

**IMPACT OF DOMESTIC VIOLENCE ON THE ACADEMIC PERFORMANCE
OF SECONDARY SCHOOL STUDENTS IN OWO LOCAL
GOVERNMENT, NIGERIA**

Alabi Olanireti Taibat

Department of Social Development, Rufus Giwa Polytechnic, Owo, Ondo State, Nigeria

Oni, Isaac Oluwafemi

Department of Social Sciences, Rufus Giwa Polytechnic, Owo, Ondo State, Nigeria

ABSTRACT

This study aimed at ascertaining the impact of domestic violence on a child academic performance in Owo Local Government Area. It employed the use of structured questionnaire to collect information from students from five selected secondary schools in Owo Local Government, Ondo State, Nigeria. The target population comprised of 510 students from both public and private secondary schools in the area. Descriptive statistics such as simple percentage and tables were used to summarize the data. Analysis of variance was used at 0.05% level of significance to test the hypotheses. The study revealed prevalence of all forms of domestic violence such as physical, economic, emotional and psychological in most of the homes investigated in this study. The study shows that child academic performance differed significantly among the students $F(4,450) = 12.664$, $P < 0.05$. This indicates that domestic violence significantly affects child academic performance. The study recommends that domestic violence awareness campaigns should be put in place to educate the public on the dangers of violence. Efforts should be made right from kindergarten, primary school and colleges to inculcate more responsible behaviour at a tender age, and to teach and educate young people that violence is never acceptable behaviour.

Key Words: *Academic Performance, Domestic Violence, Violence, Nigeria, Students, School.*

INTRODUCTION

1.0 BACKGROUND OF THE STUDY.

Academic performance is an important parameter in measuring success in students. A key goal of education is to ensure that every student has a chance to excel, both in school and in life. Student's performances in school depend on the students' mental and physical abilities which are influenced by other factors. Among the domineering factors that affect students learning is the home. The home has a great influence on the child's psychological,

emotional, social and economic state because it is the first training ground and the foundation for the child, whatever happens at home therefore, go a long way in affecting the behavioural and psychological upbringing of the child. (Meltzer, 2009). The home environment is considered a powerful influence on the child. It is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment. The academic performance of any child cannot be separated from the home environment in which the child grows up (Fantuzzo, Tighe, and Childs, 2000).

There are evidences from all parts of the world that some homes are witnessing severe domestic violence which are found to be impacting seriously on the children from such homes. Domestic violence is a pattern of abusive behaviours used by one partner to gain or maintain power and control over another intimate partner in any relationship such as marriage, dating, family or cohabitation. It can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviour that intimidates, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone. Domestic violence can happen to anyone regardless of race, age, sexual orientation, religion, or gender, (Siemienuk, Krentz, Gish and Gill, 2010).

In literature, it has been asserted that, children who are victims or witnesses of domestic violence may develop physical, psychological and behavioural problems as a result of physical, verbal, emotional and other forms of violence. This may affect their participation in school as they may go to school when they are too scared to learn and a good number of them may lag behind in class as well as in life due to exposure to domestic violence. The short-term and long-term emotional and physical aftermath of domestic violence may affect pupil's school attendance, academic performance, and behavioural patterns both in school and class participation. This is because domestic violence in context to the child's performance affects his/her reaction to life situations and level of performance (Rossman 2001; Wathen 2003; Osofsky 2003; Lundy and Grossman 2005; Bogat, Dejonghe, Levendosky, Davidson and Von, 2006).

Various studies on the effect of domestic violence on children had been conducted mostly in the advanced countries (Rossman, 2001; Wathen, 2003; UNO, 2006; McDonald et al. 2006; Meltzer, 2009 and Stanley, 2011), while few studies had been in the developing countries which could be traced to inadequate data as a result of the fact that domestic violence is considered as a family affairs which should not be interfered with most especially in Africa (Aihie, 2009). In Nigeria there had been recorded cases of mass failure or poor performance of students in secondary schools, (Uwiafo, 2012).

In line with the above there is the need to critically examine the extent at which domestic violence has contributed to these poor performances of students in Nigeria. The major objective for this study therefore is to ascertain the impact of domestic violence on a child academic performance in Nigeria.

