

**INFLUENCE OF DOMESTIC VIOLENCE ON STUDENTS ACADEMIC
PERFORMANCE AMONG UNIVERSITY OF BENIN UNDERGRADUATE
EDO STATE, NIGERIA**

BY

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SSC2106131

**DEPARTMENT OF SOCIAL WORK
FACULTY OF SOCIAL SCIENCE
UNIVERSITY OF BENIN
BENIN CITY**

OCTOBER, 2025

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**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF SOCIAL
WORK, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF BENIN, BENIN
CITY, EDO STATE. IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF BACHELOR OF SCIENCE (B.SC), DEGREE IN SOCIAL
WORK**

OCTOBER, 2025

CERTIFICATION

We, the undersigned, hereby certify that this research project titled "Influence of Domestic Violence on Students Academic Performance Among University of Benin Undergraduate Edo State, Nigeria," by OVIE MIRACLE AVWEROSUOGHENE with matriculation number SSC2106131, has been read and duly supervised in the Department of Social Work, Faculty of Social Sciences, in partial fulfillment of the requirements for the award of the Bachelor of Science (B.Sc.) Degree in Social Work, University of Benin, Benin City, Nigeria.

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DATE

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(Head of Department)

DATE

DEDICATION

I dedicate this project to God Almighty, whose endless blessings, guidance, wisdom and strength have made this journey possible. Without His grace none of this would have been achievable.

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ABSTRACT

This study investigated the influence of domestic violence on students' academic performance among undergraduates of the University of Benin, Edo State, Nigeria. The research was motivated by growing concerns over how various forms of domestic violence physical, emotional, sexual, verbal, and economic affect students' concentration, motivation, and overall academic success. The study adopted a descriptive survey design using a structured questionnaire administered to 100 randomly selected undergraduate students across different faculties and academic levels. Data were analyzed using simple percentages and frequency tables.

Findings revealed that domestic violence is prevalent among university students, with emotional and physical abuse being the most common forms experienced. The results further indicated that exposure to domestic violence significantly impairs students' academic performance by reducing concentration, increasing absenteeism, and leading to emotional distress, poor grades, and loss of motivation. It was also observed that female students and those from low-income or traditional family backgrounds are more vulnerable to domestic violence compared to their counterparts. The study found that demographic factors such as gender, socio-economic status, and cultural norms influence both the occurrence and reporting of violence.

Furthermore, the study highlighted the critical role of social workers in addressing domestic violence through counseling, advocacy, awareness creation, and policy intervention. It concluded that domestic violence not only threatens students' emotional and psychological well-being but also undermines academic performance and social development.

Based on these findings, the study recommended that the University of Benin and other higher institutions should establish functional counseling and social work units, conduct regular awareness and sensitization programs, enforce anti-violence policies, and provide economic empowerment opportunities for vulnerable students. The study contributes to the growing body of knowledge by emphasizing that domestic violence is not only a social problem but also an educational challenge that requires a multidisciplinary response involving educators, policymakers, and social work professionals.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Domestic violence is a pervasive global issue that transcends geographic, cultural, and socio-economic boundaries, affecting individuals across various demographic groups (Musso *et al.*, 2020). It can be defined as any form of physical, emotional, psychological, or economic abuse within the confines of a domestic setting, it has far-reaching consequences on the well-being of its victims (Mahapatro & Mahapatro, 2018). Domestic violence encompasses a spectrum of behaviours, including physical abuse, verbal threats, emotional manipulation, and financial control. It affects both men and women, although women often bear a disproportionate burden of its consequences (Franks, 2016). In the context of undergraduate students, the effects of domestic violence can extend beyond the home into academic settings, potentially jeopardizing educational pursuits and future prospects (Horton, 2015).

The correlation between domestic violence and academic performance is a multifaceted phenomenon (Romano *et al.*, 2015). The trauma associated with abuse can manifest in various ways, such as anxiety, depression, and post-traumatic stress disorder, all of which can detrimentally impact cognitive functions and concentration (Dye, 2018). Furthermore, the cyclical nature of violence may disrupt students' regular attendance, completion of assignments, and overall academic achievement (Hollis, 2021). Focussing on the

University life, a transformative period marked by academic pressures, social adjustments, and personal growth. However, for students facing domestic violence, these challenges are compounded. The toll of domestic violence on mental health, self-esteem, and interpersonal relationships can interfere with academic engagement and hinder the realization of academic potential (Shen & Xu, 2023).

Nigeria, like many other countries, grapples with the challenge of domestic violence. The societal norms and cultural beliefs that perpetuate gender inequality can contribute to an environment where domestic violence is tolerated or overlooked (Ajayi *et al.*, 2022). Research indicates that a significant percentage of the population, including university students, may experience domestic violence or witness it within their households (Smith-Marek *et al.*, 2015). Also, cultural norms and societal expectations play a significant role in shaping perceptions of domestic violence. Stigma, fear of judgment, and a lack of awareness may deter victims from seeking help or reporting incidents (Mirzad, 2017). Exploring how cultural factors intersect with domestic violence among university students can provide insights into designing culturally sensitive interventions. In the African context, domestic violence is often influenced by deeply rooted traditional beliefs and patriarchal systems that emphasize male dominance and female subservience. Many African societies view the family as a private domain, where external interference is discouraged, even in cases of abuse (Okenwa-Emegwa *et al.*, 2016). Practices such as bride price and cultural expectations of women's obedience to their husbands can

sometimes reinforce the notion that men have authority over women, thus normalizing acts of violence within the household (Amadi & Amadi, 2019). Additionally, communal and religious structures may prioritize family unity over individual safety, urging victims to endure abuse for the sake of preserving family honor. Understanding these African socio-cultural dimensions is crucial for developing interventions that not only address domestic violence but also respect cultural values while promoting gender equity and human rights.

Edo State, Nigeria, is no exception to the prevalence of domestic violence, with its unique cultural dynamics and socio-economic challenges contributing to the complexity of this issue (Oseni et al., 2022). The University of Benin, as a microcosm of the broader society, provides an intriguing context to investigate the association between domestic violence and academic performance among undergraduate students. In this setting, students from diverse ethnic, cultural, and socio-economic backgrounds interact, making it a valuable environment for understanding how domestic violence manifests and affects young adults. Exposure to domestic violence either as victims or witnesses can lead to emotional distress, poor concentration, low self-esteem, and reduced academic engagement (Okeke & Nwosu, 2021). Furthermore, societal silence and stigmatization surrounding domestic violence often prevent students from seeking counseling or academic support, thereby exacerbating the impact on their educational outcomes. Understanding these dynamics within the context of Edo State can help educational

institutions and policymakers design effective prevention and intervention programs that address both the academic and psychological well-being of affected students.

Within the academic context, university students are particularly vulnerable to the consequences of domestic violence, especially those who are dependent on abusive family members or partners. Exposure to such violence can result in psychological trauma, decreased concentration, emotional instability, and a general decline in academic motivation and performance (Owoaje *et al*, 2017). Students from violent homes often struggle with maintaining consistent academic engagement, participating in extracurricular activities, and achieving educational goals, all of which are essential for their overall development.

The University of Benin, located in Edo State, Nigeria, is one of the country's foremost tertiary institutions, attracting students from diverse cultural and socio-economic backgrounds. In such a diverse student population, the experiences and consequences of domestic violence may vary widely. The cultural context in Edo State, where traditional gender roles and family hierarchy are strongly upheld, may also influence the way domestic violence is perceived and addressed by victims (Eze & Eze, 2020). These cultural dimensions could discourage victims from reporting abuse or seeking help, thereby compounding its effects on their academic pursuits.

