the social background of the learner is poor and does not support their learning. The different forms of predictor variables affect the students' aspects of learning, and, coupled with the precarious school quality, culminate in high-class repetition in school.

5. Discussion

The study assesses peace as a foundation of learning in the absence of violence with Cameroon as the focal point. The results showed that learning is affected due to the prevalence of violence, consequently affecting the educational quality in Cameroon. The results expose the damning role of violent predictors at home and in school and their negative influence on the different aspects of learning. The precarious situation is compounded by the demographic background of the students. The study outcome indicates that all forms of violence are rife in Cameroon schools, thereby compromising the students' self-esteem and motivation. Its effects on the results show the level of complexity from the different forms of independent predictors that directly influence the various aspects of their learning (mediating variables). This significant influence impedes their ability to learn through poor grades (dependent variables). The

effects of this have been made visible from three critical dimensions; a flawed educational quality process that can be gauged from the pedagogical, didactical content, learning climate, and school infrastructure. The second dimension is the alarming degree of class repetition, with three-quarters of the learners repeating a class at least once. Overall, their social background indicates a high level of social injustice. Implicitly from the study results, school retention becomes a great challenge and leads to a high dropout rate.

It is glaring to note that the education model in the post-enlightenment and 21st century is the basic acceptable norm on which all-global ethics like peace and human values are based. The prevailing educational system in Cameroon contravenes peace learning (Cohan & Howlett, 2017), which is at variance with violence in the natural state of man (Bufacchi, 2005). This situation in Cameroon denies the learner the ability to understand peace and acquire values, attitudes, and skills guided by social justice globally and accepted in quality education (Cohan & Howlett, 2017; EFA, 2005). Such values underpin learning abstract social relations in a conceptual, social space (Scheunpflug, & Asbrand, 2006; Scheunpflug, 2020). Peace education utilises pedagogy for personal transformation (Scheunpflug, Krogull & Franz, 2016). as indicated in the theoretical framework of observation and modelling that positively enhances social behaviour (Bandura, 1971; Anderson & Bushman, 2002; Jennifer & Bryn, 2012). Such modelling reduces the learners to observers through replication by engaging in similar actions.

Therefore, avoiding violence and ensuring peace education enhances and strengthens positive peacebuilding (Galtung, 1990). As Galtung (1990) notes, positive peacebuilding is an active, eternal, and sustained process! The value of peace is dependent on the merit in securing justice that lies in providing a procedure to expose the truth on a consensual and mutual basis, thereby enabling humanity to remain progressive. The precarious situation of violence in Cameroon is exacerbated by structural violence which is a conspicuous form of injustice seen in poverty, environmental degradation, discrimination, exploitation, and cultural tenets (Porter, 2015; Kertyzia & Standish, 2019).

Peace education should be seen as promoting the knowledge and values relevant to inculcating actions that are inclusive and all-embracing in a free and open society (Cohan & Howlett, 2017). Peace as a foundation of learning underlies education that is shaped and accepted in the universal perspective, transposing a normative paradigm that translates to an apt position aped from the (The Dublin Declaration on Global Education, 2022: 2), which indicates that it "...enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level." In "peaceableness, the shaping and reshaping of understandings, situations and behaviours in a constantly changing world, to sustain the well-being for all" (Porter, 2015: 4). The curriculum should guide the learners to see schools as sites that do not transmit violence and inequality but rather as a very determined arena that monitor and undo patriarchal and cultural dominance. It should strengthen their awareness and preservation of core values of love, respect, tolerance, environmental consciousness, and the pursuit of social justice (Kertyzia & Standish, 2019). Porter (2015) factors in seeing it as processes for the learners that build positive relationships, reconcile antagonistic differences, restore esteem, respect rights, meet basic needs, enhance differences, and are democratic, inclusive, and just. This should be a core construct in their abstract mindsets and guide their perception of the other! As visible in the Cameroon situation regarding the study's findings, the prevalence of violence leads to lower academic performance by increasing, low attendance rates, and causing students and teachers to flee from violent prawn communities in most regions of Cameroon.

5.1 Peace Education without Violence

Peace education remains a recurrent priority in the peacebuilding process through a long-term outcome ideal and focuses on developing children and youth in restoring peace in a conflict prawn environment (Tobor & Odubo, 2016). Such education should enhance respect and love for diversity as the precondition because social peace and tolerance for diversity are not enough (Behera, 2013). It should be a complete overhaul of what they know (epistemological shift) and the way they see (ontological change) by consciously empowering the learners to see their societies and the world from their perspectives. This will douse the 'Freirean' dictum of education as a banking system that allows the learners to be filled up (Freire, 2005). Peace education is more effective and meaningful when adapted to the social and cultural context and the needs of the environment, enriched by its cultural and spiritual values and universal human values (Behera, 2013). The effectiveness is guaranteed by the training of specialised teachers in peace education, for teachers will never be effective in what they have not been trained to handle (Dze-Ngwa, 2014). Teachers must view issues from within, using more than pure analysis, theory, and reflection (Elias, 2005). Peace education should begin with understanding the nature and origins of violence and its effects on the victims and perpetrators and create the frameworks for achieving peaceful, creative societies (Behera, 2013; Dze-Ngwa, 2014). This should encourage the search for possible nonviolent skills and equip the children with personal skills of conflict resolution and transformation (Behera, 2013).

