

**IMPACT OF DOMESTIC VIOLENCE ON SECONDARY  
SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN  
EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

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**OCTOBER 2023**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF  
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**OCTOBER 2023**

## **CERTIFICATION**

We, the undersign certify that this project work is adequate in scope and was carried out by Bright Ochuko OKORODUDU, in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria; In partial fulfilment for the award of B.Sc. (Ed) Degree in Social Studies.

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## **DEDICATION**

This work is dedicated to God Almighty for His infinite grace and mercies to complete this project.

## **ACKNOWLEDGEMENTS**

I want to thank God Almighty for his immense favour and shower of blessings upon me throughout this academic program down to the completion of this research study. He made it possible and to my inestimable parents, Mr and Mrs Okorodudu for their support and continuous words of encouragement.

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## **ABSTRACT**

This study assessed the impact of domestic violence on the academic performance of secondary school students in Egor Local Government Area, Edo state. A descriptive research design which involved the collection of data through the use of a questionnaire was adopted to solicit information. Three research questions were used to guide the study. The population of the study consists of senior secondary school 2 (SSS 2) students in Egor Local Government Area, Edo state. The sample of the study comprised of one hundred (100) students. Frequency count and percentages were used to analyze the data collected to answer the research questions and the reliability value was 0.81.

The findings revealed that domestic violence can influence the academic performance of secondary school students. The studies indicated that domestic violence could be carried out as physical, emotional, verbal, psychological, sexual and economic abuse. The study further revealed that domestic violence is associated with risk factors which low self-esteem, antisocial personality traits, heavy alcohol and drug use, anger, depression, hostility and so on. The findings also revealed that domestic violence due to the risk factors involved affects students' class participation and school behavioural patterns which lowers their academic performance.

It was recommended that awareness campaigns should be put in place as this will enable victims to always speak up. Also, there is a need for efforts to be made from the kindergarten level to inculcate more responsible behaviour on the child as this will help them handle anger and emotions rightly when they become adults.

# CHAPTER ONE

## INTRODUCTION

### **Background of the study**

Students' lives and academic performance have been severely impacted by domestic abuse. Students' involvement in school, as seen by their attendance, performance, and engagement in class, is linked to their psychological and physical well-being, which may be impacted by family dynamics, including domestic abuse. Psychological abuse and, in many situations, forced sex are closely linked to domestic violence. Domestic violence presents a paradox because the family is a place where people are expected to preserve intimacy and receive stronger emotional support in their relationship. The World Health Organization (2015) defines violence as the deliberate use of physical force, power, or threats against oneself, another individual, a group of individuals, or the community as a whole. Trauma, psychological harm and deprivation. According to this definition, domestic violence refers to any of the above-mentioned acts occurring or existing in the home. Domestic violence is not new in Nigerian society. His growth remains at a consistently high level, with no signs of decline, regardless of age, race, religion, or social status.

Domestic violence takes many forms: physical, sexual, psychological, and emotional. From 2018 to 2019, approximately 124,000 victims were subjected to recorded cases of domestic violence across Nigeria (Kufolator, 2020). He added

that COVID-19 lockdown attacks accounted for the highest rate of domestic violence in 2020. Domestic violence commonly affects women and children and has serious negative impacts on children. Adolescents who witness parental abuse often experience behavioral and psychological problems as they grow up. (Douglas, 2002). Academic achievement is a key component in determining a student's level of success.

In any official educational setting, the idea of academic performance is unavoidable. It conveys, at the conclusion of an academic program, the learning achievements of a group or an individual. The ability of a student to integrate, retain, recall, and express what they have learnt is a criterion for evaluating their talents (Joe, Kpolovie, Osonwa, & Iderima 2014). Academic success and achievement have a tight tie in meaning with this idea. Academic success is a demonstrable accomplishment since test results, instructor grades, or both are typically used to determine the information and abilities students have acquired in a subject. According to these definitions, academic achievement is an observed and measured aspect of a student's mastery of a skill(s) or subject content(s). It suggests that academic performance is one of the three required aspects of a properly composed learning objective as noted in Singh (2010) and it denotes an expression of a learner's attainment of properly stated behavioural objectives. Meanwhile, poor academic in secondary school is promulgated by a lot of factors, and domestic violence is one of them.

TA child's home environment greatly affects their psychological, emotional, social, and financial well-being. Every student's family is his or her first educational setting, and the things that occur there have a significant impact on how a child develops, how they respond to circumstances in life, and how well they perform overall. Children's cognitive abilities can be significantly impacted by domestic violence, which includes abuse, acid attacks, kidnappings, pouring hot water on children, child trafficking, and other acts. According to Sharma, Basad, and Gupta (2015), children from disadvantaged households, who are more likely to experience domestic violence, begin school with far worse cognitive skills than their more advantaged peers. (2012) Dutton defines physical abuse as any behaviour that involves the intentional use of force against the body of another person that risks physical injury, harm, and or pain. It includes pushing, hitting, slapping, choking, using an object to hit, twisting a body, forcing the ingestion of an unwanted substance, and use of a weapon. It also views sexual violence as a form of domestic violence and defines it as unwanted sexual intimacy forced by one person on another. This may include oral, anal or vaginal stimulation or penetration, forced nudity, or forced exposure to sexually explicit material or acts. Compliance may be achieved through the use of physical force, threats, or other forms of coercion..

