



ACADEMIC SELF-EFFICACY AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN OWERRI MUNICIPAL: PREDICTIVE ROLE OF DOMESTIC VIOLENCE

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Abstract

The study investigated academic self-efficacy and academic performance of secondary school students in Owerri Municipal: Predictive role of domestic violence. The study adopted descriptive survey research design of quantitative nature. A population of 85 secondary school students that have experienced domestic violence and have received guidance counselling support service from their school counsellors were purposively selected for this study from ten randomly selected secondary schools in Owerri Municipal of Imo State Nigeria. Two research hypotheses were tested and three standardized instruments were used for data collection. Pearson Product Moment Correlation statistical tool was used to analyse collected data at 0.05 level of significance. Result revealed that domestic violence has negative predictive impact on secondary school students' self-efficacy, $r(85) = -.027, p > .05$. and academic performance, $r(85) = -.031, p > .05$ of students that were victims of domestic violence. Therefore, it was recommended that parents should be made to know through parent-teachers-association meetings of the fact that domestic violence negatively affects students' self-efficacy and their academic performance. Therefore, parents should avoid the occurrence of incidence of domestic violence.

Keywords: Academic Performance, Domestic Violence, Municipal, Owerri and Self-Efficacy.

Introduction

The experience of domestic violence negatively impairs the psycho-socio-emotional and intellectual wellbeing of abused secondary school students. The increasing rate of domestic abuse against minors, teenagers or adolescents is taking an unprecedented dimension and it is presently a vital issue of societal and national discuss in Nigeria. Daily, many children and adolescents are domestically exposed to different kinds of violent abuses at home in the measures of either physical, social or psycho-emotional. Children in Nigeria are at high-risk of domestic violent abuses in the forms of rape, physical beating, punching, slapping, hitting, kicking, deprivation of food, clothing, etc. The report of Premium Times (2025) revealed that Lagos State Domestic and Sexual Violence Agency (DSVA) recorded the domestic abuse of 3,629 children, for which 2,177 (60%) are girls, and 1452 (40%) are boys, between September 2024 and August 2025. These children were found to have suffered several forms of domestic violence.

The Guardian Newspaper December 12th 2023 report in Nigeria revealed that globally, domestic violence often ruins the lives and aspirations of millions of people with a distressing impact on their physical, psychological, socio-development, mental health and quality of life. Among children, domestic violence often ignites psycho-emotional disequilibrium, socio-maladaptive behaviour in school and poor academic performance (The Guardian Newspaper 2023). Domestic violence is referred to as violent interactive act utilized by people to subdue, intimidate, control or victimize vulnerable individuals to submission. It can take the form of psychological, emotional, physical, sexual violence etc., and has no specific boundaries (Gao et al., 2021). The negative implication of domestic violence on school children self-efficacy and mental wellbeing is well documented in literature (Zeppeagno et al., 2019).

Self-efficacy as used in psychology implies the belief people have on their ability to excel in designated task and attain their stated goals (Bandura, 2010). Self-efficacy affects every aspect of human life experience. Self-efficacy strappingly influences levels of individuals belief in their ability to competently face challenges and make the right choices. Strong sense of self-efficacy has positive implication on an individuals' achievement and general wellbeing (Bandura, 2010). People having low self-efficacy see tasks that are challenging as threats and tend to avoid them due to lack of confidence in their ability to excel (Bandura, 2010). The findings of Undiyaundye (2009) revealed that domestically abused school children are often aggressive, have low self-efficacy, low self-esteem, are anxious, traumatized and skip school. Adamu (2009) affirmed that domestic violence within the family do impair school children self-confidence in their ability to face and overcome challenges, concentration in classroom learning activities and they experience gradual decline in academic attainment.

Students that are victims of domestic violence at home are often not motivated to strive for academic success as they struggle with damaging psycho-socio-emotional and behavioural challenges (World Health Organization, 2021). Globally, domestic violence has been noted to have negative impacts on students' educational performance, as victims participate less in school teaching and learning activities (Smiley et al., 2021). Research on impact of domestic violence on urban adolescents' mental health and academic performance revealed negative impact (Moses, 2018). Wolfe et al. (2016) posit that school children that are victims of domestic violence experience traumatic developmental instability and failure in academic activities. Domestic violence negatively impairs a Childs brain development and concern child often perform poorly in school compare to children who are not victims of domestic violence (Carrel & Hoekstra, 2019). Research shows that they experience significant deterioration in reading and arithmetic test scores (Carrel & Hoekstra, 2019). Children who are victims of domestic violence have a higher dropout rate from school due to poor concentration and consistent poor academic performance (Fantuzzo et al., 2015). School children that are victims of domestic violence are more at-risk of dropping out from school before graduation than those that are not victims of domestic abuse (Carrel & Hoekstra, 2019).

Statement of the Problem

The compounding negative impact of domestic violence on children developmental wellbeing and quality of life cannot be overemphasized. Due to the tender nature of school children, they often do not have the capability to cope, manage and overcome the traumatic crisis associated with domestic violence. The consequences most times is the experience of psycho-socio-emotional and intellectual functioning problems. This development could cause poor concentration in class, tendency of skipping school, lack of focus, poor academic performance and the risk of dropping out of school. This makes investigating: academic self-efficacy and academic performance of secondary school students in Owerri Municipal: Predictive role of domestic violence; a necessity.