The rest of the paper is organised as follows; section two review the related literature, section three discusses the methodology estimation and discussion of result are provided in section four while section five concludes the study.

2.0 LITRATURE REVIEW.

Conceptual Clarification.

According to Tony (2002) the word ‘domestic’ is derived from the Latin word ‘domus’ meaning a ‘home’. Domestic (Domesticus in Latin connotes what happens in and around a family dwelling place. Violence is the use of coercive forms of power: the use of force or the threat of its use to compel someone to do something that the person might not otherwise do. It is part of a continuum ranging from legitimate power (a person does something because it is right to do so) through utilitarian power (a person does something because of a reward for doing so) to coercive power (Tony, 2002). Violence has been defined in many ways. The Concise Oxford Dictionary defines violence as unlawful exercise of physical force. The World Health Organization (2002) defines violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal- development or deprivation.

According to Jones (1994) violence is any act that causes the victim to do something they do not want to do, prevent them from doing something they want to do or causes them to be afraid. Hence violence need not involve physical contact with the victim, but verbal threats and psychological abuse can be equally destructive. Violence is any destructive behaviour, which is geared towards hurting another person. Domestic abuse or violence is that abuse physical, sexual, verbal and emotional which occurs within the home. Domestic violence is a form of gender violence, which relates more to issues of power than sexuality. It has been known for some time that rape or sexual assault is not related to sexuality; it is related to dominance and an apparent need to humiliate the person being attacked. Similarly, battering as part of domestic violence is also at its heart; an effort to assert dominance or to re-assert a self-image based on dominance (Rhodes&Levison, 2003).

Akpan and Usoroh (2005) equally submitted that domestic violence is violence in intimacy which can be physical, sexual, psychological, emotional or threats of physical or sexual violence that are inflicted on women. Violence directed against women is found in many societies. They added that, domestic violence is a very serious social, economic and psychological problem that has no cultural, social, economic and psychological group inhibition. Beyond the absence of any unknown barrier not even legal, its occurrence has profound and destructive consequences which ranges from physical, emotional and financial effects on the inhabitants of the home be it the women, children or men.

According to Hester (2006) domestic violence is orchestrated as a desire of one party in a relationship to dominate and control the other partner. It may be power breakdown and distortion of an intimate relationship. Relationships that are characterized by violence may be distorted but may not be broken down. Unicef (2014) opined that Domestic violence is the victimization of a person with whom the abuser has or has had an intimate, romantic, spousal relationship. It consists of a pattern of coercive behaviours used by a competent adult to establish and maintain power and control over another competent adult. These behaviours which can occur alone or in combination, sporadically or continually include physical abuse, psychological, emotional abuse, and economic abuse. Adams (2001) also defines domestic violence as a pattern of behaviour that includes physical, psychological and/or emotional abuse toward an intimate partner.

2.1 FORMS OF DOMESTIC VIOLENCE.

The manifestations of the social malady of domestic violence, according to Aihie (2009) include:

Physical Abuse: This is the use of physical force in a way that injures the victim or puts him or her at the risk of being injured. It includes beating, kicking, knocking, pushing, choking, confinement and female genital mutilation. Physical abuse is one of the most common forms of physical abuse.

Sexual abuse: This includes all forms of sexual assaults, harassment or exploitation. It involves forcing a person to participate in sexual activity, using a child for sexual purposes including child prostitution and pornography. Marital rape also comes under this.

Neglect: This includes failure to provide for dependants who may be adults or children, denying family members food, clothing, shelter, medical care, and protection from harm or a sense of being loved and valued.

Economic abuse: This includes stealing from or defrauding a loved one, withholding money for essential things like food and medical treatment, manipulating or exploiting family member for financial gain, preventing a loved one from working or controlling his/her choice of occupation.

Spiritual Abuse: This includes preventing a person from engaging in his/her spiritual or religious practices or using one's religious belief to manipulate, dominate or control him/her.

Emotional Abuse: This includes threatening a person or harming a person's sense of self-worth by putting him/her at risk of serious behavioural, cognitive, emotional or mental disorders. Shouting at a partner which was found to be the most common abuse by (Obi & Ozunba, 2007) is included. Also included in emotional abuse are name-calling, criticism, social isolation, intimidating or exploitation to dominate, routinely making unreasonable demand, terrorizing a person physically and exposing a child to violence.

