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RELATIONSHIP BETWEEN DOMESTIC VIOLENCE AND AGGRESSIVE BEHAVIOUR AMONG SENIOR SECONDARY SCHOOL STUDENTS IN ILORIN METROPOLIS, KWARA STATE. NIGERIA

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Abstract

This study examined the relationship between domestic violence and aggressive behaviour among secondary school students in Ilorin Metropolis, Kwara State, Nigeria. The study had four research objectives, four research questions and four hypotheses. Correlational design was used. The population was 6,232 students. Purposive sampling technique was used to select sample of 361 students used for the study. Data collected from the sampled respondents were analysed and the four hypothesis were tested using Pearson Product Moment Correlation statistics. All the hypotheses were tested at 0.05 alpha level of significance. The results obtained showed that inverse relationship exists between Domestic Violence and Physical Aggressive behaviour of [redacted] secondary school students in Ilorin Metropolis (r = 0.220, p = 0.000). Inverse relationship exists between Domestic Violence and Verbal Aggressive behaviour of secondary school students in Ilorin Metropolis (r = 0.298, p = 0.000). Based on the outcome of the study, it was recommended that; Parent and grown up adults in the family should be enlightened on the

Key words:
Domestic Violence, Aggressive Behaviour, Relationship, Secondary School Students and Ilorin Metropolis

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negative impact of domestic violence and the need to avoid such situations and practices. Counselling and Psychological services should be effectively deployed in schools to help students with domestic violence exposure understand ways they can develop resilience in-spite their experiences.

Introduction

Domestic violence is a pattern of assaultive and coercive behaviours such as physical, verbal, emotional and psychological attack used by adults in intimate relationships, and adolescents are exposed to such behaviour as they see, hear or of the knowledge through the aftermath of such acts, Abolarinwa, (2018). According to adams (2019), domestic violence is orchestrated by a desire of a partner in a relationship to dominate and control the other partner. According to National Coalition against Domestic Violence (2017), one definitional aspect that is generally agreed upon is that domestic violence constitutes a form of abuse. This abuse are of many types; emotional, financial, psychological, physical and sexual. Domestic violence most general view is considered to be a situation that arise between a man and woman in relationship. This has left out adolescents who reside in the same household where such violent acts are perpetrated. Adolescents who grow up in house hold with domestic violence are said to be at higher risk for maladjustment than those who do not live with such violence. Exposure to domestic violence can have serious negative effects on adolescents. These may include behavioural problems such as aggression, phobias, insomnia, low-self-esteem, and depression, low level of social competence, poor academic performance and low level of problem solving (National Survey on Children's Exposure to Violence, 2024).

Jamiu, (2025) reported that, Students' aggressive behaviour sometimes results into acts which poses threat or harm to others and even themselves. Aggressive behaviour refers to a cluster of behaviour which include: physical aggressive behaviour, verbal aggressive behaviour, anger and hostility. It is a form of behaviour along which intentions may be expressed directly or indirectly and this could hurt another person. These direct or indirect forms of aggressive behaviour are expressed physically, verbally, as anger or through hostile means. It is also a universal social issue which individuals particularly students commit against self or other people. It is an identified problem which is fast spreading across secondary

schools in Nigeria causing individual and societal damage, turning out an issue for concern to parents, teachers, school administrators and the society in general. In another vain, Jamiu (2025) said, today, aggressive behavioural pattern is perhaps a common form of interaction among people as news and media reports of vandalism/destruction of lives and property in the nation appears to be on the increase.

Aggressive behaviour is an associated symptom of many psychiatric problems and can manifest throughout life span from attention deficit hyperactivity disorder in children and adolescent, to domestic violence in adults, to dementia in older adults. It can be conceptualised as the observable manifestation of aggression, which is defined as any act intended to cause harm, pain or injury in another (Allen, 2017) It is a type of behaviour where people attempt to stand up for themselves or exert power over others in ways that are hostile and violate the right of others. Physical aggression includes ones inability to control the urge to hit or strike another person; when provoked may hit another person or takes revenge; resorting to violence in order to protect rights; threatening of known persons and sometimes being unable to point to any good reason for hurting another person; becoming so mad that one breaks things. Other forms of physical aggressive behaviour includes fights and other acts synonymous with bullying. Haruna (2018) describes physical aggressive behaviour to include activities in which actual physical harm is intentionally done to a person, animal or object. For example hitting, kicking, stabbing, shooting, pushing and shoving, throwing objects, breaking windows, defacing property and setting fires.