A vast of people, many of whom are children have been injured, disabled, and killed as a result of domestic violence. Following recent happenings where domestic violence has led to the deforming of children and adults alike vis-à-vis poor academic performance, there is a need to stem the tide of domestic violence thus according to it all seriousness

that it deserves because domestic violence does not recognize the social classes or educational standards (Wopadovi, 2014). Domestic violence is assuming national and international attention and it is a type of violence that is prevalent in many homes, and the world over. It is a form of defilement, assault, sexual harassment, rape or battering, child abuse, for example, denial of rights, necessities, and opportunities, threatening patterns of communication such as insults, harassment and neglectful lack of action. Domestic violence has been outlined by Amnesty International as violence against an individual or group of people, especially women and children. It involves physical, sexual, and psychological violence in the family including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation, and other traditional practices harmful to any member of the household.

Domestic violence may be exhibited by any member of the household (Sharma et al 2015).

According to Bern (2010), domestic violence negatively impacts a student's capacity to learn, which lowers their academic achievement. Most children exposed to domestic violence carry these experiences into their school lives, displaying a variety of disruptive behavioral issues such as increased aggression, social anxiety, and difficulty focusing. He mentioned that over 50% of school-age children at shelters for victims of domestic abuse exhibit symptoms of clinical anxiety or post-traumatic stress disorder. If treatment is not received, these kids run the danger of being delinquent, missing school, dropping out of school, and having relationship problems that cause them to become introverted and

silent. Children impacted by domestic abuse are likely to attend every school, which lowers academic achievement and increases disruptive orThe immediate and long-term costs of domestic violence can thus be high, affecting children's education as well as having long developmental consequences. It is against this backdrop that this study was planned to investigate the impacts of domestic violence on the academic performance of secondary schools of Egor Local Government Area, Edo state.

#### Statement of the Problem

As one of the most common types of violence in Nigeria, domestic abuse has taken on a more terrifying aspect in recent years. In many families, there is hardly a day that goes by when domestic violence of any kind is not reported. The expected consequences of this are poor academic performance and reduced school attendance. This is because children whose parents are involved in family fights tend to grow up with a sad heart (Ahanor, 2017). The background data provided shows that domestic violence occurs in many homes and is unfortunately on the rise in our culture. It is also clear that domestic violence has a negative impact on children, causing them to become withdrawn, irritable, angry, maimed and even murdered. It is impossible to determine the exact extent and scope of domestic violence because victims often do not report it, keep it as a personal and family secret, and continue to destroy victims academically.

Ahanor (2017), Edepo (2019), and Osiomwan (2020) conducted research that shown a substantial correlation between domestic violence and other issues such as cultism, depression, rule breaking, truancy, exam malpractice, absenteeism, and so forth. A study conducted by Idehen (2021) also found that, on average, 53% of students were able to receive five credit passes in subjects like English and mathematics. The study focused on the effects of domestic violence on students' learning outcomes in the West Africa Examination Council (WAEC) and National Examination Council (NECO) between 2019 and 2021. This indicates that 47% of pupils have been failing, and domestic violence is the reason behind this. Therefore, the purpose of this study was to determine how domestic violence has affected Egor Local Government students' academic performance in Egor Local Government Area, Edo state.

### **Research Questions**

The following questions were raised to guide the study:

1. What are the impacts of domestic violence on students' academic performance?
2. What are the impacts of domestic violence on school behavioural patterns?
3. What are the impacts of domestic violence on students' class participation?

### **Purpose of the Study**

The main purpose of this study is to examine the impact of domestic violence on the academic performance of secondary school students in Egor local government area, Edo state, Specifically, the study will seek to:

- examine the influence of domestic violence on students' academic performance,
- find out the influence of domestic violence on the school behavioural patterns of students and determine the influence of domestic violence on students' class participation.

### **Significance of the Study**

The impact of domestic violence on secondary school students' academic performance in Egor local government area, Edo state will be of immense benefit to prospective students, education sector stakeholders, policies/lawmakers, teachers, parents, curriculum planners, teachers, government, and researchers.

To the students, this study will help them see the benefits of speaking out when domestically violated.

This study will help the different educational sector stakeholders in addressing domestic violence as a social vice and improving the academic achievement and school participation of the affected students.

This study will also provide the legal or legislative framework to policies/lawmakers by providing the information needed to incorporate protective laws against domestic violence, basic education rights and regulations.

The findings of this study will be beneficial to teachers who will now know better how to identify students affected by domestic violence and get better ways of handling them.

The parents will also be a beneficiary of this study because they will be furnished with the know-how and ability to handle and treat their children right.

The findings of this study will be beneficial to the government because it will help them become better equipped to address domestic violence as an issue affecting performance in schools.

### **Scope and Delimitation of the Study**

This study examined the impacts of domestic violence on the academic performance of secondary school students in Egor local government area, Edo state. The study was delimited to secondary school students of Egor local government area, Edo state. There are currently 12 public schools in Egor local government area, comprising Ten (10) coeducational and Two (2) single-sex schools. However, this study is delimited to students from co-educational public secondary schools in the local government area. The class of interest is SSS 2.

### **Definition of Terms**

The following terms were defined operationally as used in the study:

**Academic Performance:** The outcome of education or the extent to which a student has achieved his/her goals.

**Domestic Violence:** The presence of power, and threats against another which results in severe difficulty, danger or injury carried out within the home.