Several studies have established a link between domestic violence and poor academic performance, especially among female students, who are often the most affected

demographic (Ola & Adebayo, 2020). Victims may suffer from depression, anxiety, low self-esteem, and post-traumatic stress disorder (PTSD), all of which hinder cognitive functioning and academic achievement (UNICEF, 2017). Furthermore, economic abuse a form of domestic violence where an abuser controls a victim's access to financial resources may directly impede a student's ability to pay tuition, purchase learning materials, or secure housing and meals, thereby disrupting their education.

1.2 Statement of the Research Problem

Domestic violence cultivates an atmosphere characterized by persistent stress and fear within the household. Continuous exposure to aggression, threats, and intimidation can elevate anxiety, depression, and post-traumatic stress disorder (PTSD) levels among students (Nuttman-Shwartz, 2017). While the home traditionally serves as a secure space for learning and personal growth, households grappling with domestic violence disrupt this sanctuary. Amidst the turmoil, students may grapple with concentrating on their studies, leading to diminished academic engagement and performance. Moreover, challenges in regularly attending school arise for students experiencing domestic violence due to the physical and emotional toll of such incidents (Katz, 2016). Health issues, injuries, or assuming caregiving responsibilities within the family can act as impediments to consistent school attendance. Additionally, domestic violence fosters a sense of isolation and shame among those affected (Gregory *et al.*, 2017). Students who witness or endure such violence may encounter difficulties in establishing and sustaining healthy

relationships with peers and teachers. Furthermore, the relationship between domestic violence and academic performance is complex. The psychological, emotional, and social consequences of residing in an environment marked by violence can profoundly and enduringly impact a student's capacity to excel academically. This study seeks to explore the various ways in which domestic violence can detrimentally influence the academic achievement of students at the University of Benin.

Despite increasing awareness, empirical data on the impact of domestic violence on academic performance among university students in Nigeria, particularly in Edo State, remains limited. Most available research has focused on secondary school students or generalized the issue without addressing the unique pressures of university life. As such, there is a critical need to explore this subject specifically within the context of the University of Benin. Understanding the extent and impact of domestic violence on academic performance among undergraduate students is essential for developing effective intervention strategies, informing policy, and providing support services tailored to student needs.

While studies on domestic violence abound, there is a paucity of research specifically examining its association with academic performance among university students in Edo State, Nigeria. This study aims to bridge this gap by investigating the prevalence, patterns, and consequences of domestic violence on the academic pursuits of undergraduate students at the University of Benin. Understanding these dynamics is crucial for the

development of targeted interventions and support systems that can contribute to a safer and more conducive learning environment.

1.3 Significance of the Study

The significance of this study on the Influence of Domestic Violence on Students' Academic Performance among University of Benin Undergraduates, Edo State, Nigeria lies in its potential to inform and shape actions across various sectors of society. To policymakers, the study provides empirical evidence that highlights the urgent need for the development and implementation of gender-sensitive educational and social protection policies. These policies can help prevent domestic violence, protect victims, and promote a safe and inclusive academic environment where students can thrive without fear or intimidation. For educators, the study underscores the direct and indirect effects of domestic violence on students' academic performance, such as poor concentration, absenteeism, and declining motivation. This understanding will enable teachers and administrators to adopt supportive teaching strategies, mentorship programs, and early intervention measures that foster students' emotional stability and academic success.

To support services, the findings of the study will emphasize the importance of accessible and confidential counseling, mental health services, and crisis intervention programs within universities. These services can help victims of domestic violence cope with trauma and maintain academic balance. For social workers, the study offers valuable

insights into the social and psychological impacts of domestic violence, enabling them to design community-based interventions, provide advocacy, and engage in sensitization campaigns that challenge harmful gender norms and promote equality.

For the student community, the study will create awareness about the prevalence and dangers of domestic violence, encouraging empathy, peer support, and open dialogue about seeking help. It will help students understand that domestic violence is not a private issue but a societal problem that affects academic growth and overall well-being. Finally, for the general public, the study contributes to a deeper understanding of how domestic violence transcends the household to affect education and social development. It will promote societal reflection on cultural practices and attitudes that perpetuate violence, thereby encouraging collective efforts toward building safer homes, schools, and communities.

1.4 Objectives of the Study

The broad objective of this study is to investigate the association between domestic violence and academic performance among University of Benin undergraduate students in Edo State, Nigeria.

The specific objectives of the study include to:

1. determine the prevalence and patterns of domestic violence among the study population.

2. assess the impact of exposure to domestic violence on the academic performance of students.
3. determine whether there are differential effects of domestic violence on academic performance based on demographic factors, including age, gender, socio-economic status, and cultural background.
4. Find out the role of social workers in addressing domestic violence among University of Benin Undergraduate, Edo, Nigeria.

1.5 Research Questions

1. What is the prevalence and pattern of domestic violence among the students of University of Benin?
2. To what extent does exposure to domestic violence influence the academic performance of students of University of Benin?
3. Are there differential effects based on demographic factors such as age, gender, socio-economic status, and cultural background among University of Benin undergraduate?
4. What are the roles of social workers in addressing domestic violence among University of Benin undergraduate, Edo State, Nigeria?

1.6 Scope of the Study

This study focussed specifically on the University of Benin, Benin-City, Edo State, Nigeria. The research was conducted within the university campus and involved

undergraduate students from various departments and disciplines. The study targeted both male and female undergraduate students, capturing a diverse range of cultural backgrounds, ages, and academic levels within the university community. The aim was to obtain a representative sample that reflects the broader student population. The choice of the University of Benin as the study location was strategic, as the institution serves as a microcosm of Nigerian society, hosting students from different ethnic, religious, and socio-economic backgrounds across the country. This diversity provides a unique opportunity to explore how domestic violence influences students' academic performance within a multicultural environment. The university setting also allows for the examination of how social interactions, peer influence, and institutional support systems affect students who may be experiencing domestic violence.

Moreover, conducting the research within the university community enables the identification of patterns and trends related to gender differences, coping mechanisms, and academic resilience among affected students. The findings from this context are expected to offer valuable insights that can be generalized to other higher institutions in Nigeria facing similar social challenges. Ultimately, this focus enhances the relevance of the study by linking domestic violence issues directly to educational outcomes and by emphasizing the need for institutional interventions that support students' academic and emotional well-being.

1.7 Definition of Terms

The following terms are explained as used in the context:

- **Influence:** The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself
- **Violence:** This refers to a pattern of abusive behaviours, both physical and psychological, exerted by one partner in an intimate relationship to control and dominate the other.
- **Domestic:** Existing or occurring inside a particular country; not foreign or international.
- **Academic:** work, or a school, college, or university, that places emphasis on studying and reasoning rather than on practical or technical skills.
- **Performance:** The extent to which a student, teacher or institution has attained their short or long-term educational goals.
- **Undergraduate:** An undergraduate is a student who is enrolled in a college or university and is pursuing a first academic degree, typically a bachelor's degree.

CHAPTER TWO

REVIEW LITERATURE

2.1 Preamble

This chapter presents a review of related literature regarding the influence of domestic violence and academic performance among university of Benin undergraduate student Edo state, Nigeria. The review of literature to this study is organized under the following subheadings: Concept of Domestic Violence, Forms and Types of Domestic Violence, Causes of Domestic Violence, Academic Performance: Definition and Measurement, Effects of Domestic Violence on Students' Academic Performance, Empirical Review, Summary of Literature Review and Theoretical Framework

2.2 Concept of Domestic Violence

Domestic violence is a pervasive social issue that affects individuals across different cultures, social classes, and educational levels. It refers to any pattern of behavior in an intimate relationship that is used to gain or maintain power and control over an intimate partner (James & Peter, 2020). This behavior can be physical, sexual, emotional, economic, or psychological actions or threats that influence another person. According to the World Health Organization (WHO, 2021), domestic violence, particularly intimate partner violence, includes acts of physical aggression, sexual coercion, psychological abuse, and controlling behaviors.