Objective of the Study

The focus of this study is to empirically investigate academic self-efficacy and academic performance of secondary school students in Owerri Municipal: Predictive role of domestic violence.

Research Hypotheses

1. Domestic violence will have no significant predictive impact on secondary school students' academic self-efficacy in Owerri Municipal
2. Domestic violence will have no significant predictive impact on secondary school students' academic performance in Owerri Municipal

Methods

A descriptive survey research design was adopted for this study. A population of 85 secondary school students that have experienced domestic violence and have received guidance counselling support service from their school counsellors were purposively selected for this study from ten randomly selected secondary schools in Owerri Municipal Imo State Nigeria.

Instruments

Child Exposure to Domestic Violence Scale by Edleson et al (2007) was used to measure the impact of domestic violence of secondary school students that are victims. It is a self-report instrument design for children of ages 10-20 years old. It has 15 items with an internal reliability of 0.81

Academic Self-efficacy of secondary school students that are victims of domestic violence was measured using was measured using an adopted and modified version of Student Academic Self-Efficacy Scale developed by Morgan and Jinks (1999). It has 30 items validated through a pilot study. The reliability was established by using test-retest methods 0.72. The internal consistency reliability measured using Cronbach's alpha was 0.79. The instrument has a response format ranging from 'Really agree (1) to Really disagree (4).

Academic performance of secondary school students that are victims of domestic violence was measured using was measured using their cognitive academic records of their 1st and 2nd term results in English and Mathematics.

Procedure

The researchers sought the permission of principals of the selected secondary schools and also the consent of the school counsellors and students. The essence of the study was explained to them and thereafter the questionnaires were administered to them and collected back after completion for data analyses.

Data Analyses

Data were analysed with Pearson Product Moment Correlation statistical tool to test the hypotheses raised at 0.05 level of significance

Results

Hypothesis 1: Domestic violence will have no significant predictive impact on secondary school students' academic self-efficacy in Owerri Municipal

Table 1: PPMC: Showing negative predictive impact of domestic violence on secondary school students' academic self-efficacy

Variables	N	Mean	SD	r	Df	P
Domestic Violence	85	31.11	5.06	-.027	83	Sig
Academic Self-efficacy	85	11.32	3.13			

Table 1 shows that domestic violence has negative predictive impact on secondary school students' academic self-efficacy that are victims of domestic violence, $r(101) = -.027, p > .05$. With this result the H_0 is thus rejected.

Hypothesis2. Domestic violence will have no significant predictive impact on secondary school students' academic performance in Owerri Municipal

Table 2: PPMC: Showing negative predictive impact of domestic violence on secondary school students' academic performance

Variables	N	Mean	SD	r	Df	P
Domestic Violence	85	31.11	5.06	-.031	83	Sig
Academic Performance	85	17.01	3.65			

Table 2 shows that domestic violence has negative predictive impact on secondary school students' academic performance that are victims of domestic violence, $r(85) = -.047, p > .05$. With this result the H_0 is thus rejected.

Discussion of Findings

The outcome of the first hypotheses revealed that domestic violence has negative predictive impact on secondary school students' academic self-efficacy that are victims of domestic violence, $r(85) = -.027, p > .05$. This corroborates the findings of previous researchers. For instance, Undiyaundye (2009) found that domestically abused school children are often aggressive, have low self-efficacy, low self-esteem, are anxious, traumatized and skip school. Adamu (2009) affirmed that domestic violence within the family do impair school children self-confidence in their ability to face and overcome challenges, concentration in classroom learning activities and they experience gradual decline in academic attainment. This implies that domestic violence can have devastating effect on the developmental wellbeing, sense of reasoning and intellectual functioning of secondary school students that are victims.

The result of the second hypotheses shows that domestic violence has negative predictive impact on secondary school students' academic performance that are victims of domestic violence, $r(85) = -.031, p > .05$. This development is consistent the report of The Guardian Newspaper December 12th 2023 report in Nigeria which revealed that globally, domestic violence often ruins the lives and aspirations of millions of people with a distressing impact on their physical, psychological, socio-development, mental health and quality of life. Among children, domestic violence often ignites psycho-emotional disequilibrium, socio-maladaptive behaviour in school and poor academic performance (The Guardian Newspaper 2023). Research on impact of domestic violence on urban adolescents' mental health and academic performance revealed negative impact (Moses, 2018). Wolfe, et al (2016) posit that school children that are victims of domestic violence experience traumatic developmental instability and failure in academic activities. Domestic violence negatively impairs a Childs brain development and concern child often perform poorly in school compare to children who are not victims of domestic violence (Carrel & Hoekstra, 2019). Research shows that they experience significant deterioration in reading and arithmetic test scores (Carrel & Hoekstra, 2019).

Conclusion

The outcome of this study shows that domestic violence has negative predictive impact on secondary school students' self-efficacy and their academic performance. Therefore, schools through counselling should help students develop the capacity to overcome the associated challenges of domestic violence.

This would enable affected students to be stable, focus, concentrate in class and determined to excel in life.

Recommendations

Parents should be given basic parenting information on the damaging effect of domestic violence on the developmental wellbeing of children.

Parents should be made to know through parent-teachers-association meetings of the fact that domestic violence negatively affects students' self-efficacy, motivation to learn and their academic performance. Therefore, parents should avoid the occurrence of incidence of domestic violence.

Students should be given orientation that would enable them develop the capacity to report incidence of domestic violence when it arises.

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