The prevalence of aggressive behaviour among secondary school students in Nigeria has been accounted for in recent times. as cited in (Aluede, 2018) found that four in every five secondary school participants (78%) reported being bullied and 85% of the respondents admitted bullying others at least once. In a similar study by Aluede (2018), 62.4% of the respondents have been victims of bullying, while 29.6% indicated that they have bullied others. Research conducted by Olujide (2024) showed that the prevalence of aggression among students was 67.2%. Thus 88.1% has been bullied while 33.1% were bullies. Furthermore, in a national survey of crime and safety in Nigeria by Clean Foundation, (2024), it was discovered that aggressive behaviour is on the increase in Nigeria as physical assault increased by 21% from 2022 to 2024, Domestic violence increased from 35% in 2020 to 51% in 2024. Some self-reports also point to high rates of hostile-aggressive behaviour.

According to the Centre for Disease, Control and Prevention 2021 study conducted reported that, 33.5% students have been involved in physical fights in the past year. Many times, in a bid for the adolescent to develop his/her self-identity, they encounter frustrations and disappointments which hampers their normal course of disposition at one point or the other.

In recent times, it is common to hear and observe cases and incidence of violence within secondary schools student in Ilorin, especially between senior classes to another senior class in another school in Ilorin metropolis. Violence in the schools brings about exhibition of emotional, psychological and behavioural consequences by the adolescents to the societies at the receiving end. This has attracted the attention of researchers such as (Jamiu, 2024) as many findings are unveiled from time to time with benefits to education and entire human race. It is against this background that, this study is set to examine the relationship between domestic violence and aggressive behaviour among senior secondary school students in Ilorin Metropolis.

STATEMENT OF THE PROBLEM

Domestic violence with respect to Ilorin Metropolis, is an abuse by one person against another in a domestic setting, unfriendly home environment as a result of marital conflict and violence which could lead to absence of proper care and concern for the total well-being of students and sometimes abuse, and may in turn affect their psychological, emotional and social development. Aggressive behaviour among secondary school students is on the increase and it is an observable pattern expressed through; cynicism, mistrust, anger and hostility with its effects reflected in actions directed against self or others. Aggressive behaviour appears replete in our secondary schools. A study carried out by Shekarey, Ladani, Rostami and Jamshidi (2018) revealed that aggressive behaviour was common in schools. In the same vein, Aluede (2017) reported that violence in schools was an issue that had become more prominent in the last few years as news about violent deeds among adolescents was on the increase. Social, emotional and psychological problems plague Nigerian secondary school students due to neglect from parents and caregivers, unfriendly home environment, coupled with the desire for independence by students. It is quite unfortunate that domestic violence, has led to families failing in their responsibility towards child upbringing. This study, therefore finds out the relationship between domestic violence and

aggressive behaviour among senior secondary school students in Ilorin Metropolis.

OBJECTIVES

The objectives of this study are to determine:

1. Physical aggressive behaviour among senior secondary school students in Ilorin Metropolis.
2. Verbal aggressive behaviour among senior secondary school students in Ilorin Metropolis.
3. Anger among senior secondary school students in Ilorin Metropolis.
4. Hostility among senior secondary school students in Ilorin Metropolis.

RESEARCH QUESTIONS

The following research questions were raised in line with the objectives:

1. What is the relationship between domestic violence and physical aggressive behaviour among senior secondary school students in Ilorin Metropolis?
2. What is the relationship between domestic violence and verbal aggressive behaviour among senior secondary school students in Ilorin Metropolis?
3. What is the relationship between domestic violence and anger among senior secondary school students in Ilorin Metropolis?
4. What is the relationship between domestic violence and hostility among senior secondary school students in Ilorin Metropolis?

HYPOTHESIS

The following hypothetical statements are formulated for the purpose of the study:

1. There is no significant relationship between domestic violence and physical aggressive behaviour among senior secondary school students in Ilorin Metropolis.
2. There is no significant relationship between domestic violence and verbal aggressive behaviour among senior secondary school students in Ilorin Metropolis.
3. There is no significant relationship between domestic violence and anger among senior secondary school students in Ilorin Metropolis.