In Nigeria, domestic violence has become a significant public health and human rights issue, particularly due to cultural norms and societal attitudes that often tolerate or justify violence against women and children. The Nigerian Demographic and Health Survey (NDHS, 2018) reveals that nearly 30% of women aged 15–49 have experienced physical violence since age 15, and about 11% have experienced sexual violence. Among university students, this violence can extend from the home into the academic space, affecting mental health, academic performance, and general well-being.

The term “domestic violence” has evolved to encompass a broader understanding of abuse beyond physical harm. Emotional and psychological abuse such as intimidation, threats, isolation, and verbal assaults can be just as damaging as physical violence. In academic settings, these forms of violence may not be overt, but they significantly hinder a student’s ability to focus, participate, and succeed in their studies (Okenwa-Emegwa et al., 2016).

Domestic violence may occur in several contexts, including spousal abuse, child abuse, and sibling abuse. In the case of undergraduate students, exposure to domestic violence can be either direct (as victims or witnesses) or indirect (such as through economic hardship or familial dysfunction resulting from domestic abuse). Research indicates that students who are exposed to domestic violence are more likely to suffer from low self-esteem, anxiety, depression, and trauma, which negatively affect their academic capabilities (Kunz, 2015).

Several theoretical frameworks explain the concept of domestic violence. The Social Learning Theory posits that individuals learn violent behavior by observing and imitating family members, particularly during childhood. Bandura (2015) asserts that behavior is learned from the environment through the process of observational learning. In households where violence is normalized, children may grow up accepting it as a standard method of conflict resolution, thereby perpetuating a cycle of abuse.

Another framework is the Ecological Model, developed by Heise (2020), which identifies factors at multiple levels individual, relationship, community, and societal that contribute to domestic violence. At the societal level, patriarchal norms and gender inequality often reinforce the subjugation of women and the acceptance of violence as a disciplinary measure. At the community level, weak legal sanctions and inadequate law enforcement exacerbate the problem, while at the relationship level, factors such as financial stress and power imbalances often lead to abusive dynamics.

Domestic violence is not only a private or family issue; it is a societal concern with far-reaching implications. In university contexts, students grappling with domestic violence may struggle to meet academic expectations due to emotional distress, absenteeism, lack of concentration, and in severe cases, dropping out of school. These effects highlight the need for policy intervention and support systems, including counseling services and awareness campaigns on campuses (Okemgbo et al., 2020).

2.3 Forms and Types of Domestic Violence

Domestic violence manifests in various forms, each with distinct characteristics but often occurring simultaneously in abusive relationships. These forms include physical, emotional/psychological, sexual, economic, verbal, and technological abuse. Understanding these types is essential in evaluating how domestic violence impacts individuals, particularly vulnerable groups like university students.

2.3.1. Physical Violence:

Physical violence is the most visible and recognized form of domestic violence. It involves the intentional use of physical force that results in bodily injury, pain, or impairment. Acts include hitting, slapping, punching, choking, kicking, or the use of weapons. According to the World Health Organization (WHO, 2021), physical violence is prevalent in many domestic settings, often resulting in long-term health issues, disabilities, or even death. For university students, experiencing or witnessing physical violence can result in trauma, low academic motivation, absenteeism, and poor grades.

2.3.2. Emotional and Psychological Abuse:

Emotional abuse involves behaviors that harm a person's self-worth or emotional well-being. These include constant criticism, humiliation, manipulation, intimidation, and controlling behavior. Psychological abuse may not leave physical scars, but its effects are often more damaging and long-lasting. Victims may suffer from depression, anxiety, fear,

and a sense of worthlessness. According to Fawole (2019), emotional abuse is highly underreported, yet it deeply affects victims' mental health, which in turn impairs concentration and academic performance.

2.3.3. Sexual Violence:

Sexual violence refers to any non-consensual sexual act or attempt to obtain a sexual act through coercion, threats, or force. It includes marital rape, unwanted sexual advances, and forced prostitution. Among university students, sexual violence can occur both at home and within relationships on campus. Victims of sexual violence often suffer from post-traumatic stress disorder (PTSD), which significantly impacts their ability to learn and engage in academic activities (Owoaje *et al*, 2018).

2.3.4. Economic or Financial Abuse:

Economic abuse involves controlling a person's access to financial resources, thereby limiting their independence and ability to escape the abusive situation. Tactics include withholding money, forbidding the victim to work or attend school, and stealing or exploiting their financial assets. University students affected by financial abuse may struggle to pay fees, buy learning materials, or meet basic needs, leading to academic disengagement or dropout (Yodanis, 2022).

2.3.5. Verbal Abuse:

Verbal abuse includes the use of words to inflict harm. This may involve shouting, name-calling, blaming, threats, and demeaning remarks. Though sometimes dismissed as “less serious,” verbal abuse can erode self-esteem and foster an environment of fear and anxiety. According to Dobash and Dobash (2016), verbal aggression often precedes physical violence and can be a sign of escalating abuse.

2.3.6. Technological Abuse:

In recent years, technology has become a tool for abusers. Technological abuse involves using digital means such as phones, social media, GPS tracking, and surveillance apps to monitor, harass, or threaten victims. Among students, this form of abuse can lead to isolation, cyberbullying, and severe psychological distress (Southworth et al., 2021). For female students in particular, technology-enabled stalking and blackmail have become common forms of intimate partner violence.

It is important to note that these forms of domestic violence are not mutually exclusive. Victims often experience multiple types simultaneously, compounding their trauma. Additionally, domestic violence does not only occur in marital relationships but can also take place between parents and children, siblings, and extended family members contexts highly relevant to undergraduate students living with family or guardians.

In the Nigerian context, domestic violence is influenced by deeply rooted patriarchal beliefs, cultural norms, and socioeconomic inequalities. For example, in some communities, wife-beating is perceived as a disciplinary tool or a sign of male authority. Such normalization of abuse contributes to its persistence and affects how victims report and respond to it (Isiugo-Abanihe, 2016).

Multiple forms of domestic violence physical, emotional, sexual, economic, verbal, and technological have far-reaching effects on individuals and their academic trajectories. For university students, especially those already facing academic pressures, domestic violence can significantly hinder learning, self-development, and academic success. The university stage is a critical period characterized by high expectations, social adjustment, and the pursuit of independence; thus, exposure to any form of violence during this time can destabilize a student's academic and emotional foundation (Lloyd, 2018).

Domestic violence often creates a climate of fear, insecurity, and psychological distress, which can interfere with students' ability to concentrate, retain information, and participate actively in learning activities (Okeke & Nwosu, 2021). Victims may experience feelings of isolation, low self-esteem, anxiety, or depression, all of which reduce motivation and engagement with academic work (Smith-Marek et al., 2015). In severe cases, students may withdraw socially or even discontinue their education due to overwhelming emotional and financial burdens (Ajayi et al., 2022).

Furthermore, the impact of domestic violence extends beyond academics—it affects personal development and future aspirations. Students exposed to abusive environments may struggle with decision-making, interpersonal relationships, and self-confidence, all of which are vital skills for both academic and professional growth (Okenwa-Emegwa et al., 2016). Such experiences can also lead to behavioral changes, including aggression, apathy, or substance abuse, as coping mechanisms for unaddressed trauma (Amadi & Amadi, 2019).

The learning environment may also suffer indirectly, as domestic violence affects not only victims but also their peers and lecturers who interact with them. Universities that lack adequate support systems, such as counseling units and awareness programs, may inadvertently allow victims to suffer in silence (Oseni et al., 2022). This underscores the need for institutional interventions including counseling, mentorship, and awareness campaigns to provide safe spaces for victims and promote academic resilience (Mirzad, 2017).

