Influence of Domestic Violence on Academic Achievement of Secondary School Students in Nigeria: Implications for Guidance

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Abstract
The study investigated the influence of domestic violence on academic achievement of secondary school students in Nigeria: implications for guidance. The study was guided by it three specific objectives, three research questions and two null hypotheses. The research design for this study was a descriptive survey research design. The population of this study comprised of all students in Nigeria. A sample size of four hundred and fifty-two (452) respondents was sampled for the study. The instrument was a self-designed questionnaire titled "Domestic Violence Questionnaire (DVQ). Frequency counts and percentages was used to analyse the demographic data while Mean scores and Standard Deviations was used to answer the research questions while t-test was used to test hypotheses. The study revealed that poverty, ignorance, lack of effective communication amongst others were some of the factors responsible for domestic violence in Nigeria, poor academic achievement, substance abuse, emotional instability amongst others were some of the major influences of domestic violence on academic achievement of secondary school students in Nigeria. It was therefore recommended amongst others that: counsellors and other stakeholders in education should create information and sensitization on the influence of domestic violence on academic achievement of secondary school students in Nigeria in order to bring the occurrence and negative influence to the barest minimum if not totally eradicated.

Key words: Domestic Violence, Academic Achievement and Guidance

Introduction

Domestic violence affects men and women of all ages, races, religions, and incomes. This problem is as old as humanity itself. However, due to the secrecy of domestic violence, it is often a hidden social problem. The invisibility of the problem is largely attributed to the belief that it is a private family matter, which should not be made known to outsiders (Igyeseh, Oguche & Linus, 2024). According to Yogo (2008), violence in the home has been part of human history and human societies have lived with it without feeling that it was anything wrong. This problem is a global issue and humanity has lived with it for so many centuries. In fact, it was even seen at some point as a normal way of life.

Violence is the unlawful use of force or threat on fellow human beings. It is any action, behaviour, or attitude against other people based on anger and frustration, which could lead to injury or harm. Fighting, beating other people by any means, rioting, destruction of lives and properties, and even wars are such actions that amount to violence in the society (Leo, 2004). It is now recognized that threatening other people, denial of human rights, harassment, intimidation or forcing people against their will also constitutes violence in general. This study however, focused on domestic violence on women and particularly on nursing mothers.

Domestic violence is a major public health problem in that it affects millions of people and often results in physical and emotional injuries and even deaths. Media reporting of celebrities' such as Osinachi Nwachukwu and many other domestic abuse victims demonstrates that even the most accomplished individuals can be involved in this problem. The statistics about those who are affected by intimate partner violence are staggering; domestic abuse affects 3%-5% of current adult relationships in the United States, including more than 2 million women (Oguche, Daniels & Zubairu, 2022).

Domestic violence is the wilful intimidation, physical assault, battery, sexual assault, and other abusive behaviour as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, psychological violence, and emotional abuse. Domestic violence in Nigeria is said to be on the increase. About 60% of women are said to have been battered by their husbands. Sadly, more educated women (65%) are in this horrible situation as compared to their less educated counterparts (45%). Shockingly, a staggering 87.6% of them do not report the crime to the security Agency such as Nigeria Police and Nigeria Security and Civil Defence Corps. They endure and sometimes die in silence, believing that the law will not protect them (Oguche et al., 2022)

In the same vein, violence against women is defined as a manifestation of historically unequal power relations between men and women which has led to domination over and discrimination against women by men and to the prevention of the full advancement of women (United Nation General Assembly Resolution, 2007. Violence against women continues to be global epidemic that kills, tortures and maims physically, psychological, sexually and emotionally. It is one of the most pervasive of human rights violation that denies women of their security, equality, dignity, self-worth and right to enjoy fundamental freedom. Violence against women is present in most countries in the world cutting across boundaries of culture, class, education, income,

ethnicity and age (Yogo, 2008). The above definitions have agreed on one fact, that domestic violence against women involves a wide range of events that can lead to the discomfort of women at home and make life unbearable.

The expression "violence against women" can mean many different things and many different terms are used to describe it. Common terms include domestic violence, physical abuse, sexual violence, rape, sexual assault and harassment. According to Flood and Pease (2006), each term excludes some forms of violence and is subject to shifts in meaning and also has different cultural interpretations. For example, the concept of rape within marriage may not exist within certain cultures and therefore would not fall within the scope of domestic violence for some people. The causes of gender-based violence are many and varied depending on the types of violence. Traditional attitudes towards women around the world help perpetuate the violence. Stereotypical roles in which women are seen as subordinate to men constrain a woman's ability to exercise choices that would enable her end the abuse. Flood and Pease (2006) further added that poverty and financial insecurity are among the causes of gender-based violence. If a man cannot establish his authority intellectually or economically, he would tend to do so physically. Another cause might be the image created by the society, which portrays a man, as being strong, educated, creative, and clever while a woman is the opposite of all these traits.

If the issue of domestic violence is left unattended to what will be the fate of children from such home? Recently there is a public outcry regarding the poor academic of students from homes full of domestic violence as these students are distracted in school, some find comfort in the hands of their peers who sometime influence them negatively while others result to self-help by abusing drugs. It is based on this light that prompted the researchers to embark on this study.

Purpose of the Study

This study aims at investigating the influence of domestic violence on academic achievement of secondary schools in Nigeria: Implications for Guidance. The specific objectives are to:

i.   investigate the factors responsible for domestic violence in Nigeria.
ii.   find out the influence of domestic violence on academic achievement of secondary school students in Nigeria.
iii.   identify the possible solutions to domestic violence in Nigeria.

Research Questions

The following research questions were raised to guide the conduct of this study:
1.   What are the factors responsible for domestic violence in Nigeria?
2.   What is the influence of domestic violence on academic achievement of secondary school students in Nigeria?
3.   What are the possible solutions to domestic violence in Nigeria?

Null Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance.

H$_{O1}$: There is no significant difference between the mean score of male and female students as regards to the influence of domestic violence on academic achievement of secondary school students in Nigeria.

