

**DOMESTIC VIOLENCE, PEER GROUP INFLUENCE AS PREDICTORS OF AGGRESSIVE
BEHAVIOUR AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN RIVERS STATE**

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ABSTRACT

This study investigated the extent to which domestic violence, peer group influence predicts aggressive behaviour among secondary schools in Rivers State. Five research questions and five corresponding hypotheses were formulated to guide the study. The study adopted correlational research design. The population of the study consisted of 37,748 SSII students in the 276 public senior secondary schools in Rivers State. The sample size of this study comprised 420 SSII students. Purposive sampling technique was adopted for the study. Three instruments titled "Domestic Violence Scale" (DVS), "Peer Group Influence Scale" (PGIS) and "Aggressive Behaviour Scale" (ABS) was used for data collection. The instruments were validated based on face and content validities by three experts; one in guidance and counselling and two others in measurement and evaluation. Cronbach Alpha reliability statistics was used to compute the general reliability coefficients of (DVS) to be 0.88, (PGIS) to be 0.89 and (ABS) to be 0.79. The researchers engaged the services of two research assistants (teachers) in each school who were properly trained on what to do. Simple regression was used to answer research question 1-5 and their corresponding hypotheses was also tested at 0.05 Alpha level of significance. It was found that; emotional, physical, sexual, economic violence, peer group influence independently predicted aggressive behaviour of secondary school students. Based on the findings of the study conclusion, recommendations and implications for counselling were made.

KEYWORDS: Domestic Violence, Peer Group Influence, Behaviour and Aggressive Behaviour

INTRODUCTION

In the school setting, learners exhibit different forms of abnormal behavior, such as aggressive behavior. Lukeman (2015) explained that aggressive behavior is any negative behavioral reaction deliberately targeted towards an individual in school or at home. Aggression is an aggressive behavior, and aggression is a behavior intended to hurt (Myers,

2002). Aggression becomes aggressive when it is deliberately and persistently directed against a particular target (Ekeh, 2007). Oguogu (2019) stressed that dangerous behaviors that are deliberately directed towards a person in order to negatively influence his or her psychological, social, and biological wellbeing negatively constitute aggressive behavior. Rigby in Ekeh (2007) articulated the various forms of aggressive behavior to include physical assault, verbal humiliation, active exclusion from a group, extortion, etc. Aggressive behavior is manifested in both sexes. Meanwhile, the researchers have witnessed students engaging in aggressive behavior on school grounds and even in their classrooms on a regular basis, whether it is male students aggressively bullying female students, stronger students aggressively bullying weaker students, or groups of students aggressively bullying their fellow students, even if they are in the same class level. Aggressive behavior could take place in the market, church, school, mosque, and even at home, etc. However, the focus of this paper is on aggressive behaviors that occur among students in school. Cypril (2018) noted that aggressive behavior among learners occurs frequently in school and that it is a negative behavior triggered by different variables in different learners in various dimensions toward fellow learners. It could occur in the form of humiliation of fellow students, bullying, active exclusion from group activities, physical assault, and a lack of respect for constituted authorities. Emphasizing the causes of aggressive behavior, Nwankwor (2019) opined that it could be caused by family factors such as domestic violence and school factors such as peer pressure, among others. According to Egbugbu (2017), aggressive behavior can lead to poor academic performance and school dropout. Most students who engage in aggressive behavior in school lose concentration during the teaching and learning process and end up with poor grades (Edem, 2012). There are a lot of variables that could contribute to the aggressive behavior of learners in school, such as school factors, domestic violence, and personality types. But, of all these variables, the researchers feel that domestic violence and peer group influence play a major role in relation to the aggressive behavior of learners in school.