**Impact:** This refers to the effect that an element has on another specific element.

**Students:** A person who attends a secondary school institution.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter focused on the review of related literature relating to domestic violence and it was carried out under the following sub-headings:

- Concept of Domestic Violence
- Concept of Academic Performance
- Impact of Domestic Violence on Student Academic Performance
- Impact of Domestic Violence on School Behavioural Patterns
- Impact of Domestic Violence on Student's Class Participation
- Summary of Reviewed Literature

#### **Concept of Domestic Violence**

Domestic violence is a crime and one of the key causes of the state's rising crime index. When two people live together or date and one of them tries to dominate and control the other, it's referred to as domestic violence. This abusive conduct can cause physical, psychological, or sexual harm to those involved.

Domestic violence is interpersonal violence that takes place in intimate relationships, family interactions, and household settings. It is also known as family violence or marital abuse. Domestic violence is a crime that both men and women can commit or become victims of. Domestic violence includes acts of physical hostility such

kicking, beating, slapping, and striking. Intimidation, ongoing humiliation or belittling, forced sexual interactions, and any other form of psychological abuse are examples of controlling behavior such as severing a person's connection to family and friends, keeping tabs on their whereabouts, and limiting their access to resources or help (Krug, 2002). Domestic abuse is never an isolated incident; it is usually a planned act. There is a tendency for the violence to become more frequent and severe with time. Violence against spouses, including sexual and intimate partner violence are major public health problems and violations of human rights. Global prevalence figures indicate that about 1 in 3 (35%) of women worldwide have experienced either physical and or sexual intimate partner violence or non-partner sexual violence in their lifetime and as many as 38% of murders of women are committed by an intimate partner (WHO 2016). Around 120 million girls worldwide (slightly more than 1 in 10) have experienced forced intercourse or other forced sexual acts at some point in their lives. By far the most common perpetrators of sexual violence against girls are current or former husbands, partners or boyfriends (UNICEF 2014).

1. An estimated 246 million boys and girls are bullied at school each year, with one in four girls expressing discomfort using the toilet at school, according to a youth survey conducted in four regions. Girls are more likely than boys to experience sexual abuse, bullying and violence at school, and the type and intensity of this violence varies. Gender-based violence in schools is a major problem for global

education and girls' educational rights, regardless of the issues affecting their mental and physical gender and health (UNGEI 2014). A 2012 study in New Delhi showed that 92% of women reported experiencing some form of sexual harassment in public places in their lifetime, and 88% reported experiencing some form of sexual abuse (such as sexting, whistling, bribery, or suggestive gestures) (UN Women), 2013).

### Risk Factors of Domestic Violence

If we consider the factors related to domestic violence, it is easier to formulate some local questions, choose the appropriate intervention, check the main points and find useful ones. Risk factors do not guarantee that a person will experience or commit domestic violence. Gender, race, and low socioeconomic status are the main causes of domestic violence, according to numerous research that have looked into the issue both nationally and internationally (Robert, 2008; ECLAC, 2009). Five headings are used by the author to group risk variables.

**Individual Risk Factors:** low self-esteem, low income, low academic achievement, aggression or delinquent behaviour as a youth, heavy alcohol & drug use, antisocial or borderline personality traits, unemployment, prior history of being physically or psychologically abusive, depression, anger and hostility, bad company, emotional dependence and insecurity etc.

**Relationship Factors:** includes economic stress, unhealthy family relationships and interactions, marital instability-divorces or, marital

conflict-fights, dominance and control of the relationship by a partner over the other etc. Community Factors: This includes poverty and associated factors, weak community sanctions against IPV (intimate partner violence), and lack of institutions, relationships, and norms that shape a community's social interactions. Societal Factors: Are traditional gender norms (for example, women should stay at home, not enter the workplace, and be submissive, while men support the family and make decisions). Legal and Political Factors: Are lesser legal status of women either by written law or by practice, laws regarding divorce, child custody, maintenance and inheritance, low level of legal literacy among women, insensitive treatment of women and girls by police and judiciary, and political factors of domestic violence not taken seriously, limited participation of women in organizing political policies, underrepresentation of women in police, media, politics etc.

## **Consequences of Domestic Violence**

The consequences depend on the type of domestic violence. Perhaps the biggest consequence of domestic violence is the denial of human beings and human rights. The effects of domestic violence can leave victims with psychological and physical problems.

**Effect on Mental Health:** Domestic violence can cause mental health problems such as depression, anxiety, aggression, substance abuse and post-traumatic stress disorder. Abuse can lead to homelessness, mental illness, suicide attempts, and delayed mental recovery. Children exposed to domestic violence face these risks, as well as developmental problems, mental health problems, academic problems, aggressive behavior and low self-confidence. Because of these issues, survivors may have difficulty accessing support. The risks to mental health are greater than to physical health. Kaukinen (2004) argued that women who earn 65% or more of their income are at higher risk of developing mental health problems than women who earn less than this.

**Physical Health Problems:** The relationship between the relationship partner can be overwhelming and sometimes victimize the person. Additionally, children in abusive homes can be affected by violence even if they are not directly abused. Damage can happen unconsciously and victims can only get out of the bad situation after becoming aware of the problem. A study on physical abuse in American families found that 50% of men who were regularly violent towards their wives were also frequently violent towards their own children (Straus, 2009). Domestic violence can cause many physical problems, such as injuries or broken bones, scratches, and bleeding in the neck, nose, stomach, chest, abdomen, and other parts of the body. Forms of physical violence include kicking, hitting, pulling hair, yelling, throwing against the wall or the ground, punching, kicking, and often slapping (Griso, Schwarz).