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4. There is no significant relationship between domestic violence and hostility among senior secondary school students in Ilorin Metropolis.

METHODOLOGY

The researchers adopted two instruments used for data collection. The instruments are Domestic Violence Scale (DVS) and Buss-Perry Aggression Questionnaire (BPAQ). Data were analysed using SPSS version 16. The demographic characteristics of the respondents were described in frequencies and percentages. The research question one to four was answered using mean and standard deviation, while hypothesis one to four was analysed and tested using Pearson Product Moment Correlation (PPMC) statistical tool. Pearson Product Moment Correlation statistical tool is preferred because it measures the degree of relationship between linearly related variable. All the hypotheses were tested and interpreted at 0.05 alpha level of significance.

RESULTS

This presents the analysis and the interpretations of findings, the relationship between domestic violence and aggressive behaviour among senior secondary school students in Ilorin Metropolis. To achieve this objective, a total of 361 students were sampled for this study, whose responses were recorded for the data analysis. The statistical package IBM version 16 was used in the analysis of data. The first section comprised the bio data analysis in frequencies and percentages of gender. The second section answers the research questions using mean and standard deviation. The third section tests and interprets the four null hypotheses at 0.05 alpha level of significance.

Distribution of Respondent According to their Bio Data Variables

Table 1: Distribution of Respondents by Gender

Sex	Frequency	Percentages
Male	**205**	**56.8**
Female	**156**	**43.2**
Total	**361**	**100**

The inclusion of sex as a demographic characteristic is to ensure gender balance and accurate information on the respondents for the entire study. Table 1 shows

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that 205 respondents representing 56.8% are males while the remaining 156 respondents representing 43.2% are females.

ANSWERS TO RESEARCH QUESTIONS

The research questions were answered as follow.

Research Question One: What is the relationship between domestic violence and physical aggressive behaviour among senior secondary school students in Ilorin Metropolis?

Table 2: Distribution of Responses on Domestic Violence and Physical Aggressive Behaviour among Senior Secondary School Students in Ilorin Metropolis

Variable	N	Mean	S.D
Domestic Violence	361	3.2452	.30373
Physical Aggressive Behaviour	354	2.2997	.38683

Table 2 shows that 361 respondents of domestic violence exposure had a calculated mean value of 3.2452 and standard deviation of .30373 while 354 respondents identified with physical aggressive behaviour had a mean value 2.2997 and a standard deviation of .38686. This outcome reveals that exposure to domestic violence has higher mean score compared to physical aggressive behaviour mean score. This means that exposure to domestic violence is inversely related to physical aggressive behaviour among senior secondary school student in Ilorin Metropolis.

Research Question Two: What is the relationship between domestic violence and verbal aggressive behaviour among senior secondary school students in Ilorin Metropolis?

Table 3 Distribution of Responses on Domestic Violence and Verbal Aggressive Behaviour among Senior Secondary School Students in Ilorin Metropolis

Variables	N	Mean	S.D
Domestic Violence	361	3.2452	.30373
Verbal Aggressive Behaviour	325	2.2228	.39578

Table.3 shows that 361 respondents of domestic violence exposure had a calculated mean value of 3.2452 and standard deviation of .30373 while 325

respondents identified with verbal aggressive behaviour had a mean value 2.2228 and a standard deviation of .39578. This outcome reveals that exposure to domestic violence has higher mean score compared to verbal aggressive behaviour mean score. This means that exposure to domestic violence is inversely related to verbal aggressive behaviour among senior secondary school student in Ilorin Metropolis.

Research Question Three: What is the relationship between domestic violence and anger among secondary school students in Ilorin Metropolis?

Table 4 Distribution of Responses on Domestic Violence and Anger among Senior Secondary School Students in Ilorin Metropolis

Variables	N	Mean	S.D
Domestic Violence	361	3.2452	.30373
Anger	339	2.1214	.37244

Table 4 shows that 361 respondents of domestic violence exposure had a calculated mean value of 3.2452 and standard deviation of .30373 while 339 respondents identified with anger had a mean value 2.1214 and a standard deviation of .37244. This outcome reveals that exposure to domestic violence has higher mean score compared to anger mean score. This means that exposure to domestic violence is inversely related to anger among senior secondary school student in Ilorin Metropolis.

