

those additional dimensions are omitted then the formed judgment of a researcher's standing can prove incomplete, and finally – not fully correspond with the reality.

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УДК 378.578+579+632.938

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## **EFFECT OF DOMESTIC VIOLENCE ON THE SOCIAL ORIENTATION AND ACADEMIC PERFORMANCE OF SECONDARY STUDENTS IN NIGERIA**

### **Introduction**

Domestic violence often occurs within families and across generations. According to the United Nation (2000), one of the problems that social scientists researchers, and

advocates have in documenting the numbers of victims of domestic violence is the stigma attached to an act of violence between family members and intimate partners, home is considered a place of safety and refuge, so when violence occurs in that sanctuary, the perpetrators and victims are fearful to the incident to the outside persons or agencies. When the violence is reported, women and children are overwhelmingly reported as the victims. Researchers such as; Wolf (2001) and Mathew (1999), estimate that one in four women will experience domestic violence at some point in their lifetime.

Women who seem most vulnerable to domestic violence are ages between sixteen to twenty-four. Data from a 1998 study by the National Violence against Women survey indicate that eight million women are physically, sexually, or emotionally abused every year and 1.9 percent of the women in the United which represents 1.9 million women, were physically assaulted in the 12 months prior to the survey.

Exposure to violence almost always carry emotional consequences for adolescents. Adolescents' exposure to intra-familial violence has been linked to depression and more negative self-concept. Studies carried out by Adamson et al (2000), have shown that both witnessing and/or being a victim of domestic violence may put children at risk for increased anxiety and depressive symptoms. Violence exposure can be interpreted by the adolescent to mean that the world is unsafe and also, that the child is unworthy of being kept safe. Whether related to violence in the home or in the community, these attitudes of children can undermine children's school adjustment, their social orientation and academic achievement by contributing to negative self-perceptions and problems with depression and anxiety.

According to Emelda (1999), violence carried out in the home or at school affects the social adjustment of the child. She opines that children exposed to inter-familial violence have been linked with aggression, fighting, 'meanness' and generally disruptive behaviour. Children exposed to inter-familial violence are reported to have more disciplinary problems at school than their non-exposed peers, and are likely to be suspended. Likewise, exposure to community violence has been associated with increase in anti-social behaviour and aggression, as reported by teachers and students (Arnolds, 2000).

### **Theoretical Background**

Police reports indicate that children are present in the home in 40 to 50 percent of cases involving domestic violence calls. Research carried out by Arnolds (2000), indicated that between 3.3 to 10 million children are exposed to domestic violence in the United State every year. Children are significantly affected by this exposure to domestic in a number of ways. The most common are that they observe violent acts, they incur injury to themselves, and they suffer neglect by their caretakers.

Children who observe domestic violence react in many ways. External behaviours may include aggressive behaviour and conduct problems in home and in school, fighting, cursing and name calling. Internal behaviour that may also occur include anxiety, depression, low self-esteem, guilt, crying, decreased intellectual and academics functioning including the enabling to concentrate; difficulty with school work, school truancy and failure and developmental delay. Domestic violence can affect children's social development, causing them to become isolated and withdrawn from friends and family and demonstrate low levels of empathy. Children affected by domestic violence may also exhibit negative physical health, developing somatic symptoms, poor sleeping and eating habits, headaches, stomach aches, and self destructive behaviours such as suicide attempts and self mutilation (family refuse centre, 2001).

A 1998 study indicates that between 45 and 70 percent of children exposed to domestic violence are also victims of physical abuse. Children in homes with domestic violence are at higher risk of sexual abuse than children in non-violent homes.

Physical assault is only a small part of the overall cycle that constitutes domestic violence. The cycle frequently begins with forms of emotional abuse including humiliation, name calling and making the victim feel guilty. The perpetrator may also use economic abuse, such as preventing the victim from getting a job or taking all the money away and controlling every expenditure. The perpetrator may isolate the victim, limiting victim's contacts with other family members, friend, and social contacts. As the cycles escalates, the perpetrator may use threat of violence against the victim or against children in the home or actual violence such as abusing, pets, breaking things, and displaying weapons. Eventually, the threat will lead to physical violence causing injury and sometimes death. Physical violence includes beating, rape and mutilation (Adamson, 2004).