Violence, generally speaking, is aggressive behavior or action intended to harm another person. It implies the use of force to kill, injure, or abuse others. Thus, it occurs between two or more individuals as interpersonal violence, or it involves identifiable groups in society and erupts as inter-group violence between two or more different races, religions, or political groups (Lauer and Lauer, 2002). Violence takes many forms. It can arise as murder within families (domestic violence), assault on victims by thieves, riots between groups or between citizens and authorities, confrontations between labor and management, assassination and terrorist activities, or the action of vigilantes: gang beatings, violent demonstrations, rape, robbery attacks, aggressive battery, bombings, shootings, etc. From every indication, there is evidence of a high level of violence in our present society. Because violence occurs in a variety of settings, the researchers' focus is on interpersonal violence, specifically violence in the home, also known as domestic violence. Domestic violence literally means violence in the home. It is a concept affecting homosexual and heterosexual relationships as well as monogamous and polygamous partners. It is equally known as domestic abuse, spousal abuse, child abuse, or intimate partner violence (IPV) and can be broadly defined as a pattern of abusive behaviors by one or both partners in an intimate relationship such as marriage, dating, family, friends, or cohabitation (Ogah, 2012). It is violent behavior committed by one intimate partner against

another. It can be physical, emotional, sexual, or economic, with the primary purpose being to control, dominate, or hurt the other partner in the relationship (Fitzgerald, in Oguogu, 2019). It can manifest in a heterosexual relationship (husband and wife) as well as in a homosexual relationship (gays and lesbians). However, the researchers' primary focus is on a heterosexual relationship between a husband and wife, which can be monogamous or polygamous and whose immediate victims can be the husband, the wife, or even the children, who are frequently overlooked.

Emotional violence includes the destruction of the victim's self-worth through persistent insult, humiliation, or criticism. Emotional violence can be a difficult type of domestic violence for many people to understand since, on the surface, it appears to be quite common in unhealthy relationships. Most times, the evidence of emotional violence is combined with other forms of violence, such as physical, economic, sexual, or psychological, to bring about a domestic violence action (Oguogu, 2019). Physical violence is one of the most recognizable forms of domestic violence. It involves the use of force against the victim, causing injury (a punch or a kick, stabbing, shooting, choking, slapping, forcing you to use drugs, etc.). Sexual violence is a form of domestic violence that includes not only sexual assault and rape but also harassment, such as unwelcome touching and other demeaning sexual behaviors. Many victims don't realize how broadly sexual violence is interpreted (Nwafor, 2011). Economic violence could take on many forms, such as a husband preventing his wife from obtaining an education or a job outside the home. Economic violence is extremely common, especially in families where money has been pooled into joint accounts with one partner controlling and where there is little or no family support system to help. Economic violence is simply another form of control, even though it is usually less obvious than physical or sexual violence. It could also result from a lack of family sustainability. Peer refers to the group an individual identifies with. Peer influence refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to group norms. Most students indulge in aggressive behavior in school because of the influence of their peer group (Okujagu, 2003). A peer group is a powerful agent that redirects the behavioral pattern of an individual in and outside of school settings in different dimensions. Millier (2019) investigated correlates of domestic violence among couples in Imo State. The study used a purposive randomly selected sample of 300 couples. It was found that there is a significant influence of physical domestic violence on the aggressive behavior of students. Emeka (2017) examined domestic violence and anti-social behavior among secondary school students in Rivers State. The study used a sample of 550 couples that was drawn through an accidental sampling approach. It was found that there is no significant relationship between physical violence and anti-social behavior among students in school. Edem (2013) found that there is a significant relationship between emotional violence and juvenile delinquency among secondary school students. Emeji (2011) carried out a study on intimate violence, family size, and aggressive behavior of secondary school students in Akwa-Ibom State. The study adopted a correlational research design and was guided by four research questions and four corresponding hypotheses. It was found that there is a significant relationship between sexual violence and anti-social behavior among students. Amadi (2013), in his study on the correlates of deviant behavior among learners in school, suggests that there are a lot of variables that could positively or negatively influence

deviant behavior in school. It is against this background that the researchers conceived the idea to investigate the extent to which domestic violence and peer group influence predict aggressive behavior among secondary school students in Rivers State.