Research Question Four: What is the relationship between domestic violence and hostility among senior secondary school students in Ilorin Metropolis?

Table 5 Distribution of Responses on Domestic Violence and Hostility among Senior Secondary School Student in Ilorin Metropolis

Variable	N	Mean	S.D
Domestic Violence	361	3.2452	.30373
Hostility	348	2.3445	.41148

Table 5 shows that 361 respondents of domestic violence exposure had a calculated mean value of 3.2452 and standard deviation of .30373 while 348 respondents identified with hostility had a mean value 2.3445 and a standard deviation of .41148. This outcome reveals that exposure to domestic violence has

higher mean score compared to hostility mean score. This means that exposure to domestic violence is inversely related to hostility among senior secondary school student in Ilorin Metropolis.

HYPOTHESES

Research hypothesis were tested and the results presented as follow:

Research Hypothesis One: There is no significant relationship between domestic violence and physical aggressive behaviour among senior secondary school students in Ilorin Metropolis.

Table 6: Pearson Product Moment Correlation (r) Statistics on the Relationship between Domestic Violence and Physical Aggressive Behaviour among Senior Secondary School Students in Ilorin Metropolis

Variable	N	Mean	S.D	r	df	Sig (p)
Domestic Violence	361	3.2452	.30373			
				−0.220	359	0.000
Phy. Aggressive Beh.	354	2.2997	.38683			

. Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows the calculated significant (p) value of 0.000 while the alpha level of significance is 0.05. The (p) value is less than the significant value, which means there is a significant relationship between domestic violence and physical aggressive behaviour among senior secondary school students in Ilorin Metropolis and with a correlation index (r) of alpha level −0.220 at df 359. Therefore, the null hypothesis which state that there is no significant relationship between domestic violence and physical aggressive behaviour among senior secondary school students in Ilorin Metropolis is hereby rejected. This implies inverse relationship between domestic violence and physical aggressive behaviour among senior secondary school students in Ilorin Metropolis. Thus, the more domestic violence experience, the less the physical aggressive behaviour and vice versa.

Research Hypothesis Two: There is no significant relationship between domestic violence and verbal aggressive behaviour among senior secondary school students in Ilorin Metropolis.

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Table .7: Pearson Product Moment Correlation (r) Statistics on the Relationship between Domestic Violence and Verbal Aggressive Behaviour among Senior Secondary School Students in Ilorin Metropolis.

Variable	N	Mean	S.D	r	df	Sig (p)
Domestic Violence	361	3.2452	.30373			
				−0.298	359	0.000
Ver. Aggressive Beh.	325	2.2228	.39578			

. Correlation is significant at the 0.05 level (2-tailed)

Table .7 shows the calculated significant (p) value of 0.000 while the alpha level of significance is 0.05. The (p) value is less than the significant value, which means there is a significant relationship between domestic violence and verbal aggressive behaviour among senior secondary school students in Ilorin Metropolis and with a correlation index (r) of alpha level −0.298 at df 359. Therefore, the null hypothesis which state that there is no significant relationship between domestic violence and verbal aggressive behaviour among senior secondary school students in Ilorin Metropolis is hereby rejected. This implies inverse relationship between domestic violence and verbal aggressive behaviour among senior secondary school students in Ilorin Metropolis. Thus, the more domestic violence experience, the less the verbal aggressive behaviour and vice versa.

Research Hypothesis Three: There is no significant relationship between domestic violence and anger among senior secondary school students in Ilorin Metropolis.

Table .8: Pearson Product Moment Correlation (r) Statistics on the Relationship between Domestic Violence and Anger among Senior Secondary School Students in Ilorin Metropolis.

