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DOMESTIC VIOLENCE, AGGRESSIVE BEHAVIOUR AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN OHAFIA EDUCATION ZONE OF ABIA STATE.

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Abstract

The study investigated domestic violence, aggressive behaviour and academic performance of secondary school students in Ohafia Education Zone of Abia State. A correlational research design was adopted for the study. The population of the study comprised all 1, 950 SSII students in 45 public secondary school in Ohafia Education Zone of Abia State. Simple random sampling technique were used to draw a sample of 87 senior secondary II students from three (3) schools. Two research questions and two hypotheses was formulated and tested at 0.05 level of significance. Two researcher designed instruments titled: Domestic Violence Questionnaire (DVQ) and Aggressive Behaviour Questionnaire (ABQ), while students' Academic Achievement Data Schedule were adopted for the research. The instruments were validated by three experts, two from Guidance and Counselling and one from Measurement and Evaluation, all from Faculty of education. The reliability index of 0.83 was obtained using Cronbach Alpha, and considered adequate for the study. Simple linear regression was used to answer the research questions, while T-test statistic associated with simple linear regression was used to test the hypotheses. The findings showed that there is a high negative relationship between aggressive behaviour and academic achievement. There is no significant relationship between aggressive behaviour and academic performance of secondary school students in Ohafia education zone of Abia State. Based on the findings, it was recommended among others that counsellors should create a workshop for parents, to enlightening them on the dangers of aggressive behaviours toward their children and how it affects the academic and social engagements in school.

Key words: Aggressive Behaviour, Domestic Violence, Adolescents and Academic Achievement
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Introduction

The family is the major agent of socialization of the child. It plays a vital role in shaping the child's behaviour. Opara (2010) noted that the family is the first school and foundation that determines the child's behaviour. In other words, the way the people he/she sees in the home behave, impacts a lot to the development of his thoughts, actions and general behaviours.

A family or home where the parents disagree with each other, use inappropriate words, keep malice and fight can affect the child's behaviour negatively. Ideally, it is every child's dream irrespective of age and sex to be surrounded always with a home that reflects love of his or her parents, which is his pride amongst his/her peers. No wonder Kolawole and Odineze (2009) noted that a good home/family is of greatest importance to the child/adolescent. That is, a good home that provides love, support, encouragement and security that will enable him or her to cope with life's demands. However, in a home or family where these dreams are not actualized, it can lead to aggression, which affects the child/adolescent academically. A child or adolescent that grows in a home/family where aggression is prevalent is less likely to succeedin school but more likely to exhibit violent aggressive behaviours and may live with health problems that can last throughout his or her life time (Ewenwa, 2014).

Aggression is an act with an intention to cause harm to another. Nnodum, Agbaenyi and Ugwuegbulam (2014), defined aggression as an action carried out by an individual with the intention to damage, destroy or cause injury or harm or anxiety to others or even to oneself or the devastation of one's property of another person. They noted that aggressive behaviour

include but not limited to biting, yelling, name calling, fighting, temper tantrums, threatening to more serious types like bullying, assault, arson, kidnapping, deviant negativism and murder among others. Aggression seems the most disturbing among all the deviant behaviours in the society. This is because, the behaviour can be displayed everywhere, including as school, home, and even in the work places.

Studies have also revealed that adults who were aggressive as adolescents were more likely to experience marital or job instability and psychosocial maladjustment when compared to their counterparts who were not aggressive as adolescents (Ofole, Awoyemi, Siokwu, Ojukwu and Uwakwe 2015). The consequences of aggression are numerous and have implications for the aggressors, their families,the school, communities, educational system and the society at large.

A study carried out by Imhonde (2014), examined the association between aggressive behaviour in adolescent and family variables such as social learning, parenting style and exposure to violence. The findings revealed that a child's emotional relationship with the parent was the strongest single predicator of children's aggressiveness. He also noted that children from disruptive families show more propensity towards delinquent and maladaptive behaviour particularly in schools.

