

# Family Emotional Climate, Domestic Violence and Bullying among Secondary School Students in Ughelli South Local Government Area, Delta State

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## Abstract

The study investigated the influence of family emotional climate, domestic violence on bullying among secondary school students in Ughelli South Local Government Area of Delta State. 3 research questions and 3 null hypotheses guided the study. The research design used for the study is the correlational survey design. The population consisted of 2,503 students in all the secondary schools (SS) in Ughelli South L.G.A of Delta State. A sample size of 250 students selected from five (5) secondary schools using simple random sampling technique for the study, the sample size represents 10% of the population. The instrument used to gather data for this study was an adapted questionnaire titled "Family Emotional Climate, Domestic Violence and Bullying among secondary school students. Two experts in the field of Guidance and Counselling validated the instruments and a reliability coefficient of 0.89 using Cronbach alpha statistics was established. Mean, standard deviation and correlation were used to answer research question 1 -3, while hypothesis 1-3 were tested using regression statistics. This research finding revealed that there was a positive relationship among family emotional climate, domestic violence, sex and bullying of secondary school students. It was on the other hand recommended among others that schools should arrange awareness programmes to sensitize students on the risk of bullying, healthy family relationships should be encouraged among secondary school students and their parents which could positively affect student's behavior and school performance.

**Keywords:** Bullying, Family Emotional Climate, Domestic Violence, students

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## INTRODUCTION

Bullying actions in secondary school is a behaviour problem which may disrupt the teaching and learning activities. Bullying is a problem that can affect students negatively. Bullying is an action that is exhibited by a person through words that causes the other person emotional imbalance. It is a maladaptive behaviour that hurt the other person physical, psychological and mental wellbeing. Orpinas and Home (2005) describe bullying acts as deliberate behaviour that may cause emotional or bodily harms to others. Bullying is a harmful and often violent or manipulative act or sequence of acts against another person or people typically over a period of time. Bullying could be in the form of calling names, hitting or threatening someone or spreading fake rumors. Bullying among secondary school students does not just reduce their school performance but causes mental health problems and other physical problems. So many factors have been

associated with bullying among secondary school students, this include, mass media, peer group, sex, home environment, domestic violence.

Family emotional climate is defined in this study as the kind of emotional environment at home where adolescents are raised. It is a concept that qualifies the "climate" of a home. Family emotional climate exist among members in the family. It is the mood that exists among people in the home, school and workplace that people relate with one another. It indicates the emotional relationships interwoven among members of the family and describes the quality of such relationship. According to Yahaya, et al., (2013), deviant behaviour among adolescents are caused by conflicts and psychological pressure. The lack of effective communication and affection in the family contribute to deviant behaviour among adolescents. The formation of negative personality and deviant behaviour as the results of failure in

family ties. Parents may be responsible for contributing towards their children's behaviour, by failing to demonstrate good behaviour as well as ignoring religious teachings. According to Yahaya, et al, (2013), family emotional climate has a role in the adolescent socialization process such as attitude, values and the belief system inculcated into their mind. It also provides the platform for their emotional, cognitive and social development of its members. High levels of family conflict and poor communication skills disrupt parenting and family relations.

Single among the factors that may be responsible for maladaptive behaviour such as bullying among SS students is domestic violence. Domestic violence (DV) also referred to as domestic or house abuse that rises from spouse, family and relationship abuse, rough treatment and intimate partner violence, is a style of behaviour which involves violence or other abuse by one person against one more (another) in a domestic context, such as in marriage or cohabitation. One in three women worldwide has experienced bodily or sexual violence, mostly by an intimate partner. Almost half of women killed in 2012 were killed by intimate partners or family members (United Nations Women, 2012). The school atmosphere is not always safe for learning because of the maladjustment behaviour of SS students in the learning environment. Some adolescents are not psychosocially well adjusted because they are not able to interact with others or their peers positively (Odofin & Ebebuwa-Okoh, 2023).