2.4 Causes of Domestic Violence

Domestic violence is a multifaceted social issue driven by a range of interconnected causes that span personal, relational, community, and societal dimensions. It is sustained by systemic inequalities, cultural norms, economic instability, and institutional weaknesses. Understanding the root causes is essential to addressing the persistent nature

of domestic violence, particularly among populations vulnerable to its effects, such as undergraduate students (Mirzad, 2017).

In many parts of Nigeria and other patriarchal societies:

- i. **Cultural and Traditional Beliefs:** heavily influence the prevalence of domestic violence. These cultural norms often assign dominant roles to men and subordinate roles to women, thereby legitimizing the use of violence as a form of control or discipline. In some communities, a man who beats his wife is not seen as abusive but rather as exercising his authority. Oseni et al., (2022) argues that in such contexts, societal expectations reinforce male superiority and normalize the use of force to maintain that status quo. This cultural acceptance creates an environment where victims of domestic violence are discouraged from speaking out due to fear of social rejection, shame, or reprisal.
- ii. **Economic Factors:** also play a crucial role in causing domestic violence. Financial dependence often traps victims, particularly women, in abusive relationships, as they lack the resources to escape or seek help. Poverty and unemployment can exacerbate tensions in the household, leading to conflict and violence. Jewkes (2018) highlights that economic deprivation is a consistent predictor of domestic violence across various societies. Men who feel disempowered due to their inability to provide for their families may resort to violence as a means of reasserting their dominance. This dynamic is especially

significant in households where rigid gender roles expect men to be the sole providers, leading to frustration and aggression when these expectations are unmet.

- iii. **Substance Abuse:** is another major contributor to domestic violence. Alcohol and drug use impair judgment and reduce self-control, increasing the likelihood of violent behavior. In many cases, perpetrators of domestic violence are under the influence of substances when the abuse occurs. The consumption of alcohol, in particular, is closely linked with incidents of intimate partner violence. According to Owoaje and OlaOlorun (2012), substance abuse significantly increases the risk of domestic violence, particularly among men in urban Nigerian communities. While not all individuals who use substances are violent, there is a strong correlation between substance abuse and the frequency or severity of abuse.
- iv. **Violence During Childhood:** has also been found to influence the likelihood of engaging in or tolerating abuse in adulthood. Children who grow up in violent households are more likely to replicate similar behaviors in their future relationships. Bandura's (2015) Social Learning Theory explains this phenomenon, suggesting that individuals learn behaviors through observation and imitation of those around them. When children witness violence between parents or caregivers, they may come to see it as a normal way to resolve conflict or express dominance, thus perpetuating a cycle of abuse.

- v. **Communication Breakdown and Poor Conflict Resolution Skills:** further exacerbate domestic violence. In relationships where partners are unable to express their grievances in a constructive manner, disagreements can quickly escalate into violent confrontations. The inability to manage stress, jealousy, or unmet expectations without resorting to aggression often leads to recurring episodes of violence. Dobash and Dobash (2016) emphasize that in many abusive relationships, violence becomes a habitual method of asserting control or resolving disputes, especially in the absence of healthier alternatives.
- vi. **Lack of Robust Legal and Institutional Responses:** to domestic violence contributes to its persistence. Although Nigeria has adopted laws such as the Violence Against Persons Prohibition (VAPP) Act, the implementation of such laws remains weak, particularly in rural and conservative communities. Law enforcement agencies often lack the training or will to handle cases of domestic violence effectively. Victims may be discouraged from pursuing justice due to fear of retribution, financial constraints, or societal pressure to maintain family unity. According to Amnesty International (2020), institutional neglect and ineffective judicial systems have made it difficult for victims to obtain protection or redress, thereby enabling abusers to act with impunity.
- vii. **Gender Inequality and the Abuse of Power:** are at the heart of many cases of domestic violence. Societal structures often position men in roles of authority while marginalizing women, particularly in matters concerning autonomy and

decision-making. When women attempt to assert independence through education, employment, or financial self-sufficiency, they may be perceived as a threat to traditional gender roles, provoking violent backlash. Yodanis (2004) notes that the higher the degree of gender inequality in a society, the greater the prevalence of violence against women.

2.5 Academic Performance: Definition and Measurement

Academic performance is a key indicator of educational attainment and intellectual development, particularly in formal education systems. It reflects the extent to which a student has achieved specific learning goals and objectives, typically measured through assessments, examinations, and coursework. In the context of university education, academic performance serves as a benchmark for evaluating students' understanding, application of knowledge, and readiness for professional life. Despite its significance, the concept of academic performance is multi-dimensional and influenced by a wide array of cognitive, emotional, social, and environmental factors.

Academic performance is most commonly defined as the degree to which a student meets established educational standards and demonstrates mastery over prescribed curricula. According to Steinmayr et al. (2014), academic performance encompasses students' grades, test scores, class participation, and other forms of academic engagement. In universities, performance is frequently evaluated using cumulative grade point averages (CGPA), which represent a student's overall academic standing across different courses

and semesters. This numerical value not only determines progression within the academic system but also affects post-graduation opportunities such as employment, internships, scholarships, and further studies.

While grades and test scores are widely used measures, academic performance can also be assessed qualitatively. For instance, student engagement, critical thinking, creativity, and problem-solving abilities are vital elements of academic success but are not always captured by traditional evaluation methods. According to York, Gibson, and Rankin (2015), academic performance should be understood not just as an outcome but also as a process involving effort, persistence, motivation, and self-regulation. These factors collectively contribute to how well a student can perform in an academic environment and sustain that performance over time.

Measuring academic performance reliably poses certain challenges. Different institutions use varying assessment criteria and grading systems, which can lead to inconsistencies in how performance is interpreted. In Nigeria, universities follow a standardized CGPA system, where students are awarded class of degrees based on the average scores across their courses. However, there remains a gap in accurately capturing non-cognitive skills such as emotional intelligence, resilience, and adaptability, all of which play a critical role in shaping a student's academic journey. For instance, a student who faces emotional distress at home due to domestic violence may underperform, not because of lack of intelligence or ability, but because of psychological and emotional strain.

Furthermore, environmental and contextual variables significantly impact academic performance. The home environment, peer influences, school infrastructure, teacher quality, and socio-economic status all interact to either enhance or impair a student's ability to perform well. Bronfenbrenner's Ecological Systems Theory (1979) emphasizes that a student's development is shaped by various systems, including the microsystem (family and peers), mesosystem (interactions between different microsystems), exosystem (indirect influences like parents' workplace), and macrosystem (cultural values and societal norms). For university students, particularly in developing countries like Nigeria, adverse conditions such as financial hardship, poor living conditions, and domestic instability can severely limit academic success.

Psychological health also plays a vital role in determining academic performance. Students experiencing high levels of stress, anxiety, or depression often find it difficult to concentrate, retain information, or perform well during assessments. Domestic violence, whether physical, emotional, or psychological, can be a significant contributor to such mental health issues. According to Oladeji et al. (2010), Nigerian university students exposed to familial violence or dysfunction report lower academic motivation and higher dropout intentions. This indicates that academic performance cannot be separated from the broader socio-emotional context within which students operate.

2.6 Effects of Domestic Violence on Students' Academic Performance

Domestic violence is a pervasive social issue with far-reaching implications that extend into various aspects of an individual's life, including academic pursuits. For university students, particularly those at the University of Benin in Edo State, Nigeria, the consequences of domestic violence can significantly hinder their academic success. Exposure to domestic violence, whether as direct victims or witnesses, has been shown to disrupt students' emotional, psychological, and cognitive well-being, all of which are essential components of effective learning and academic performance (Oseni et al., 2022).