Psychological abuse: Which includes behaviour that is intended to intimidate and persecute, and takes the form of threats of abandonment or abuse, confinement to the home, surveillance, threats to take away custody of the children, destruction of objects, isolation, verbal aggression and constant humiliation.

2.2 CAUSES OF DOMESTIC VIOLENCE.

There are many different theories as to the causes of domestic violence. These include psychological theories that consider personality, traits and mental characteristics of the perpetrators, as well as social theories which consider external factors in the perpetrator's environment, such as family structure, stress and social learning. As with many phenomena regarding human experience, no single approach appears to cover all cases.

Psychological: Psychological theories focus on personality traits and mental characteristics of the offender. Personal traits include sudden bursts of anger, poor impulse control, and poor self-esteem. Various theories suggest that psychopathology and other personality disorders are factors, and that abuse observed or experienced as a child lead some people to be more violent in adulthood (Kalra, 1996).

Jealousy: Many cases of domestic violence against women occur due to jealousy when the spouse is either suspected of being unfaithful or is planning to leave the relationship. An evolutionary psychology explanation of such cases of domestic violence against women is that they represent to male attempts to control female reproduction and ensure sexual exclusivity for him through violence or the threat of violence, (Goetz, 2010).

Social Stress: Stress may increase when a person is living in a family situation, with increased pressures. Violence is not always caused by stress, but may be one way that some people respond to stress. Couples in poverty may be more likely to experience domestic violence, due to increased stress and conflicts about finances and other aspects (Jewkes, 2002).

Level of Resource Command.

According to the theory, the more resources- social, personal, and economic a person can command, the more power he/she can potentially call on. In contrast a person with little education, low job prestige and income, or poor interpersonal skills may use violence to compensate for a real or perceived lack of resources and maintain dominance. Financial difficulties in a household are known to have the man in a relationship react violently with feelings of inadequacy. Since men feel that arranging for adequate finances is their responsibility, failing to do so cuts a man to the quick. He responds to this with a desperate attempt at reassertion of authority with violence. (Farmer, 1979 and Madhurima, 1996).

Subculture of Violence.

Madhurima (1996) asserts that subculture of violence is a sociological theory explaining that there is a subculture of violence in which some groups within society hold values that permit and even encourage the use of violence. In such societies “Who loves well punishes well”. Family violence will occur more frequently in violent societies than in peaceful ones. These could be viewed in line with the following:

Gender Inequality Syndrome.

The feminist theory views violence as a manifestation of the patriarchal structure in our culture, which is reflected in the patterns of behaviours and attitudes of individuals, that is, violence rather being an individual psychological problem, is instead an expression of male domination of females (Denmark ,Krauss, Halpem & Sechzer 2006 and Davies, 1994). These authorities assert that origins of violence are located in the social structure and the complex set of values, traditions and beliefs which relate to gender inequality. Norms embody values, social practices, and gender roles which create sexist attitudes giving rise to inequality between men and women. This inequitable organization is one of the fundamental factors in the high domestic violence worldwide. Thus the feminist theory looks at the institution of patriarchy and argues that battering mirrors male power and control over females. Women’s experiences are often described as inferior because male domination influences all aspects of life.

Biopsychosocial Perspective.

Farmer (1979) posits that this theory is an attempt to tie together biological factors, and social factors such as social stress and quality of relationship. The association of alcohol and violence is well documented. Drug and alcohol abuse as echoed also by Farmer (1979) and the domestic violence pamphlet may be a precursor to domestic violence. Substance abuse leads to out-of-control behaviour. It seems that some men are changed into irrational friends by drink. However, many researchers generally do not consider drug and alcohol abuse to be the cause of violence they find that it can contribute to accelerate or increase aggression .Thus alcohol and drug abuse may or may not be a direct cause of domestic violence. Farmer goes further to point out that poor communication skills and lack of respect for other partner leads to domestic violence.

Cultural Explanations.

