Causes and Effects of Domestic Violence on Academic Performance among Senior High School Students in the Kwahu South District, Ghana

Josephine Anterkyi Bentil (PhD)*[1], Dabone, Kyeremeh Tawiah (PhD)[2], Joy Olive Boye (PhD)[2]

[1]Counselling Centre, University of Cape Coast, Cape Coast, Ghana

[2]Department of Guidance and Counselling, University of Cape Coast, Cape Coast, Ghana

*Corresponding Author

ABSTRACT

The study investigated the root causes and repercussions of a variety of issues plaguing a sample of Senior High School (SHS) students in the Kwahu South District of the Eastern Region. However, the precise goals of the study were to discover what factors contribute to domestic violence in the eyes of high school educators and their pupils. This survey study merely described the phenomena being examined. A total of 137 students were chosen at random for the study. The information was gathered with the use of a self-made questionnaire. The quantitative data was analysed using descriptive statistics including mean, standard deviation, frequency and Pearson Product Moment Correlation Coefficient. According to the results, people who experienced domestic violence as children are condemned to carry that into their adult relationships. The following explanations have been uncovered: Effects of domestic abuse among SHS students include low self-esteem, the development of phobias and insomnia, emotional discomfort and others. The academic performance of victims of domestic violence was also found to be subpar. Given the widespread incidence of domestic violence, it was suggested that many authorities in the education sector tackle the issue of domestic violence as a social vito in order to help children from violent homes achieve better in school.

Keywords: Academic performance, Causes, Counselling, counselling implications domestic violence, educational counselling, and effects

INTRODUCTION

Educational counselling is providing assistance and guidance to students in making the right choices in their studies as well as social life. Academic counselling is a process of preparing students for learning beyond the confines of the classroom and also to provide them with the necessary assistance that promotes good academic performance (Maguire, 2006). Academic performance determines students' learning progress. Mental and physical abilities, which are influenced by various circumstances, affect student achievement in school. Home influences students' learning because the home is the child's initial training ground and foundation, what happens at home greatly affects the child's psychological, emotional, social, economic

development, cognitive ability, school preparation, academic achievement, and emotional adjustment in children. (Meltzer, 2019, Fantuzzo, Tighe, & Childs, 2010).

Domestic abuse affects children's emotional, physical, and social wellbeing worldwide. WHO defines domestic abuse as "the range of sexually, psychologically and physically aggressive acts performed against adults and adolescent women or men by a current or previous male or female intimate partner" (WHO, 2012). Many organisations have condemned domestic child abuse. The UN Charter, signed in 2019, protects children's rights. A survey conducted in 2011 by African Child Policy Forum found frequent child abuse. The investigation included male relatives and fatherhood as perpetrators. This is an indication that throughout the world, severe domestic abuse is affecting children in some homes. Domestic violence is a pattern of abusive behaviour used by one partner to control another intimate partner in any relationship, including cohabitation, family, dating, or marriage. Emotional, economic, psychological, bodily, or sexual harm affects another person (Siemienuk, Krentz, Gish, & Gill, 2010). Intimidating, manipulating, humiliating, isolating, frightening, terrorising, coercing, threatening, blaming, hurting, injuring, or wounding someone is included. Domestic violence can affect everyone, regardless of religion, colour, sexuality, or age (Siemienuk, Krentz, Gish, & Gill).

Domestic violence can cause physical, psychological, and behavioural issues in children. Due to exposure to domestic violence, many of them may struggle in school and in life (Rossman 2011; Wathen 2013; Osofsky 2013; Lundy & Grossman 2015; Bogat, Dejonghe, Levendosky, Davidson & Von, 2016). Masculine cultures often have domestic violence. Some domestic violence instances go unreported because victims are frightened of repercussions from offenders, especially children (Kanchiputu & Mwale, 2016).

Domestic violence is a global problem in Ghana. Every child deserves safety. Parents protect their children first. Social workers, schools, relatives, and parents must recognise and satisfy the basic needs of children exposed to domestic abuse and direct them to the right resources (Addae & Tang, 2021). Domestic violence includes physical, sexual, psychological, and property and pet abuse, according to Karakurt and Silver (2013). They add that victims of these types of violence are defenceless, helpless, and even afraid.