Aggression can lead to anxiety and cause the victims to develop some negative personality traits like dishonesty, arrogance, rudeness, quarrelsomeness, depression, lack of concentration, academic failure, truancy, self-centeredness, unfriendliness, and low-self-concept (Huggai, 2003). Moreover, it affects the overall development of the individuals by affecting their mental health, academic achievement and growth, psychological functioning and adjustment among others (Nnodum Agbaenyi and Ugwuegbulam, 2014).

Ezeji (2003) noted that, it affects the overall development of the individuals by affecting their mental health, academic achievement and growth, psycho-social functioning and adjustment among others which results to domestic violence.

Domestic violence is the term used to describe any abusive behaviour within an intimate relationship between two people. Kolawole and Odineze (2009) defined domestic violence as the act of threat or using physical, emotional or verbal power to intimidate, humiliate or physically injure anyone within the family circle.They noted that it is one of the most under estimated and under reported crimes the world over. It involves all forms of family squabbles, physical combat between parents, parents-children conflict and siblings' bitterness and rivalry. All these cause the beginning of the numerous riots we are experiencing in the society such as high rate of broken homes, divorce, increase in juvenile delinquency and turning our society into all forms of social vices.Domestic violence includes, physical, emotional, economic, sexual or other forms of harmful acts between other individuals in intimate relationships. Domestic violence is at times used synonymously with wife beating, domestic abuse, spouse abuse, domestic conflict, family violence and intimate violence (Enwenwa, 2014).

James and Gilliland (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 the society at large. They also added that, it has become apparent that some individuals are at greater risk of victimization than others. They stressed that children who experience domestic violence exhibit a variety of behavioural and emotional problems that affects their academic performance. The resultant effect of his childhood domestically violated experiences fully manifest itself in his adult life. Furthermore, some studies from developing countries and Muslim population found lower education and socio-economic status as factors which affect domestic violence (Animasahun, 2017).

Nnadi (2012) supported the view of Amnesty International, that in recent times in Nigeria there have been several cases of violence against women and most of these cases are kept silent despite their pervasiveness. Nevertheless, secondary school adolescents seem to

constitute the greatest percentage of the recipients of the adverse effects of domestic violenceHowever, Carter (2004), found that domestic violence takes a devastating effect on children (adolescents) and the society at large, which affects the personality of the adolescents. A child or adolescent exposed to domestic violence develops social, emotional and cognitive problems. Millions of children with such background have been neglected or given little attention which affects their academic performance (Ewenwa, 2014).

Academic performance is how students deal with their studies and how they cope and accomplish different tasks given to them (Michelle 2010). He further explained that academic success is measured by academic achievement or how well students meet standards being set out. An adolescent who witnesses fighting, beating, deprivation, name calling of children, abuse of mother and restriction from parents will suffer academic failure by reason of domestic crises. Growing up as children in such homes can trigger aggressive behaviour, and also cause physical, psychological emotional harm more especially on the adolescents.

Adolescence according to Naganandini (2017), represents the period between 13 and 19 years old (the period of schooling at the secondary level), when students manifest identity crises that many have serious impacts on their mental make-up and attitudes towards people, events and circumstances. Kolawole and Odineze (2009), see it as a time of frequent turmoil frustration, insecurity and struggle. They maintain that with so many conflicts decision and developmental tasks, the adolescent has to face his journey from puberty to adulthood is turbulence.Giving credence to the effects of domestic violence to student's learning, Aliyu (2004) concedes that the effect of domestic violence on adolescents either directly or indirectly also tend to compound their situation and disposition to educational achievements.

A study conducted by the office ofJuvenile 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 (Kolawle and Odineze, 2009). Imhonde, Aluede and Oboite (2009), carried out a study on domestic violence and adolescent psychological functioning among secondary school students in Benin Metropolis of Nigeria. The findings revealed that 252 (72.1%) of the respondents had parents who physically and verbally insulted each other while 103 (29%) of the respondents reported of not seeing their parents physically or verbally insult each other. Federal Ministry of Education in conjunction with UNICEF (2007), assessed violence against children at the basiceducation level in Nigeria. The findings show that physical and psychological violence are more prevalent than other types of violence.