Okorodudu and Okobiah (2004) define domestic violence as a process of maintaining control of spouse through the use of force. This development in the spousal association among couples is described as physical abuse. Behaviour types on the abused, which could be considered to be challenging, include niggling, hostility, disobedience, dominance, emasculation, fighting, arguing, assaulting, at variance and rough treatment. It is the abusive relationship between

members of a family to another within the same family.

Students experiencing domestic violence may have unfavorable influence on their progress and well-being. Students who are depiction to domestic violence (DV) are at higher risk of developing attachment disorder such as dented growth of attachment with their caregivers and emotional disorder such as impaired rule of feelings that may have long-term influence on their success in relationships. (Carpenter & Stacks, 2009). In addition, exposed students are at risk for developing sadness and nervousness and often demonstrating additional behavioural problems like aggression toward others, acting out and disobedience in school, and misbehavior.

Domestic violence (DV) is related with bullying and oppression in school. Violence inside the family has harmful influences on the student's behaviour. Students that have been victimized or have been a witness to violence can become the victim of bullying. Since they can experience decreased self-esteem, depression, and anti-social behaviours they also become susceptible to further victimization while at school. Aside from bullying, school performance is negatively impacted as well, being exposed to violence may results in feelings of fear, stress and terror (Peled, 2000). The researchers observed different types of bullying among SS students and bullying is a behaviour that is rampant and being perpetuated by adolescents' students in Ughelli South L.G.A, Delta State and they decided to carry out this study.

### **Statement of the Problem**

The intend of secondary school education is to prepare students for useful living within the society and for higher institution (Odofin & Igabari, 2023). Bullying is one of the problems that affect most SS students in Ughelli South L.G.A in Delta State. It has become so rampant to the point that it has raised concern among various stakeholders in the society. The rate at which students engaged in bullying is so

alarming. It could be in form of hurting someone by words, physical assaults, threatening, jokes, mocking, carrying out fake rumors and through facial expressions. Bullying is mainly carried out by students and it has various negative impacts on the students such as their academic, physical and mental health. It could also have adverse effect on the students, for instance, absence from school, damage of school property and even death and also decrease in academic performance. Family emotional climate (FEC) and domestic violence (DV) may be influencing bullying among SS students hence the need to carry out this study strictly to find out whether family climate (FEC) and domestic violence (DV) correlates with bullying among SS students.

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

1. To examine the influence of family emotional climate on bullying among SS students in Ughelli South L.G.A of Delta State.
2. To investigate the influence of Domestic Violence on bullying among SS students in Ughelli South L.G.A of Delta State.
3. To explore the influence of sex in the relationship among family emotional climate (FEC), domestic violence (DV) and bullying of secondary school students in Ughelli South L.G.A of Delta State.

#### **Research Questions**

1. What is the relationship between family emotional climate (FEC) and bullying among SS students in Ughelli South L.G.A of Delta State?
2. What is the relationship between domestic violence (DV) and bullying among SS students in Ughelli South L.G.A of Delta State?
3. What is the moderating impact of sex in the relationship among family emotional climate (FEC), domestic violence (DV) and bullying of SS students in Ughelli South L.G.A of Delta State?

#### **Hypotheses**

1. There is no significant relationship between family emotional climate (FEC) and bullying among secondary school students in Ughelli South Local Government Area of Delta State.
2. There is no significant relationship between domestic violence (DV) and bullying among secondary school students in Ughelli South Local Government Area of Delta State.
3. There is no significant moderating impact of sex in the relationship among family emotional climate (FEC), domestic violence (DV) and bullying among secondary school students in Ughelli South L.G.A of Delta State.

#### **METHODOLOGY**

This study used correlational research design method. The population that made up the study is 2,503 SSS 11(Two) students in Ughelli South L.G.A of Delta State. A simple random sampling of probability research technique was used in selecting a sample of 250 students. Two hundred and fifty (250) students were taken from each of the selected schools. The instruments used for data collection in this study are the questionnaire, titled: Family Emotional Climate Scale (FECS), Domestic Violence Scale (DVS) and Bullying Scale (BS). The research instruments were scored on 4 Point Scale of Strongly Agreed (4), Agreed (3), Disagree (2), and Strongly Disagreed (1). Cronbach Alpha Method was used to determine the reliability coefficients of FECS, DVS and BS instruments which yielded a coefficient alpha of  $r = 0.89$ . The researcher administered the instruments with the aids of two research assistants. The data collected were analyzed using correlation and regression statistical models. All hypotheses were tested at .05 level of significance and all the data were subjected to analysis using SPSS.