According to Arcone (2001), when a domestic violence is over, there may be period of peace in which the perpetrator asks-for forgiveness, apologises, presents gifts, and blames others, including the victim, for causing the violence. Most often, the victim will forgive the perpetrator due to emotional and financial dependence. Victims may also because of past humiliations and intimidation, feel that they share the blame for causing the violence and the cycle will repeat itself by definition, domestic violence is a pattern of behaviour and not a single act of violence. This pattern or cycle repeats itself many times and it is the repetition that classifies the behaviour as domestic violence (Young, 1998).

#### **Freud's theory of the Aggressive Instinct**

In his theoretical writings in the 1920s, Freud saw aggressive as an innate primary drive representative of the death instinct. Life consists of an eternal conflict between two innate drives; a creative, or growth, force and a destructive force. From the moment of conception each person carries the urge to destroy as well as the urge to live and create.

Although Freud hoped that human reason could eventually control the most destructive and pointless expressions of this deadly force, he assumed that the drive to kill and destroy could never be abolished-that it was as basic as the need to breathe. Individuals involved in social situations would inevitably experience constraints and frustrations, which would perpetually activate the innate • destructive force. Wars, violence against others, and violence against the self (such as suicide) would the follow.

Freud Felt that, given these realities, our efforts could best be directed towards lessening aggression by redirecting it towards less objectionable targets. It should be noted that Freud's assumption of a death instinct is a controversial part of his theory. Freud himself never developed the concept of the death instinct as completely as he did his concept of life instinct. Today, many psychologist feel that all of the phenomena Freud explained in terms of the death instinct can be explained by other factors that elicit aggression particularly frustration (Maddi, 1968).

#### **Lorenz's theory of Aggressive Instinct**

Freud stressed the negative aspect of the destructive drive. Lorenz (1966, 1974), on the other hand, has argued that the aggressive instinct has made a major contribution to the evolution and survival of animal including people. The aggressive instinct underlies the vital functions of protecting one's territory against invasion, of defending the young and of engaging in contest to select the strongest specimen for reproduction.

The urge to defeat others, he believes, is the basic to the survival of an animal species (or person).

The problem is not with the urge itself, but with the way it is expressed in people. Human beings, Lorenz argues, suffer from an insufficient discharge of a high aggressive drive. The norms of most cultures especially middle class western societies, inhibits the expression of even mild forms of aggression. Consequently, the drive mounts up until it may be strongly viciously expressed.

In most animal species, aggression is apparently counteracted by inhibitions that stop victors from killing after they have defeated their opponent. As an example, consider the following outcome of a fight between two dogs: "when the loser of a fight suddenly adopted the submissive attitude, and presented his unprotected neck, the winner performed the movement of shaking to death in the air, close to the neck of the morally vanquished dog, but with closed mouth, that is, without biting (Lorenz, 1966, p. 133),

Human beings, however, have lost this inhibition. Obviously, people can and do fight to death. Lorenz theorizes that people have lost their inhibitions because most human slaughter occurs at such a distance that the victims' "postures of submission," which should elicit mercy, are not seen. People might be much more reluctant to kill other people if they had to murder with their bare hands (or their teeth) rather than use long-range weapons - such as guns and bombs.

#### **Statement of the Problem**

Children who observe domestic violence react in many ways. Their external behaviour may include aggressive behaviour and conduct problems in homes and at school, fighting, cursing and name calling are some of the effects of domestic violence on children. The internal problem that may occur include anxiety, depression, low self-concept or self-esteem, guilt, crying, decreased intellectual and academic functioning including the inability to concentrate, difficulty with school work, school truancy and failure and developmental delay. Domestic violence can affect people social development and adjustment causing them to become isolated, withdrawn from friends, relatives, family and also makes them to demonstrate low levels of empathy.

