

# Effects of Domestic Violence on the Academic Achievements of Secondary School Adolescents in Jos Metropolis: Implication for Counselling

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## **Abstract**

*This research investigated the causes of domestic violence in relation to secondary school adolescents in Jos Metropolis. It studied the effects it has on their academic achievement, with counselling as a remedy to underachievement. A randomized sample of 250 respondents in Jos Metropolis of Plateau State was sampled. To achieve the purpose of this study, three research questions and hypothesis were raised, using mean and chi-square. The research adopted the comparative research design. Major findings of this study revealed that the effectiveness of counselling in remedying the effect of domestic violence academic achievements of secondary school adolescents can be improved upon if properly counseled. The implication to this study, entails that professional counselors must be eagerly mindful of developing and implementing well structured domestic violence counselling programme for secondary school adolescent. Recommendations were made which include that Government should decisively show interest into the effect of domestic violence by passing into law, a bill that will effectively address the issue of domestic violence as a social ill and crime, to reduce its proliferation. It was concluded that counselling undoubtedly will go a long way to remedy as well as reduce its effects onto the future generation as earlier identified by Ogbuka (2003). It is the view of the researchers that domestic violence inhibits school adolescents from attaining their dreams and aspiration and only proper counselling can remedy these effects.*

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## **Introduction**

Ideally, it is every child's dream, irrespective of age and sex to be surrounded always by the reflective love of his or her parents, which is his pride amongst his or her peers – a love that radiates his or her parents' healthy relationship with each other as spouses.

Oladele (1989) concurs that a good home is of greatest importance to the adolescent. A good home that provides love, support, encouragement and security, that will enable him or her to cope with life's demands. This implies, one that transmits to the adolescent his or her cultural norms and standards of society as well as helps the adolescent in adjusting to the outside world. However, a critical look around us reveals that this dream may not be actualized in most homes, due to the effects of domestic violence on these adolescents.

Thus, the quest to unravel the causes and effect of this prevalent phenomenon in our society contributes to the idea of this research.

Domestic violence, is seen as the act of threat or using physical, emotional or verba power to intimidate, humiliate or physically injure anyone within the family circle. The las

20years has been acknowledged as a rapidly growing health and social problem that needs urgent attention and redress in the world over. (Huang and Gunn, 2001). Thus, it encapsulates all forms of family squabbles, physical combat between parents, parent - children conflict and siblings' bitterness and rivalry. All of which springs from the family, which is the smallest unit of the society and which invariably, the effect of domestic violence is reflected in the life of the society. This also explains the genesis of the numerous riots we experience, the high rate of broken homes and divorce, and the increase in juvenile delinquency, turning our society into a den of all social vices.

Huang and Gunn (2001) James and Gilliland (2005) and while Chidili (2005) stated that in the past two decades there has been a growing recognition of the prevalence of Domestic violence in our society as a result of the adverse effects it has on individuals, families and society in general. James and Guilliland added that it has become apparent that some individuals are at greater risk of victimization than others.

Identifying the individuals at greater risk than others, Carter (2004) upholds that domestic violence takes a devastating toll on children (adolescents inclusive) and the society at large. This implies, the adolescents' childhood experiences of victimization either through direct abuse of any kind, neglect or witnessing of parental domestic violence has been shown to have demonstrable long-term consequences, for adolescent (youth) violence, adult violent behaviors and other forms of criminality.

Miller (1995) stated that:

Human destructiveness is never inborn, and inherited traits are neither good nor evil.

How they develop depends on ones character, which is formed in the course of one's life and the nature of which depends, in turns, on the experiences one has, above all in childhood and adolescence and on the decisions one make as on adult, (Natural child, on line P1).

This means, the impact of domestic violence affects the personality of the adolescent, which in turn, affects his or her educational achievement in school and in life generally. Also, Lehman and Rabensteine (2002) as cited by James and Guilliland (2005), behooved that, children who experience domestic violence exhibit a variety of behavioral and emotional problems that ranges from academic difficulties to approval of violence as a problem solving method of which Adolf Hitter is a paradigmatic example. While Adolf Hitler was said to be delighted in recounting the story of how he was able to quit school. The resultant effect of his childhood domestically violated experiences fully manifested itself in his adult life, of which the entire world partook in it.