Physical abuse often causes psychological symptoms in the victim, such as phobias, feelings of guilt, depression, loss of control, nightmares, anxiety, shame selling, embarrassment, separation and isolation. Walker, (2004). 10 percent of women who experience psychological abuse report depression or post-traumatic stress disorder. (Alfonso, Pico, 2006). In women, psychological abuse is a greater predictor of PTSD than physical abuse (Dutton, 2006). Women with mental illness are more likely to report poor physical and mental health and have had five more doctor visits in the past year (Coker, 2000). Psychological abuse also instills or attempts to create fear; for example,

threats to oneself, the victim and/or others, physical threats, threats of abuse and/or child abduction, threats, blackmail, harassment, harm to animals and property, obsession. torture. Play, follow. Emotional Abuse

When someone is subjected to constant insults, humiliations, or criticism, their sense of self-worth is destroyed or undermined. This is known as emotional abuse. Constant criticism, disparaging the victim's skills and abilities, name-calling, insults, put-downs, silent treatment, manipulating the victim's emotions to create guilt, undermining a partner's relationship with the children, and making and breaking promises are a few examples of emotional abuse.

### **Sexual Abuse**

Violation of a person's bodily integrity is called sexual violence (sexual violence). It includes many behaviors such as forced sex, vaginal sex, painful sex (sadism), oral sex, forced anal, forced nudity and digital penetration (Russel, 2008). Behaviors that restrict a person's ability to reproduce, such as preventing birth control or performing a forced abortion, are also considered sexual abuse. Other cases include rape, forced sex with women, forced marriage, sodomy, forced sex after beatings, and sex with strangers. Indecent Speech Promoting humiliation and humiliation, privately or publicly, with the content of intellectual, sexual, physical targeted attacks. Financial Abuse Financial abuse originates from the victim's financial partner. The victim will be denied money, including his own money, requiring

him and his children to live on scarce resources. These may be the factors that enable women to be “right” in relationships. In other words, control of financial management as a whole, including the victim's income or resources from public assistance or Social Security, keeping and/or receiving money, ban from school, ban from work, violence at work, liability for all. accountability and justice, forced financial fraud and withholding information about family expenses paid by the victim. Being a victim of domestic violence can feel hopeless, helpless and even selfish, so it is important to recognize the warning signs of the occurrence so we can report the problem and seek help. Many victims try to justify their violent behavior and convince themselves that things will get better. But domestic violence often gets worse over time. What begins as threats of violence, intimidation, or violent sexual behavior can escalate into physical violence, rape, murder, and more. Additionally, research shows that children exposed to domestic violence may resort to violence against adults because they see violence as a norm. There are strategies to protect yourself and other victims, such as suing your abuser, civil protection and injunctions, police assistance, and intuitive support. Article Concept of Education On the other hand, good education is the result of education; It is the place where students, teachers or

schools achieve their educational goals (Obeta, 2014). According to Bossaert, Doumen, Bugse, and Verschuerenc (2011), education is mostly measured by exams or continuous evaluations; but there is general agreement on how to do this effectively. In some countries, school performance is measured by the Education Survey. Academic achievement in Nigeria is measured by students' performance in external examinations such as WAEC Advanced and Junior WAEC, NECO examination and JAMB examination (Bossaert, Doumen, Bugse, and Verschuerenc, 2011). Chukwudi (2013) found that individual differences in learning are reflected in differences in intelligence and personality. He explained that IQ tests show that students with higher ability (learners) and students with higher motivation (involved in effort and motivation) will complete high school. Early education can increase later success. However, many factors contribute to this situation. It has also been shown that some factors can affect or hinder student learning at all levels of education. These situations arise from the influence of the family environment and peer group (Chukwudi, 2013). Kpolarie, Joe, and Okoto (2014) also stated that academic success can be defined as performance in all subjects, courses, and extracurricular activities. They add that educational success is often measured with tests that measure important cognitive processes (such as intelligence) and media

knowledge (such as what students learn). They also said that academic success is the result of education because it shows that students, teachers, classrooms, and schools are achieving educational goals. All law schools must have good education, which is synonymous with education. It is about people's pursuit of intellectual action in educational institutions. which has and will continue to play a significant role in any educational system world over. It would be irrational to think of teaching without tests, measurements and evaluation. Evaluation of educational achievement is indispensable for effective formal and even non-formal education (Kpolarie, Joe & Okoto, 2014).

Learning skills, usually measured by tests, refer to what is done in current situations, including the process of acquiring and using knowledge and skills, as well as emotions and motivations that influence the final response (Kpolarie, Joe) and Okoto, 2014). Therefore, education is a measure of the student's ability whether it is explicit, implicit, skilled or unrevealed. Education is often used to determine a person's ability to retain, remember, and communicate what they have learned. They also state that academic success is a concept of learning success rather than a concept of learning ability. Knowledge acquired or developed in an educational institution, usually determined by scores on a test or exam. Academic success refers to the student's knowledge and content measured by valid and reliable tests. Kpolarie, Joe, and Okoto (2014) suggested that education is different from one's education. It is a permanent change in a person's behavior resulting from experiences. Students' academic performance is usually measured by teachers or standardized tests, often called external examinations, such as the Senior Secondary School Certificate Examination conducted in Nigeria by the West African Examinations Council

(WAEC) and the National Examinations Council (SSCE). Council (NECO). The success of this job is learning and presenting the learned information in written or practical form without being exposed to wrong exams. In this case, the work can be said to be good as measured by traditional tests such as the ability to express oneself in writing. It must be able to gather information about information, make appropriate selections from that information in response to specific requests, and do so without using information sources. It is therefore possible to have potential but low achievement or performance. Academic achievement, therefore, is not the ability to learn but the perception of learning, as effectively measured by WAEC and NECO in Nigeria through SSCE. Similarly, academic success is now the knowledge or learning of certain skills or knowledge demonstrated by some evidence, including tests. Academic performance refers to the total score a student receives on a test or exam covering a specific subject (Kpolarie, Joe, & Okoto, 2014).