Domestic abuse affects Ghanaians, including Mpraeso SHS students in Kwahu South District. On February 21, 2017, Ghana approved the Domestic Violence Act (Acts 732) after years of civil society activism. This law addresses this problem progressively. Government and CSOs have attempted solutions. Domestic abuse has harmed individuals and their academic achievement (Ibrahim, 2019). Domestic violence perpetrators abuse students verbally, emotionally, physically, and psychologically (Karakurt & Silver, 2013). The phenomenon suggests greater research on SHS students' domestic violence. This study examined the causes and effects of domestic violence on academic performance.

Research Questions

The study would find answers to the following research questions:

1. What are the causes of domestic violence among SHS students?
2. What are the effects of domestic violence among SHS students?
3. What is the relationship between domestic violence and academic performance?

LITERATURE REVIEW

Concept of Domestic Violence

Ghana's domestic violence includes child abuse and neglect. The African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) defines child maltreatment as purposeful and

unintentional acts that harm the child's physical, physiological, emotional, moral, and educational welfare. Abuse is anything that harms a child. Child abuse can be physical, sexual, or emotional (Ada, & Mbua, 2015). Domestic violence includes threats and seclusion (Coomaraswamy, 2010). Domestic (Domesticus) refers to family life (Tony, 2012).

The Domestic Violence and Victim Support Unit (DOVVSU) of the Ghana Police Service reported 666 occurrences of child abuse. Domestic violence statistics during the first half of 2010 (January – June). Facts show that significantly more youngsters are harmed and vulnerable to abuses. It is terrible because most of these criminals are close to the victims. Parents, teachers, friends, and neighbours are trusted. Children are exposed to domestic violence when they see, hear, participate in, or witness physical or sexual assaults between carers (Evans, Davies, & DiLillo, 2018).

Children who witness domestic violence are more likely to be abused (World Health Organisation, 2012). The child sees household maltreatment instead of parental affection. These children grow up seeing violence and act out. Abused children endure violence, victimisation, and a family system that fails to "provide proper socialisation opportunities and is replete with unpleasant occurrences that influence development in both subtle and blatant ways" (Wolfe, & Jaffe, 2011, p. 287). Anas Aremeyaw Anas, an investigative reporter, has documented violence against children (VAC) in Ghana. This has revealed the treatment of children in care institutions everywhere in the country. Domestic violence against women is widespread. These atrocities are rarely reported because victims fear punishment and are raised to accept mistreatment.

EMPIRICAL REVIEW

Causes of Domestic Violence

Abused households have domestic violence. 42 studies were conducted and it revealed co-occurrence spouse abuse and physical child abuse (Appel & Holden, 1998; Fantuzzo, Boruch, Beriama, Atkins, & Marcus, 2017; McCloskey, Figueredo, & Koss, 2015; Moffitt & Caspi, 2013; Straus, 2010). Cusack et al. (2019) list three major causes of domestic violence: the first cause is verbal alteration that can promote violence: Domestic violence causes include verbal change. When two people argue, their words hurt women, men and children. Arguments develop into offender violence. The second cause is financial disputes and violence: Finance has caused domestic violence. Unstable family finances lead to complaints and accusations of neglect. When late, heated complaints lead to family partner violence. The third cause is offensive conduct: This is the last cause of domestic violence. When offensive, one family member destroys… One family member may have showed this offensive behaviour, prompting the other to employ violence, Cusack, et el. (2019).

According to Cusack et al. (2019), infidelity, polygamy, socioeconomic factors, disobedience, family interference, marital conflict, outside influences, and vices induce domestic abuse, especially violence against women and children. School-related reasons including refusing to attend to school, being late, refusing to fulfil instructors' personal responsibilities, late payment of school fees, disobedience in school, and other petty offences like cheating in exams are also linked to domestic violence.

Effects of Domestic Violence

According to Wolfe, Zek, and Wilson (2016), domestic violence victims' children experience trauma like injury or death. Children who witness or experience domestic violence experience withdrawal, depression, abnormal fears, regression, a decline in academic performance, bullying, truancy, difficulty building and maintaining relationships, impulsivity, behavioural issues, denial, and emotional problems.

Wolfe et al. (2011) report that children who experience physical abuse are more likely to commit domestic

violence as adults. Women who depend on men financially may not report domestic violence. If the father is arrested, they dread financial and emotional hardship. They don't want to break the marriage and think sticking would help the man change (Storm, 2016). Psychologically, loving the husband becomes fearing him and what can happen. She may lack self-confidence because her spouse always blames her for his beatings. She feels helpless because her spouse rules her with violence. She also can't make decisions because she's afraid her husband will chastise her.

