

Influence of Parental Domestic Violence on Social Adjustment and Academic Performance among Secondary School Students in Asaba Urban, Delta State

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Abstract

The study examined the Influence of Parental Domestic Violence and Social Adjustment on Academic Performance among Secondary School Students in Asaba Urban. The study adopted descriptive survey design. Three objectives and three research questions were raised. The population of this study involved all the entire SS II students both male and female in the nine (9) public senior secondary schools within the Asaba Urban, Simple random sampling techniques were used to select 30 SS II students across the 6 selected public senior secondary schools making one hundred and eighty-(180) sample size. Self-Developed Questionnaires were used to collect the data these included Parental Domestic Violence Scale (PDVS) and Social Adjustment Scale (SAS), Preformat was used to collect the SS II Mock result of English Language. Two experts validated the scales for both face and content validity. The reliability of the instruments was determined through the split-half method, subjected to Cronbach alpha level coefficient of 0.88 and 0.78 obtained respectively. Frequency Count and Percentage were used to analyse the demographic data and the research question three, while Pearson Product Moment Correlation coefficient (PPMC) were used to answers research questions 1 and 2. The findings of this study revealed that the level of parental domestic violence was high. The level of Social Adjustment and Academic Performance were both low. The following recommendations were made; School Counsellor, psychologist, and administrators should intensity efforts at initiating programme that could increase social adjustment of students who exposed to parental domestic violence. Parents and guardian should desist from having domestic violence and make sure that every marital challenging issue is resolved amicably.

Keywords: Domestic Violence, Social Adjustment, Academic Performance

Introduction

The home undeniably plays a critical role in shaping a child's academic journey. It is the primary environment where habits, routines, and access to resources are established. Family dynamics, parental involvement, and the overall learning atmosphere at home all contribute significantly to a student's

success. However, the factors influencing academic performance extend beyond the home. The family as a major unit of socialization is very vital for the development of children. Today, violence and conflicts in the family have threatened family relationships. Many odd things have taken place in the family system. It is not strange to see members of the same household such as father and mother, children and parents, brothers and sisters who are not in talking terms. The family is the smallest unit to which human beings belong and acquire the social norms of the society. Through the process of socialization, problems may arise from the family such as disagreement between parents leading to divorce, infertility problem, infidelity, fighting and quarrel among others. This may have some social and psychological effects on the offspring John, and Daniel (2019).

Violence consists of actions, words, attitudes and sociocultural damages that prevent people from achieving their full human potentials as a family. The act could be deliberate or non-deliberate. Violence in the family is a deliberate pattern of abusive and accusative tactics used by one member(s) of the family in an ultimate relationship to obtain or maintain power and absolute control or independence within the family. According to John, and Daniel, (2019), violence in the family covers a broad range of controlling behavior, which typically involve fear, harm, intimidation and emotional deprivation, which might affect children's academic performance in schools. Violence in the family could be physical, psychological, sexual, violence based on gender and socioeconomic status of parents. Parental Domestic violence can be broadly defined as a pattern of abusive behaviour by one or both partners in an intimate relationship, such as marriage, cohabitation, dating or within the family. It is a complex phenomenon that related to patterns of behaviour, which shared by a multitude of forces within families. There are many possible ways to define domestic violence, depending on the individual perspective. Domestic violence can take many forms, including physical aggression, or assault such as hitting, kicking, pushing, biting, torture, shoving, slapping, battery, throwing objects or threats, sexual abuse, controlling or domineering, intimidation, stalking, passive covert abuse (neglect), and economic deprivation Michele, (2018). The home environment where a child grows up has a powerful influence on the child's moral and mental development. It viewed as consequential for child developmental outcomes, such as cognitive ability, school readiness, academic achievement, and emotional adjustment. Whereby the academic performance of any child cannot separated from the home environment in which the child grows up

Michele, (2018). There are pieces of evidence from all parts of the world that some homes are witnessing severe domestic violence, which found to influencing seriously the children from such homes. Domestic violence is a devastating social problem that affects every segment of the population. Studies estimate that 10 to 20 percent of children are at risk for exposure to domestic violence. Children's exposure to inter-familial violence has been linked to depression and more negative self-concept. Studies have shown that both witnessing and/or being a victim of community violence may put children at risk for increased anxiety and depressive symptoms. Research also indicates children exposed to domestic violence are at an increased risk of being abused or neglected, and that a majority of studies reveal there are adult and child victims in 30 to 60 percent of families who experience domestic violence. Children are living in most homes where there is Domestic violence. Children witnessing violence in the home suffer serious cognitive, behavioral, emotional and developmental impairments, which significantly alter their lives. In addition, school-aged children who have witnessed domestic violence are prone to poor academic performance, constant fighting with peers, and rebellion against adult authority Violence exposure can be interpreted by the child to mean not only that the world is unsafe but also that the child is unworthy of being kept safe. Whether related to violence in the home or in the community, these attitudes can undermine children's school adjustment and academic achievement by contributing to negative self-perceptions and problems with depression and anxiety Childhood exposure to violence is associated with a variety of aggressive and otherwise mal-adaptive behaviors that can disrupt children's school adaptation and academic competence.