**RESULTS**

**Research Question 1:** What is the relationship between family emotional climate (FEC) and bullying among SS students in Ughelli South L.G.A of Delta State?

In order to answer research question 1, simple correlation and regression was computed. The result of the data analysis is presented in Table.

**Table 1: Correlation Analysis of the Relationship Between Family Emotional Climate (FEC) and Bullying among Secondary School Students**

Model	Mean	SD	r	r-square	r square adjusted	Std. Error
Family Emotional Climate	2.76	.93	.043	.002	-.002	.141
Bullying	2.96	2.07				

**Independent variable: Family emotional climate (FEC), Dependent Variable: Bullying**

Table 1 showed that the correlation coefficient of the relationship between family emotional climate (FEC) and bullying of SS students is .043. This provides answer to research question 1. It reveals that there is a positive correlation between family

emotional climate (FEC) and bullying of SS students.

**Hypothesis 1:** There is no significant relationship between family emotional climate (FEC) and bullying among SS students in Ughelli South L.G.A of Delta State.

**Table 2: Regression Analysis of the Relationship between family emotional climate (FEC) and bullying among SS students**

Source	SS	Df	MS	F	B	B	t	Sig
Regression	1.962	1	1.962	.457	2.697	.043	.676	.500
Residual	1065.638	248	4.297					
Total	1067.600	249						

$P \geq 0.05$  level of significance; N = 250

Table 2 shows the calculated  $F = .457$ ,  $df (1, 249)$ ,  $P \geq .05$  level of significance. Therefore, the null hypothesis which states that there is no significant relationship between family emotional climate and bullying is rejected. The finding is that there is a significant relationship between family emotional climate and bullying among secondary school students involved in this study.

**Research Question 2:** What is the influence of domestic violence on bullying among secondary school students in Ughelli South Local Government Area of Delta State?

In order to answer research question 2, simple correlation was computed. The result of the data analysis is presented in Table.

**Table 3: Correlation Analysis between domestic violence and bullying among secondary school students**

Model	Mean	SD	r	r square	r square adjusted	Std. Error
Domestic Violence	3.01	.91	.053	.003	-.001	.144
Bullying	2.96	2.07				

**Independent variable: Domestic Violence, Dependent Variable: Bullying**

Table 3 showed that the correlation coefficient of the relationship between domestic violence and bullying of secondary school students is .053. This provides answer to research question 2. It reveals that there is a positive correlation between domestic violence and bullying of secondary school students.

**Hypothesis 2:** There is no significant relationship between domestic violence and bullying among secondary school students in Ughelli South Local Government of Delta State.

**Table 4: Regression Analysis of the Relationship between domestic violence and bullying among secondary school students**

Source	SS	Df	MS	F	B	$\beta$	t	Sig
Regression	3.054	1	3.054	.711	.122	.053	.843	.400
Residual	1064.546	248	4.293					
Total	1067.600	249						

$P \leq 0.05$  level of significance;  $N = 250$

Table 4 shows the calculated  $F = .711$ ,  $df (1, 249)$ ,  $P \leq .05$  level of significance. Therefore, the null hypothesis which states that there is no significant relationship between family emotional climate and bullying was rejected. The finding is that *a significant relationship between domestic violence*

and bullying exist among secondary school students involved in this study.

**Research Question 3:** What is the moderating impact of sex in the relationship among family emotional climate, domestic violence and bullying among secondary school students in Ughelli South Local Government Area of Delta State?