Battered wives struggle to help themselves because of these repercussions. She may leave her husband, drop charges, and return to him. Dropping charges frustrates her supporters and discourages further assistance. Many women are unaware of better methods or aid organisations. However, women often feel alone and ashamed about being in such an abusive relationship, making it difficult to discuss.

According to Rosenberg and Rossman (2010), 3.3 million children are subjected to physical and verbal abuse annually. Exposure involves witnessing or experiencing the injury. Domestic abuse affects children, according to McKay (2014). He added that child maltreatment often exists, causing psychological anguish in youngsters. In the families where women are abused, about 60 to 70% children are beaten.

According to Berman (2014), more than half of school-aged children in domestic violence shelters have clinical anxiety or post-traumatic stress disorder without treatment, putting them at risk for delinquency, school dropouts, and relationship problems. Children may become reclusive, non-verbal, and exhibit regression behaviours such as clinging and whining, eating and sleeping issues, and attention issues. Preadolescent children may verbalise their negative emotions, unlike young children, and may indicate a loss of interest in school, low self-esteem/concept, avoidance of peer connections, and oppose defiant behaviour in school.

Relationship between Domestic Violence and Academic Performance

Domestic abuse has negative effects on the brain development of children. They do not do as well in school as other children who have not been exposed to violence. "Children related to domestic violence produce a statistically significant decline in arithmetic and reading exam scores," the authors write of a research that followed the academic progress of children who had been exposed to domestic violence (Carrel & Hoekstra, 2019). Children who witness domestic violence are more likely to drop out of school because of their poor academic performance in key courses and their inability "to concentrate and trouble with their schoolwork" (Fantuzzo & Mohr, 2019).

Children who have witnessed domestic violence are more likely to be expelled from school because their "greater levels of misbehaviour" (Carrel & Hoekstra, 2019) stem from their frustration with schoolwork and the instability and violence they have witnessed at home. As a result, they miss out on valuable classroom time compared to their peers who have not witnessed domestic violence. Children who have witnessed domestic abuse have it made more difficult for them to get an education because of the time they miss in the classroom. Children who are subjected to domestic violence are at a far higher risk of not completing or graduating from high school than their peers who have not been exposed to violence (Carrel & Hoekstra, 2019).

Children who have been exposed to violence have been shown to suffer from similar emotional, behavioural, and cognitive delays in development in the empirical and qualitative literature reviewed so far. There is, however, variation among typically developing children (Margolin & Gordis, 2010). Individual differences in temperament, guilt, resilience, family dynamics, and accessibility all contribute to children's vulnerability after witnessing or experiencing domestic abuse (Rutter, 2014). Each child has a unique level of resilience and unique stressors based on his or her developmental capacities and the specifics of the domestic violence to which he or she is exposed (Cicchetti &Toth, 2015). To some extent, a child's

resilience can serve as a buffer against the harmful effects of stress, but in other cases, it may actually make things worse (Freitas & Downey, 2018). Because they feel helpless in the face of inter parental violence, some children show resilience by employing "avoidant and withdrawing coping techniques," as described by O'Brien, Margolin, and John (2015).

Not every child can just shrug off the stress that threatens to derail their social, emotional, and cognitive growth; it takes a certain kind of strength and resilience. The nature, severity, and frequency of the force contribute to a child's disruption after seeing domestic violence, but the dynamics within these homes also contribute to their susceptibility to abuse (Margolin, 2015).

METHODOLOGY

Research Design

According to Yin (2019), research design is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions. Research designs uphold the purpose of the research and its methodology (Moon, 2017). The descriptive survey design was used because it utilizes numerical data and it allowed us to describe the phenomenon in its natural state as well as "what" exists concerning variables or conditions in a situation.

Population

The term population refers to the overall human beings in a given geographical space (Khan, 2012). Mpreaso Senior High School students in forms one to three in the Kwahu South District were the intended respondents. The target population is 1,532 students and 28 teachers. The accessible population entails 28 teachers and 600 first-year students. Using first-year students was appropriate because they are more likely to have had recent and direct exposure to domestic abuse in their households. Teachers have been doing assessments of students' social, academic, emotional, and psychological well-being, and are deemed suitable. Teachers who participated were 20 years and above.

Sample and Sampling Procedure

A sample is a selection of individuals from a larger population that is statistically significant (Leedy & Ormrod, 2015). Sampling, on the other hand, involves picking a subset of a population in order to learn more about that population as a whole (Khan, 2012). 235 students were selected from the population using a sample size determination table developed by Krejcie and Morgan (1970). We used purposive sampling method to select Mpraeso Senior High School students as well as the 28 teachers. Simple random-lottery method was used to sample the required 235 students for the study.