Academic performance is an active demonstration that assesses students learning progress. Academic performance has defined and explained by several authors, according to Narad and Abdullah (2016), academic performance is the knowledge gained which assessed by marks, by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. Exposure to marital conflict might influence students directly or indirectly through its effect on their academics. It would appear, then, that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the young adolescent. Marital conflict is associated with heated quarrels, violence, and separation and in extreme cases divorce. The effect of marital conflict on children has fast become a central point for both discussions and research among Social Scientists. According to Banjo (2010), the home influences the child at the most impressionable time of his

life, at a time when his mind is most receptive it provides the first impression on it. It is in the home that a child learns his earliest lessons in obedience, politeness, and consideration for others. If the home and the schoolwork in the same direction towards the best development of the child, the result will be excellent, b u t if the school pulls in one direction while the home in another, the child is true development is bound to be handicapped. It is t h e n true that, a conflict-riddled family or broken home cannot be conducive for the smooth learning of the child, because the home will only succeed in pulling down what the child has learn in school because of lack of reinforcement from the home.

As Narad and Abdullah (2016), noted, if the child from broken home fails to make necessary adjustment at school, he becomes maladjusted and this might make him resort to change the situation violently and as a student he would see both teachers and seniors as threat to his existence in the school and would attack them. The child may turn his mind to other things, to forget his failure to adjust to the situation as a student and develop hatred for participation in any school activity. The child may decide to avoid the unfavourable situation by refusing to go to school or become a truant. Children that grow up in a broken home are unlikely to develop their academic potentials to the fullest while children brought up in a stabilized and organized home are more likely to develop to a full fledged human being, being able to discover their academic and other attributes leading to success in life endeavor. According to Odolo (2013), a child from broken home may lead to feelings of insecurity that continues throughout his childhood to adolescence. However, many factors and reasons have given as being responsible for the continuous low social adjustment of students in the present educational system. These include the quality of teachers, non- commitment of the students to their studies. Family structure, parenting styles, school environment and motivation factors. No study seems to have been carried out on the Parental domestic violent and secondary school students' social adjustment in Asaba Urban, Delta State Based on the above increasing evidence that parental involvement. It is beneficial for children's success in school, this study, therefore, seeks to find out the Influence of Parental Domestic Violence on Social Adjustment and academic performance among Secondary School Students in Asaba Urban, Delta State.

Statement of the Problem

In the secondary school system, some students appear socially adjusted while others are not. Reports as discovered by the researcher through physical visits and interviews with some school discipline masters indicate serious maladjusted behaviour of students. Among the behaviour commonly discovered and reported are fighting, destruction of school property, classroom disturbance, stealing, and examination malpractice. This may lead to absenteeism, truancy, and low academic achievement. The displays of this social mal-adaptive behaviour have become an issue of great concern to well-meaning citizens including researchers. Schools established to impart knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performances. Despite all programs and initiatives like Parent Teacher Association (PTA), educational programs like debate, quiz and counselling strategies made or devised in schools to improve students' academic performance, poor academic performance recorded yearly. It becomes necessary and imperative to examine the possible causes of poor social adjustment among secondary school students. Social adjustment has attributed to various factors such as the student's attitude to academic-related activities in the school, approach to learning and academic self-concept, punctuality, and relationship with peers. Apart from the mentioned factors, domestic violence which means the pattern of abusive behaviour in any relationship that is used by one partner to gain or maintain control over another intimate partner, according to Teseletso, (2015)., has been considered to have a negative influence on the social adjustment of children that are exposed to it. Children who grew up in a toxic environment tend to perform below average academically due to psychological and mental-attributed stress they undergo in the home due to the violence experienced. It is as result of the foregoing, this study seeks to investigate the Influence of Parental Domestic Violence on Social Adjustment and Academic Performance among Secondary School Students in Asaba Urban, Delta State

Objectives of the Study

Specifically, to determined

1. The level of parental domestic violence in Asaba Urban, Delta State
2. The level of Social Adjustment among Secondary School Students in Asaba Urban, Delta State.