H$_{O2}$: There is no significant difference between the mean score of students from urban and rural areas as regards to the influence of domestic violence on academic achievement of secondary school students in Nigeria.

Conceptual Framework

Concepts used in this study are defined as followed;

Domestic Violence

Domestic violence is violence committed by someone in the victim's domestic circle. This includes partners and ex-partners, immediate family members, other relatives and family friends. The term 'domestic violence' is used when there is a close relationship between the offender and the victim. There is usually a power gap between them. The victim is dependent on the offender. Domestic violence can take the form of physical, sexual or psychological abuse. According to Eluwa (2017), domestic Violence (closely related to domestic abuse, spousal abuse, battering, family violence and intimate partner violence) is a pattern of behaviour which involves violence or other abuse by one person against another in a domestic context, such as in marriage or cohabitation. As noted by Abubakar (2012) "around the world at least one woman in every three has been beaten, coerced into sex, or otherwise abused in her life time".

Domestic violence often occurs because the perpetrator believes that abuse is justified and acceptable. Awareness, perception, definition and documentation of domestic violence differ widely from country to country. There may be a period of abuse during which tensions rise and an act of violence is committed, followed by a period of reconciliation and calm. Victims of domestic violence may be trapped in such domestic violent situations through fear, isolation, shame, insufficient financial resources, or simply to protect children. As a result of abuse, victims may experience physical disabilities, chronic health problems, mental illness, limited finances, and poor ability to create healthy relationships. Children who live in a household with violence may continue the legacy of abuse when they reach adulthood. In the word of Kehinde (2010) who noted that over half of Nigerian women are subjected to domestic violence in their homes. Domestic violence affects all social groups and can consist of physical, sexual and psychological abuse. Although men can also be affected by domestic violence, women suffer disproportionately.

This trend occurs across much of the world, but Nigeria's discriminatory laws and dismissive police compound its particularly high rates of domestic violence. Most potently, its prevalent culture of silence and stigma for the victims of domestic violence hinders public acknowledgement of the problem. There exists an urgent need to challenge the social prejudices and institutional structures in order to for Nigeria protect her women, not just from

danger, but also from ridicule, fear and isolation. On a daily basis, Nigerian women are beaten, raped and even murdered by members of their family for supposed transgressions, which can range from not having meals ready on time, to visiting family members without their husband's permission.

Nelson and Brown (2011) confirm this when they assert that some states in Nigeria have "become infamous for atrocious practices against children". According to Nelson and Brown (2011), in many communities "children are accused of bewitching their parents and family members and have consequently been evicted, tortured and some even murdered either by their parents or prophets." Although more widespread in South Asia, acid attacks on women which cause extreme pain, disfigurement and fatality, have also been on the increase in Nigeria in recent times.

Oyeshola (2005) asserts that a combination of factors contributes to the high rates of domestic violence in Nigeria. In general, domestic violence is seen as a 'private' matter to be dealt with by the family, typically a domain of male authority. Nigerian women are expected to behave with subservience to their husbands, and domestic violence is often accepted as part of marriage. According to Amnesty International, many Nigerians expect a woman to endure whatever she meets in her matrimonial home and to provide sex and obedience to her husband. Some victims even see domestic violence as a sign of love. Domestic violence in Nigeria is often viewed as a necessary corrective tool for women, at best a part and parcel of married life. Robinson (2009) lists many factors that help to perpetuate domestic violence. These include:

i. The inability of many women to escape violence and domination due to their disadvantaged economic status. Many women and girls depend on the financial resources of their husband, father or families. This forces them to put up with domination for fear of the withdrawal of such financial support.

ii. A culture of silence that stigmatises the victims of domestic violence rather than the perpetrators.

iii. Many Nigerians have little faith in the integrity or capacity of the police to redress crimes of domestic abuse. Sometimes, when complaints are brought to the police by victims of domestic violence, they are told to go home and be good housewives. In other words, to return home and remain subservient to their husbands.

iv. Discriminatory national laws that pose serious threats to women's safety. The penal code in northern Nigeria permits the use of any means to correct a child, pupil, servant or wife as long as it does not amount to grievous harm (Section 55). In like manner, marital rape is excluded from the definition of rape under Sharia penal code in northern Nigeria and under the criminal code in southern Nigeria.

In Nigeria today is had find any relationship that is free from conflicts, and this conflicts at home often lead to domestic violence. Domestic violence is a cankerworm that has eaten deep into our society and effort to remedy this menace prove abortive due to our perspective, religion, traditional believe and many more. They is a saying that you can be doing the same thing over and over again and expect different result. In cases such as these, it is advisable that the party involved in this menace should employ language use and proper counselling as a panacea to the problem. Reasoning through dialogue could be used to bring children or parents to "see reason(s)" with their selves at home and hopefully "fall in line". But when language is used authoritatively like in a military barracks, the other partner would feel that their

fundamental human rights are being scuttled and as such, would revolt so seriously that the conflict situation may appear unsolvable or lead to loss of life.

Domestic violence (DV) also called dating violence, intimate partner abuse, spousal abuse, intimate partner violence (IPV), and domestic abuse takes many forms. Maltreatment that takes place in the context of any romantic relationship is abuse as described by the above specific terms. It, therefore, affects men, women, or teen girls and boys, whether in a married or unmarried heterosexual or homosexual relationship. Intimate partner violence may consist of one or more forms, including emotional, psychological, physical, sexual, or economic abuse, and is defined as one person in an intimate relationship using any means to put down or otherwise control the other.

Factors Responsible for Domestic Violence

Although there is no specific cause for domestic violence, women at the highest risk for being the victim of domestic violence include those with male partners who abuse drugs (especially alcohol), are unemployed or underemployed, afflicted by poverty, have not graduated from high school, and are or have been in a romantic relationship with the victim. Unmarried individuals in heterosexual relationships tend to be more at risk of becoming victims of intimate partner abuse. A mindset that gives men power over women puts individuals at risk of becoming involved in an abusive relationship, either as a perpetrator or as a victim.