#### Impact of Domestic Violence on Student Academic Performance

Children exposed to domestic violence not only have more disciplinary problems at school, but they also perform considerably worse academically than other students. They also have a negative effect on their classroom peers, resulting in decreased test scores and increased disciplinary problems according to a new study (Nassar, 2017). Adejobi, Osonwa, Iyam, Udonwa, and Osonwa (2013) examine the effect of child Maltreatment on the Academic Performance of Senior Secondary School students in Ibadan, Nigeria. The questionnaire was the instrument of data collection, administered to five hundred and twelve students selected randomly in two local government areas. A hypothesis is that there is no significant relationship

between child maltreatment and academic performance. It is recommended among others that the government should intensify efforts towards eradication of poverty among the populace, to enable parents to have enough capital to provide for their children. Also, single parent parents should be discouraged as they expose children to all kinds of abuse. Ada and Mbua (2015) investigated the impact of child violence on students' academic performance in Cross River Boki LGA. To achieve this goal, two (2) hypotheses were formulated to guide the research. A sample of 200 participants was selected from the survey. The selection was made using simple random sampling technique. The questionnaire was the main instrument used for data collection. Test re-test reliability of the instrument was established, while Pearson product-moment correlation analysis was the Statistical technique considered appropriate. A critical level of 0.5 was used to test each hypothesis. The result of the analysis revealed that child physical abuse and sexual abuse were statistically related to students' academic performance. Based on the findings, recommendations were made on the need to affectionate and intensified campaigns for awareness creation on the menace of child abuse physical and sexual abuse as they deaden the future of the child, family and society. Sharma, Basel and Gupa (2015) examine how Domestic violence influences the Academic Achievement of Students in the Kogi Metropolis of Kogi State. The data used for the

analysis was gathered from Junior secondary school (JSS) 2 and 3 students. The study revealed that the home has a great influence on the child's psychological, emotional, social and economic state. The study also revealed that students whose parents live in peace and harmony perform better academically as compared to a student who has hostile parents. Impact of Domestic Violence on School Behavioural Patterns

The definition of behaviour from the psychology dictionary refers to behaviour as any observable overt movement of the organism generally taken to include verbal behaviour as well as physical movements. Behaviour is every action by a person that can be seen or heard (Alberto & Troutman, 2003). Behavioural patterns of man are so simple and rudimentary that greatly the process by which he acquires new habits is by utilizing the conditioned response. This simplicity of his inherited patterns is closely correlated with his neural flexibility or synaptic incompleteness (Bernard in Sekar & Eyasu, 2017). Behavioural pattern from the psychology dictionary means a recurrence of two or more responses which occur in a prescribed arrangement or order. These patterns of behaviour developed through operant conditioning. They are described as simple, small, interlocking behaviors, also called behavioral patterns. Domestic violence affects the development of children and adolescents psychologically, psychologically or socially. Some children lose the ability to empathize with others. Others think it's an affair

because they feel like they can't be friends easily due to conflict or confusion about what's appropriate. As educators, they must understand the serious problems associated with domestic violence and know how to identify these problems, evaluate and provide solutions for the treatment of children and youth affected by domestic violence. issues related to domestic violence. and domestic violence. Domestic violence was named as a primary cause of homelessness in Nigeria today (Ahanor, 2020). These statistics were supported by subjective accounts from social welfare and the ministry of women's affairs, suggesting that a disproportionate number of women who seek emergency shelter often with their children do so because they are fleeing immediate or very recent experiences of domestic violence (Ahanor, 2020). In fact, in some states in Nigeria, nearly one-third of all homeless children are homeless at least in part due to domestic abuse (Ahanor, 2020). Many barriers were faced by children and youth who flee violent homes with a parent survivor and who become homeless. Young people who flee violent homes are at heightened risk for emotional and behavioural problems. (Linda & Baker 2002). They may be more likely than their peers to experience or participate in emotional or physical abuse themselves (Linda & Baker 2002). These effects can have a pronounced impact on children's adjustment in school, including their ability to learn and their concentration levels. (Linda & Baker 2002).

All parties involved in schools are concerned about the undesirable behavior of students (Gutuza and Mapolisa, 2015; Marais and Meier, 2010; Ramjanally, 2015). This is a complex problem that has many faces and manifests itself in many ways in schools (Ali, Dada, Isiaka, and Salmon, 2014). According to Ahanor (2019), examples of undesirable student behaviors include; Crime, truancy, truancy, absenteeism, drug use and drinking, bullying, love, violence, bullying friends, insulting teachers, wearing the wrong school uniform, using the classroom. playing with mobile phones, smoking in class, writing, using bad language, not doing homework, disrupting classes and other inappropriate behavior. However, there is a positive relationship between student academic success and inappropriate behavior (Olley, Cohn, Cowan, 2010; Madziyire, 2012). Ahanor (2019) investigates the impact of family conflict on students' behavior at school. This study adopted a research design based on standard operating procedures for data collection. The data was collected from five secondary schools in Oredo Local Government Area of Edo State. The sample consisted of 300 secondary school students. Data were collected from the Family Problems of Student Behavior (FFISBP) survey. Of the 300 respondents, 121 said violence at home often affected their behavior at school. The impact of domestic violence on student participation in the classroom Participation in the classroom is an important aspect of student learning. When speaking in class, students learn to express their ideas in a way that others can understand. When they ask questions, they learn how to get information to improve their understanding of the topic. Classroom participation is also a valuable learning tool for teachers. You can learn what students do not understand from their questions and adjust your teaching