People affected by domestic violence may also exhibit negative physical health, develop somatic symptoms, poor sleeping and eating habits, headaches, stomach aches and self-destructive behaviours such as suicide attempts and self-mutilation. A 1998 study indicates that between 45 to 70 percent children exposed to domestic violence are also victims of physical abuse. Children in homes with domestic violence are at higher risk of sexual abuse than children in non-violent homes.

#### **Purpose of the Study**

The main purpose of the study is to examine the influence of domestic violence on social orientation of Secondary School Students in Nigeria.

Other specific objective includes;

1. To examine the extent to which ethnicity influences domestic violence.
2. Investigate the difference in the social orientation of students who come from families where there is domestic violence and those who come from non-violent families.
3. To examine whether there is difference in the academic performance of students who come from violence prone families and those who come from violent-free homes.
4. Find out whether there is gender difference in the social orientation of students who are abused and those who are not abused.

5. To investigate whether religion influences the proneness to domestic violence among students,

### **Research Questions**

The following research questions were raised for the this study:

1. Will ethnicity influence domestic violence among the students?
2. Will there be any difference in the social orientation of students who are exposed to domestic violence and those who are not?
3. Is there any difference in the academic performance of students who are exposed to violence and those who are not?
4. Will there be gender difference in the social orientation of students who are abuse and those who are not?
5. To what extent will religion influence domestic violence of students?

### **Hypotheses**

The following hypotheses were formulated in this study:

1. There is no significant influence of ethnicity on proneness to domestic violence among students.
2. There is no significant influence of domestic violence on social orientation of students.
3. There is no significant difference in academic performance of students who come from violence prone families and those who come from violent-free homes.
4. There is no significant" gender difference in the social orientation of students.
5. There is no significant influence of religion on proneness to domestic violence among students.

### **Scope of the Study**

This study covered the influence of domestic violence on social orientation and academic performance of Secondary School Students in Agege Local Government Area of Lagos, Nigeria.

### **Methodology**

This study investigates the influence of domestic violence on social orientation and Academic performance of Secondary School Students in Agege Local Government Area of Lagos, Nigeria.

The design for this study is descriptive survey design. A descriptive research design is one which involves collecting of data from members of a population in order to determine the current status in that population with respect to one or more variables. Survey design primarily involves the researcher asking questions about the problem of investigation from a sampled group of people for the purpose of describing the characteristics of a population such as their beliefs, attitudes, behaviours, opinions e.t.c.

The target population of this study comprises Senior Secondary School Students in Lagos metropolis. The sample for this study consists of two hundred (200) randomly selected Secondary School Students in Agege Local Government Area of Lagos, Nigeria. Through the stratified random sampling technique, the sample for this study was selected. The stratification is by sex and ethnicity where from each stratum before pooling them together to comprise the sample. By so doing, the eventual sample is viewed as a replica of the population, hence enhancing generalization of the findings and conclusion.

To investigate the influence of domestic violence on social orientation of students, the researcher develops a research questionnaire. The instrument has two parts. Part I measured respondents bio-data including sex, religion and ethnic group. Part II. Comprises of twenty-eight (28) statements measuring graduates Social Orientations.

Seven (7) statements each measures domestic violence, social orientation, ethnicity and academic performance respectively. The statement was validated by the process of submitting the items measuring the different variables to an expert in the area of sociology of education for vetting. By this process the face and content validity of the questionnaire were certified.

To determine the reliability of the questionnaire split half reliability was used by the researcher. The instrument was administered to a total number of thirty senior secondary school students under different administrative condition. Each respondent's score was splitted into two (odd and even) and split half reliability formula was used. The result is presented in table one.