Cultural explanations include impact of polygamy, infidelity, the power of the extended family over the married couple, and the almost universal institution of bride price as underlying the widespread abuse of wives. Violence is also said to be initiated by jealousy. Sexual jealousy can elicit violence in both sexes (Farmer, 1979). When a wife is seen as challenging her husband's authority and prerogatives by inquiring about his extra-marital involvements it results into her abuse. On the hand, in traditional African society a married woman would have minimal contact with men other than her husband but this is much less possible today, especially when woman works. Yet tradition- minded husbands feel threatened by interaction between their wives and other men and may act out violently because of that threat imagined or real. Other commonly reported causes of arguments that escalate to violence are disputes about the husband's traditional economic obligations to his extended family, now seen as a direct threat to the economic survival of the nuclear household.

Social Learning Behavior.

According to the social learning theory, patterns of domestic violence may arise from learned behaviour (Farmer, 1979). There are millions of children growing up watching regular examples of violence before them in which they could learn one kind of behaviour or the other and use it in their own lives.

2.3 EFFECT OF DOMESTIC VIOLENCE ON A CHILD.

According to the National Child Traumatic Stress Network in Child Welfare Gate way (2014) Children who have been exposed to domestic violence are more likely than their peers to experience a wide range of difficulties, and the potential effects vary by age and developmental stage. The challenges faced by children and youth exposed to domestic violence generally fall into three categories:

Behavioural, social, and emotional problems: Children in families experiencing domestic violence are more likely than other children to exhibit signs of depression and anxiety; higher levels of anger and/or disobedience; fear and withdrawal; poor peer sibling, and social relationships; and low self-esteem.

Cognitive and attitudinal problems: Children exposed to domestic violence are more likely than their peers to experience difficulties in school and with concentration and task

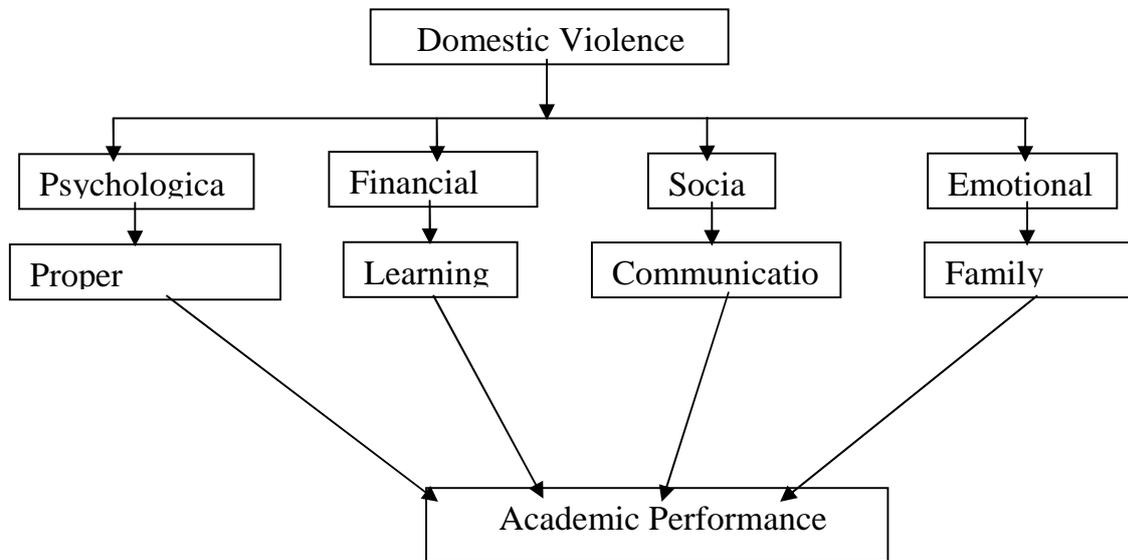
completion; score lower marks on assessments of verbal, motor, and cognitive skills; lack conflict resolution skills; and possess limited problem-solving skills. Children exposed to domestic violence also are more likely to exhibit pro-violence attitudes.

Long-term problems: Exposure to domestic violence is also one of several Adverse Childhood Experiences (ACEs) that have been shown to be risk factors for many of the most common causes of death including alcohol abuse, drug abuse, smoking, obesity, and more.