Instrumentation

To gather data, we resorted to using questionnaires. In order to collect information from a population about the study topic, researchers employed a standardised set of questions or items that adhere to a rigid format (Lavrakas, 2018; Ahmad, 2012). We developed two different surveys: one for the students and one for the teachers. There are four parts to each questionnaire, labelled A, B, C, and D. Part A was a brief student demography, Part B collected information about the causes of domestic violence, Part C collected information about the impacts of domestic violence, and Part D collected information about the correlation between domestic violence and academic performance. Each item had a four-point Likert scale from strongly agree (SA) to agree (A) to disagree (D) to strongly disagree (SD). The confidentiality of the survey's respondents made it a suitable tool.

The reliability of a measuring device is defined as the degree to which it reliably and dependably measures the target quantity (Leedy & Ormrod, 2015). The tools were field-tested on a sample of 30 students and 10 teachers from a secondary school with similar characteristics. To ensure the two surveys were consistent with one another, we calculated their Cronbach Alpha coefficients: r = 0.86 for the teachers' survey and 0.90 for the students' survey. According to Ary et al. (2012), r values of 0.60 or below are considered to be internally consistent, hence these values are adequate.

Data Processing and Analysis

The data collected shall be analysed using Statistical Package for Social Sciences (SPSS version 25.0). The software (SPSS) is a powerful statistical package that can run all the traditional statistical techniques such as descriptive and inferential statistics. Data on the demographic characteristics of respondents were analysed using frequencies and percentages. Data to answer the research questions were analysed using means, standard deviations, and Pearson Product Moment Correlation Coefficient.

RESULTS

Demographic Characteristics of the Respondents

This section deals with the demographic characteristics of the students who were involved in the study. The demographic characteristics of the students which were considered in this section included: gender and class. These demographic characteristics were considered necessary since they would enrich the understanding of the readers of the category of respondents who were involved in the study. The results are presented in Table 1.

Table 1: Gender Distribution of Respondents

Gender	Teacher Frequency	%	Student Frequency	%
Male	14	50	141	60
Female	14	50	94	40
Total	28	100	235	100

Table 1 shows the gender distributions of respondents (teachers and students). It can be seen from the table that female teachers (n=14, 50%) are equal to their male counterparts (n = 14, 50%). However, female students (n = 94, 40%) are less than their male counterparts (n = 141, 60%). This depicts that the study used more males as respondents.

Table 2: Age Distribution of Respondents

Age Range	Teacher Freq.	%	Age Range	Student Freq.	%
20 – 25	4	14	12 – 15	47	20
25- 30	4	14	15 – 17	138	59
30- 39	14	50	18 – 20	48	20
Above 39	6	22	21 – 23	2	01
Total	**28**	**100**	**Total**	**235**	**100**

Table 2 reveals the age distributions of respondents. It is obvious from the table that the majority of the teachers are in the 30 – 39 age group (n = 14, 50%) while the 20 – 25 age group is in minority (n = 4, 14%). This means that majority (80%) of teachers are above 30 years. The table further indicates that majority of the students are in the 15 – 17 age group (n = 138, 59%) while 21 – 23 are minority (n =2, 01%). This means that majority (77%) of the students are above 15 years.

Analyses of Main Data

The questionnaires using the four Likert scales were used to collect the data. Scales SA-4, A-3, D-2, and SD-1 were used to code them. Accordingly, the mean response rate was 2.50, where a mean over or equivalent to 2.50 suggests a majority of agreement while a mean less than 2.50 represents a majority of disagreement. The analysis makes this relevant in Tables 3 to 5.

Research Question 1: What are the causes of domestic violence among SHS students?

Table 3: Causes of Domestic Violence

SN	Statement	Teacher		Student	
		Mean	SD	Mean	SD
1	The perpetrators of domestic violence are always the man	3.36	0.911	3.68	0.639
2	Peer pressure leads to domestic violence	2.36	1.193	2.94	0.644
3	Broken homes could lead to domestic violence	2.79	0.787	2.79	0.819
4	Child physical abuse tends to happen in families where domestic violence occurs	3.14	0.525	2.71	1.047
5	Domestic violence only occurs in economically disadvantaged families	2.86	1.008	3.05	0.902
6	Someone grew up in a violent home is he or she doomed to repeat the same behaviour in an intimate relationship	3.79	0.418	2.87	0.845
7	Children witnessing violence in the community makes one abusive	3.29	0.810	2.60	0.888
8	Lack of education causes domestic violence	2.57	0.920	3.09	0.913
Mean of means/SD		3.02	0.822	2.97	0.837

Table 3 depicts results that answer research question one on the causes of domestic violence among SHS students. The table shows that teachers (Mean = 2.36, SD = 1.193) and students (Mean = 2.94, SD = 0.644) perceive that peer pressure leads to domestic violence. Similarly, the majority of respondents agree that the lack of education causes domestic violence as per the responses of teachers (Mean = 2.57, SD = 0.920) and students (Mean = 3.09, SD = 0.913).