Oladele (1989) Lannap (2002) and Mallum, Haggai and Ajaegbu (2002) identify the adolescence period as a period of storm and stress while Oladele (1989) sees it as a time of frequent turmoil frustration, insecurity and struggle. He maintains that with so many conflicts, decisions and developmental tasks, the adolescent has to face, his journey from puberty to adulthood is turbulent.

### **Statement of Problem**

Domestic violence is one of the most under estimated and under reported crimes the word over. (Huang and Gunn, 2001)

Consequently, it has adverse effects on individuals, families and the society in general. The multi-dimensional adverse effects of Domestic violent: socially; psychologically; educationally and physiologically; has been a cause for serious investigation in recent times, such that carter (2004) records that 50% of men who frequently assault their wives also

frequently assault their children. He further declares, data from a 1995 Gallup Poll of family violence suggested that from 1.5m million to 3.3 million children witness parental domestic violence each year.

Nevertheless, secondary school adolescents seem to constitute the greater percentage of the recipients of the adverse effects of domestic violence. A study conducted by the office of Juvenile Justice and Delinquency prevention, found that 70% of adolescents live in families with parental conflict self-reported violent delinquency, compared to 49% of adolescents from households without this conflict (carter, 2004)

Secondary school adolescents are saddled with the rigours of acquiring an education, which is multi - dimensional in nature, comprising of knowledge that are school-based, society-based, subject based, teacher/learner oriented and of course extra curricula based. (Agbo, 2002)

This implies, the challenges of dealing with the acquisition of knowledge and it's integration in the midst of the traumatic period of adolescents, becomes problematic in itself. Aliyu (2004) concedes that the effect of domestic violence on adolescents either directly or indirectly also tend to compound or worsen their situation and disposition to educational achievements.

It is in the light of the above, that this present research aimed at studying the enormous distress and miseries secondary school adolescents experience as a result of the prevalent cases of domestic violence in their homes and immediate environment (society) their causes and effects as it tends to impair their academic achievement as well as, the place of counselling in their situation.

This study therefore sought to:

1. To determine the causes of domestic violence among Secondary school adolescents.
2. To determine the extent to which domestic violence can affect the academic performance of secondary school Adolescents.
3. To establish the role of counselling as a remedy to domestic violence and its effects on the academic achievement of secondary school adolescents.

### **Research Questions**

To guide the investigation, the following research quest; ‘’ have been posed and consequently answered.

1. What are the cause of domestic violence among secondary school Adolescents?
2. What are the effects of domestic violence on secondary school Adolescents?
3. Can counselling be employed as a means of remedYing the effects of domestic violence?

### **Research Hypothesis**

The following hypothesis have been postulated tou\_ further strengthen the investigation.

- Ho<sub>1</sub>: There is no significant relationship between the effects of domestic violence on secondary school Adolescents in Jos Metropolis and their academic Achievements.
- HO<sub>2</sub>: There is no significant difference between secondary school Adolescents provided with counselling services and those who are not.

### **Research Design**

The research is a causal comparative research design aimed at investigating the effect of domestic violence on academic achievement of secondary school Adolescents in Jos Metropolis. This research is also known as ex-post facto research which simply implies the study of a phenomenon that can obtain the exact facts and figures. It is a type of research that attempts

to determine the causes or consequences of differences that already exist between or among the groups of individuals.

The choice of this research design was based on the fact that domestic violence which is the independent variable has already accrued and academic achievements on the other hand, being the dependent variable is either positively or negatively influenced. Thus, this study was done in retrospect, to determine the effects of the independent variable on the dependent, of which if would have been impossible, if the independent (Domestic violence) had not exerted its pressure on the dependent (Academic Achievements of secondary school Adolescents.)

### **Population and sample of the study**

The target population of the study compared all the 99 secondary school Adolescents in Jos Metropolis, from which 79 were private and 20 were public schools. The sample however, was drawn from the 99 senior secondary schools which is 10% amounting to 10 schools thus,  $10/100 \times 99/1 = 9.9$  (10 schools). From which comprised 4 mission secondary schools, 3 private secondary school and 3 public secondary schools, given the total of 10 senior secondary schools.