**Table One: Slit half reliability estimate of domestic violence and social orientation questionnaire.**

Variable	No Item	of Test Position	X	SD	rtt
			7.3	1.7	
Domestic Violence	7	Odd			
		Even	10.2	1.28	-0.89
Social Orientation	7	Odd	7.43	1.71	
		Even	9.9	1.33	-0.85
Ethnicity	7	Odd	8.36	2.65	
		Even	9.53	1.82	-0.9
Academic Performance	7	Odd	8.13	1.94	
		Even	9.33	1.72	-0.8

From the table, the correlation coefficient value ranged between 0.80 to 0.90 . These values were adjudged as high and adequate for studies in social and behavioural sciences. Consequently, the instrument was accepted as appropriate and suitable since it is consistent and stable over time. This finding' helped in the acceptability of the usage of the instrument.

The researcher administered the instrument on the subject with the help of research assistance.

The confidentiality of the responses was assured. The researcher believed that this method of administration reduced reasonably the amount of misrepresentation of the instrument. After the completion of the responses, the questionnaires were collected immediately from the respondents and cross checked the nature of responses to ensure there were no omissions while calling the attention of those who skipped some of the items to correctly and fully respond to them.

A total of two hundred questionnaires were administered, while one hundred and fifty questionnaires were finally collected on return as being properly completed and were used for the analysis. The instruments were scored in relation to the variables. The researcher developed a key to code all information received.

For section A, Item one (1) classified subject according to their sex, Item two (2) classified subject according to their religion while item three (3) classified subject according to their ethnic groups.

Items in section B of the questionnaire measured social orientation consisting of twenty-eight items. Items 1-7 measures domestic violence faced by the respondents. Each respondent has a possible maximum score of twenty-eight and possible minimum score of seven. Items 8-14 measures general social orientation of the respondents.

As regard ethnicity, items 15 - 21 measure it with a respondent having a possible maximum score of twenty-eight and a possible minimum score of seven.

To measure academic performance, items 22 -28 were used and a respondent has a possible maximum score of twenty-eight and a possible minimum score of seven. The higher the score the better adjusted the individual is with respect to the variable and vice visa. All hypotheses were tested at 0.05 level of significance.

## Result

### Hypothesis One

In the null form, the hypothesis stated that there is no significant influence of ethnicity proneness to domestic violence among students.

To test the hypothesis, the student were classified according to ethnic origin before using their responses on items measuring proneness to domestic violence to compute the mean (X) score and the standard deviation for each group. Thereafter one way analysis of variance statistics was used to determine whether significant influence of ethnicity on proneness to domestic violence exists. The result of the analysis is presented in Table 2.

**Table 2: One-way analysis of variance on influence of ethnicity on proneness to domestic violence**

Ethnicity	N	X	SD
Yoruba	49	14.68	2.18
Igbo	34	15.9	4.21
Edo	20	13.66	5.32
Others	47	15.17	3.96

  

Sources of Variation	Sum of squares	Degrees of Freedom	Mean of squares	F-ratio
Ethnicity	216.86	3	72.29	2.6
Within Groups	4066.1	146	27.85	
Total	4282.96	149		

\* Not Significant at 0.05: df = 3 and 146; Critical F = 2.67

Table 2 shows that a calculated F-value of 2.60 resulted as the difference in proneness to domestic violence due to Ethnicity. This calculated f-value of 2.60 is not significant since it less than the critical F-value of 2.67 given 3 and 146 degrees of freedom at 0.05 level of significance. Consequently the null hypothesis which stated that there is no significant influence of ethnicity on proneness to domestic violence among students was accepted.

### Hypothesis Two

In the null form the hypothesis stated that there is no significant influence of domestic violence on social orientation of students.

To test the hypothesis, the students were categorized according to degree of perceived proneness to domestic violence before using their responses on items measuring social orientation to calculate the *mean (X) score and standard deviation* for each group. Consequently, one-way analysis of variance statistics was used to determine whether significant influence of proneness to domestic on social orientation exist. The result of the analysis is as presented in table 3.