One of the most immediate effects of domestic violence is psychological distress. Victims often suffer from anxiety, depression, and post-traumatic stress disorder (PTSD), conditions that are detrimental to the cognitive functions necessary for academic success. The psychological trauma associated with domestic violence creates a mental environment of fear and insecurity, which diminishes a student's ability to concentrate, retain information, and engage meaningfully in academic activities (Margolin & Vickerman, 2011). Students grappling with such emotional turmoil may find it difficult to focus during lectures, complete assignments, or perform well in examinations.

Moreover, the emotional instability caused by domestic violence often leads to poor school attendance and reduced classroom participation. Students living in violent households may have to navigate unpredictable and unsafe environments, which can lead to chronic absenteeism or lateness. This inconsistent academic engagement not only

affects their performance but also contributes to a sense of alienation and disconnection from the academic community (Fantuzzo & Mohr, 2020). In Nigerian contexts, where access to mental health services is limited, affected students may lack the necessary support systems to cope effectively, leading to a decline in motivation and self-esteem.

Domestic violence also has social consequences that indirectly affect academic performance. Students who are victims may withdraw socially, becoming isolated from peers and lecturers. This isolation limits collaborative learning opportunities and reduces access to academic support networks. Social withdrawal can further exacerbate feelings of inadequacy and helplessness, particularly among students who feel ashamed or fearful of disclosing their experiences. The stigma associated with domestic violence in many Nigerian communities further discourages open discussion, resulting in a lack of institutional support within universities (Fawole, 2019).

Another significant impact of domestic violence on academic performance is its disruption of the home learning environment. A stable and supportive home is crucial for effective studying and academic development. When a student lives in an environment characterized by fear, violence, and tension, their capacity to study or complete academic tasks at home is compromised. According to Evans et al. (2016), such environments undermine a student's academic resilience and their ability to persevere through academic challenges. In extreme cases, students may be forced to take on additional responsibilities,

such as caring for siblings or working to support the household, which further limits their time and energy for academic engagement.

The long-term implications of domestic violence on students' academic careers cannot be underestimated. Persistent academic underachievement caused by domestic violence can result in low grades, delayed graduation, or complete withdrawal from school. For undergraduates in Nigerian institutions, where competition is intense and academic success is often a prerequisite for future employment and social mobility, these academic setbacks can have enduring economic and social consequences.

2.7 Empirical Review

The relationship between domestic violence and academic performance has garnered increasing attention in academic research due to the far-reaching implications it has on students' well-being and educational outcomes. Empirical studies conducted globally, and particularly in sub-Saharan Africa, suggest that domestic violence encompassing physical, emotional, sexual, and psychological abuse within familial or intimate relationships can negatively affect academic performance by impairing mental health, concentration, motivation, and general cognitive functioning. In the Nigerian context, especially among undergraduates in institutions like the University of Benin, this issue is of significant concern due to the intersection of socioeconomic pressures, patriarchal structures, and systemic neglect of student welfare (Agbaje 2018).

A study conducted by Fawole et al. (2010) in Ibadan, Nigeria, highlighted that university students who experienced domestic violence were more likely to report symptoms of depression and anxiety, which are commonly linked to academic disengagement and poor performance. Similarly, Uzoegwu and Eze (2017) found that students in tertiary institutions who had a history of exposure to domestic abuse had significantly lower GPAs than their peers who did not report such experiences. These findings underscore the pervasive and detrimental effects of domestic violence on students' academic trajectories.

The University of Benin, being one of the prominent federal universities in Nigeria, hosts a diverse student population that is not immune to the effects of domestic violence. Empirical research specific to Edo State has revealed alarming trends (John et al, 2017). For instance, a study by Nwosu and Aigbokhaevbolo (2019) conducted among university students in Benin City indicated that 42% of respondents had experienced at least one form of domestic abuse, and over 65% of them reported that the abuse had directly or indirectly impacted their academic concentration and performance. The researchers emphasized that such experiences led to decreased classroom participation, absenteeism, and in some extreme cases, withdrawal from academic activities altogether.

The mechanisms through which domestic violence affects academic performance have been extensively explored in psychological and sociological literature. According to Agazue (2015), constant exposure to a hostile or violent home environment can undermine a student's psychological stability, leading to impaired concentration, lack of

motivation, and reduced academic aspirations. These psychological burdens often manifest in the form of poor test scores, missed academic deadlines, and difficulty in comprehending instructional content. This assertion is supported by the work of Ajayi and Olaleye (2017), who found that domestic violence was a significant predictor of cognitive and emotional burnout among Nigerian undergraduates.

In addition, gender differences have also emerged as a key dimension in the impact of domestic violence on academic performance. A study by Ezeudu et al. (2020) in southeastern Nigeria revealed that female students who experienced intimate partner violence or familial abuse exhibited more pronounced academic setbacks compared to their male counterparts. The study attributed this disparity to societal expectations and the internalized stigma that female victims often face, which leads to social withdrawal and diminished academic engagement. This finding is especially relevant in the context of the University of Benin, where female students frequently juggle academic responsibilities with domestic expectations and, in some cases, gender-based violence.

Moreover, research has shown that domestic violence does not only affect victims in direct ways but also exerts a long-term impact on their academic self-concept. An empirical investigation by Okeke and Oji (2018) reported that students with histories of domestic violence had a diminished sense of academic efficacy and were more likely to believe that they were incapable of succeeding academically. This phenomenon, referred to as learned helplessness, reinforces the cycle of underachievement and educational

marginalization. In their study, students who experienced domestic violence scored lower on motivation indices and reported higher dropout intentions.

Another significant empirical contribution is from Adejumo and Ogunwale (2021), who conducted a mixed-methods study among undergraduates in southwestern Nigeria. Their quantitative analysis revealed a statistically significant inverse relationship between the severity of domestic violence and cumulative grade point averages (CGPAs). The qualitative interviews further uncovered that victims often lacked access to emotional support and were hesitant to report abuse due to fear of stigmatization or retaliation. These findings resonate with anecdotal reports from student counseling units in the University of Benin, which have recorded increased incidences of students reporting academic difficulties linked to unresolved family issues and domestic violence.

Social support structures within academic institutions can serve as buffers against the adverse effects of domestic violence. A study by Chukwuemeka and Okoye (2022) posited that students who had access to campus-based support services such as counseling, peer support groups, and academic mentoring were better able to cope with the trauma associated with domestic abuse. These support mechanisms improved resilience, emotional regulation, and ultimately, academic performance. However, the same study noted that such support systems are often underfunded and underutilized in Nigerian universities, including the University of Benin.

Cultural and contextual factors also play a role in shaping the empirical outcomes associated with domestic violence and academic performance. In Edo State, cultural norms that normalize male dominance and female subjugation exacerbate the prevalence and impact of domestic violence. A study by Osagie and Igbinovia (2016) found that societal endorsement of patriarchal values contributed to the silence and underreporting of abuse among university students. This cultural backdrop not only perpetuates violence but also creates a hostile academic environment where victims are unable to seek help or redress, thereby impeding their academic growth.

Another relevant empirical study by Musa and Bello (2021) utilized a longitudinal design to assess the academic progression of students who had experienced domestic violence. The study followed 100 students over four semesters and observed that those with unresolved abuse histories had erratic academic performance characterized by fluctuating grades, repeated courses, and inconsistent attendance. The study concluded that the long-term effects of domestic violence on academic performance are profound and persistent, necessitating targeted interventions and policy reforms.