Looking at the implication of this act on homes, McDonald, Ernest and Suhasini (2006); Jaffe, Wolfe and Wilson (1990) and Edelson (1999) also observed that, conflict between parents frequently affects their young children. Children who witness marital violence face increased risk for such emotional and behavioural problems as anxiety, depression, poor school performance, low self-esteem disobedience, nightmares and physical health complaints. However, McCloskey, Figueredo, and Koss (1995) and Edelson (1999) stressed the point that, such children also are more likely to act aggressively during childhood and adolescence. Some researchers have also found that children whose mothers were abused by their partners have intelligence quotients (IQs) lower than usual (Seimeniuk et al. 2010 and BBC New Education, 2003). In the same vein, Anikweze (1998) identified violence as a threat to adolescent's well-being. The adolescent may become socialized in violent behaviour. He or she may become confused and angry. The anger may become directed towards either parents or other children. They may become aggressive, becoming troublesome at home and in school. Children who live in households with domestic violence are said to be at higher risk for maladjustment than children who do not live with such violence.

In the light of the above, Domestic violence is widely perceived as a social malady that is threatening the stability, psychological development and academic performances of children in our societies.

2.4 Conceptual Framework on Effect of Domestic Violence on Academic Performance of a Child.



Source: (Olanireti and Oni, 2016).

Psychological Effect.

Domestic violence have effect on the psychological upbringing of the child which could influence the behaviour of the child and make him/her to develop unusual or negative tendencies which include bullying, aggression, isolation, abnormal fear, depression , anxiety, higher levels of anger and/or disobedience, drug abuse, e.t.c, which are the outcome of improper guidance of the child. These inadequacies would therefore have significant impact on the academic performance of the child. **Financial Effect.**

As a result of domestic violence the husband or man of the house could withdraw his financial backings to the home which could subject the woman to fend solely for the basic necessities of the children. The inability of the woman to meet the basic needs of the child could leads to non-payment of school-fees, lack of learning materials and poor welfare of the child. These inadequacies would therefore have interplay on the performance of the child in school. This was supported by Hansen (2000) who claimed that a child that lacks the necessary learning facilities stand the chance of performing woefully academically.

Social Effect.

Due to domestic violence there may not be adequate interaction within the family, which could lead to communication breakdown. In a home where there is no free- flow of

communication they are bound to be problem because communication brings about positive outcomes within the family. When there is communication gap in a home, the children suffer tremendously. This could have negative impact on the developmental and behaviour of the child, as he/she may suffer neglect/abandonment, lack of intimacy (i.e parent-child relationship), family stress, transfer aggression from either of the parent, all these abnormalities could make the child to exhibit signs of depression and anxiety; sleep-disorder, higher levels of anger and/or disobedience; fear and withdrawal; poor peer sibling, poor social relationships, low self-esteem, having difficulties in building and maintaining relationships and impulsiveness. These effects would go a long way in affecting the academic performances of children from such a home, as it can make them to underachieve academically.

Emotional Effect.

Domestic violence could lead to social psychosomatic illness in which the child may display neurotic behaviour, morbidity, day-dreaming which could affect his/her listening and assimilation ability in class. All these would play dominant impact on the child academic performances. According to Kernan, Bogart and Wheat (2011) academic success of a child will be enhanced if the optimal health related barriers are low. Several studies had also revealed that children who are victims or witnesses domestic violence may develop emotional distress which leads to other health problems such as sleep-disturbances, anxiety, brain injuries, bruises and fracture, use of drug, sexually transmitted diseases which could lead to decline in academic performance of such child (UNO 2006; Levendosky et al. 2003 and Wolfe et al., 1986).

3.0 METHODOLOGY.

In conducting the study both qualitative and quantitative method of data collection were utilized, this entails the use of structured questionnaire and an in-depth interview to authenticate the study. The study location was clustered, from which a convenient sampling technique was used in getting the required respondents.

Area of the Study.

Owo Local Government Area is the area selected for this study. It is one of the 18 Local Government Areas in Ondo State. The LGA was created in 1989 from the defunct Owo LGA which comprised of Owo, Irekari and Ekamarun District councils. Owo LGA is located within a cosmopolitan setting, having both rural and urban centres. The urban centre is however larger than the rural centre. The local Government Area has a land area of about 636km² and a population of 222,262 based on 2006 population census.

Population of the Study.

The study population includes some secondary school students and teachers in Owo Local Government Area of Ondo State. This comprises both Junior and Senior Secondary sections from public and private schools irrespective of gender or age. The selected school teachers also form a component of the population upon which in-depth interview was conducted.