Generally, the domestic violence has been identified as an overwhelming factor affecting children in Nigeria. It would appear, then that, domestic violence may present a very serious danger to the emotional, personality and mental adjustment of the young adolescent and this impinges on the family wellbeing. The tragedy of marriages in all ramifications is domestic violence. They are many causes of domestic violence, but let's take look at the most prominent causes of menace. Karin in Oguche et al. (2022), identified the following as the causes of Domestic Violence (broken homes):

i. **Lack of Time Management:** As the saying goes, "proper preparation prevents poor performance", a lot of people find it difficult to mark out a good schedule of their daily activities thereby neglecting their home at the expense of their work. One can't imagine homes that care less about their kids just because pillar of too busy. Everyone is busy but the ability to map out a good time to cater for the children makes a perfect home while the inability map out time to cater for the family leads to broken home.

ii. **Strange Partners:** In the home, some partners are very secretive in their attitude and ways of life. They smile when you expected them to react to something you know that hurts them. They never share their feelings about any issue with their partners. Some may even go to the extent of over monitoring the schedule of their partners. This shows the lack of trust and confidence as thus causes marital instability which in turn leads to domestic violence.

iii. **Slavery Mind-set:** The word "help-meet" in the home is fast losing its meaning as most people are now over-conscious of the meaning of this word. Some spouse sees their partner as a slave putting all duties, especially house chores on them. There is no evil if a man decides to cook dinner for his family and there is no evil if a woman should pay the bills of the family if she has the means but over-consciousness of being called a fool is affecting the mentality of most people.

iv. **Over-Reaction:** Humans are not perfect and are bound to make mistake. Over reaction to these mistakes may sometimes determine the lifespan of the relationship or marriage. Some people over react irrationally to some issues that need to be settled amicably when the man is angry, what is expected of the wife is to be quiet and vice versa because two mad persons cannot build a home.

v. **Multi-Party Peacemaker;** Advise from friends or close relatives often leads to domestic violence**.** Since there are bound to be a disagreement in the home, the best thing to do is to settle it amicably in the four corners of the house and not calling on outsiders or members of the extended family to come and settle it for you being the couples because it will not always work out that way at times. Their contributions might worsen or escalate the issue at hand.

vi. **Finances;** Money or lack of it is one of the leading causes of domestic violence. Inability to pay bills makes partners snap at each other. Also, spending money without your spouse knowing causes resentment and anger. This is true if you cannot pay your bills or debts due to excess in spending.

vii. **Sexual Unfaithfulness;** According to the definition of marriage "marriage is the union between a man and a woman to become one flesh. Since it is marriage that joined them together, it will be wrong for either of them to refuse to submit him/herself to each other. Denial of sex by any of the couple might lead the other to look for it somewhere else. Sadly enough, cheating is prevalent among married couples. It is estimated that infidelity has occurred in nearly eighty percent (80%) of all marriages (Iyeh and Ogwuche, 2017). This percentage according to them is higher than earlier years, mostly due to the internet; it is no longer hard to find someone to have an affair within the cyberspace. The devastation, heartbreak and loss of trust are difficult obstacles to overcome once a spouse has cheated. Infidelity often leads to marriage separation and ultimately divorce which will give birth to broken home and which effect is not palatable for the children therein because it tends to affect them academically.

viii. **Language Use and Lack of Effective Communication;** A married couple is a team and to be a successful team there must be moderate use of language and effective communication. Lack of effective communication is a big factor that leads to marriage separation. They may be communication but how effective is it? Without effective communication, expectations such as likes, dislikes and dreams will all go unsaid. It is difficult for a marriage to flourish if you or partner feels unsatisfied. If something is bothering you, speak up and when your partner voices his or her concerns listen and figure out a plan of action together.

ix. **Parents' Divorce:** In anytime, anywhere and anyhow, divorce is not healthy for the family life. But it happens. Divorce is claimed to be the main reason behind broken homes. The common disputes between a husband and a wife are the financial issue, sexual misunderstanding, early marriage, teen pregnancy, education, health problem, etc. When the parents get divorced, usually either of them or sometime both of them leave home. Then the absence of either or both the parents will affect the family administration, then the family becomes broken (Goswamee, 2008).

x. **Death:** It is obvious that death reduces the family strength. More adversely death sometime leads to broken family. Like other reason all death in the family do not necessarily bring any broken, but by the death of mother or father children become mother/father less. When children realize that the parent will never return, they get

emotionally disturbed. Moreover, if the left partner lives a drastic life in search of happiness after losing his/her partner, the results in the family could not be hale and hearty for the family life, then it starts to be broken. In early life, loss of mother is more damaging than loss of the father. The mother plays a very important role in nurturing the child during the formative years of life. But as the children grow older, loss of the father is often more serious than loss of the mother, especially for boys. Sometimes, the mother may lack the time and energy to give children the care they need as she has double burden of homemaking and bread-earning. But if children loss both parents, the effects are doubly serious.

The home as a nucleus of the society, it is important to note that, the treatment given to the child at home before and during the school years has marked effects on his personality and his academic performance in school. It however, obvious that every home has its own peculiar way of life which is neither totally good nor bad, but leaves a unique impression on the child. The first basic influence on a child in terms of interest and motivation begins from home (Johnson, 2008).

Types of Domestic Violence

The various types of domestic violence include physical, verbal (also called emotional, mental, or psychological abuse), sexual, economic/financial, and spiritual abuse. Stalking and cyber-stalking are also forms of intimate partner abuse (Oguche et al, 2022).

i. Physically abusive behaviors include assault of any kind, ranging from:
- Pinching
- Pushing
- Hitting or slapping
- Choking
- Shooting
- Stabbing
- Murder

ii. Verbal, emotional, mental, or psychological violence is described as using words to criticize, demean, or otherwise decrease the confidence of the wife, husband, or other intimate partner victims.

iii. Sexual abuse refers to any behavior that uses sex to control or demean the victim, like intimidating the victim into engaging in unsafe sex or sexual practices in which he or she does not want to participate.

iv. Economic or financial abuse is described as threatening or otherwise limiting the victim's financial freedom or security.

v. Spiritual abusers either force the victim to participate in the batterer's religious practices instead of their own or to raise mutual children in a religion that the victim is not in favor of.

vi. Stalking refers to repeatedly harassing and threatening behavior, including showing up at the victim's home or workplace, placing harassing phone calls, voicemail, email, or postal mail messages, leaving unwanted items, or vandalizing the victim's property. It is usually committed by perpetrators of other forms of domestic violence.