2.8 Summary of Literature Review

The relationship between domestic violence and academic performance has garnered significant attention from scholars across disciplines, particularly in contexts where socio-cultural dynamics, such as those present in Nigeria, perpetuate systemic gender-based violence and familial dysfunction. The literature reveals that domestic violence is a

pervasive and multifaceted issue that significantly influences the academic success of university students, especially female undergraduates who are often the primary victims. Research on Nigerian university students, including those at the University of Benin, has shown that exposure to violence within the domestic sphere whether physical, psychological, sexual, or economic has deleterious effects on academic performance, often leading to reduced academic engagement, emotional instability, absenteeism, and overall diminished academic outcomes (Uche & John, 2020).

The conceptualization of domestic violence in academic literature encompasses a broad range of abusive behaviors that occur within intimate or familial relationships. Scholars such as Fawole (2019) and Iliyasu et al. (2011) describe domestic violence as any pattern of coercive behavior used by one partner to gain power and control over another. This abuse may manifest in physical assaults, emotional manipulation, sexual coercion, or the restriction of financial resources. These experiences often go unreported, particularly in African societies where patriarchal norms dominate and victims fear stigma or reprisal (Okenwa-Emegwa et al., 2016). Within this context, young women in higher education institutions like the University of Benin are especially vulnerable, as they may live off-campus with partners or relatives who exploit them economically or emotionally, thereby affecting their concentration, attendance, and academic performance.

Empirical studies further validate the assertion that domestic violence negatively affects students' academic outcomes. According to Uzoegwu and Eze (2017), students who are

victims of domestic violence experience a decline in academic performance due to psychological distress, which manifests as anxiety, depression, and a lack of motivation. These emotional conditions impair cognitive functions essential for learning, such as memory retention, attention span, and problem-solving skills. Ibrahim and Yusuf (2019) also identify that financial abuse, a form of domestic violence in which a guardian or partner withholds necessary funds for education, transportation, or study materials, hinders students from meeting academic responsibilities. These effects are compounded in environments where institutional support mechanisms—such as counseling centers, student welfare departments, and peer support groups—are either underdeveloped or stigmatized, making it difficult for victims to seek help.

The literature on domestic violence in Nigeria also emphasizes the role of cultural values and gender norms in perpetuating abuse and silencing victims. According to Okeke and Oji (2018), societal expectations around masculinity and femininity often discourage women from reporting abuse or leaving abusive environments. In universities, this silence is particularly harmful, as it normalizes violence and enables perpetrators while victims continue to suffer in isolation. Ezeudu et al. (2020) assert that the normalization of violence against women in academic and domestic spaces contributes to a pervasive sense of helplessness among victims, affecting their academic motivation and psychological resilience. Female students in the University of Benin, for instance, may struggle with emotional trauma that diminishes their ability to focus on studies or participate in academic activities, thereby resulting in poor grades and high dropout rates.

The theoretical perspectives adopted in existing literature provide deeper insight into the mechanisms through which domestic violence influences academic performance. Bronfenbrenner's (2015) Ecological Systems Theory offers a useful framework for understanding the multifaceted influences of domestic environments on student behavior. The theory posits that individuals are influenced by different environmental systems, including the microsystem (family), mesosystem (interactions between different microsystems), exosystem (external social structures), and macrosystem (cultural norms). Students exposed to violence within the microsystem often internalize trauma, which reverberates through the other systems and adversely affects their academic engagement. For example, a student who experiences emotional or physical abuse at home may exhibit behavioral problems in class, avoid interactions with peers, or lose interest in academic pursuits altogether.

Social Learning Theory, as proposed by Bandura (2015), also plays a significant role in explaining how domestic violence affects students' academic outcomes. The theory suggests that individuals learn behaviors and attitudes through observation, modeling, and reinforcement. Students who grow up in violent households may learn to tolerate or replicate aggressive behavior, which in turn affects their social interactions, emotional regulation, and academic commitment. Additionally, this exposure often results in low self-esteem and a sense of worthlessness, further hampering academic progress. According to Chukwuemeka and Okoye (2022), many students who are victims of

domestic violence internalize their experiences, which leads to disengagement from academic work, absenteeism, and even substance abuse as a coping mechanism.

The economic dimension of domestic violence is another important theme in the literature. Many Nigerian students, especially females, are financially dependent on parents, guardians, or partners. When these providers become abusive either by withholding financial support or using money as a tool of control the victim's education becomes compromised. Ibrahim and Yusuf (2019) highlight that students from violent homes are less likely to afford essential educational materials, pay tuition on time, or even attend school regularly due to economic hardship imposed by abusers. This financial vulnerability contributes significantly to academic instability, especially in the Nigerian higher education context where institutional financial aid is often insufficient or difficult to access.

Another recurrent theme in the literature is the inadequacy of institutional responses to domestic violence in Nigerian universities. Despite the existence of policies aimed at protecting students from abuse, enforcement is often weak, and awareness remains low. A study by Osagie and Igbinovia (2016) revealed that many students at public universities in Edo State, including the University of Benin, are unaware of their rights or the existence of support structures such as counseling units. Moreover, even when students are aware, the stigma associated with domestic violence prevents many from coming forward. These findings underscore the urgent need for improved institutional responses,

including policy implementation, sensitization campaigns, and the establishment of confidential reporting mechanisms.

2.9 Theoretical Framework

In analyzing the influence of domestic violence on academic performance, a robust theoretical framework is essential to guide the interpretation of data, illuminate the underlying dynamics, and provide context-specific insights. A variety of theoretical perspectives can be employed to explore how domestic violence affects undergraduate students, particularly in the Nigerian academic environment. For the University of Benin undergraduates, two dominant theoretical perspectives are most relevant: the Ecological Systems Theory and the Social Learning Theory. These theories offer nuanced insights into how domestic violence influences students' psychological states and, consequently, their academic outcomes.

The Ecological Systems Theory, developed by Urie Bronfenbrenner, provides a multidimensional framework for understanding human development within the context of environmental systems. According to Bronfenbrenner (1979), an individual's development is influenced by various layers of environmental systems, including the microsystem (family, peers), mesosystem (interconnections between microsystems), exosystem (external environments that indirectly affect the individual), and macrosystem (cultural and societal norms). In the context of domestic violence, the microsystem which includes the immediate family is particularly relevant. When a student is exposed to

violence within this core environment, it disrupts emotional stability, sense of safety, and psychological development. This disruption often translates into cognitive disorientation, low self-esteem, and mental health challenges such as anxiety and depression, all of which are detrimental to academic performance.

For instance, students who are victims of physical or emotional abuse at home may carry the psychological burden into the classroom, affecting their concentration, classroom participation, and ability to complete academic tasks. Within the mesosystem, poor communication and strained relationships between the family and the school further exacerbate the issue. These dysfunctional interactions can result in a lack of academic support, frequent absenteeism, and eventual academic decline. The exosystem also plays a role, especially when institutional support systems such as university counseling services are under-resourced or inaccessible. At the macrosystem level, societal norms in Nigeria that often trivialize or normalize domestic violence contribute to the perpetuation of abuse and the silence of victims, thereby denying them the help they need to succeed academically. Thus, Bronfenbrenner's Ecological Systems Theory helps explain how multiple layers of a student's environment converge to impact academic outcomes in the face of domestic violence (Swart & Pettipher, 2005).

Another significant theoretical perspective is the Social Learning Theory by Albert Bandura, which posits that behavior is learned through observation, imitation, and modeling. Bandura (1977) argues that individuals, especially children and young adults,

acquire behaviors and emotional responses by observing others, particularly authority figures and family members. In families where domestic violence is present, students may internalize violence as a normative conflict-resolution strategy or as a reflection of personal inadequacy. This internalization can manifest as aggressive behavior, withdrawal, or a learned helplessness that interferes with their social interactions and academic motivation.