According to the Ministry of Education, Research, Planning and Statistics Owo, Zonal office (2016) there are nineteen (19) private secondary schools and eighteen (18) public secondary schools in Owo Local Government Area making a total of thirty-seven (37) secondary schools.

Below are tabular representations of public and private secondary schools in the Local Government Area.

Table 1.1 Public Schools

	NAME OF SCHOOL	POPULATION
1	Imade College, Owo.	2571
2	St. Catherine Grammar School, Owo	1141
3	New Church Grammar School, Owo.	881
4	Owo High School, Owo.	2279
5	St. Louis Grammar School, Owo.	2011
6	Adeyeri/Iyere Comprehensive High School, Owo.	601
7	Methodist High School, Owo.	1063
8	Ipele Comprehensive High School, Owo.	809
9	AUD Comprehensive High School, Owo.	396
10	Uso Grammar School, Owo.	704
11	Amuye C.A.C High School, Owo.	751
12	Ahmadiyya Grammar School, Owo.	711
13	Community Grammar Emure-Ile	620
14	Ipenmen Community Grammar School, Owo.	443
15	Ijebu Community Grammar School, Owo.	146
16	St. John/Mary's Unity Secondary School, Owo.	332
17	Isuada Community Grammar School, Owo.	222
18	Cherubim and Seraphim Grammar School, Owo.	130
	TOTAL	5789

Source: Ondo State Ministry of Education, Research, planning and Statistics Owo, Zonal Office (2016).

There are 9017 students in Public Junior Secondary Schools in Owo Local Government Area. While Public Senior Secondary Schools in Owo Local Government Area has a total of 6,794 students. Owo Local Government Area has a total population of 994 teachers in both public and private secondary schools (Ministry of Education, Research, Planning and Statistics, Owo, Zonal Office (2016).

Table 1.2: Private schools

S/N	NAME OF SCHOOL	POPULATION
1.	Hope International Secondary School, Ehin- ogbe, Owo.	405
2.	Fourah-Bay International College, Owo.	267
3.	Global stars secondary school, Owo.	297
4.	Complete Child Institute, Owo.	476
5.	Adedewe College, Owo.	309
6.	Progressive Ideal College, Iyere, Owo.	217
7.	Elvic Model College, Ijebu, Owo.	177
8.	Uso Comprehensive College, Uso, Owo.	320
9.	Corpus Christi Catholic College, Owo.	290
10.	Shepherd High School, Owo.	497
11.	Fagboyegun Supreme College, Uso, Owo.	196
12.	Christ Central College, Iyere, Owo.	207
13.	Dominion Science Academy, Owo.	319
14.	Ogo-Oluwa Secondary School, Owo.	418
15.	Owo Diocesan Anglican Grammar School, Ipele.	290
16.	Rufus Giwa Polytechnic Staff Secondary School, Owo.	510
17.	Samdoc Universal College, Beside Nasfat, Owo.	167
18.	Corporate Model College, Iselu-Owo.	150
19.	Fountain Secondary School, Owo.	277
	TOTAL	5789

Source: Ondo State Ministry of Education, Research, Planning and Statistics Owo, Zonal Office (2016).

Summarily, there are 2,907 students in private Junior Secondary Schools in Owo Local Government Area. While the private Senior Secondary Schools in Owo Local Government Area has a total population of 2,882 students. The grand total number of students in private secondary school is 5,789.

For the study, Imade College, Owo, Owo High School, Owo, and Ipele Community High School, represents the government schools while Uso Comprehensive College, Owo, and Rufus Giwa Polytechnic Staff Secondary School, Owo represent the private school.

Sampling Technique

The study adopts purposive and convenient sampling technique in selecting the desired respondents from the selected schools. The study classifies the schools into cosmopolitan and suburb; from table 3.1 above three schools representing (17%) of the public Schools with the highest School enrolments was selected. These include Imade College (2571), Owo High School (2279) from the cosmopolitan and Ipele Comprehensive High School (809) from the suburb. From the private school table 3.2 above two schools representing (11%) with the highest students enrolment were selected. This also includes Rufus Giwa Polytechnic Staff Secondary School (510) from the cosmopolitan and Uso Comprehensive College (320) from the suburb. The convenient sampling method was used in the administration of the structure questionnaires as required.