However, the majority of the teachers (Mean = 2.40, SD = 0.911) disagree that Domestic violence only occurs in economically disadvantaged families (Mean = 3.05, SD = 0.902) and agree that the perpetrators of domestic violence are always the man. In conclusion, the results show that both teachers and students perceive someone who grew up in a violent home is doomed to repeat the same behaviour in an intimate relationship (Mean of means = 3.02, SD = 0.822) and students (Mean of means = 2.97, SD = 0.837).

Research Question 2: What are the effects of domestic violence among SHS students?

Table 4: Effects of Domestic Violence among SHS Students

SN	Statement	Teacher		Student	
		Mean	SD	Mean	SD
1	Most students are affected by domestic violence	2.79	0.787	3.24	0.736
2	Dull students in school are a result of domestic violence	2.86	0.848	3.06	0.763
3	Emotional distress	3.29	0.600	2.76	0.814
4	Low self-esteem	3.43	0.742	2.75	1.042
5	Aggressive towards friends and school mate	2.64	1.062	2.99	0.882
6	Difficulty concentrating	2.79	1.166	2.97	0.879
7	Develop phobias and insomnia	2.64	1.062	2.85	0.910
Mean of means/SD		**2.92**	**0.895**	**2.95**	**1.126**

Table 4 depicts results that answer research question two on the effects of domestic violence among SHS students. The table shows that teachers (Mean = 2.79, SD = 1.06) and students (Mean = 2.97, SD = 0.879) believe that students have difficulty concentrating. Similarly, the majority of respondents agree that most students are affected by domestic violence (Mean = 2.79, SD = 0.787) and students (Mean = 3.24, SD = 0.736).

However, the majority of the teachers (Mean = 2.86, SD = 0.858) agree that dull students in school are a result of domestic violence while the majority of students (Mean = 2.64, SD = 0.1.062) agree that aggressive toward friends and school mate is a result of domestic violence. In conclusion, the results show that both teachers and students consider that the following reasons; Low self-esteem, develop phobias and insomnia, Emotional distress: and others are effects of domestic violence among SHS students (Mean of means = 2.92, SD = 0.895) and students (Mean of means = 2.95, SD = 1.126).

Research Question 3: What is the relationship between domestic violence and academic performance?

Table 5: Relationship between Domestic Violence and Academic Performance

SN	Statement	Teacher		Student	
		Mean	SD	Mean	SD
1	Domestic violence victims perform poorly in academics	2.71	1.243	3.15	0.948
2	During BECE domestic violence victims fail	2.50	0.923	2.84	0.728
3	Domestic violent victims exclude themselves from extracurricular activities in school	3.07	0.979	2.83	0.870
4	Domestic violent victims (females) tend to hate male teachers	2.79	0.876	2.70	0.977
5	Poor responses from students during class	2.93	1.120	2.52	0.876
Mean of means/SD		**2.80**	**1.028**	**2.81**	**0.880**

Table 5 represents the results of the relationship between domestic violence and academic performance. The table shows that the majority of teachers (Mean =2.79, SD = 0.876) and students (Mean = 2.70, SD = 0.977) suggest that domestic violent victims (females) tend to hate male teachers. Similarly, the majority of teachers (Mean = 3.07, SD = 0.979) and students (Mean = 2.83, SD = 870) suggest that domestic violent victims exclude themselves from extra-curricular activities in school. Finally, the majority of the students (Mean = 2.84, SD = 0.728) believe that during BECE domestic violence victims fail. In conclusion, the

results show that both teachers and students suggest domestic violence victims perform poorly in academics (Mean of means = 2.80, SD = 1.028) and students (Mean of means = 2.81, SD = 0.880).

This research question sought to identify the relationship between domestic violence and academic performance of students. The Pearson's product moment correlation (r) was used to answer the research question. The results are shown in Table 6.