STATEMENT OF THE PROBLEM

Behavior that enhances adequate teaching and learning in school is required from learners for proper instruction to take place and also for their day-to-day interactions with one another. However, the researchers have carefully noticed over a period of 10 years as practicing guidance counselors that most secondary school students in Rivers State always indulge in various forms of aggressive behavior in school at the expense of good habits. While others engage in aggressive behavior such as bullying, physical assault, verbal humiliation, extortion, punishing innocent fellow students, active exclusion from group, slapping of fellow students, and name calling. Some others are involved in the destruction of school property, mob action against fellow students and even teachers, a lack of respect for constituted authorities in school, etc.

This situation is worsening on a daily basis in the area, and it is having a negative impact on teaching and learning as well as academic performance. Also, most affected students drop out of school due to their involvement in aggressive behavior and their inability to concentrate on their studies. If learners must acquire the required change in behavior due to learning, the issue of aggressive behavior must be properly addressed by the government and other stakeholders in the education sector. Meanwhile, domestic violence and peer group influence could be contributing to learners' involvement in aggressive behavior in school. The problem of this study, therefore, was to examine the extent to which domestic violence and peer influence predict aggressive behavior among secondary school students in Rivers State.

AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to examine the extent to which domestic violence, peer group influence predicts aggressive behaviour among secondary school students in Rivers State. The objectives are to:

1. find out the extent to which emotional violence predict aggressive behaviour among secondary school students in Rivers State.
2. determine the extent to which physical violence predict aggressive behaviour among secondary school students in Rivers State.
3. examine the extent to which economic violence predict aggressive behaviour among secondary school students in Rivers State.
4. ascertain the extent to which sexual violence predict aggressive behaviour among secondary school students in Rivers State.

5. examine the extent to which peer group influence predict aggressive behaviour among secondary school students in Rivers State.

RESEARCH QUESTIONS

The following research questions were posed to guide this study:

1. To what extent does emotional violence predict aggressive behaviour among secondary school students in Rivers State?
2. To what extent does physical violence predict aggressive behaviour among secondary school students in Rivers State?
3. To what extent does economic violence predict aggressive behaviour among secondary school students in Rivers State?
4. To what extent does sexual violence predict aggressive behaviour among secondary school students in Rivers State?
5. To what extent does peer group influence predict aggressive behaviour among secondary school students in Rivers State?

HYPOTHESES

The following hypotheses tested at 0.05 level of significance guided the conduct of this study.

1. Emotional violence does not significantly predict aggressive behaviour among secondary school students in Rivers State.
2. Physical violence does not significantly predict aggressive behaviour among secondary school students in Rivers State.
3. Economic violence does not significantly predict aggressive behaviour among secondary school students in Rivers State.
4. Sexual violence does not significantly predict aggressive behaviour among secondary school students in Rivers State.
5. Peer group influence does not significantly predict aggressive behaviour among secondary school students in Rivers State.

METHODOLOGY

The research design for this study was a correlational design. The population of this study consisted of 37,748 SSII students in the 276 public senior secondary schools in Rivers State (source: Rivers State Ministry of Education's 2021 and 2022 enrollment figures). The sample size of this study consisted of 420 SSII students. A purposeful sampling technique was adopted for the study. Three instruments titled "Domestic Violence Scale" (DVS), "Peer

Group Influence Scale" (PGIS), and "Aggressive Behaviour Scale" (ABS) were used for data collection. The DVS comprised 45 items in four sections: A, B, C, and D. Section A contains eight items measuring physical violence, twelve items measuring emotional violence, fifteen items measuring sexual violence, and ten items measuring economic violence. The ABS comprised 30 items that measured aggressive behaviors in students. The PGIS comprised 27 items that measured the peer group influence of students. All the items were structured based on the four-point modified Likert rating scale of "strongly agree" (SA), "agree" (A), "disagree" (D), and "strongly disagree" (SD), which were assigned numerical values of 4, 3, 2, and 1 for positively keyed items, and 1, 2, 3, and 4 for negatively keyed items. The instruments (DVS), (PGIS), and (ABS) were validated based on face and content validity by three experts: one in guidance and counseling and two others in measurement and evaluation. Cronbach's alpha was calculated using a sample of 30 students who were not included in the sample for this study. Alpha reliability statistics were used to compute the general reliability coefficients of the Domestic Violence Scale (DVS) to be 0.88, Peer Group Influence (PGIS) to be 0.89, and the Aggressive Behaviour Scale (ABS) to be 0.79. The researchers engaged the services of two research assistants (teachers) in each school, who were properly trained on what to do. Simple regression was used to answer research questions 1–5, and their corresponding hypotheses were also tested at the 0.05 alpha level of significance.