accordingly. However, if a child witnesses or is a victim of domestic violence, it can affect the child's ability to speak in class, making it difficult for the child to adapt to the classroom. This resistance can manifest itself in many ways, such as not answering questions in class, not asking for help, not speaking in groups, or even not speaking in class or forgetting. Johnson (2013) investigated the impact of domestic violence on school attendance in Etiosa District of Lagos State. Random sampling technique was used to select 400 participants comprising 250 students, 50 teachers and 100 parents from 10 public schools and 10 private schools in the local government. The main tool for data collection is a survey. Findings were coded and given qualitative interpretation with the support of simple numbers and percentages. Major findings indicated that the children's school participation dwindles when he/she experiences violence. The child feels to avenge acts on him/her. Ofoni (2015) examine the relationship between domestic violence and students' class participation. The design of the study was a survey design. The sample included ,380 youth living in urban and rural areas of Ovia North East Local Government Area. 83 percent of those surveyed said they witnessed violence at their parents' home, and many were injured after the incident. Research results show that students exposed to parental violence are more likely to engage in violence, aggression, violence and bullying, and agree that parents who exhibit violent behavior should seek professional help.

Summary of Literature Review This chapter reviews the literature on the impact of domestic violence on the academic performance of students in Yegor Local Government Area of Edo State. The literature review covers various areas of interest such as the concept of domestic violence, the concept of academic achievement, the

impact of domestic violence on student work, the impact of domestic violence on school behavior, the impact of domestic violence on classroom participation. According to the literature review, domestic violence refers to personal violence that occurs in the family environment, in family relationships and relationships. The data also revealed the risks associated with domestic violence and divided them into five types. Various symptoms of domestic violence have also been examined in the literature. Various types/types of domestic abuse have also been examined in the literature, including physical, emotional, sexual, verbal, and financial abuse. Empirical studies on various variables of interest are also reviewed.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter focused on the research methodology that was adopted for the study and it was discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

### **Research Design**

The descriptive survey research design method was used in carrying out the study. A descriptive survey helps to describe and interpret the behaviour, style, practices and trends of events that exist now and existed in the past and can influence the present-day situation. The independent variable for this study is domestic violence and the dependent variable is student academic performance. This study therefore solicited information on the impact of domestic violence on students' academic performance in Egor local government area of Edo State.

### **Population of the Study**

The population of the study consisted of all Senior Secondary School 2 (SSS 2) students in a co-educational public school in Egor local government area. There are 12 public

secondary schools in Egor local government area, consisting of two (2) single-sex and Ten (10) co-educational schools, with a total population of 3,331 students comprising 1,583 male and 1,748 female students.

**Table 1: Population Distribution of Students by School**

Name of School	No. of Male Students	No. of female Students	Total
Asoro Gram Sch	314	285	599
Egor Sec Sch	213	205	418
Eweka Gram Sch	103	171	274
Evbareke Sec Sch	126	131	257
Evbuotubu Sec Sch	214	199	413
Okhokhugbo Sec Sch	83	109	192
Ohonre Gram Sch	129	117	246
Useh Sec Sch	137	186	323
Uselu Sec Sch	157	191	348
Uwelu Sec Sch	107	154	261
<b>GRAND TOTAL</b>	<b>1,583</b>	<b>1,748</b>	<b>3,331</b>

**Source Ministry of Education Edo State, 2021/2022 Academic Session**

### **Sample and Sampling Technique**

The sample for this study consists of One Hundred Students (100) students drawn from 5 co-education public schools in Egor local government area. The simple random sampling techniques were used to select Five (5) schools from among the co-educational school in the Egor LGA through balloting without replacement. Twenty (20) students will be purposively selected from each of the schools, a composition of Ten (10) males and Ten (10) female students. Research Instrument The instrument for data collection is a questionnaire designed using the Four (4) point Likert scale format of 1- Strongly Agree (SA) 2- Agree (A) 3- Disagree (D) 4- Strongly Disagree (SD). The questionnaire is divided into Two (2) sections,

A and B. Part A contains information about survey respondents (called citizens), and Part B contains information about the impact of domestic violence on students' education. Applicability of the instrument The face and content validity of the instrument are determined by the Superintendent and 2 teachers from the Department of Education and Training, Faculty of Education, University of Benin, and all observations, suggestions and corrections are included in the final copy of the index. Reliability of the tool The reliability of the tool was determined by testing twenty (20) students who were not included in the population sample, and the collected data was analyzed using the Cronbach Alpha correlation coefficient formula and reliability value coefficient. It is 0.81v. Data collection process This instrument is administered to the participants by the researcher. Section Data Analysis Section data is analyzed using simple percentages and the results are presented in a spreadsheet for quick and easy understanding.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analyses of data collected, interpretation and discussion of findings. It is divided into two sections. Section A deals with the research questions and section B deals with the discussion of findings.