3. The level of Academic Performance among Secondary School Students in Asaba Urban, Delta State.

Research Questions

The following research questions was raised to guide the conduct of this study:

1. What is the level of parental domestic violence in Asaba Urban, Delta State?
2. What is the level of Social Adjustment among Secondary School Students in Asaba Urban, Delta State?
3. What is the level of Academic Performance among Secondary School Students in Asaba Urban, Delta State?

Methodology

This study adopted descriptive survey of correlational research design. This design of study seeks to establish what relationship exists between two or more variables. Usually such studies indicate the direction and magnitude of the relationship between the variables. The population of this study involved all the entire 3, 213 SS II students both male and female in the nine (9) public senior secondary schools within the Asaba Urban, Delta State. Simple random sampling technique was used to select 30 SS II students both male and female across the 6 selected public senior secondary schools within the Asaba Urban Delta State, making one hundred and eighty (180) sample size for this study. Self-Developed questionnaires were used to collect the data these included Parental Domestic Violence Scale (PDVS) and Social Adjustment Scale (SAS) on Academic Performance Proforma was used to collect the SS II Mock result of English Language. The instruments contained demographic data of the respondents. The SS II in public senior secondary schools answered the questionnaires. The questionnaires were Four Points Linkert Scale ranging from Strongly Agree (4), Agree (3), Disagree (2) and Strongly Agree (1), with 10 items on each scale.

To ensure the validity of the instrument the questionnaires were validated for both face and content by the two experts in the Department of Educational psychology and Counselling, Federal college of Education Technical Asaba. The items were in terms of clarity, relevance and appropriateness in addressing answers to the Research Questions raised in the study; also make

concrete suggestions for improving the instrument towards meeting the objectives of the study. To establish the reliability of the instrument Cronbach alpha level coefficient were used to test the instrument. The result of Cronbach alpha reliability co-efficient of Parental Domestic Violence Scale was 0.80 and Social Adjustment Scales (SAS) was 0.77 respectively. This was a confirmation of test of reliability, which according to Jayachandran, P. (2017). An instrument considered reliable if its reliability coefficient is not below 0.60 index Therefore; it confirmed that the instruments used for this study were highly reliable. To analyze the data collected, Frequency Count and Percentage were used to analyze the demographic information of the respondents and the research question 3. While Mean was used to answer the 1 and 2.

Results

The data collected analyzed using both descriptive and inferential statistics. For the demographic data; percentages and frequency count were employed, the research questions were answered using mean, rank order.

Demographic Data Analyses of the Respondents Based on Gender

Table 1: Percentage Distribution of Respondents Based on Gender

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 87 | 48 |
| Female | 93 | 52 |
| Total | 180 | 100 |

Table 1 presents the percentage distribution of respondents based on gender. The table shows that 87 (48%) of the respondents were SS II male students and 93 (52%) of the respondents were SS II female students.

Answering of Research Question

Research Question 1: What is the level of parental domestic violence in Asaba Urban, Delta State?

Table 2: Mean Score on the Respondents' on the level of parental domestic violence in Asaba Urban, Delta State

| S/N | parental domestic violence | Mean | |
|-----|--|------|------|
| 1 | My parents usually thrown object during an argument | 2.70 | High |
| 2 | my parents do threaten to kill each other during misunderstanding | 2.64 | High |
| 3 | my parents get really mad at each other when arguing | 2.52 | High |
| 4 | My parents do consider separation as a solution to their marriage | 2.50 | High |
| 5 | my parents usually say hurtful things to each other | 2.60 | High |
| 6 | my parents often harass and complain about each other to the third party | 2.58 | High |
| 7 | my parents do arguing in so many issues | 2.56 | High |
| 8 | My parents doesn't considered their children during argument | 2.51 | High |
| 9 | my parents do shout at each other | 2.54 | High |
| 10 | my parents used to pushed each other during an argument | 2.68 | High |
| | Grand Mean | 2.60 | |

N.B: Mean =0.00-1.49 (Low), 1.50.2 -49 (Moderate) and 2.50 and above (High)

Table 2 revealed that all the 10 items responses of the respondents were 2.50 and above mean score, that is (high level) Thus, the grand mean score was 2.60. This implies that the level of parental domestic violence in Asaba Urban, Delta State was high.

Research Question 2: What is the level Social Adjustment among Secondary School Students in Asaba Urban, Delta State?