Sample Size

The sample size for this study was 510 students; this was selected systematically from Imade College, Owo (2,571), Owo High School, Owo (2279), and Ipele Community High School, Owo (809) for the public schools. Rufus Giwa Polytechnic Staff Secondary School, Owo (510) and Uso Comprehensive College Owo (320), for the private school, in total these schools had a sum of 6,489 students. According to the calculated figure there are about 5,789 students in the private schools and 15,811 students in the public schools in Owo Local Government area of Ondo State while the selected schools had a total of 6,489 students from the entire population of students in Owo thereby constituting 30% of the entire students. Using the figures, the desired sample size is calculated using sample size formula (Conchran, 1977).

Using the formula below:

$$N = \frac{Z^2 P (1-P)}{D^2}$$

Where N = total population

Z = Statistics level of confidence

P = estimated number of selected students is 30% (0.3)

D = Marginal error. (0.04)

l = constant

$$N = \frac{1.96^2 [0.3(1-0.3)]}{0.04^2} = \frac{3.842(0.3)(0.7)}{0.0016}$$

$$= \frac{0.81}{0.0016} = 506.25$$

From the formula the expected sample size is 506 students, this figure was rounded up to 510 for ease of administration and analyses. Therefore the total sample size selected was 510. This number was distributed proportionally using ratio analysis among the five selected schools. (See table 3.3 below). Purposive sampling technique method was adopted in chosen the respondents from the selected schools among the junior and senior cadre. However, the study also conduct in-depth interview with the teachers in the selected school, with 2 in-depth interviews to one selected school.

TABLE 1.3

S/N	NAMES OF SELECTED SCHOOLS	POPULATION	SAMPLE
1.	Imade College	2571	202
2.	Owo High School	2279	179
3.	Ipele Comprehensive	809	64
4.	Rufus Giwa Polytechnic, Owo	510	40
5.	Comprehensive College	320	25
	TOTAL		510

Instrument of Data Collection

The study adopts both quantitative and qualitative methods of data collection. The questionnaire was structured into two parts; the first section sought information bothering on the socio-demographic profile of participants. Section two sought questions on the general objectives of the study which seeks to unravel the effect of domestic violence on child educational performance. On the other hand, the method was complimented with in-depth interview study in the selected schools in Owo.

Sources of Data Collection.

In this study, data was collected from two sources. The first was primary source which include the use of research instruments (questionnaires) in the field combined with the in-depth interview. While the secondary data was sourced from the Ondo State Ministry of Education, Research, Planning and Statistics department, journals, conference note, and documents that have bearing with the study.

Method of Data Analysis.

The study makes use of both descriptive and inferential statistics in the process of data analysis. Descriptive statistics such as simple percentage and tables were used to organize and present data relevant to the socio-demographic variables of participants for clarity, easy analysis and presentation. While inferential statistics such as ANOVA, statistical tool of data analysis was used to draw inferences from the stated objectives in the research instrument and to either validate or reject the stated hypotheses.

RESULT AND DISCUSSION

.NOVA

Child academic performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	52.587	4	13.147	12.664	.000
Within Groups	467.162	450	1.038		
Total	519.749	454			

Multiple Comparisons

Dependent Variable: Child academic performance

HSD

(I) Domestic Violence	Domestic Violence	Difference (I-J)	Error	Sig.	95% Confidence Interval	
					Bound	Bound
Undecided	Disagreed	-.00088	.30297	1.000	-.8307	.8289
	Strongly Disagreed	-.47292	.29071	.481	-1.2691	.3233
	Agreed	-.78007	.30737	.084	-1.6219	.0618
	Strongly Agreed	-1.09962*	.31125	.004	-1.9521	-.2472
Disagreed	Undecided	.00088	.30297	1.000	-.8289	.8307
	Strongly Disagreed	-.47204*	.12879	.003	-.8248	-.1193
	Agreed	-.77918*	.16295	.000	-1.2255	-.3329
	Strongly Agreed	-1.09874*	.17015	.000	-1.5648	-.6327
Strongly Disagreed	Undecided	.47292	.29071	.481	-.3233	1.2691
	Disagreed	.47204*	.12879	.003	.1193	.8248
	Agreed	-.30714	.13884	.177	-.6874	.0731
	Strongly Agreed	-.62670*	.14722	.000	-1.0299	-.2235
Agreed	Undecided	.78007	.30737	.084	-.0618	1.6219
	Disagreed	.77918*	.16295	.000	.3329	1.2255
	Strongly Disagreed	.30714	.13884	.177	-.0731	.6874
	Strongly Agreed	-.31956	.17788	.377	-.8067	.1676
Strongly Agreed	Undecided	1.09962*	.31125	.004	.2472	1.9521
	Disagreed	1.09874*	.17015	.000	.6327	1.5648
	Strongly Disagreed	.62670*	.14722	.000	.2235	1.0299
	Agreed	.31956	.17788	.377	-.1676	.8067