#### Section A: Answers to Research Questions

**Research Question 1:** What are the impacts of domestic violence on students' academic performance?

**TABLE 2: IMPACT OF DOMESTIC VIOLENCE ON STUDENTS' ACADEMIC PERFORMANCE**

S/N	ITEMS	SA	A	D	SD
1	Frequent domestic violence will reduce the performance of students in tests and examinations.	44 44%	44 44%	8 8%	4 4%
2	A high rate of truancy is usually recorded with students from homes where domestic violence occurs.	27 27%	41 41%	18 18%	14 14%
3	Reduction in students' acquisition of learning skills could be a result of domestic violence.	30 30%	29 29%	29 29%	12 12%
4	Domestic violence will destruct students' smooth academic activities.	56 56%	31 31%	12 12%	1 1%
5	Domestic violence will result to impair students' cognitive behaviour in school.	28 28%	52 52%	14 14%	6 6%
6	Students that frequently experience domestic violence will perform low in extracurricular activities.	43 43%	38 38%	9 9%	10 10%

**Average Total**

**38% 39% 15% 8%**

In an attempt to provide answer to the above research questions, items 1 – 6 on the questionnaire were used from table 1 above, all the responses put together indicates that 33% strongly agreed that domestic violence will impact students’ academic performances 39% agreed, 15% disagreed and 80% strongly disagreed. The total percentage in agreement to the research question is 77% whereas the total percentage in disagreement is 23%.

**Research Question 2:** What are the impacts of domestic violence on school behavioural pattern?

**TABLE 3: IMPACT OF DOMESTIC VIOLENCE ON SCHOOL BEHAVIOURAL PATTERNS**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
7	Students who experience domestic violence most likely become shy in school.	24 24%	43 43%	20 20%	13 13%
8	Students that frequently experience domestic violence will become rude to his teachers in school.	24 24%	31 31%	25 25%	20 20%
9	Domestic violence can result to joining a secret cult.	34 34%	43 43%	22 22%	11 11%
10	Students who experience domestic violence most likely become alcoholic.	35 35%	30 30%	21 21%	14 14%
11	Students who smoke in school are usually those from a violent environment.	41 41%	32 32%	15 15%	12 12%
12	Students that frequently experience domestic violence will become hostile to their friend.	21 21%	42 42%	23 23%	14 14%
13	Damaging school property is usually done by students who experienced domestic violence.	26 26%	29 29%	25 25%	20 20%
<b>Average Total</b>		<b>30%</b>	<b>35%</b>	<b>20%</b>	<b>15%</b>

In an attempt to provide answer to the above research questions item 8 – 13. From Table II above, we seek to examine the impact of domestic violence on school behavioural patterns. The results shows that 30% of respondents strongly agree that domestic violence has an impact on school behavioural pattern, 35% agree, 20% disagree while 15% strongly disagree. The total percentage in agreement to the research question is 65% and the total percentage in disagreement is 35%.

**Research Question 3:** What are the impacts of domestic violence on students’ class participation?

**TABLE 4: IMPACT OF DOMESTIC VIOLENCE ON STUDENTS’ CLASS PARTICIPATION**

S/N	ITEMS	SA	A	D	SD
14	Students who experience domestic violence usually become absent minded.	43 43%	37 37%	13 13%	7 7%
15	Students who experience domestic violence don’t answer questions in class.	21 21%	35 35%	28 28%	16 16%
16	Students who experience domestic violence find it difficult to ask questions in class.	37 37%	35 35%	16 16%	12 12%
17	Students who experience domestic violence usually find it difficult to comprehend what is been taught.	38 38%	37 37%	18 18%	7 7%
18	Students who experience domestic violence find it difficult to ask questions in class.	32 32%	45 45%	15 15%	8 8%
19	Domestic violence makes it difficult for students to write their assignments.	43 43%	33 33%	17 17%	7 7%
20	Sleeping while the teacher is teaching is a result of domestic violence.	32 32%	30 30%	24 24%	14 14%
<b>Average Total</b>		<b>35%</b>	<b>36%</b>	<b>19%</b>	<b>10%</b>

From Table III above, the study intends to find out if domestic violence affect students' class participation. The result shows 35% strongly agree that domestic violence influences students' class participation, 36% agree, 19% disagree whereas 10% strongly disagree that domestic violence can affect students' class participation. The total percentage in agreement to the research question is 71%. While 29% is the total percentage in disagreement to the research question.

### **Discussion of Findings**

The findings made from the analysis of the respondents in Table I indicates that a larger number of the students which is an average of 77% agreed that domestic violence influences students' academic performance. This finding supports the study by Nassar (2017) which asserts that children exposed to domestic violence not only have more disciplinary problems at school, but they also perform considerably worse academically than other students. They also have a negative effect on their classroom peers, resulting in decreased test scores and increased disciplinary problems. This finding also corresponds with the views of Sharma, Basel and Gupa (2015) who noted that the home has a great influence on the child's psychological, emotional, social and economic state which makes students whose parents live in peace and harmony perform better academically as compared to student who has hostile parents.

The analysis of data in Table II shows that an average of 65% agree that domestic violence can influence school behavioural pattern. This finding therefore supports the

outcome of the investigation conducted by Ahanor (2019) who disclosed that hostility in the home usually affects students' behavior in school. Linda and Baker (2002) noted that people who flee violent homes are at heightened risk for emotional and behavioural problems.