Influence of Domestic Violence

Domestic violence is a major public health problem in that it affects millions of people and often results in physical and emotional injuries and even deaths. Media reporting of celebrities' domestic violence victimization demonstrates that even the most accomplished individuals can be involved in this problem. The statistics about those who are affected by intimate partner violence are staggering; domestic abuse affects 5%-10% of homes in Nigeria today, including more than 2 million women.

The members of family constitute the child's first environment and are the most significant people during the early years of life. The kind of family in which children grow up affects their development by determining the kind of relationship they share with different family members. Home provides children with feelings of security and stability. These are essential for personal and social adjustment. Anything that interferes with these feelings can be regarded as hazardous for children. Hazardous relationships involve all family members and the possibility of a domestic violence becomes greater

Children are the ones who suffer most in any family where there is a domestic violence; the immediate effect has been shot upon them. When a couple split up, it is the children that are greatly affected scarring them physically, emotionally and socially. Children are supposed to grow up in a healthy family where they could receive love, care and concern from their parents. However, in the broken family, from where children would get such love and care? It is; therefore, children of the broken family are normally growing up with having low and bad manner. Children who make problem, rivalry and discontentment in the school or other gathering places are usually from the broken families. Most of children admitted in the Remand home, or other social centers due to some serious mistakes are brought up from broken family where there is no proper administration and proper living standard. A broken family is followed by financial problems generally. That is why; there are more tendencies for children to do stealing and robbing.

Slowed academic development is another common way that domestic violence affects children. The emotional stress of a home devoid of violence alone can be enough to stunt your child's academic progress, but the lifestyle changes and instability of a broken family can contribute to poor educational outcomes. This poor academic progress can stem from a number of factors, including instability in the home environment, inadequate financial resources and inconsistent routines (Sunday, 2016).

Domestic violence affects children's social relationships in several ways. First, some children act out their distress about their broken family by acting aggressive and by engaging in bullying behaviour, both of which can negatively affect peer relationships. Other children may experience anxiety, which can make it difficult for them to seek positive social interactions and engage in developmentally beneficial activities such as teen sports. Teens from broken families might develop a cynical attitude toward relationships and harbor feelings of mistrust, both toward their parents and potential romantic partners (Kale, 2008). By its very nature, domestic violence changes not only the structure of the family but also its dynamics. Even if you and your spouse have an amicable divorce, simply creating two new households permanently alters family interactions and roles. Based on the new living arrangements, your children may need to perform more chores and assume additional roles in the new household's basic functioning.

Children may experience behaviour problems at school with teachers, acting out against peers, and generally not wanting to cooperate with any assignments or instructions, and they also may have difficulties concentrating and understanding assignments. Children might lean toward the negative side to peer pressure. At home, children may act out against siblings, their biological parent and a possible stepparent. It was found that adolescents had fewer behaviour problems if there is a positive relationship not only with biological parents, but if stepparents are involved, especially a strong relationship with stepfathers (Oguche et al, 2022).

It must be understood that, the treatment given to the child at home before and during the school years, has marked effects on his or her social life and academic performance. It is obvious according to Abubakar cited in Oguche et al. (2022) that every home has its own values that leave a unique impression on the child. Experience has shown that warmth of the home is the most important factor in promoting all forms of adjustment in people especially in school children. It is also good to note that most crucial period for the development of independence in children occurs when parents (the family) begin to impose regulations and demands.

Orthungur in Onuigbo (2017), stated that a good home prepares good candidates for the school and the society at large, while a broken home feeds the school and the society with problematic members. Therefore, factors emanating from home or teaching by parents have great influence on the child. If these influences are positive, they turn out a good pupils-student and tend to perform excellently in their academic pursuit but if they are negative, they can make the child unfit for both the school and the society at large as such individuals end up being misfits or social deviants. Omogwu (2017 seemed to support the above view by Orthungur, when he asserted that parents and other adult of the family must know that children learn a lot before, they actually begin schooling; they should therefore assume proper responsibility for helping the children to have proper experiences and acquire the skills appropriate for their age.

Johnson (2012), had similar view. According to him, children from poor and culturally deprived families, homes, and neighbourhoods have high risks of school failure. It must be noted that some affluent both broken homes and or strife ridden homes have more harmful effects upon children than homes that is poor in material wealth, but very rich in love, respect for one another, peace, happiness, joy, unity, honesty and so many more. Such humble homes tend to bring up a child who in turn will contribute positively to the family and the society at large.

Possible Solutions to the Menace of Domestic Violence in Nigeria

The following are some of the possible solutions to domestic violence:

i. Provision of Guidance and Counselling Services: Both abusers and victims of domestic violence need psychological treatment by a professionally trained counselor, psychologist and/or religious leaders separately or individually. Religious institutions should have a viable counselling unit since in this part of the world; religion plays a significant role in people's lives.

ii. Language use and Communication: Language and communication can be through verbal, non-verbal or written media. What defines humanity is language which is the vehicle of communication. Language is regarded as the key to the heart of a

people. Language and communication, therefore, are very crucial in the management and resolution of domestic violence. Communication is inherently a social process. Whether one communicates face to face with a single person or with a group of people through the mass media, it is still a social activity involving two or more people. By analyzing the communication process, one discovers that it is a chain made up of identifiable links. According to Robbins and Judge in Oguche et al. (2022), before communication can take place, a purpose expressed as a message to be conveyed, is needed. It passes between a sender and a receiver. The message is encoded (converted to a symbolic form) and passed by way of some medium (channel) to the receiver, who retranslates (decodes) the message initiated by the sender.