Variable	N	Mean	S.D	r	df	Sig (p)
Domestic Violence	361	3.2452	.30373			
				−0.222	359	0.000
Anger	339	2.1214	.37244			

. Correlation is significant at the 0.05 level (2-tailed)

Table .8 shows the calculated significant (p) value of 0.000 while the alpha level of significance is 0.05. The (p) value is less than the significant value, which means there is a significant relationship between domestic violence and anger among

senior secondary school students in Ilorin Metropolis and with a correlation index (r) of alpha level –0.222 at df 359. Therefore, the null hypothesis which state that there is no significant relationship between domestic violence and anger among senior secondary school students in Ilorin Metropolis is hereby rejected. This implies inverse relationship between domestic violence and anger among senior secondary school students in Ilorin Metropolis. Thus, the more domestic violence experience, the less the anger and vice versa.

Research Hypothesis Four: There is no significant relationship between domestic violence and hostility among senior secondary school students in Ilorin Metropolis.

Table 9: Pearson Product Moment Correlation (r) Statistics on the Relationship between Domestic Violence and Hostility among Senior Secondary School Students in Ilorin **Metropolis.**

Variable	N	Mean	S.D	r	df	Sig (p)
Domestic Violence	361	3.2452	.30373			
				–0.192	359	0.000
Hostility	348	2.3445	.41148			

. Correlation is significant at the 0.05 level (2-tailed)

Table .9 shows the calculated significant (p) value of 0.000 while the alpha level of significance is 0.05. The (p) value is less than the significant value, which means there is a significant relationship between domestic violence and hostility among senior secondary school students in Ilorin Metropolis and with a correlation index (r) of alpha level –0.192 at df 359. Therefore, the null hypothesis which state that there is no significant relationship between domestic violence and hostility among senior secondary school students in Ilorin Metropolis is hereby rejected. This implies inverse relationship between domestic violence and hostility among senior secondary school students in Ilorin Metropolis. Thus, the more domestic violence experience, the less the hostility and vice versa.

DISCUSSIONS

The purpose of this study was to determine the relationship between domestic violence and aggressive behaviour among senior secondary school students in Ilorin Metropolis of Kwara State, Nigeria. The outcome of the research hypothesis

is discussed with their corresponding research questions to determine how they are in agreement with the quoted literatures. The result of hypothesis one showed that there was inverse significant relationship between exposure to domestic violence and physical aggressive behaviour among senior secondary school students in Ilorin Metropolis. The answer to the corresponding research question revealed that exposure to domestic violence with higher mean value predicted physical aggressive behaviour with a less mean value. This implies that the higher the exposure to domestic violence, the lesser the physical aggressive behaviour by the students. The relationship as shown in this study is in line with the findings of Obikeze and Obi (2017) who reported that adolescents with experience of violence in the home expressed frequent manifestation of behaviours such as arson, bullying, beating, hitting amongst many with males exceeding the females in the rate of manifestation. The outcome of this study is further supported by Bandura's social learning theory in Jamiu, (2023) opinion, that imitation is the notion that individuals engage in behaviour that they have previously witnessed others doing.

CONCLUSION

Based on the findings of this study, the researchers concluded that positive relationship exists between each of the variables of the study, exposure to domestic violence was shown to be related to aggressive behaviour dimensions which includes physical aggressive behaviour, verbal aggressive behaviour, anger and hostility among senior secondary school students in Ilorin Metropolis, Kwara State, Nigeria. Results also revealed inverse significant relationship for all the four hypotheses. This implies that exposure to domestic violence may contribute negatively to students physical aggressive behaviour, verbal aggressive behaviour, anger and hostility.

RECOMMENDATIONS

In line with the above findings, the researcher recommended that:

1. Parent and grown up adults in the family should be enlightened on the negative impact of domestic violence and the need to avoid such situations and practices. This will allow students' grow in a peaceful and supportive environment, enabling them to eschew all manners of physical, verbal, anger and hostility forms of aggression.

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2. Counsellors and psychologists services should be effectively deployed in schools to help students with domestic violence exposure through treatment packages understand ways they can develop resilience in-spite their experiences
3. Governmental and non-governmental organisations should provide more awareness through the media channels the increasing rate and forms of domestic violence in the society with its resultant negative effect on aggressive behavioural pattern of students.
4. The legal system should consider laws that could help to curb domestic violence because it has been discovered that more need to be done at bringing perpetrators to book. This will make perpetuators of domestic violence minimise the prevalence of such practices and will help students learn better ways of relating with people thereby shunning acts of physical and verbal, anger and hostile form of aggression in their day to day activities.

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