Table 6: Relationship between Domestic Violence and Academic Performance

		Domestic violence	Academic Performance
Domestic violence	Pearson correlation	1	-.705[*]
	Sig. (2-tailed)		.036
	N	235	235
Academic performance	Pearson Correlation	.705[*]	1
	Sig. (2-tailed)	.036	
	N	235	235
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 6 shows the relationship between domestic violence and academic performance as revealed by the Pearson Correlation analysis. It can be seen there is a significant relationship between domestic violence and the academic performance of students (r=.705, p<.05). The relationship could be seen to be a strong inverse correlation. Thus, it suggests that as domestic violence increases academic performance also decreases.

DISCUSSION

Causes of Domestic Violence

According to the findings of the study, the vast majority of respondents agreed with the statements that were used to determine the factors that contribute to domestic violence. Someone who was raised in a violent household is destined to exhibit the same behaviour in close relationships as they did when they were younger. The findings support the viewpoint of Cusack et al. (2019), which states that the factors that lead to domestic violence, particularly violence against women and children, are as follows: Infidelity, a facet of polygamy, social and economic pressures, disobedience, intervention from family members, marital conflict, outside influences, and vices are all potential causes. Other factors that can lead to domestic violence include disobedience in school, refusal to go to school, being late to school, refusing to perform personal chores for teachers, late payment of school fees, and disobedience in school. Other factors that can lead to domestic violence include cheating on examinations and other minor offences (Cusack et al., 2019).

Effects of domestic violence among SHS students

According to the findings of the study, the following explanations apply: The repercussions of domestic abuse on secondary school pupils can include low self-esteem, the development of phobias and insomnia, and emotional anguish, among other things. The findings are in line with those of Wolfe et al. (2016), who hypothesised that children who are victims of domestic violence suffer traumatising regression, learning problems or a decline in school performance, truancy, bullying, difficulty in building and maintaining relationships, impulsiveness, behavioural problems, denial, and emotional problems are coupled with the

daily activities of children who suffer or witness domestic violence. The findings are in line with Wolfe et al. (2016) occurrences such as injuries or fatalities, negative emotions such as isolation, melancholy, irrational fears, and many more.

Relationship between Domestic Violence and Academic Performance

There is a growing awareness of the need of addressing the impact that violence has on the academic development and prosocial behaviour of at-risk students in the classroom. Academic performance is typically poor for those who have been victims of domestic violence. In order to keep a supportive school atmosphere for both students and staff members, teachers and guidance counsellors can work together to achieve this goal. It is possible to reduce impediments and barriers to learning motivation and high school graduation by conducting an effective examination of academic and non-academic components in the process of enhancing classroom performance. The ability of young people to have a sense of safety, stability, and predictability is essential to their academic achievement (Baker, Jaffe, Ashbourne, & Carter, 2012). Therefore, high-risk children who participate more in school activities are more likely to have positive feelings of inclusion (McGaha-Garnett & Burley, 2019), which can ultimately lead to academic advancement and healthy behaviours.

CONCLUSION

Based on the findings, it was concluded that the effect of domestic violence on school attendance compared to dropping out of school is one of the causes of truancy. Moreover, school performance of students deteriorates, as abused students are often absent from class.

RECOMMENDATIONS

The study made the following recommendations:

1. Owing to the widespread prevalence of various forms of domestic violence, the different education sector stakeholders should address domestic violence as a social vito to improve academic performance and school participation of children coming from affected families. This would be through mainstreaming domestic violence in social work, education, and school management.
2. Acknowledgement of the wider implications for children as victims and improved access to support with a more child-centred approach to guidance and counselling. Appropriate training for teachers and school administrators should increase awareness about domestic violence, as well as how to ask about it. It should enable the exploration of fears and concerns, and provide knowledge and resources including the use of safety planning and referral to local advocacy and social support services.
3. Education policymakers, school administrators, teachers, local administrators, social workers, and nongovernmental organizations (NGOs) should formulate strategies for addressing the ills of domestic violence and encourage socially inclusive intervention mechanisms within families. The legislative framework should incorporate protective laws against domestic violence and school participation, basic education rights, and regulations.

Implications for Counselling

1. School guidance coordinators should probe deeply into the causes of students' poor academic performance and based upon the outcome, offer interventions to help such students improve upon their academic performance.
2. School guidance coordinators should educate parents and guardians on the adverse effects of domestic violence on the children.

3. Marriage and family life counsellors should reinforce post-marital counselling to help couples manage the many challenges they encounter in the course of their marriage to reduce domestic violence.

FUNDING

ACKNOWLEDGEMENT

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