mean difference is significant at the 0.05 level.

Using the test of ANOVA the result above shows that, the child academic performance differed significantly among the students $F(4,450) = 12.664, P < 0.05$. This indicates that

domestic violence significantly affects child academic performance. Students who had experience or witnessed domestic violence have low performance compare to others. However, other factors could be responsible for this low performance but lack of peace in home would likely affect child upbringing.

The tukey post estimation test shows that, child academic performance of those who strongly agreed that they experience domestic violence is different from those who strongly disagreed with mean difference of -0.6267 and P-value less than 0.05.

5.0 SUMMARY

From this study, we were able to confirm the presence of domestic violence in most of the families investigated and the major causes of domestic violence are:

1. Gender Inequality Syndrome
2. Subculture of violence
3. Social Learning Behaviour
4. Level of Resource Command
5. Social Stress

Result also confirmed that domestic violence always impacted negatively on the affected children. This was further corroborated by the comments of the teachers through the focus group discussion in which the following characteristics were confirmed among the students:

1. That some of the students are highly bullish.
2. That a majority of them show poor concentration and focus in class.
3. That some of the students hardly relate with their peers.

Finally, the interview shows that a large proportion of the students are subjected to hardship and stress in that they do come late to school due to distance from their houses. Some of the students have to walk daily about 10km before getting to school. As a result, the affected students would not concentrate in the class because they would be tired and not ready to learn. However, there are other factors that could play dominant roles on child education for instance, a bullish character could be as a result of hereditary or child innate tendencies, inability to excel in academic could also be attached to the level of intelligent quotient of a child, what the result is revealing is that domestic violence is equally a vital evil that would cause poor academic performances of students in schools.

5.1 CONCLUSION.

Findings from the study demonstrated that violence against children is a real problem in the Nigeria society. It reveals a strong negative relationship between domestic violence and student's academic performance. Domestic violence therefore has the effect of reducing the performance of students. Apart from mainstream cognitive factors that influence performance, domestic violence hinders ability of student's to achieve as it reduces their participation in school, attendance, self-esteem and interaction with other pupils and teachers. Child exposure to domestic violence is a major social and health concern affecting many countries the world over. Witnessing and experiencing domestic violence has a negative impact on school age childrens' physical, social, cognitive and emotional development.

5.2 RECOMMENDATIONS.

The study made the following recommendations that:

- ❖ Domestic violence awareness campaigns should be put in place, when people become aware of the dangers and effects domestic violence has on lives. It keeps the issue alive and important. Some examples of awareness campaigns include:
 - Posters and pamphlets
 - Using drama, dance or song to express an idea
 - Radio discussions and public service announcement
 - Video presentation slogans printed on T shirts, containers
- ❖ Domestic Violence Act should be enacted in Nigeria to protect victims of domestic violence and provide long term measures of prevention of domestic violence.
- ❖ Efforts should be made right from kindergarten, primary schools and colleges to inculcate more responsible behaviour at a tender age, and to teach and educate young people that violence is never acceptable behaviour. Teaching young children that violence is not a way to handle anger and emotions, will go a long way in preventing violent behaviour when they become adults.
- ❖ Social work profession should be legalised and the bill passed into law in Nigeria, this would empower social workers to be more active and functional.
- ❖ Good multi-agency relationships and referral systems are necessary for routine enquiry to enable safe disclosure and provide further support for the spouses concerned.

- ❖ The Government should endeavour to create more secondary schools particularly in the rural areas of Owo Local Government Areas to avoid lateness to school.

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