The analysis of data in Table III indicates that 71% of respondents agreed that domestic violence will influence students class participation. This finding supports the research of Johnson (2013) whose findings states that children's school participation dwindles when he/she expresses violence. The study carried out by Ofofi (2015) reveals that students that have witnessed domestic violence between their parents are usually left traumatized after the incident which affects their class participation in school.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

Domestic violence constitutes one of the major social problems in Nigeria because of its dangerous effect on victims in particular and the society in general. The problem which involves actions which causes destruction, pain or suffering to the victims which could include children, parents or the elderly appears to be existing at a very high rate in Nigeria society to the extent that governments at all levels, scholars, professionals, social workers, religious leaders, parents, academicians have been trying to find solutions to the problem.

The study was therefore embarked upon to assess the issue of domestic violence on students using selected secondary school in Egor Local Government Area in Edo State. A descriptive research design which involves collection of data through the use of questionnaire was adopted to solicit information. Three research questions were used to guide the study. The population of the study consists of Senior Secondary School two (2) students. The sample of the study comprised of one hundred students. Frequency count and percentages were used to analyze the data collected to answer the research questions. Findings from the study revealed that: domestic violence will reduce the performance of students in tests and examinations.

Domestic violence will result to impair students' cognitive behavior.

Negative school behavioral patterns (vandalism, alcohol abuse, bullying, class disruption and immoral act. Ahanor 2019) are as a result of domestic violence.

Domestic violence affects students' concentration. Level which is evident in their writing, ability to ask and answer questions in class, their comprehension level and so on. Low class participation, students' misbehavior in school is as a result of domestic violence which has negative impact on students' academic performance.

### **Conclusion**

It is clear from the study that domestic violence has negative impacts on the Senior Secondary School Students and the entire educational system. Domestic violence is a serious determinant of a student academic achievement due to the fact that victims can be socially, physically, mentally, psychologically and morally affected. Domestic violence is real and is an issue that needs to be addressed with urgency.

### **Recommendations**

Based on findings of the study, the following recommendations have been made:

- Domestic violence awareness campaigns should be put in place through the use of posters and pamphlets, drama, sings, radio discussions and public service announcement. When people are aware of the dangers and effects domestic violence has on lives, it keeps the issue alive and important and will enable victims to always speak up.
- Efforts should be made from the kindergarten level to inculcate more responsible behavior on the child from such tender age and to educate young people that

violence is never an acceptable behavior. Teaching the young ones early that violence is not the right way to handle anger and emotions will go along way in preventing violent behavior when they become adults.

- Teachers should be observant towards students' academic performance, behaviour and class participation in order to know those who are lagging and endeavor to find out the reason behind it.
- School counselling departments should place more emphasis on guiding and counselling students who are violated. They should offer the necessary help and psychological support for the students, when the right help is given, they would focus on learning.
- Government should set up law enforcement agency against domestic violence and ensure that its orders are carried out strictly and effectively. No one should be above the law.
- Appropriate training for teachers and school administrators on domestic violence and its effect as well as how to ask about it. This will enable them to support students who are victims of domestic violence rightly.

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# APPENDIX I

## QUESTIONNAIRE

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY  
FACULTY OF EDUCATION, UNIVERSITY OF BENIN.

Dear Respondents,

### IMPACT OF DOMESTIC VIOLENCE ON STUDENT ACADEMIC PERFORMANCE IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

This questionnaire is to elicit information in order to examine the influence of domestic violence on students. You are kindly requested to read carefully and provide honest responses/answers to the questions as the option appeals to you.

Your responses will be treated with strict confidentiality. Thank you for your cooperation.

**INSTRUCTION:** Please tick (√) where applicable in the box provided;

Where SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

### SECTION A

Name of School \_\_\_\_\_

Class \_\_\_\_\_

Sex Male ( ) Female ( )

Age 10-14 ( ) 15-19 ( ) 20 and above ( )

**SECTION B**

S/N	ITEMS	SA	A	D	SD
	<b>IMPACTS OF DOMESTIC VIOLENCE ON STUDENTS' ACADEMIC PERFORMANCE</b>				
1	Frequent domestic violence will reduce the performance of students in tests and examinations.				
2	A high rate of truancy is usually recorded with students from homes where domestic violence occurs.				
3	Reduction in students' acquisition of learning skills could be a result of domestic violence.				
4	Domestic violence will destruct students' smooth academic activities.				
5	Domestic violence will result to impair students' cognitive behaviour in school.				
6	Students that frequently experience domestic violence will perform low in extracurricular activities.				
	<b>IMPACTS OF DOMESTIC VIOLENCE ON SCHOOL BEHAVIOURAL PATTERNS</b>				
7	Students who experience domestic violence most likely become shy in school.				
8	Students that frequently experience domestic violence will become rude to his teachers in school.				
9	Domestic violence can result to joining a secret cult.				
10	Students who experience domestic violence most likely become alcoholic.				
11	Students who smoke in school are usually those from a violent environment.				
12	Students that frequently experience domestic violence will become hostile to their friends.				

13	Damaging school property is usually done by students who experienced domestic violence.				
	<b>THE IMPACTS OF DOMESTIC VIOLENCE ON STUDENTS' CLASS PARTICIPATION</b>				
14	Students who experience domestic violence usually become absent-minded.				
15	Students who experience domestic violence don't answer questions in class.				
16	Students who experience domestic violence find it difficult to write in class.				
17	Students who experience domestic violence usually find it difficult to comprehend what is been taught.				
18	Students who experience domestic violence find it difficult to ask questions in class.				
19	Domestic violence makes it difficult for students to write their assignments.				
20	Sleeping while the teacher is teaching is a result of domestic violence.				