**Table Three:**

**One-way analysis of variance on influence of domestic violence on social orientation among students**

Domestic Violence	N	X	SD
High	36	14.72	4.91
Moderate	59	16.85	3.18
Low	55	17.96	14.05

Sources of Variation	Sum of squares	Degrees of Freedom	Mean of squares	F-ratio
Violence	268.44	2	134.22	3.24
Within Groups	6082.68	147	41.38	
Total	6351.3	149		

\* Significant at 0.05 ; df = 2 and 147; critical F =3.05

Table 3 shows that a calculated F-value of 3.24 resulted as the influence of Domestic violence on social orientation of students. This calculated F-value of 3.24 is significant since it is higher than the critical F-value of 3.05 given 2 and 147 degrees of freedom at 0.05 level of significance. Consequently the null hypothesis was rejected. Based on the significant F-value obtained, further analysis was done using Fisher's protected t-test in which Pair-wise comparison of the group mean was to determine which differs from the other on social orientation. The result of the comparison is presented in Table 4.

**Table 4: Protected t-test on difference in social orientation across groups**

Groups	High n=36	Moderate n=59	Low n=55
High	14.72 a	-1.57	-2.35*
Moderate	-2.13	16.85	-0.93
Low	-3.24	-1.11	17.96

a = Group means are in the diagonal; differences in group means are below the diagonal while protected t-value are above the diagonal.

\* Significant at 0.05.



Table 4 shows that students with low domestic violence significantly have higher social orientation than those with high domestic violence ( $t = 2.35$ ;  $df = 89$ ; critical  $t = 2.00$ ;  $p < 0.05$ ). All other comparison were not significant.

### Hypothesis Three

In the null form the hypothesis stated that there is no significant difference in academic performance of students who come from violence prone families and those who come from violence-free homes. The hypothesis was tested using independent t- test statistics. The result of the analysis is presented in Table 5.

**Table 5: Independent t-test analysis of influence of family-violence status on academic performance of students**

Family Status	N	X	SD	t-cal
Violence-prone	93	12.98	6.78	4.28*
Violence-free	57	16.87	4.36	

\* Significant at 0.05;  $df = 148$ ; Critical  $t = 1.98$

Table 5 shows that a calculated t-value of 4.28 resulted as the difference in academic performance due to family level of proneness to domestic violence. This calculated t-value of 4.28 is significant. Since it is greater than the critical t-value of 1.98 given 148 degrees of freedom at 0.05 level of significance. This means that students from domestic violence-free homes significantly perform academically better than those who come from domestic violence prone families. Consequently the null hypothesis which stated that there is no significant difference in academic performance of students who come violence prone families and those who come from violence-free families was rejected.

### Hypothesis Four

In the null form the hypothesis stated there is no significant gender difference in the social orientation of students. The hypothesis was tested using independent t-test statistics. The result of the analysis is presented in Table 6.

**Table 6: Independent t-test on gender difference in social orientation among students**

Gender	N	X	SD	t-cal
Male	69	15.56	7.42	2.29*
Female	81	17.85	5.64	

\* significant at 0.05;  $df = 148$ ; critical  $t = 1.98$ .

Table 6 shows that a calculated t-value of 2.29 resulted as the difference in social orientation due to gender. This calculated t-value is significant since it is greater than critical t-value of 1.98 given 148 degrees of freedom at 0.05 level of significance. Consequently the null hypothesis which stated that there is no significant gender difference in social orientation of students was rejected.

### Hypothesis Five

In the null form the hypothesis stated that there is no significant influence of religion on proneness to domestic violence among -students. The null hypothesis was

tested using independent t-test statistics. The result of the analysis is as presented in table 7.

**Table 7: Independent t-test analysis of religions influence on proneness to domestic violence.**

Religion	N	X	SD	t-cal
Christians	85	14.89	6.52	1.98*
Moslems	65	16.75	4.93	

\* Not significant at 0.05; df = 148; critical t = 1.98

Table 7 shows that a calculated t-value of 1.98 resulted as the influence of religion on proneness to domestic violence among students. This calculated t-value of 1.98 is not significant since it is the same as the critical t-value of 1.98 given 148 degrees of freedom at 0.05 level significance. Consequently the null hypothesis which stated that there is no significant influence of religion on proneness to domestic among students was accepted.