Despite the depth and scope of these studies, none of them worked on domestic violence, aggressive behaviour and academic achievement of secondary school students in Ohafia Education Zone of Abia State. This motivated the researcher in carrying out the study as to fill the gap in knowledge.

Research Questions:

The following research questions were posed to guide the study.

1. To what extent does aggressive behaviour relate to academic achievement of secondary school students in Ohafia Education Zone of Abia State?
2. To what extent does domestic violence relate to academic achievement of secondary school students in Ohafia Education Zone of Abia State?

Hypotheses

Two null hypotheses guided the study and were tested at 0.05 level of significance.

1. There is no significant relationship between aggressive behaviour and academic performance of secondary school students in Ohafia Education Zone of Abia State.
2. There is no significant relationship between domestic violence and academic performance of secondary school students in Ohafia Education Zone of Abia State.

Methods

The study adopted a correlational research design. The population of the study comprised 1,950 SSII students in 45 public secondary schools in Ohafia Education Zone of Abia State. Simple random sampling technique was used to draw a sample of 87 senior secondary students from three schools. Two researcher designed instruments titled: Domestic Violence Questionnaire (DVQ) and Aggressive behaviour Questionnaire (ABQ) were used for the study. The Questionnaire had two sections. Section 'A' was used to elicit information on the bio-data of the respondents, while section B had two clusters with six (6) items each. The first cluster was used to elicit information on domestic violence on academic achievement, while the second cluster was on aggressive behaviour on academic achievement. The response format was the 4-points Likert scale of Very High Extent (HVE), High Extent (HE), Low Extent (LE) and Very Low Extend (VLE) and weighted 4, 3, 2, and 1 point respectively. The instrument was validated by three experts, two from Guidance and Counseling and one from Measurement and Evaluation, all from Faculty of Education, Abia State University, Uturu. It was found that the entire instruments were suitable for measuring what they purports to measure. The reliability indexof the instrument was 0.83 using CronbachAlpha. The instruments were administered by the researcher with the help of two research assistants. Simple linear regression was used to answer the research questions, while t-test statistic associated with Simple Linear Regression was used to test the hypotheses at 0.05 level of significance.

Results

Research Question One: To what extent does aggressive behaviour affect to academic performance of secondary school students in Ohafia Education Zone of Abia State?

Table 1: Extent of Relationship between Aggressive Behaviour and Academic Performance

Model	r	r Square	r square x 100	Adjusted r Square	Remarks
1	-0.56[a]	-0.55	-55.0%	-0.54	High negative relationship

a. Predictors: (Constant), Aggressive Behaviour

Table 1 presents the summary of simple linear regression analysis of relationship between aggressive behaviour and academic performance of secondary school students in Ohafia education zone of Abia State. The result showed that there is a high negative relationship between aggressive behaviour and academic performance with an 'r' value of -0.56. The result also showed the coefficient of determination to be r^2=-0.55 which implies that -55.0% of students' academic achievement is reduced by aggressive behaviour. The result indicates that aggressive behaviour relates negatively to a high extent with academic achievement of secondary school students in OhafiaEducation Zone of Abia State.

Research Question Two: To what extent does domestic violence affect to academic performance of secondary school students in Ohafia Zone of Abia State.

Table 2: Extent of Relationship between Domestic Violence and Academic Performance

Model	r	r Square	r square x 100	Adjusted r Square	Remarks
1	-0.21[a]	-0.16	-16.0%	-0.15	Low negative relationship

A. Predictors: (Constant), Domestic Violence

Table 2 presents the summary of simple linear regression analysis of relationship between domestic violence and academic performance of secondary school students in OhafiaEducation Zone of Abia State. The result showed that there is a low negative relationship between domestic violence and academic achievement with an 'r' value of -0.21. The result also showed the coefficient of determination to be r^2= -0.16 which implies that -16% of students' academic achievement is reduced by domestic violence. The result indicates that domestic violence relates negatively to a high extent with academic performance of secondary school students in OhafiaEducation Zone of Abia State.

Hypothesis one: There is no significant relationship between aggressive behaviour and academic performance of secondary school students in OhafiaEducation Zone of Abia State.