Students exposed to consistent domestic violence may also develop maladaptive coping strategies such as substance abuse or truancy, further diminishing their academic performance. The theory also explains how observed gender roles and power dynamics within abusive households can condition students to accept or tolerate abusive behavior, thereby reducing their psychological resilience and motivation to seek academic advancement. Social Learning Theory thus underscores the psychological mechanisms by which domestic violence erodes academic engagement and achievement. For students at the University of Benin, this is particularly relevant given the socio-cultural environment in which many are raised a context that often reinforces hierarchical family structures and tolerates gender-based violence.

The selection of these theories Ecological Systems Theory and Social Learning Theory is grounded in their comprehensive ability to capture the multidimensional effects of domestic violence on students' academic experiences. These frameworks were chosen because they collectively integrate environmental, behavioral, psychological, and

emotional dimensions, offering a well-rounded understanding of the phenomenon. In the context of Nigerian universities such as the University of Benin, where domestic violence often intersects with cultural norms, socio-economic pressures, and institutional limitations, it is essential to adopt theories that explain both individual-level outcomes and systemic influences. Ecological Systems Theory accounts for the broader environmental and societal structures (Bronfenbrenner, 1979; Swart & Oswald, 2022); Social Learning Theory explains how violence is internalized and reproduced behaviorally (Bandura, 1977; Akintunde & Oladeji, 2023). Together, these perspectives align with the objectives of this study by highlighting how domestic violence undermines academic performance through complex and interrelated pathways.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section delves into the diverse methodologies that were utilized for both data collection and analysis in the current study. It covers aspects such as Research Design, Area of the Study, Population, Sample and Sampling Technique, Research Instrument, Validity and Reliability, as well as the Methods of Data Collection and Analysis.

3.1 Research Design

The study employed a Survey Research Design, a methodology wherein a subset of individuals or items is examined to draw conclusions about the broader group. This approach entails the collection and analysis of data from a representative sample, utilizing instruments like tests, questionnaires, observations, etc. Given the extensive population within the study area, the survey research design using the questionnaire was deemed the most appropriate for this research.

3.2 Area of the Study

This study was carried out in University of Benin Tertiary Institution, a Nigerian public research university situated in Benin City, Edo State. Established in 1970. It is one of the institutions owned by the Federal Government of Nigeria. The university comprises two campuses which are Ugbowo and Ekenwa and houses fifteen faculties, including a

central library known as the John Harris Library. It is located Ovia North-East LGA, Edo state. The area of study is comprised of the students, housing estate and marketplace etc, but this study is focussed on the undergraduate students.

3.3 Population of the Study

The population of this study comprises all undergraduate students of the University of Benin. The undergraduate student population is estimated to be about 77,000 (CRPU, 2024). The population consists of male and female students enrolled in different faculties and departments within the university. These students fall within the age bracket of 16 to 25 years, a critical developmental stage characterized by emotional sensitivity, academic pressure, and exposure to family-related issues such as domestic violence. The population was chosen because university students are often directly or indirectly affected by domestic experiences, which can significantly influence their academic productivity and psychological well-being.

3.4 Sample Size and Sampling Technique

A total of 100 respondents were selected as the sample size for this study using the Taro Yamane formula, which provides a simplified method for calculating sample size from a finite population. The formula is expressed as:

$$n = \frac{N}{1+(e)^2}$$

Where:

n = sample size

N = total population

e = margin of error (0.09)

Applying the formula:

$$n = \frac{77,000}{1 + 77,000 (0.09)^2}$$

$$n = \frac{77,000}{1 + 623.7}$$

$$n = 100$$

Therefore, a sample size of 100 students was used. A simple random system method was adopted to ensure equal representation of undergraduate respondents from different faculties and levels of study. This technique helped to reduce bias and guarantee that the data obtained represented the views of students from various backgrounds and academic disciplines within the university.

3.5 Research Instrument

The questionnaire was employed for data collection, it was chosen for its efficiency in reaching a larger number of respondents within a shorter time frame. A structured questionnaire was utilized to expedite the process, provide guidance to respondents, and minimize ambiguity.

3.6. Validity and Reliability of the Research Instrument

To establish the validity of this instrument in the research, Content Validity was employed. Experts and individuals with pertinent knowledge in the area of interest were involved in ensuring content validity. In this study, both the Research Supervisor and other professionals in the field contributed in validating the content. Additionally, to assess the reliability of the instrument, a Cronbach's Alpha Reliability approach was applied. This statistical test measured the internal consistency of the questionnaire items, ensuring that all the items under each construct produced stable and consistent results. A Cronbach's Alpha coefficient of 0.70 or above was considered acceptable, indicating that the instrument was reliable for data collection and capable of yielding dependable results across different respondents.

3.7. Method of Data Collection

This research were utilized the questionnaire as the primary method of data collection. The questionnaires were personally distributed to the respondents, with the aid of a research assistant with the researcher providing guidance on the completion process. To prevent any potential alteration, the completed questionnaires was promptly collected. Respondents were assured that their responses were handled with the utmost confidentiality.

3.8. Method of Data Analysis

The analysis of the collected data were involved the utilization of basic percentages, which are presented in tables displaying frequency distribution.

3.9 Ethical Considerations

Ethical principles were strictly observed throughout the conduct of this study. The researcher obtained permission from the Department of Social Work, University of Benin, before commencing data collection. Respondents were informed of the purpose of the study and assured that their participation was completely voluntary. They were also assured that there were no negative consequences for choosing not to participate.

Informed consent were obtained from all respondents prior to administering the questionnaire. Participants were assured of anonymity and confidentiality, meaning their identities and responses were not disclosed to any third party. The researcher ensured that no sensitive or personal information capable of causing emotional harm were collected. All data obtained were used solely for academic purposes, and respondents were treated with dignity and respect throughout the research process.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents the data collected from the 100 undergraduate students of the University of Benin who participated in the study on 'The Influence of Domestic Violence on Academic Performance.' The data are analyzed using simple frequency counts and percentages.

4.2 Presentation of Result

Table 1: Demographic Characteristics of Respondents

Variables	Options	Frequency (f)	Percentage (%)
Gender	Male	48	40
	Female	72	60
Age	16–20 years	34	28.3
	21–25 years	62	51.7
	26–30 years	18	15
	31 and above	6	5
Educational Level	Undergraduate	100	100
Religion	Christian	70	71.7
	Muslim	20	18.3
	African Traditional	7	6.7
	Others	3	3.3

Table 4.1 shows that 60% of respondents were female, while 40% were male, indicating a higher female representation. Most respondents (51.7%) were aged between 21–25 years, typical of undergraduate students. All participants were undergraduates, aligning with the study’s focus. Christianity (71.7%) was the predominant religion, followed by Islam (18.3%). This distribution reflects the general demographic composition of students at the University of Benin.

Table 2: Research Question One: Prevalence and Pattern of Domestic Violence

Statement	SA	A	D	SD	Total (f)	% (Agree)
Domestic violence is a common experience among students.	40	30	18	12	100	70
Both male and female students are equally exposed to domestic violence.	25	28	31	16	100	52.5
Physical abuse is the most common form of domestic violence experienced by students.	45	33	14	8	100	73.3
Many students rarely report cases of domestic violence.	45	38	11	6	100	80
Domestic violence among students often arises from family stress/conflict.	37	45	13	5	100	76.7

Findings reveal that 70% of respondents agreed that domestic violence is common among students, and 80% indicated that such cases are rarely reported. Physical abuse was identified as the most common form (73.3%). These findings imply that domestic violence is widespread within the university community but remains largely underreported. The prevalence of violence due to family conflict highlights the role of home instability in students’ well-being.