Polite language, if institutionalized in homes as a means of curbing domestic conflicts, can be transferred into the wider society. When this is done, it would not be difficult for members of a society to say "I am sorry", "forgive me" or other such forms and because a soft answer turns away wrath, conflicts in the society would reduce. This way, polite language will replace those verbal uses that put down, hurt and cause pain, eventually leading to conflict. This is because language is an instrument of alienation as well as integration. Language does not always precipitate conflicts, but its use or misuse does because language is not an end in itself but a means to an end. Language is the golden egg-layer in the resolution of domestic conflicts because domestic conflicts usually occur when language used during intimate or causal communication is not good enough.

iii. Total abstinence from alcohol and drugs – Alcohol could contribute to violent behaviour. Where this is the case, the abuser should reduce, or better still, stop the consumption of alcohol or drugs completely.

iv. Instill Discipline at Home – Parents, teachers and guardians need to learn about how best to discipline a child. There is a thin line between discipline and abuse and unfortunately, this line is crossed most of the time. Everyone who interacts with children in one way or the other is encouraged to read books on how to properly discipline a child so that in an attempt to discipline the child, we would not be teaching the child violence as a way of responding to disobedience. Our children watch how we treat relatives and house helps. They see how we violate them. Yes, spare the rod and spoil the child doesn't always translate to abusing the child. A child has rights too. The same way a spouse should not act like they own the other spouse; this is the same way that parents need to stop playing God over their child. They do not own the child. Let's get it right.

v. Victims of Domestic Violence Should Start Speaking Out – instead of dying in silence, is advisable the victim should speak out in order for such problem to be eradicated or brought to the barest minimum. Domestic violence has no respect for gender, location, religion or status, the saddest thing is that where a man is abused in the home, many don't believe it. He is expected to be a man and not feel pain. A man who admits to being a victim perceived as being less of a man, a weakling. This unrealistic expectation of society about men, in addition to men being repressive in nature, makes it quite difficult to estimate the percentage of men in domestic violence situations. Many remain and lose their lives or die internally.

There is no support system for men. There is no knowledge of what constitutes violence to a man. Domestic violence to a man may not always be physical assault. It may take the form of when a wife harasses a man to a point where life becomes unbearable for him, denies him of food or sex for long periods, belittles him in the eyes of society etc. This is emotional abuse and is a form of domestic violence as it kills the man on the inside (Oguche et al., 2022).

Academic Achievement

Academic achievement was once thought to be the most important outcome of formal educational experiences and while there is little doubt as to the vital role such achievements play in student life and later (Kell, Lubinski & Benbow, 2013), researchers and policy makers are ever increasingly turning to social and emotional factors, as well as the relationships among them, as indicators of student well-being and psychological development (Chernyshenko, Kankaraš & Drasgow, 2018; Frydenberg, Martin & Collie, 2017; Moore, Mok, Chan & Lai, 2006). Indicative of this movement is the recent addition of social and emotional measures to established Organization for Economic Co-operation and Development (OECD) measures (e.g. PISA, OECD, 2019). These measures include, according to Chernyshenko et al. (2018), emotional regulation (e.g. stress resistance, optimism), task performance (e.g. motivation, persistence, self-control) and compound skills (e.g. metacognition, self-efficacy). Consistent with this theme, you will find six quality empirical studies in this Issue that examine some of the complexities of such factors, some related to academic achievement, others not, having a legitimacy in their own right.

Academic achievement plays a role in the studies by Colmar, Liem, Connor and Martin (2019), and Martinez, Youssef-Morgan, Chambel, and Marques-Pinto (2019). For Colmar et al. (2019), the capacity of elementary school students to respond to academic setbacks, academic buoyancy, was not predictive of academic achievement. However, academic buoyancy effects were demonstrated for both reading and mathematics achievement in Australian students when mediated by self-concept. Psychological capital resources (e.g. efficacy, hope, optimism, resilience) are foregrounded in Martinez et al.'s (2019), examination of Spanish/Portugese university students' engagement and achievement. Their findings showed that students who report being engaged in learning are more likely to be users of psychological capital who in turn are more likely to achieve higher academically.

Academic achievement is integrated also into the work of Eakman, Kinney, Schierl, and Henry (2019), where the focus is on the complexities of the emotional and social lives of returned veterans and service personnel. In a comprehensive study, learning climate support, post-traumatic stress, depression, self-efficacy and academic problems are linked to achievement showing, among other findings, that self-efficacy, less academic problems and autonomy supporting learning environments are positively related to achievement. Moreover, these factors persisted irrespective of depression or post-traumatic stress levels.

Among some complex findings, Cho and Kim (2019), showed that early autonomous motives were related positively to mastery-oriented goals in the following year, which in turn were related to increased autonomous motives in the next year. The

latter study explored psychological need support (competence, autonomy, and relatedness) in concert with achievement goals in their Chinese university sample showing, among other results, the importance of mastery-approach goals as mediators in linking autonomy support and self-determined motivation.

Theoretical Framework

Frustration-aggression Theory by Dollard

The proponent of the frustration-aggression theory is Dollard (1939). Frustration-aggression theory states that frustration caused by interference in goal-directed activity, does not automatically result in aggression but produces a readiness for aggression which if triggered can result in aggression responses. The trigger may be an insignificant element of behaviour such as a casual joke, gesture or mild criticism which would normally be overlooked, but to the frustrated individual may be enough to provoke an aggressive response.

Anderson and Dill (2005) defined frustration as an interference blocking someone from obtaining a goal and they also defined aggression as a behaviour in response to frustration intended to harm the person blocking the goal. According to them, the feelings of frustration lead to aggressive behaviours emitted by humans in extremely traumatic situations. They went further to state that frustration-aggression theory was proposed to link frustrating scenarios to acts of aggression towards people. There have been two basic theories on frustration-aggression in relation to humans (Anderson & Dill, 2005). The theories agree that there is a relationship between frustration and aggression. The original theory posits that all acts of aggression are the result of previous frustration and all frustration leads to aggression. However, research found that this theory contradicted itself in human application. The revised theory stresses the fact that only certain frustrating situations, such as an unsupportable drug addiction, produces aggressive behaviour. He went further to say that the frustration-aggression theory now recognizes that the obstruction of a goal is not enough to frustrate any person to the point of an aggressive act. Frustration that causes acts of aggression is instigated by an implicit or explicit drive to reach the goal.