**Table 5: Correlation Analysis of the relationship among family emotional climate, Domestic Violence, Sex and bullying of secondary school students**

Model	Mean	SD	R	R square	R square Adjusted	Std. Error
Sex	1.51	.50	.075	.006	-.006	2.077
Family Climate	2.76	.93				
Domestic Violence	3.01	.91				
Bullying	2.96	2.07				

**Independent variables: Family Climate, Domestic Violence, Moderator Variable: Sex, Dependent Variable: Bullying**

Table 5 showed that the correlation coefficient of sex in the relationship among family emotional climate, domestic violence and bullying of secondary school students is .075. This provides answer to research question 3. It reveals that there is a positive moderating impact of sex in the relationship among family emotional climate,

domestic violence and bullying of secondary school students.

**Hypothesis 3:** There is no significant moderating influence of sex in the relationship among family emotional climate, domestic violence and bullying among secondary school students in Ughelli South Local Government Area of Delta State.

**Table 6: Regression Analysis of the Relationship among sex, family climate, domestic violence and bullying of secondary school students.**

Source	SS	Df	MS	F	B	$\beta$	t	Sig
Regression	6.030	3	2.010	.466	-.091	-.02	-.345	.706
Residual	1061.570	248	4.315					
Total	1067.600	249						

$P \geq 0.05$  level of significance;  $N = 250$

The calculated  $F = .466$ ,  $df (3, 249)$ ,  $P \geq .05$  level of significance. Therefore, the null hypothesis which states that there is no significant influence of sex in the relationship among family emotional climate, domestic violence and bullying is accepted. The finding is that, there is no significant influence of *sex in the relationship among family climate* (FEC), domestic violence (DV) and bullying of secondary school students in this study.

#### Discussion of Findings

The study revealed that there is a positive (+) correlation between family emotional climate (FEC) and bullying of SS students. It also showed that there is a significant relationship between family emotional climate and bullying among secondary school students.

The above findings are reported by Yahaya, et al., (2013) whose study reveals that there is correlation between family atmosphere and deviant behaviour among adolescents. In the same vein the results of Klahan and Kulanchai (2018) who found out that family relationships and family social environment had positive relationship with students bullying behaviour is in agreement with the outcome of this study.

From the above findings, it can be deduced that the family environment from where the students come from will no doubt influence the type of behaviour they will exhibit while in school. This study further revealed that there is positive correlation between domestic violence (DV) and bullying among secondary school students. On further testing, it was found out that the relationship or association between domestic violence (DV) and bullying was significant. This study agrees with the finding of Mefarlance, et al., (2003) who stated that students exposed to domestic violence had significant higher rates of externalizing and internalizing behaviour

when compared to non-exposed students. It is also in accord with the finding of Paradise, Reinherz, et al., (2009) which state that experiencing physical bullying owing to domestic violence at home by age 15 was related with injury in psychological performance such as self-esteem and self-efficacy.

The study also revealed that there is a positive correlation of sex in the relationship among family emotional climate (FEC), domestic violence (DV) and bullying of SS students. it was also found out that the relationship was not significant. This finding is supported by the findings of Cutrin, et al., (2017) who investigated gender difference in direct and indirect effects of parental knowledge, family support, family conflict, and bullying peers on violent and nonviolent antisocial behaviour among youngsters and found out that gender had a relationship in the study although the relationship was not significant. This finding may not be strange because gender plays a lot of role in the up bring of children in our present day families.

#### CONCLUSION

In line of the findings in the study, it is concluded that SS students engage in bullying behaviour and such behaviour is likely to be influenced individually by domestic violence (DV). Family emotional climate (FEC) has influence on bullying, and sex has no influence on the relationship that exists among family emotional climate, domestic violence and bullying of SS students in Ughelli South L.G.A in Delta State.

#### RECOMMENDATIONS

Based on the outcome involved in this study, the subsequent recommendations were made:

1. Parents should be mindful of the fact that children learn faster by observation and imitation, as such, they too should be of

good behaviour, and should be good users of reinforcement in stimulating their home environment.

2. The parents, teachers and principals should discourage involvement in physical violent among male and female students to reduce bullying among them.
3. School administrators, teachers and parents should reduce bullying behaviour through increased supervision. Support staff can use to assist teachers in classroom supervision especially in large classrooms.

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