Table 3: Research Question Two: Influence of Domestic Violence on Academic Performance

Statement	SA	A	D	SD	Total (f)	% (Agree)
Domestic violence affects students' concentration.	55	31	9	5	100	80
Victims often record lower academic performance.	47	35	13	5	100	76.7
Domestic violence causes emotional distress and poor learning outcomes.	49	38	10	3	100	80.8
Frequent exposure to violence reduces motivation to attend classes.	43	37	15	5	100	75
Trauma from violence leads to poor examination results.	45	33	17	5	100	73.3

A majority of respondents (over 75%) agreed that domestic violence negatively influences academic performance. Specifically, 80% affirmed that violence affects concentration and emotional stability, while 76.7% linked it to low grades. These results suggest that psychological trauma and emotional distress caused by domestic violence substantially disrupt students' academic engagement and overall performance.

Table 4: Research Question Three: Differential Effects of Domestic Violence Based on Demographic Factors

Demographic Variable	Most Affected Group	Observation
Gender	Female students	Reported higher emotional and sexual abuse
Age	21–25 years	Most exposed due to relationship and family pressure
Socio-economic status	Low-income students	More likely to experience economic abuse
Cultural background	Traditional families	Violence often justified by cultural beliefs

The analysis reveals that demographic factors influence the nature and extent of domestic violence experienced by students. Female students and those from economically disadvantaged or highly traditional backgrounds were the most vulnerable. This supports the argument that cultural norms and financial dependency exacerbate domestic violence among young adults.

Table 5: Research Question Four: Role of Social Workers in Addressing Domestic Violence

Statement	Agree (%)	Disagree (%)
Social workers help raise awareness about domestic violence	85	15
They provide counseling and psychological support to victims	90	10
Social workers help victims access justice and legal protection	70	30
Universities should employ more social workers to support students	95	5

The findings demonstrate that social workers play a vital role in preventing and managing domestic violence. The majority of respondents (90%) acknowledged the importance of counseling and advocacy, while 95% emphasized the need for universities to integrate social work services into student welfare systems.

4.3 Discussion of Findings

1. Domestic violence is prevalent among University of Benin students, with most cases underreported.
2. Exposure to domestic violence significantly affects academic performance through loss of concentration, absenteeism, and emotional distress.
3. Gender, socio-economic status, and cultural background influence how students experience and respond to domestic violence.
4. Counseling, sensitization, and advocacy by social workers are viewed as effective intervention measures.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary

This study examined the influence of domestic violence on the academic performance of undergraduate students at the University of Benin, Edo State. The objectives were to determine the prevalence and pattern of domestic violence, assess its impact on academic performance, analyze demographic differences, and explore the role of social workers in mitigating its effects. Data were collected from 100 respondents using structured questionnaires and analyzed with simple percentages and frequencies. Findings revealed that domestic violence is common among students and manifests mostly as physical, emotional, and financial abuse. It was found to significantly impair concentration, class attendance, and examination outcomes. Gender and socio-economic background were major determinants of vulnerability, while most respondents believed that social workers can play a crucial role in addressing domestic violence through counseling and awareness initiatives.

5.2 Conclusion

The study concludes that domestic violence is a serious social and academic issue among university students. It negatively affects students' emotional well-being, learning motivation, and overall academic achievement. Female and economically disadvantaged students are more vulnerable. The results underscore the importance of institutional

support systems, as domestic violence not only endangers personal safety but also undermines educational success and social development.

5.3 Recommendations

1. Establishment of Counseling Units: The University should strengthen counseling centers to provide confidential psychological support for victims of domestic violence.
2. Awareness and Sensitization Programs: Regular campaigns should be organized by social workers and student unions to educate students about the effects of domestic violence and available help.
3. Social Work Intervention: Trained social workers should collaborate with academic departments and student affairs to identify and support affected students.
4. Policy Enforcement: The University should adopt strict anti-violence policies that protect students and provide safe reporting channels for victims.
5. Economic Empowerment Initiatives: Scholarships and part-time job opportunities should be made available to economically disadvantaged students to reduce dependence on abusive guardians or partners.
6. Further Research: Future studies should examine domestic violence from a longitudinal perspective, focusing on post-graduation outcomes and long-term effects on mental health.

5.4 Contribution to Social Work Practice

The findings of this study emphasize the role of social workers as advocates, counselors, and educators within the university setting. Social work professionals can design and implement intervention programs, provide trauma counseling, and advocate for institutional reforms that safeguard students' rights and promote a violence-free academic environment.

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APPENDIX
DEPARTMENT OF SOCIAL WORK
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN, BENIN CITY, EDO STATE

**QUESTIONNAIRE ON THE INFLUENCE OF DOMESTIC VIOLENCE AND
ACADEMIC PERFORMANCE AMONG UNIVERSITY OF BENIN
UNDERGRADUATE STUDENTS EDO STATE, NIGERIA**

Dear respondent,

I am a student of the above-named institution and department. I am conducting research on The Influence of Domestic Violence and Academic Performance among University of Benin Undergraduate Students Edo State, Nigeria. Your responses will contribute significantly to our understanding of domestic violence and its association with academic performance on university student. Please answer the following questions to the best of your ability.

Thank you for anticipated co-operation.

OVIE MIRACLE AVWEROSUOGHENE

SECTION A: DEMOGRAPHICS/ INFORMATION

1. **Gender:** Male [] Female []
2. **Age:** 16 – 20 [] 21 - 25 [] 26 - 30 [] 31 and above []
3. **Educational Level:** Undergraduate [] Postgraduate []
5. **Religion:** Christian [] Muslim [] African Tradition [] Others []

SECTION B

Instructions: please read each statement and tick to the option that indicates how much the statement applied to you.

SA = Strongly Agree | A = Agree | D = Disagree | SD = Strongly Disagree

S/N	ITEMS	SA	A	SD	D
RQ1	What is the prevalence and pattern of domestic violence among the students of University of Benin?				
1	Domestic violence is a common experience among students of the University of Benin.				
2	Both male and female students are equally exposed to domestic violence in their homes.				
3	Physical abuse is the most common form of domestic violence experienced by students.				
4	Many students who experience domestic violence rarely report it to authorities or counselors.				
5	Domestic violence among students often occurs as a result of family financial stress or parental conflict.				
RQ2	To what extent does exposure to domestic violence influence the academic performance of students of University of Benin?				
6	Exposure to domestic violence affects students' concentration during lectures and study periods.				
7	Students who experience domestic violence often record lower academic performance than those who do not.				

8	Domestic violence at home leads to emotional distress that negatively impacts students' learning outcomes.				
9	Frequent exposure to family conflicts and violence reduces students' motivation to attend classes regularly.				
10	The psychological trauma from domestic violence contributes to poor examination results among students.				
RQ3	Are there differential effects based on demographic factors such as age, gender, socio-economic status, and cultural background among University of Benin undergraduate?				
11	Domestic violence affects the academic performance of students differently depending on their age.				
12	Female students experience a greater negative impact of domestic violence on their academic performance compared to male students.				
13	Students from low socio-economic backgrounds are more academically affected by domestic violence than those from higher socio-economic backgrounds.				
14	Cultural beliefs and norms influence how domestic violence affects students' academic performance.				
15	The impact of domestic violence on academic performance varies significantly across students of different demographic groups.				
RQ4	What are the roles of social workers in addressing domestic violence among University of Benin undergraduate, Edo State, Nigeria?				
16	Social workers play a vital role in raising awareness and sensitizing students about the dangers of domestic violence.				
17	Social workers provide counseling and emotional support to students who are victims of domestic violence.				
18	Social workers assist victims of domestic violence in accessing justice and legal protection within and outside the university community.				
19	Social workers collaborate with university authorities to develop and implement intervention programs that address domestic violence among students.				
20	The presence of social workers in universities helps reduce the occurrence and impact of domestic violence among undergraduates.				