Based on the selected sample, a total of 250 respondents were selected, consisting 200 secondary school Adolescents, 30 teachers, 10 counsellors and 10 social welfare officers from each senior secondary school, 20 adolescent were selected.

Proportional stratified sampling was employed in the selection of the 250 respondents, while the required number of unit for each stratum was selected using the simple random sampling. This was used because it had advantages of ensuring that every segment that makes up the population was adequately represented in the collection of data and every stratum proportionally represented in the study.

The target population (sample) which was the S.S. 2 students was selected basically because they had taken over the prefectship mandate of the school and were at the peak of their adolescence stage of development. Again, their selection was also due to time availability for the S.S. 2 students, the researchers could conveniently carryout the research. The teachers on the other hand, were those who handled the students. Thus, the selection of their form teachers, discipline masters and the school counselors was all based on their knowledge and interaction with the students.

### **Instrument for Data Collection.**

The instrument used in collecting data for this study were two structural questionnaires titled Domestic Valence Academic Achievement Teachers, Counselors and Social welfare officers Questionnaire (DV AAICS'Q) and Domestic Violence Academic Achievement Secondary School Adolescents in Jos Metropolis. (DVAASSAJMQ) which was the researcher-designed. The first part of the questionnaires contain descriptive data about the respondents, while the second part was made up of analytical data for the venous respondents to respond to the skipping the DV AASSAJMQ contained 15 items on the effect of domestic violence on academic achievements of secondary school adolescents in Jos Metropolis. The questionnaire items ware designed on four point scale of strongly agree, Agree Disagree and strongly Disagree.

Validity and Reliability

### **Validation and Reliability**

Content validity of the instrument became very important to assist the researchers determine to what extent the items of the instruments related relevantly to the purpose of the research. To artest to this adequately, a professionally qualified counsellor first ratified the draft questionnaires before the two set of questionnaire were subjected to additional expert scrutiny of the test and

measurement specialists unit of the department of Arts and social science Education of the University of Jos.

The reliability of the instruments was also established using the pearson product moment co-relation statistic. Co-efficient value of 2.50 was obtainable. Thus, the simple rule for decision making was: given as any mean value that is 2.50 and above was considered as a factor, while any mean value below 2.50 was considered not to be a factor.

### Method of Data Collection

The researchers personally administered the questionnaires and were returned back, using the spot method administration and collection of the completed questionnaires, to ensure hundred percent returns of the items.

### Analysis of Data

The three research questions were answered through the use of simple percentage, mean and chi-square.

The formular for chi-square was given as:

$$fe$$

while the mean was also given as:

$$\bar{x} = \frac{E}{N}$$

$$f$$

$$\bar{x}$$

$$X$$

### Result and Discussion

Table: The occupational distribution of Teachers counsellors and social welfare workers:

Occupation	Frequency	Percentage
Teacher	30	60%
Counsellors	10	20%
Social welfare workers	10	20%
<b>Total</b>	<b>50</b>	<b>100%</b>

The above data on table 1 indicated that 30 represented 60% of the total respondents are teachers of the secondary school adolescents in question, because they are believed to have a first hand information of the effects that domestic violence would have on the school adolescent academic achievements. The remaining 40% of the total respondents equally divided by the counsellors and the social welfare workers given as 10 represented by 20% each, to complete the circle of respondents who are believed to have a good knowledge of the effects of domestic violence on secondary adolescents.

**Table 2: Data on the age of 200 S. S. 2 Adolescents**

S/N	Age	Frequency	Percentage
1.	14	5	2.5%
2.	15	18	9%
3.	16	62	31%
4.	17	59	29%
5.	18	27	13.5%
6.	19	15	7.5%
7.	20	8	4%
8.	21	4	2%
9.	22	2	1%
	<b>Total</b>	200	100%

Table 2 showed that the secondary school adolescents are mostly aged 16, 17, 18 respectively represented by 16 years (31%), 17 years (29%) and 18 years (13.5%). This is closely followed by those aged 15 (9%) and 19 years (7.5%). While those aged 20 years (4%) 14 years (2.5%), 21 years (2%) and 22 years (1%) from the table above, the dominant aged ranged of secondary school adolescents in SSII are in the aged bracket of 16 -18 years.