Table 3: T-test Statistic Associated with Regression Analysis of Significant Relationship Between Aggressive Behaviour and Academic Performance

(Constant)	B	Std. Error	df	β	t-cal	t-crit	Sig.
1	2.533118	0.34329				1.96	
	0.157108	0.102076	85	-0.56	7.37		0.00

a. Dependent Variable: Academic Performance

Data presented on Table 3 shows the summary of T- test statistic associated with Regression Analysis of significant relationship between aggressive behaviour and academic performance of secondary school students Ohafia Education Zone of Abia State. The result indicated df to be 85 (β, -0.56 and calculated t-value of 7.37 and a t-crit of 1.96 with a p value of 0.00, that is the result of the null hypothesis at 0.05 level of significance. Since the p value (0.00) is less than the criterion significance level (0.05), this therefore leads to the rejection of the null hypothesis, and an alternate hypothesis established.Thus, there is a significant relationship between aggressive behaviour and academic performance of secondary school students in Ohafia Education Zone of Abia State.

Hypothesis Two: There is no significant relationship between domestic violence and academic performance of secondary school students in Ohafia Education Zone of Abia State.

Table 4: T-test Statistic Associated with Regression Analysis of Significant Relationship betweenDomestic Violence and Academic Performance

(Constant)	B	Std. Error	df	β	t-cal	t-crit	Sig.
1	2.972996	0.289455				1.96	
	0.027848	0.105734	85	-0.21	10.27		0.03

a. Dependent Variable: Academic Achievement

Data presented on Table 4 shows the summary of t- test statistic associated with Regression Analysis of significant relationship between domestic violence and academic performance of secondary school students in OhafiaEducation Zone of Abia State. The result indicated df to be 85 (β, -0.21 and calculated t-value of 10.27 and a t-crit of 1.96 with a p value of 0.03, that is the result of the null hypothesis at 0.05 level of significance. Since the p value (0.03) is less than the criterion significance level (0.05), this therefore leads to the rejection of the null hypothesis, and an alternate hypothesis established.Thus, there is a significant relationship between domestic violence and academic achievement of secondary school students in OhafiaEducation Zone of Abia State.

Discussions

The finding on research question one which checked the extent of relationship between aggressive behaviour and academic achievement revealed that aggressive behaviour has a very high negative relationship with academic achievement of students in secondary schools. The hypothesis also revealed a significant relationship. The finding is in agreement with the study done by Huggai (2003) which found that aggression can lead to anxiety and cause the victims to develop some negative personality traits like dishonesty, arrogance, rudeness, quarrelsomeness, depression, lack of concentration, academic failure, truancy, self-centredness, unfriendliness, and low-self-esteem In the same vein,Ezeji (2003) found that, aggression affects the overall development of the individuals by affecting their mental health, academic performance and growth, psycho-social functioning and adjustment among others which results to domestic violence. These findings may mean that aggression affects the well-being of adolescents which in essence makes it hard for them to keep up academically.

The finding on research question two which investigated the extent of the relationship between domestic violence and academic performance of students in secondary schools found a negative relationship and also a significant relationship between the variables under study. The finding is in agreement with the study done by Carter (2004), who found that domestic violence takes a devastating effect on children (adolescents) and the society at large, which affects the personality of the adolescents and also leading them to poor academic performance. In the same vein, Ewenwa (2014) found that a child or adolescent exposed to domestic violence develops social, emotional and cognitive problems.They further found that millions of children with such background have been neglected or given little attention which affects their academic performance. This also lays emphasis on the fact that domestic violence can really diminish the academic performance of students.

Conclusion

The study concludes that aggressive behaviour and domestic violence have negative effects on the academic performance of students in secondary schools. When students are exposed to hostile conditions, their academic tendencies reduce greatly.The same also applies to their abilities to concentrate and learn in academic environments.

Recommendations

The following recommendations were made:

1. Government through the Principals should create a workshop opportunity for parents to enlighten them on the dangers of aggressive behaviours towards their children and how it affects their academic and social engagements in school.
2. The government through the National Orientation Agency (NOA) should engage counsellors to handle children at all stages of education to guide them on good living void of domestic violence.

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