Frustration-aggression theory relates to people of all ages and not specifically adults. Piamonte and Hoge (2003) in their research found that even young children display frustration and aggression toward their peers. It was observed that this behaviour was learned by children through adult models with strong aggressive tendencies. An example of frustration-aggression theory is an article written by Taki and Tam (2007) where they compared female bullying in Hong Kong to female bullying in Japan. Their research revealed that factors like home life, academic activities, societal expectations and stress level contributed greatly to the level of frustration and type of aggression they demonstrated. They reported that although all the different factors identified contributed to the subject's frustration and aggression, it was societal expectations and stress level that accounted for most of the subject's frustration. It was observed that girls from Hong Kong expressed aggression through the frustrations of academic activities and social behaviour, while the girls from Japan expressed aggression because of societal expectations. Taki et al. (2007) maintained that stress is a major factor in the frustration-aggression theory.

In relating this theory to the study, there is an assumption that perpetrators of domestic violence do so as a result of frustration. It then means that once a man or a woman is frustrated, he/she becomes aggressive and may inflict violence on his/her spouse.

Review of Previous Studies

Empirical studies related to this study are hereby reviewed.

Adikwu, Oguche, Usman and Oguche (2023) influence of child abuse and Neglects on maladaptive behaviour and academic achievement of students in Nigeria: implications for guidance. The design employed for this study was a descriptive survey research design. The population of the study consisted of all the students attending federal university in Nigeria. A sample size of 650 students was selected for this study. The study revealed that sexual exploitation, child trafficking, child emotional abuse amongst others were some of the various child abuse and neglects in Nigeria. The study further revealed that bullying and cyber bullying, being a prospective abuser of other children, substance abuse, acts of cultism amongst others were some of the influence of child abuse and neglects on maladaptive behaviours amongst students in Nigeria. Poor academic achievement, difficulty in concentration amongst others were some of the influence of child abuse and neglects on academic achievement of students in Nigeria. The study recommended that government at all levels should create workshop for both teachers and students on the physical and psychological influences of child abuse and neglects in order to prevent incidence of child abuse and neglects and address the maladaptive behaviours amongst students as well as the menace of poor academic achievement amongst the students.

Joshua, Usman and Oguche (2024) explored influence of social media and peer group on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. The design employed for this study was a descriptive survey research design. The population of the study consisted of all the students attending federal university in Nigeria. A sample size of 322 students was selected for this study. The study revealed that social media has both negative and positive influence on maladaptive behaviours among secondary school students. Findings of the study also revealed that peer pressure has both negative and positive influence on maladaptive behaviours among secondary school students. The findings of the study further revealed that male and female respondents differ significantly on the influence of social media on maladaptive behaviour among secondary school students in FCT-Abuja. The findings of the study equally revealed that respondents from rural and urban areas differ significantly on the influence of peer group on maladaptive behaviour among secondary school students in FCT-Abuja. The study recommended that mass media especially the visual ones should be careful in what to feature and what not to, since most youth imitate and tend to exhibit a lot of what they borrow from these agents of information. As Nigeria is a developing nation, effort should be directed against polluting the characters of our youths since they are the hope of the nation.

Dansidi, Usman and Oguche, (2024) examined the influence of harmful widowhood practices on academic achievement of secondary school students in Nigeria: implications for Guidance. The study was guided by it one specific objective, one research question and two null hypotheses. The research design for this study was

a descriptive survey research design. The population of this study comprised of all secondary schools in Nigeria. A sample size of three hundred and seventy (370) respondents was sampled for the study. The instrument was a self-designed questionnaire titled "Influence of Harmful Widowhood Practices on Academic Achievement Questionnaire (IHWPAAQ). Frequency counts and percentages was used to analyse the demographic data while Mean scores and Standard Deviations was used to answer the research questions also t-test was used to test the hypotheses. The study revealed among others that harmful widowhood practices play key role on students' academic performance as well as their academic achievement as the practices often leads to depression, substance abuse, emotional abuse among others which often lead to low self-esteem, gender inequality and school dropout. The study recommended among others that the Counsellors and other stakeholders in education should make more efforts to provide adequate counselling services for victim of harmful widowhood practices in order to bring to the barest minimum the negative influence it has on students, this effort should be irrespective of gender or location.

Usman, Oguche and Linus (2024) conducted a study on the effect of asymmetric warfare on maladaptive behaviour and academic achievement of secondary school students in Nigeria: implications for guidance. The design employed for this study was a descriptive survey and ex-post facto research design. The population of the study consisted of all secondary school students in North-central, Nigeria. A sample size of 453 students was selected for this study. The study revealed that School dropout, acts of absenteeism, substance abuse, stealing, destruction of school facilities, sexual and unwanted pregnancy are some of the effects of asymmetric warfare on maladaptive behaviours among secondary school students in Nigeria. The study further revealed that Poor academic achievement, difficulty in concentration, high numbers of out of school children, academic anxiety amongst others are some of the effects of asymmetric warfare on academic achievement among secondary school students in Nigeria. creation of meaningful jobs for the youths, creation of information and sensitization on the consequences of asymmetric warfare on students as well as national development, adequate provision of counselling for students are some of the possible solutions the menace of asymmetric warfare in North-central, Nigeria. The study recommended amongst others that Government and other stakeholders in education should make more efforts toward creating information and sensitization on the consequences of asymmetric warfare on students' academic achievement so as to eradicate or bring to the barest minimum the menace of poor academic achievement among secondary school students.