**Research Question 1:** What are the causes of Domestic violence among secondary school adolescents?

**Table 3:** Responses on DVAATCSQ on causes of domestic violence among secondary school adolescents.

S/N	Factor	AS	A	D	SD	X
1.	Growing-up in a domestically violated environment is a cause of its pro-liferation	20	24	4	2	3.24
2.	Domestic violence among secondary school adolescents can be caused by jealousy.	16	16	13	5	2.86
3.	The belief that we live in a male dominated society is a cause of domestic violence.	13	12	11	14	2.48
4.	Most domestically violated secondary school adolescents are indigent	15	15	14	6	2.78

The mean score for acceptance is 2.5, given that the average of the Likert scale =

$$\frac{(4 + 3 + 2 + 1)}{4} = \frac{10}{4} = 2.5$$

By the above, this implies that any score below 2.5 is not accepted. It thus implies that the researchers used the mean of 2.5 as a standard for acceptance throughout this section.

Thus, the above table 3 revealed that 3.2, 2.8, 2.4 and 2.7 were the mean score (X) of teachers, counsellors and social workers to the DV AATCSQ items 6, 7, 8, question one.

**Research Question 2:** What are the effects of domestic violence on the academic performance of secondary school adolescents?

**Table 4: Responses on the effect of domestic violence on the academic performance of secondary school adolescents.**

S/N	Factor	SA	A	D	SD	X
1.	Domestically violated secondary school adolescents are psychologically traumatized in class	17	19	10	4	2.98
2.	Most domestically violated secondary school adolescent live in fear	19	17	11	3	3.04
3.	Domestically violated secondary school adolescents perform poorly In their academics.	17	18	13	2	3.0
4.	Most domestically violated secondary school adolescents lack moral support in their educational pursuits	17	20	10	3	3.02
5.	Domestic violence inhibits the academic achievements of secondary school adolescents	28	13	7	2	3.34
6.	Most domestically violated secondary school adolescents have low self-esteem	20	15	10	5	3.0

The above information on table 4 showed that 2.98, 3.04, 3.0, 3.0, 3.02, 3.34 and 3.0 constituted the mean score (X) of teachers, counsellors, and social welfare workers to the second research question raised, related to items 11, 12, 14, 15, 16 and 17 on the questionnaire.

**Research Question 3:** Can counselling be employed as a means of remedying the effect of domestic violence on the secondary school adolescents?

**Table 5:** Responses on whether or not counselling can be employed as a mean of remedying the effect of domestic violence on the secondary school adolescents.

S/N	Factor	SA	A	D	SD	X
1.	Domestically violated secondary school dolescents will improve in their academic achievement if they are counseled.	27	13	7	3	3.28
2.	Lack of proper counselling worsen the academic achievements of domestically violated secondary school adolescents.	27	19	4	-	3.46
3.	Domestically violate secondary school adolescents need counselling to remedy the effects that domestic violence has on them.	25	16	8	-	3.36

The above table 5 indicated that the mean score (X) were 3.28, 3.46 and 3.36 respectively from the items with regards to the entire questionnaire item (18, 19 and 20) related to the third research question presented.

Hypothesis 1: there is no significant relationship between the effects of domestic violence on secondary school adolescents and their academic achievement; with significant level at  $P < 0.05$ . The chi-square test of independence was used to test this hypothesis. Table 6 below presents the relationship between the effects of domestic violence and the academic achievements of secondary school adolescents.

**Table 6: Effects of domestic violence and academic achievement of secondary school adolescents.**

N	X <sup>2</sup> (chi-square)	Critical X <sup>2</sup>	Remark
200	61.77	5.99	significant

Table 6 above clearly depicts that the X<sup>2</sup> calculated is 61.77 while the critical x<sup>2</sup> is 5.99. It then revealed that the calculated x<sup>2</sup> 61.77 is greater than the critical x<sup>2</sup> 5.99 therefore, we conclude that there is relationship between the effects of domestic violence and the academic achievements of domestically violated secondary school adolescents.