### **Summary of Findings**

The findings obtained in this study are summarized as follows:

Hypothesis One found that there is no significant influence of Ethnicity on proneness to domestic violence among students ( $f = 2.60$ ;  $df = 3$  and  $146$ ; critical  $f = 2.65$ ;  $p > 0.05$ ). The null hypothesis was accepted.

Hypothesis found that there is a significant influence of domestic violence on social orientation of students ( $f = 3.24$ ;  $df = 2$  and  $147$ ; critical  $f = 3.05$ ;  $p < 0.05$ ). Further analysis shows that \* students with low domestic violence significantly have higher social orientation than those with high proneness to domestic violence. All other comparison was insignificant.

Hypothesis Three found that students from violence-free families significantly performed academically better than those who come violence prone families ( $t = 4.28$ ;  $df = 148$ ; critical  $t = 1.98$ ;  $p < 0.05$ ). The null hypothesis was rejected.

Hypothesis Four found that female student significantly have higher social orientation than their male counterparts ( $t = 2.29$ ;  $df = 148$ ; critical t- value 1.98;  $P < 0.05$ ). The null hypothesis was rejected.

Hypothesis five found that there is no significant influence of religion on proneness to domestic violence among students ( $t = 1.98$ ;  $df = 148$ ; critical  $t = 1.98$ ;  $p > 0.05$ ). The hypothesis was accepted.

### **Discussion of findings**

The hypothesis stated that there no significant influence of ethnicity on proneness to domestic violence among students. The finding shows that ethnicity does not affect domestic violence among students.

This finding agrees with the finding of Marans (1993) that domestic violence can and often does occur within families and across generations. Therefore, domestic violence is not affected by one's ethnic group, cultural background, races e.t.c. Again, Osofsky (1997) opined that domestic violence cuts across all areas of culture, class, income, education, profession, race, and age.

This finding is not surprising in the sense that domestic violence involves ones' pattern of behaviour that may include physical and sexual violence, threats, insults, and

deprivation aimed at gaining and maintaining power and control over the mind, body, behaviour, and lifestyle of a partner and not referring to group of individuals.

The second hypothesis stated that there is no significant influence of domestic violence on social orientation of students. The findings indicate that student's social orientation is affected by domestic violence.

This finding agrees with the finding of Jaffey (1996) that violence-exposed children have been found to be less interpersonally sensitive attentive to social cues, less competent at social perspective taking, less able to identify others' emotionally expressions and to understand complex social roles and more likely to ascribe hostile intentions to the neutral behaviour of others.

Again researchers like Adekunle et al (1999), Adamson et al (2000) and Egerton (2000) also agrees that the social adjustment of students are affected by domestic violence. The results can be explained from the perspective of the fact that the effect of domestic violence on the students social orientation can contribute to their negative self-perception, self-worth or self-concept in life. Also, children exposed to violence may learn from the adults that aggressive behaviour is a viable problem-solving option, feel insecure, run away, use drugs, or have problems in school.

Hypothesis three stated that there no significant difference in academic performances of students who come from violence prone families and those who come from violent-free homes. The findings indicate that students who come from violence prone families have poor academic performance than those who come from violent-free homes.

This result tallies with the finding of Bolger (1998) that the cognitive effects of violence exposure may disrupt children's successful functioning in the school environment in addition to hindering academic performance.

Again, Bell (1991) asserts that exposed children have been rated by teachers and parents as less "ready to learn", less competent in school and more likely to repeat grades.

The probably reason for this result is that, there are ill effects stemming from being brought up under violent home, the effects are probably of high severe than is widely assumed. It can therefore be said that domestic violence contributes to the academic performance of children from such homes especially when they frequently experience it among their parents.