Table 3: Mean Score on the Respondents' on the level of Social Adjustment among Secondary School Students in Asaba Metropolis, Delta State

| S/N | extent of social adjustment | Mean | Decision |
|-----|---|------|----------|
| 1 | I seek friendship among my peers in the school | 1.54 | Low |
| 2 | I do make relation with opposite gender | 1.42 | Low |
| 3 | I feel emotional stable with others students | 1.52 | Low |
| 4 | I depend on myself to solve my problems in the school | 1.47 | Low |
| 5 | I am convinced with my ability | 1.48 | Low |
| 6 | I try to achieve my goals through high performance in the school | 1.49 | Low |
| 7 | I do avoid fighting with other students | 1.40 | Low |
| 8 | I enjoy academic discussion with other students | 1.44 | Low |
| 9 | I am convinced with practicing sport, culture and entertainment with other students in the school | 1.50 | Low |
| 10 | I do not feel different from my colleagues in some good ideas and thoughts | 1.45 | Low |
| | Grand Mean | 1.47 | |

N.B: Mean =0.00-1.49 (Low), 1.50.2 -49 (Moderate) and 2.50 and above (High)

Table 3 revealed that all the 10 items responses of the respondents were below 2.50 mean scores that is (low level) Thus, the grand mean score was 1.47. This implies that the level of Social Adjustment among Secondary School Students in Asaba Urban, Delta State was low.

Research Question 3: What is the level of Academic Performance among Secondary School Students in Asaba Urban, Delta State?

Table 4: Frequency and Percentage of the Respondents on the Academic Performance among Secondary School Students in Asaba Urban, Delta State.

| Level of Academic Performance | Frequency | Percentage | Score |
|-------------------------------|-----------|------------|----------|
| High | 19 | 11 | 65-above |
| Moderate | 34 | 19 | 50-64 |
| Low | 124 | 70 | 1-49 |
| Total | 180 | 100 | |

N.B: Level Academic Performance =1-49 (Low), 50 -64 (Moderate) and 65 and above (High)

Table 4 revealed that out of 180 students that participated mock examination of third term SS II 19 (11%) students scored 65 and above marks, 34 (19%) students scored 50 -59 marks and 124 (70%) students scored 1-49 marks. Thus, this implies that the level of Academic Performance among Secondary School Students in Asaba Urban, Delta State was low.

Discussion of Findings

The study investigated Influence of Parental Domestic Violence on Social Adjustment and Academic Performance among Secondary School Students in Asaba Urban, Delta State. In view of this, the Discussion of the Findings, Conclusion and Recommendations were discussed.

Research question one revealed that the level of parental domestic violence in Asaba Urban, Delta State was high. The finding of study agrees with

Almajali and Aisrehan (2019), who found that there is increase in the level of parental domestic violence among married adults and many students who are victims or witness's domestic violence are always unmannerly, who talk without sense. It further recommended for urgent attention to address the ugly situation.

Research question two revealed that the level of Social Adjustment among Secondary School Students in Asaba Urban, s, Delta State was low. The

finding of this study corroborate with Aihie, O. S. (2019), who found that the influence of parental conflicts on the level of student social adjustment in secondary schools in Nigeria, it further found that the level student social adjustment in secondary schools in Nigeria was relatively poor.

Research question three revealed that the level of Academic Performance among Secondary School Students in Asaba Urban, Delta State was low. The finding of this study corroborates with Narad and Abdullah (2016), who found that the level of academic performance students in high school was relatively low and poor as a result of several factors including parental violence, poor student's attitude, school's management related problems etc.

Conclusion

Based on the finding of this study results, the following conclusions were reached; that the level of parental domestic violence in Asaba Urban, Delta State was high, the level of Social Adjustment and Academic Performance among Secondary School Students were both low. In addition, the study concluded that there was significant relationship between Parental Domestic Violence and Social Adjustment among Secondary School Students. That parental domestic violence hinders Social Adjustment among Secondary School Students. This means that Parental Domestic Violence contribute to low level of Academic Performance among Secondary School Students in Asaba Urban, Delta State.

Recommendations

Based on the finding of this study, the following recommendations among others were made;

1. School counsellors and administrators should intensity efforts at Initiating programmed that could foster or increase social adjustment among secondary school students who exposed to parental domestic violence. This could be in form of peace club, anger management and other social activities that can help in eliminating poor social adjustment among them
2. School counsellors and administrators should intensity efforts in the area of providing secondary school students who exposed to parental

domestic violence with ideas that help them improve their academic performance.

3. School counsellors should introduce skills and strategies that could limit the issue of depression among secondary school students who affected by parental domestic violence. Strategies as story telling or sharing of personal experience should intensified as they could help bring back the students' sense of hope, fulfillment, satisfaction, security and general wellbeing.
4. Parents and guardian should desist from having domestic violence and make sure that every marital challenging issue is resolved amicably. This is because their children will not become the victim of such unwanted behavior of the parents that involved in domestic violence.

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