RESULTS

The results of this study were presented in the tables as follows:

Research Question One: To what extent does emotional violence predict aggressive behaviour among secondary school students in Rivers State?

Table 1: Simple regression on the extent emotional violence predict aggressive behaviour among secondary school students in Rivers State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.153 ^a	.023	.021	6.59928

a. Predictors: (Constant), Emotional violence

Table 1 shows that there is a low positive relation between emotional violence aggressive behaviour of secondary school students $R=0.153$. The adjusted R square value= 0.021 . This implies that 2.1% of the variation in the aggressive behaviour of secondary school students can be explained by the emotional violence of the students while the remaining 97.7 % can be due to other factors not included in this model

Research Question 2: To what extent does physical violence predict aggressive behaviour among secondary school students in Rivers State?

Table 2: Simple regression on the extent physical violence predict aggressive behaviour among secondary school students in Rivers State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.146 ^a	.021	.019	6.60654

a. Predictors: (Constant), Physical violence

Table 2 shows that there is a very low relationship between physical violence and aggressive behaviour of secondary school students ($R = 0.15$). The Adjusted R square value = 0.019 shows that only 19% of the variation in the aggressive behaviour of students can be explained by physical violence. The remaining 81% in the variation in their aggressive behaviour can be attributed to other factors not included in the model.

Research Question 3: To what extent does economic violence predict aggressive behaviour among secondary school students in Rivers State?

Table 3: Simple regression on the extent economic violence predict aggressive behaviour among secondary school students in Rivers State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.626 ^a	.392	.390	5.20740

a. Predictors: (Constant), Economic violence

Table 3 shows that there is a positive moderate relationship between economic violence and aggressive behaviour of secondary school students ($R = 0.63$). With an Adjusted R-square value of 0.392, it implies that 39.2% of the variation in the aggressive behaviour of secondary school students can be explained by the economic violence of the students while the remaining 60.8% can be due to other factors not included in this model.

Research Question 4: To what extent does sexual violence predict aggressive behaviour among secondary school students in Rivers State?

Table 4: Simple regression on the extent sexual violence predict aggressive behaviour among secondary school students in Rivers State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.327 ^a	.107	.105	6.31009

a. predictors: (constant), sexual violence

Table 4 shows that there is a low positive relationship between sexual violence and aggressive behaviour of secondary school students ($R = 0.32$). With an Adjusted R-square value of 0.105, it implies that 10.5% of the variation in the aggressive behaviour of

secondary school students can be explained by the sexual violence of the students while the remaining 89.5% can be due to other factors not included in this model.

Research Question 5: To what extent does peer group influence predict aggressive behaviour among secondary school students in Rivers State?

Table 5: Simple regression on the extent peer group influence predict aggressive behaviour among secondary school students in Rivers State.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.146 ^a	.021	.019	6.60654

a. Predictors: (Constant), peer group influence

Table 5 shows that there is a very low relationship between peer group influence and aggressive behaviour of secondary school students (R= 0.15) The Adjusted R square value=0.019 shows that only 19% of the variation in the aggressive behaviour of students can be explained by peer group influence. The remaining 81% in the variation in their aggressive behaviour can be attributed to other factors not included in the model.

HYPOTHESES TESTING

Hypothesis 1: Emotional violence does not significantly predict aggressive behaviour among secondary school students in Rivers State.

Table 6: ANOVA associated with simple regression on the prediction of emotional violence on aggressive behaviour of secondary school students

Table 6a

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	416.979	1	416.979	9.575	.002 ^b
	Residual	17333.113	418	43.551		
	Total	17750.093	419			

a. Dependent Variable: Aggressive behaviour scores

b. Predictors: (Constant), Emotional violence

Table 6a shows that the prediction is significant (F=9.56, DF=1, 418, p<0.05), hence H02 which state that emotional violence does not significantly predict aggressive behaviour is rejected.