Apeh, Usman and Afu (2024) examine the incidences, factors and consequences of child abuse on academic achievement of senior secondary school students in the Federal Capital Territory, Abuja. Two objectives, two research questions and two hypotheses guided the study. The design employed for this study was a descriptive survey research design. The population of the study consisted of 70,162 students from the six area councils of FCT-Abuja. A sample size of 381 students was selected for this study. A simple random sampling technique was used for the study. The instrument for data collection was a questionnaire. The instrument was validated by the two experts in in the department of Guidance and Counselling, Faculty of Education, University of

Abuja. The stability of the items produced an index value of 0.90. The data collected was analyzed using simple percentages; frequency count; mean score and standard deviation for research questions while hypotheses were tested at 0.05 level of significance using t-test statistics. The study revealed that stress due to social conditions such as unemployment, illness, poor housing conditions, death of a family member are some of the factors responsible for child abuse in FCT-Abuja. The study further revealed that child abuse has consequences such as minor injuries, severe brain damage, difficulty in concentrating and even death of the child. The study recommended that efforts should be made to reduce the existing child abuse in FCT, Abuja by showing care about the welfare of the students and providing the basic needs for the learners to sustain and improve the academic achievement in respective of gender and location in the Federal Capital Territory, Abuja, Nigeria. The study further recommended that government at all levels should create workshop for both teachers and students on the physical and psychological consequences of child abuse in order to prevent child abuse.

All the above reviewed work centred on academic achievement in relation to students in secondary schools while the present study focused on the influence of domestic violence on academic achievement of senior secondary school students in Nigeria. Both studies focused on different direction but shared some similarity in terms of students' academic achievement with different methodology, scope and location.

Research Design

The design adopted for this study is descriptive survey research design. This is a research method that describes a given state of affairs at a particular time (Afu, Oguche, Usman and Gimba, 2023). This research design permits the gathering of information through the use of questionnaire from a population based on appropriate sampling techniques. Also, descriptive survey research was considered suitable since it would solicit for information or responses from the respondents on the problem under investigation. It was on this basis that the researcher decided to use descriptive survey design.

Population of the Study

The population of this study comprises of all secondary schools in Nigeria: Implications for Guidance.

Sample Size and Sampling Procedure

The sample size for this study is four hundred and fifty-two (452) secondary schools in Nigeria: Implications for Guidance

Instrumentation

The instrument used in data collection for this study was a self-structured Instrument titled Domestic Violence Questionnaire (DVQ) constructed by the researchers. The instrument consisted of two sections: A and B. Section A comprised personal data of the respondents while

section B consisted of twenty (20) items on the influence of domestic violence on academic achievement of secondary schools in Nigeria: Implications for Guidance. The instrument was designed along the four-point scale format of Strongly Agree (SA - 4), Agree (A - 3), Disagree (D - 2), Strongly Disagree (SD - 1) where the respondents indicated their options on the items of the instrument.

Method of Data Analysis

The collected data was analysed using simple percentages, frequency count, mean score and standard deviations for demographic data and the research questions. The research questions were graded on a score of 2.50. Any item with a mean score of 2.50 and above was considered as "Agree" while those scores below the mean score of 2.50 were considered "Disagree". All the hypotheses of this study were tested at 0.05 level of significance using using t-test.

Data Presentation

The data presented and analyzed were demographic data, answering of research questions and testing of hypotheses.

Analysis of Demographic Data

Table 1: Distribution of Respondents by their Gender

Location	Frequency	Percentage (%)
Male	231	51
Female	221	49
Total	**452**	**100**

 Source: (Field Survey, 2024)

Table above 1 show that out of the total number of 452 respondents, 231 representing (51%) were male respondents while the remaining 221 representing (49%) were female respondents. This implies that the number of male respondents exceeded that of the female respondents.

Table 2: Distribution of Respondents by their Location

Location	Frequency	Percentage (%)
Urban	203	45
Rural	249	55
Total	**452**	**100**

 Source: (Field Survey, 2024)

Table above 2 shows that out of the total number of 452 respondents, 203 representing (45%) were from the urban area. The remaining 249 representing (55%) were from the rural

area. This implies that the number of respondents from rural area exceeded that of the respondents from urban area.

Answers to Research Questions

This section contains data of the research questions raised to guide this study

Research Question One: What are the factors responsible for domestic violence in Nigeria?

Table 3: Frequency Scores of Respondents opinions on the factors responsible for domestic violence in Nigeria**.**

N=452

S/no	Statements	Mean	Std. Dev.	Decision
3.	Poverty	4.32	0.39	Agreed
4.	Lack of education	3.55	0.77	Agreed
5.	Ignorance	3.34	0.83	Agreed
6.	Cultural beliefs	3.43	0.55	Agreed
7.	Peer pressure	2.83	0.79	Agreed
8.	Parental influence	2.97	0.61	Agreed
9.	Unemployment	3.90	0.53	Agreed
10.	Infertility	3.75	0.42	Agreed
	Overall Mean	**3.51**	**0.61**	**Agreed**

Table 3 with the overall mean score of 3.51 presented the various factors responsible for domestic violence in Nigeria. From the analysis, it was discovered that majority of the respondents agreed to all the items in table 3 as some of the factors responsible for domestic violence in Nigeria. The researcher's concluded that all the items mentioned in table 3 were the major factors responsible for domestic violence in Nigeria because they all has a mean score above 2.50 which is in line with the decision rule that any item with the mean score of 2.50 and above be agreed and below be disagreed.

Research Question Two: What is the influence of domestic violence on academic achievement of secondary school students in Nigeria?

Table 4: Frequency scores of respondents' opinions on the influence of domestic violence on academic achievement of secondary school students in Nigeria:

N=452

S/no	Statement	Mean	Std. Dev.	Decision
11.	Poor academic performance.	3.43	0.62	Agreed
12.	Domestic violence led to low self-esteem.	3.98	0.63	Agreed
13.	Domestic violence often led to substance abuse.	2.56	0.72	Agreed
14.	Lead to lack of concentration in the classroom	2.98	0.45	Agreed
15.	Domestic violence often leads to emotional instability.	2.67	0.71	Agreed
16.	Domestic violence often led to children dropping out of school due to financial constraints.	2.89	0.54	Agreed
	Overall Mean	**3.09**	**0.61**	**Agreed**

Table 4 showed the overall mean score of 3.09 on the influence of domestic violence on academic achievement of secondary school students in Nigeria. From the analysis it was discovered that all the items mentioned in table 4 were given favourable responses as none of the mean score were below 2.50. It was therefore concluded that, all the items mentioned in table 4 were some of the influences of domestic violence on academic achievement of secondary school students in Nigeria and this is in line with the decision rule that any item with the mean score 2.50 and above be disagreed and below be disagreed.