Moreover, it should lead to the understanding of human interconnectedness in their ecology as vital for personal

transformation and the ability for the learners to understand and make decisions regarding themselves and to inspire action for overcoming those challenges to sustain a healthy ecosystem (Sheunpflug & Asbrand, 2006; Behera, 2013; Kertyzia & Standish, 2019). It should be streamlined to guide students to understand what it is about a person's nature and humanity institutions, which lead to violence and injustice (Elias, 2005). This is possible with a trained teacher who engages the inculcation of such abilities in the students through role modelling for any peace education.

6. Conclusion

Peace education is dependent on the teachers, who are the shakers and movers of all aspects of education. It is the teachers' responsibility to inculcate in the learners, values of peace that can enable them to ape and work to enhance a cordial relationship with and for humanity. It would be subjective and inconsiderate to allow the children's education only in school and negate the primordial role of the parents and siblings back home. Peace ethics is a priceless jewel that is best learned by copying the norms and cultivating the mind to live in peace practically. The teacher's responsibility is visible in proper training and equipping them with the competencies needed to carry out their functions. Peace education can never be theoretical, traditional dishing of instructions on good and evil. Therefore, the notion of peace education should be structurally constructed, guiding the policies of any society, especially in Sub-Saharan Africa. It requires an overhaul of the curriculum and content in teacher training institutions. Teachers should be trained in peace education as practical experts and not as content teachers. The colonial content of peace education should be revisited, adapted, and inserted into the range of education, which unfortunately is not the case. In all, Behera sees it, and rightly so as "a state of oneness, sameness, or non-duality with abiding happiness and joy" (2013: 17).

7. Limitations

The lack of concise instruments regarding the different forms of violence prevalent in the context of Cameroon is preoccupying. Identifying instruments regarding the different violent types and practices remains a great necessity because the violent types in other contexts are more often than not, not the same types and forms in Cameroon.

The study adopted the quantitative approach with close-ended questionnaires. This method did not allow the learners the opportunity to express their perceptions regarding the different ideas noticed in the different variables and to be able to gauge if the responses were interconnected with their reflections. The phraseology of questions on some of the scales led to difficulty in understanding the different variables of the respondents probably because of the reading abilities of the respondents. This impeded the responses and thwarted the full engagement of the respondents in the process.

8. Recommendations

For Research

Parenting constitutes exhibiting love and care to offspring and hence, it does not add up to subjecting the same children to violence. It is therefore imperative to isolate and carry out an empirical survey of the demographic variables and to understand how it influences the study of children.

It is important to carry out research for the training and empowering of teachers in their pre and in-service acquisition of skills for violent management which is of topmost priority for posterity. The educational stakeholders will use the opportunity and insights derived from the findings of such work to design a new policy that will usher in sustaining human capital development and improving the quality of education in Cameroon.

A concise conceptual study of sexual violence as a human rights violation in education in Cameroon remains a crucial dynamic. Sexual violations of the girl child are a given and very common but for the situation in Cameroon, the effect in regards to their learning is ignored. From the ensuing results of the study, the impact of sexual violence on girls is almost the same as on boys. The conceptual research should be used to investigate the perpetrators, especially on the boys and seek to understand if this is related to same-sex relationships

For Practice,

The findings indicated an acute existence of physical, psychological, and structural victimization in school, thereby reducing the school environment into very hostile settings completely at variance with conducive and peaceful settings for the students learning. It requires concerted effort and a mindset change that is tilted toward the exploration of global values of peace to ensure a holistic, inclusive, and collaborative learning space in the schools (Doering, 2006). The schools should engender change processes that allow diversity in thought and relations that accepts the 'other.'

Education should be seen and embraced in the framework of a landscape. Such a paradigm should allow the students and learners to be multidimensional in their diversity and worldview. The diversity and different ways humans perceive one another constitute a social reality and contribute to equal opportunities in society (Mueller & Bentley, 2007). Plurality in education relates to cultural pluralism, promoting diversity, appreciating and valuing others' contributions, and respecting cultural identities (Terepyshchy, 2018). It will be important to undertake awareness creation for

educational stakeholders and the general public in Cameroon. Such sensitization should be structured systematically and should target the media both print and audiovisual and should explicitly extrapolate and point out the defects of a patriarchal setup of society.

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