Table 6b

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.234	2.240		25.107	.000
	Emotional violence	.266	.086	.153	3.094	.002

a. Dependent Variable: Aggressive behaviour scores

Table 6b shows that for every increase by 1 SD in the emotional violence score, there will be an increase of 0.15 SD in the aggressive behaviour score of the students.

Hypothesis 2: Physical violence does not significantly predict aggressive behaviour among secondary school students in Rivers State.

Table 7: ANOVA associated with simple regression on the prediction of physical violence on aggressive behaviour among secondary school students

Table 7a

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	378.825	1	378.825	8.679	.003 ^b
	Residual	17371.267	418	43.646		
	Total	17750.093	419			

a. Dependent Variable: aggressive behaviour scores

b. Predictors: (Constant), physical violence

The ANOVA table shows that the prediction is significant ($F=8.68$, $DF=1, 418$, $p<0.05$). Therefore H_0 is rejected, implying that physical violence significantly predicts aggressive behaviour of secondary school students in Rivers State.

Table 7b

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.101	3.069		17.631	.000
	Physical violence	.273	.093	.146	2.946	.003

a. Dependent Variable: Aggressive behaviour scores

Table 7b shows that for every increase by 1 SD in the physical violence scores, there will be an increase of 0.15 SD in the aggressive behaviour score of the students.

Hypothesis 3: Economic violence does not significantly predict aggressive behaviour among secondary school students in Rivers State.

Table 8: ANOVA associated with simple regression on the prediction of economic violence on aggressive behaviour on secondary school students

Table 8a:

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6957.532	1	6957.532	256.575	.000 ^b
	Residual	10792.560	418	27.117		
	Total	17750.093	419			

a. Dependent Variable: Aggressive behaviour scores

b. Predictors: (Constant), Economic violence

Table 8a shows that the prediction is significant ($F = 256.58$, $df = 1, 418$, $p < 0.05$), hence H_04 is rejected. This implies that economic violence significantly predict aggressive behaviour

Table 8b

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.690	1.239		35.269	.000
	Economic violence	.767	.048	.626	16.018	.000

a. Dependent Variable: Aggressive behaviour t scores

Table 8b shows that for every increase by 1 SD increase in the economic violence, there will be an increase of 0.63 SD in the aggressive behaviour score of the students.

Hypothesis 4: Sexual violence does not significantly predict aggressive behaviour among secondary school students in Rivers State.

Table 9: ANOVA associated with simple regression on the prediction of sexual violence on aggressive behaviour of secondary school students

Table 9a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1902.809	1	1902.809	47.789	.000 ^b
	Residual	15847.283	418	39.817		
	Total	17750.093	419			

a. Dependent Variable: Aggressive behavior scores

b. Predictors: (Constant), Sexual violence

Table 9a shows that the prediction is significant ($F = 47.79$, $df = 1, 418$, $p < 0.05$), hence H_03 is rejected. This implies that sexual violence significantly predict aggressive behaviour.

Table 9b:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.981	1.780		28.647	.000
	Sexual violence	.448	.065	.327	6.913	.000

a. Dependent Variable: Aggressive behaviour scores

Table 9b shows that for every increase by 1 SD in the sexual violence score, there will be a decrease of 0.33SD in the aggressive behaviour score of the students.

Hypothesis 5: Peer group influence does not significantly predict aggressive behaviour among secondary school students in Rivers State.

Table 10: ANOVA associated with simple regression on the prediction of peer group influence on aggressive behaviour among secondary school students

Table 10a

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	378.825	1	378.825	8.679	.003 ^b
	Residual	17371.267	418	43.646		
	Total	17750.093	419			

a. Dependent Variable: aggressive behaviour scores

b. Predictors: (Constant) peer group influence

The ANOVA table shows that the prediction is significant (F=8.68, DF=1, 418, p<0.05). Therefore H01 is rejected, implying that peer group influence significantly predicts aggressive behaviour of secondary school students in Rivers State.