Hypothesis four stated that there is no significant gender difference in the social orientation of students. The findings of the analysis revealed that both boys and girls who involve in domestic violence have same levels of influence in their social orientation. This finding agrees with earlier findings perhaps because of the background of the respondents, where the studies were conducted or probably because of the instrument used for data collection. The finding disagreed with Straus (1994) who found that social orientation of boys was greater than that of girls. They concluded that there was a significant relationship between sex of violent affected students and their level of social orientation as girls were reported to be more withdraw, shy and passive at school while boys were said to be friendlier, mix-up easily with the other categories of students.

The finding is not surprising in the sense that, both boys and girls who are from violent prone families are exposed to the same level of condition and environment. And also because of the same social stigma attached to it, they are likely to have similar level of social orientation.

Hypothesis five stated that there is no significant influence of religion on proneness to domestic violence among student. The findings of the analysis revealed that

the religion affiliation does not affect domestic violence. This result confirms the assertion of Glueck (1991) that student's attitude towards domestic violence is not influenced by religious creed, inclinations and doctrines. Also Bell (1991) asserts that religious affiliations and background of students have no effect on the attitude of students towards domestic violence.

The result can be explained from the perspective of the fact that religion does not have anything to do with attitudinal issues.

### **Conclusion**

The study investigated the influence of domestic violence on social orientation and academic performance of graduate secondary school students in Agege Local Government Area of Lagos, Nigeria. . In carrying out this study, five, null hypotheses were postulated to give direction. The instrument used to collected data was a self-developed questionnaire which was administered on one hundred and seventy (170) randomly selected secondary students in Agege Local Government Area of Lagos, Nigeria.

The null hypotheses were tested statistically at 0.05 level of significance. Both one-way analysis of variance and independent t-test statistical methods were used for analysis. The result of the analysis showed that;

1. There is no significant influence of ethnicity on proneness to domestic violence among students.
2. Domestic violence influence the social orientation of students.
3. There is significant difference in academic performance of students who come from violence prone families and those who come from violent-free home.
4. There is significant gender difference in social orientation of students,
5. There is no significant influence of religion on proneness to domestic violence among students

Based on the result of the analysis, and the discussion affected by their social orientation, academic performance, gender and ethnicity do not influence their social orientation. Domestic violence is not affected by religious affiliation.

### **Recommendation**

On the basis of the results of data analysis and conclusion reached, the following recommendations are posited;

1. Increase public awareness on domestic violence, their rights and laws guiding it.
2. Presentation of Educative programmes for children, victims of domestic violence who are harmed by these acts.
3. Developing more strategies on how to build solid collaboration among law enforcement, child welfare, health care, and domestic violence prevention advocates.
4. Providing adequate training programs to various agencies fighting against domestic violence. Also, giving counselling services to both the abuser and the victim.
5. Parents should be encouraged to settle the differences between them instead of allowing their quarrels to affect their children and other family members.

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УДК 811.111

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### **STYLE AND NARRATION IN EPIC FANTASY: TRADITION AND SUBVERSION**

*У статті простежено динаміку розвитку епічного фентезі у світовій літературі. Проаналізовано стилістичні та наративні особливості жанру, їх становлення і трансформації у XX і XXI ст.*

**Ключові слова:** *фентезі, жанр, стилістичні засоби, наратив.*

*В статье прослеживается динамика развития эпического фэнтези в мировой литературе. Проанализированы стилистические и повествовательные особенности жанра, их становление и трансформации в XX и XXI вв.*

**Ключевые слова:** *фэнтези, жанр, стилистические средства, нарратив.*

*The article examines the dynamics of the development of epic fantasy in world literature. The stylistic and narrative features of the genre, their formation and transformations in the XX and XXI centuries are analyzed.*

**Key words:** *fantasy, genre, language and style, narrative.*

Fantasy has always been distinguished from other forms of literature by its style, i.e., the author's deliberate choice of lexical units, sentence structure, figurative language, and sentence arrangement which all work together to establish mood, images, and meaning in the text. The result of the choices the writer makes in syntactical structures, diction, and figures of thought determines how the events, objects, and ideas of a literary text are depicted and how readers interpret the facts that are presented.