Hypothesis 2: There is no significant difference between secondary school adolescents provided with counselling and those who are not. Significance at  $p < 0.05$ .

**Table 7: below indicated the difference between secondary school adolescents provided with counselling and those who are not.**

N	X <sup>2</sup> Calculated	X <sup>2</sup> Critical	Remark
200	5.24	3.84	Significant

Table 7 differentiate between counselled and non counselled secondary school adolescent.

Data from table 7 above showed the different between secondary school adolescents who are counselled and those who are not. The calculated x<sup>2</sup> is greater than the critical x<sup>2</sup> as  $5.24 > 3.84$ . Therefore, the null hypothesis stated is rejected. In other words, given the calculated values, the difference is significant. This is based on the responses of the respondents to DVAASSJMQ item 14.

## Discussion

This study investigated the various effect that domestic violence can exert on the academic achievements of secondary school adolescents. It also examined the role of counselling as a remedy to the situation of violence in the home and its resultant effects.

The research findings revealed that growing up in a domestically violated environment; jealousy and poverty were the major causes of the proliferation of domestic violence among secondary school adolescents. This goes to confirm what Uchem (2008) says that poverty has forced many Nigerian children especially adolescents to abandon school in order to help their parents earn some extra income and ensure stability and peace in their homes.

The research findings also show that domestically violated secondary school adolescents are psychosocially traumatized in class:

- 1 They live in fear.
- 2 They perform poorly in their academics.
- 3 They lack the required moral support in their educational pursuits.
- 4 Their educational achievements is inhibited as a result of their parents financial squabble and
- 5 They suffer from inferiority complex and low self esteem.



The above mentioned effects are believed to have resulted from the family status of these school adolescents, who are believed to have spend most of their time squabbling on issues that are mainly financially oriented than educational. That low self esteem is viewed to be based on the fact that they feel bad and ashamed of the lack of peace and harmony in their homes, thinking that it has made them a laughing stock among their friends and peers. This aligns clearly with Santrock (2005) with the demand of adolescents. The demand re-affirms the importance of counselling, as a vital model to changing the usual ways of thought of the wounded hearts of the adolescents.

The finding on the significant difference that exist between the secondary school adolescents provided with counselling and those that not revealed that counselling has not been advocated as a means of reducing maladaptive behaviours and increasing adaptive ones as opined by Ogbuka (2003) Hence, its significance is undermined while the academic achievements of these school adolescents suffer a great deal. With out doubt, the need for counselling as a means to remedy the negative effects of domestic violence if it has any positive effects at all cannot be overemphasized.

The implications of these findings is that professional counsellors must be eagerly mindful of developing and implementing well structured domestic violence counselling programme for secondary school adolescents. Since it has been concedes by (2006) that counselling is a developmental process, counselling is the most effective means of remedying the effect of domestic violence.

### **Recommendations**

It view of the findings of this research, the following recommendations are made.

1. Domestic violence should no longer be regarded as a private matter, rather, it should be treated as a crime against humanity and the society.
2. Government should decively show interest into the effect of domestic violence by passing into law, a bill that will effectively address the issue of domestic violence as a social ill and crime, to reduce its proliferation.
3. Professional counsellors should be eagerly mindful of developing and follow up the implementation of a well structured domestic violence counselling programme for secondary school adolescents.
4. The parents' teachers association of the school should support workshops, seminars and symposium organize by professional counsellors that will seek to enlighten parents and care givers on the need for them to be good models to their children.

### **Conclusion**

The findings of this research explored the effectiveness of counselling in remedying the effects of domestic violence on the academic achievements of secondary school adolescents that can be improved upon if properly counselled.

Indeed the academic achievements of school adolescents are greatly affected by the effect of domestic violence of which cognselling undoubtedly will go a long way to remedy as well as reduce its proliferation onto the future generation as earlier identified by Ogbuka (2003) stated that it robs children of their childhood, deprives women of their spirit and strips men of their place in the peaceful world.

Also, we can conclude that it inhibits school adolescents from attaining their dreams and aspirations especially as it related to their academic achievements and only proper counselling can remedy these effects.

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