Table 10b

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	54.101	3.069		17.631	.000
	peer group influence	.273	.093	.146	2.946	.003

a. Dependent Variable: Aggressive behaviour scores

Table 10b shows that for every increase by 1 SD in the peer group influence scores, there will be an increase of 0.15 SD in the aggressive behaviour score of the students.

Summary of Findings

The findings of the study are summarized as shown below:

1. It was found that emotional violence significantly independently predicted 2.1% of aggressive behaviour of secondary school students.
2. It was shown that physical violence significantly independently predicted 19% of aggressive behaviour of secondary school students.
3. It was found that economic violence independently significantly predicted 39.2% of aggressive behaviour of secondary school students.
4. The study showed that sexual violence independently significantly predicted 10.5% of aggressive behaviour of secondary school students.
5. It was shown that peer group influence significantly independently predicted 19% of aggressive behaviour of secondary school students.

DISCUSSION OF FINDINGS

The discussion of findings was based on the findings of this study:

The findings of the study indicate that emotional violence significantly predicts aggressive behavior among secondary school students in Rivers State. This finding also means that the emotional reactions of parents at home have a negative impact on the behavioral reactions of learners in school. This finding is in line with that of Collier (2016), who found that there is a significant relationship between emotional violence and juvenile delinquency among secondary school students.

The finding of the study shows that physical violence significantly predicts aggressive behavior among secondary school students in Rivers State. This also implies that when learners witness the physical violence of their parents at home, it negatively impacts their behavior in school. This finding is in agreement with that of Millier (2019), who found that there is a significant influence of physical violence on the aggressive behavior of students based on gender.

The finding of the study reveals that economic violence significantly predicts aggressive behavior among secondary school students in Rivers State. This also implied that the economic problems of couples at home negatively impact the behavioral wellbeing of students in school. This finding is in agreement with that of Omesorumu (2010), who found that there is a significant influence of economic violence on aggressive behavior among students based on family location.

The findings of the study show that sexual violence significantly predicts aggressive behavior among secondary school students in Rivers State. This also means that violent behavior from parental sexual problems negatively affects the actions of learners, especially in school. This finding is in agreement with that of Emeji (2011), who found that

there is a significant positive relationship between sexual violence and aggressive behavior among secondary school students.

The finding of the study shows that peer group influence significantly predicts aggressive behavior among secondary school students in Rivers State. This also implied that the activities of the group and the individual learner with whom he or she associates have a significant impact on such a learner's behavioral disposition in school. This finding is consistent with Millier's (2019), who discovered a significant influence of peer group influence on aggressive behavior of students based on gender.

CONCLUSION

Based on the findings of this study, it was concluded that emotional, physical, economic, and sexual violence, as well as peer group influence, significantly predict aggressive behavior among students. Therefore, domestic violence and peer group influence play a major role in influencing the aggressive behavior of learners in school.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study.

1. Government should always provide adequate infrastructural facilities in school that will positively influence the behavioural disposition of learners at all time.
2. Guidance counsellors should always be organizing seminars and workshop for parents, teachers and learners with the aim of educating them on how to prevent domestic violence and also avoid its negative impact especially on learners.
3. Parents should always avoid their children from witnessing domestic violence whenever its occur in their homes, as this will help to prevent its negative impact on the children.
4. Learners should always ensure that they acquire proper behaviour that will promote the co-existence of one another in school and also avoid witnessing domestic violence at home, so as to prevent its negative consequences on their life.
5. The general public should always discourage activities that may lead to domestic violence in the family and always guide children against negative behavioural disposition among their peer groups.

IMPLICATIONS FOR COUNSELLING

Since one of the principles of guidance services is that, it is for every individual including married couple. Therefore, the following are the counselling implications of the findings of this study:

1. Free counselling service should always be provided to victims of domestic violence in the society especially couples.
2. There is need for personal-social counselling for children that witnessed domestic violence in their families.
3. Counselling service should be tailored towards discouraging deviant behaviour among children in school especially towards their peer group.
4. Counselling service should be provided to couples on best ways of managing or avoiding domestic violence in their home.

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