Research Question Three: What are the possible solutions to domestic violence in Nigeria?

Table 5: Frequency scores of respondents' opinions on the possible solutions to domestic violence in Nigeria:

N=452

S/no	Statement	Mean	Std. Dev.	Decision
17.	Provision of jobs opportunities for couples	3.54	0.32	Agreed
18.	Provision of information and sensitization on the consequence of domestic violence	3.68	0.56	Agreed
19.	Adequate provision of counselling should be made available for couples especially premarital counselling	3.44	0.62	Agreed
20.	There should be effective communication between the couples	3.12	0.53	Agreed
	Overall Mean	**3.45**	**0.51**	**Agreed**

Table 5 shows the overall mean score of 3.45 on the possible solutions to domestic violence in Nigeria. From the analysis it was discovered that, over average of the respondents agreed to all the statements in table 5 as some of the possible solutions to domestic violence in Nigeria. It was concluded that, all the above mentioned in table 5 were some of the possible solutions to domestic violence in Nigeria and these is in line with the decision rule that any item with the mean score of 2.50 and above be agreed and below be disagreed.

Hypotheses Testing

The following Null hypotheses were tested at 0.05 level of significance:

H_{O1}: There is no significant difference between the mean score of male and female students as regards to the influence of domestic violence on academic achievement of secondary school students in Nigeria.

Table 6: t-test results of the significant difference in the mean ratings of male and female students on the influence of domestic violence on academic achievement of secondary school students in Nigeria.

Variables	N	X	SD	df	t-value	Sig.(P)	Decision
Male	231	3.11	0.56				
				450	.423	.0521	Not Significant

Female	221	3.07	0.66

*=significant at 0.05 level (p<0.05)

The analysis on Table 6 was carried out to determine whether there is any significant difference in the mean ratings of male and female students as regards to the influence of domestic violence on academic achievement of secondary school students in Nigeria. A significant value of .0521 (more than the 0.05 level of significance) was recorded. This shows that there was no significant difference. The null hypothesis was therefore accepted. This implies that there is no significance difference in the mean ratings of male and female students regarding the influence of domestic violence on academic achievement of secondary school students in Nigeria.

H_{O2}: There is no significant difference between the mean score of students from urban and rural areas as regards to the influence of domestic violence on academic achievement of secondary school students in Nigeria.

Table 7: t-test results of the significant difference in the mean ratings of rural and urban widows on the influence of harmful widowhood practices against widows in Nigeria.

Variables	N	X	SD	df	t-value	Sig.(P)	Decision
Rural	249	3.06	0.55				
				450	1.435	.0435	Significant
Urban	203	3.12	0.67				

*=significant at 0.05 level (p<0.05)

The analysis on Table 7 was carried out to determine whether there is any significant difference in the mean ratings of students from rural and urban area as regards to the influence of domestic violence on academic achievement of secondary school students in Nigeria. A significant value of .0435 (less than the 0.05 level of significance) was recorded. This shows that there was a significant difference. The null hypothesis was therefore rejected in favour of the alternative hypothesis. This implies that there is a significance difference in the mean ratings of students from rural and urban areas on the influence of domestic violence on academic achievement of secondary school students in Nigeria.

Major Findings

The study revealed that:

1. Poverty, unemployment, ignorance, lack of education among others as some of the factors responsible for domestic violence in Nigeria.

2. school dropout, financial instability, low self-esteem, emotional instability amongst others as some of the influence of domestic violence on academic achievement of secondary school students in Nigeria.

3.   Creation of awareness and sensitization on the influence of influence of domestic violence on academic achievement of secondary school students in Nigeria, provision of jobs opportunities for couples, provision of counselling for couples amongst others as some of the possible solutions to domestic violence in Nigeria

Conclusion

The study concluded that poverty, unemployment, ignorance, lack of education among others as some of the factors responsible for domestic violence in Nigeria. The study further concluded that school dropout, financial instability, low self-esteem, emotional instability amongst others as some of the influence of domestic violence on academic achievement of secondary school students in Nigeria. The study further concluded that there is no significance difference in the mean ratings of male and female students on the influence of domestic violence on academic achievement of secondary school students in Nigeria. In a nutshell, irrespective of gender of students, domestic violence affects them negatively. The study equally concluded that there is a significance difference in the mean ratings of students from rural and urban areas on the influence of domestic violence on academic achievement of secondary school students in Nigeria. The direction of the difference is that students from rural area are more affected than the students from urban areas because students from urban areas has access to information on the negative influence of domestic violence than their counterpart from rural areas.

Recommendations

The following recommendations were made based on the findings of this study:

1. The counsellors and other stakeholders in education should create more information and sensitization on the various factors responsible for domestic violence so as to bring it occurrence to the barest minimum.
2. The Government should make provision of counselling unit centre available for couples in order to reduce the occurrence of domestic violence in Nigeria so as to avert it negative influence such as physical and psychological trauma students' academic achievement as well as their general wellbeing. These efforts should be irrespective of gender and location.
3. Government at all levels and other stakeholders in education should create more workshops for couples on the causes of domestic violence in order to prevent the re-occurrence of this menace in Nigeria and also to address the influence on students and national development.

Suggestions for further research

This paper has only taken a theoretical look at influence of domestic violence on academic achievement of secondary school students in Nigeria. Further research should look at:
1. Influence of domestic violence on maladaptive behaviours among students in Kogi State.
2. Factors, Forms and Consequences of Domestic Violence on Nursing Mothers in Nigeria.

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