

## **Using Dramatization Method to Teach Domestic Violence in Social Studies Classroom: Implications for Peace Curriculum in Nigerian Secondary Schools**

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**ABSTRACT:** *Globally, domestic violence is a significant problem and one of the most pervasive human rights challenges especially for the most part of African societies whose issues relating to partners violence is largely treated as hidden phenomenon. Domestic violence remains a hidden and persistent problem because of the power and control held by the abuser, the fear, intimidation and humiliation suffered by the victim of the crime. This study was carried out in secondary schools in Nigeria to investigate domestic violence on family relationships among couples in Ekiti state. Three research questions were raised to guide the study and three hypotheses were also formulated and tested at 0.05 level of significance. The study adopted the survey method of descriptive research design. Population is comprised of all JSS III students in social studies classes in Ekiti state. The sample of three [3] schools with one hundred and fifty (150) students were used. The schools were in three local government areas in Ekiti state. The students were taught domestic violence using demonstration method in one school and in another, using Discussion Method in another, using lecture method in the third school after which the students were served with the questionnaire designed by the researcher. Face and content validity of the instrumentation was done by the researcher together with colleagues in counseling psychology. Corrections were made. The reliability of the instrument was carried out on 30 students using the test retest method with a coefficient correlation of 0.81 obtained which implies the instrument was reliable for the study. To combat frequent domestic violence in families, the students in their formative years as recommended that peace and non-violent curriculum that will integrate the study of domestic violence, inter group conflict and development of critical thinking as well as problem solving be adopted in schools in Nigeria, since domestic violence has done more harm to couples and their relationships, this paper suggest peace curriculum in all schools for the sake of the children who will grow up to become responsible husband and wives in the future.*

**KEY WORDS:** dramatization method, domestic violence, peace curriculum, social studies

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## INTRODUCTION

Couples who engage in domestic violence share an intention to use force or physical powers to threaten or harm others or to violate personal rights through the use of physical force or coercion, including but not limited to threats, physical force, physical contact, kicking, punching, limiting freedom of movement, and sexual coercion. As a result, the sufferer may experience both emotional and physical distress (Arpapirodn, 2000; Wichitrannon & Phongidet, 2000). It's the application of authority in a harmful way other than by physical force. Acts of physical, mental, and sexual violence; acts of suicide and self-injury of various kinds, which can occur immediately or years after the initial act of violence (Yoddumnerm-Affig, 2003); these are all examples of power-based violence.

Abuse is the intentional infliction of physical, mental, or sexual pain on a partner or family member, or the threat of such harm, in order to gain authority over them or to coerce them into submission (Lacheem & Boom Praken, 2014). Izugbara (2015) notes that in most African countries, concerns connected to partners' violence are usually viewed as hidden occurrences, making domestic violence a major problem worldwide. Assaultive and coercive behaviours, including as physical, sexual, psychological, and economic attacks and coercion, can be detrimental to an individual's physical and emotional health, despite the fact that many intimate relationships can be rewarding and joyful (Kolawole, 2018). The majority of the time, the majority of the time, the majority of the time, the majority of the time, the majority of the time.

One in five women worldwide have experienced some type of physical violence, according to a global survey (WHO, 2005), despite the fact that many occurrences of domestic violence go unreported, as has been shown by researchers such as Adebayo and Kolawole (2013) and Olabode and Abayomi (2018). Over 65% of college educated women and 55% of low income women experience domestic violence, according to Abayomi (2018). People who witness subsequent domestic violence frequently experience stress, guilt, worry, despair, or what sociologists call the "cradle of violence," as hypothesised by Moses and Winton (2002). This is a pervasive issue in communities all across the world, including Nigeria. Many Nigerian couples have experienced this form of violence, according to studies conducted on the topic. Despite growing public awareness and condemnation, domestic violence continues to be a hidden and pervasive issue because of the abuser's control and power and the victim's fear, intimidation, and shame.

Domestic violence is a major issue in Nigeria that affects people of all socioeconomic backgrounds and ethnic backgrounds. In Nigeria, women of all ages, backgrounds, and social positions experience domestic violence. One in three women worldwide may experience physical violence, sexual coercion, or other forms of abuse in her lifetime, and it's usually someone close to her in her own family. Domestic violence is widely accepted in most African communities, including Nigeria, and even when it is denounced, women are frequently held responsible for inciting men to commit the crime. Reports of domestic violence may be found often in publications and on the news. It's important to recognise that just as men abuse their spouses, so do women, with the only difference being one of severity and frequency.

Nigeria is not an exception to the global trend of domestic violence, which is pervasive in many communities. While the public's understanding and criticism of these concerns have grown in recent years, the abuser's control and authority, as well as the victim's fear, intimidation, and humiliation, remain a hidden and ongoing problem.

Families with ongoing disputes are more likely to have children who struggle with personality adjustment or anomalies and are at risk for a variety of physical, mental, and sexual health issues in the short and long term. Young individuals who are exposed to domestic violence are more vulnerable to these effects. Studies have also shown that these kids are more likely to grow up with emotional and behavioural issues including insecurity and adolescent misbehaviour. Due of marriage's prominence in society, domestic violence is of concern to everyone, especially high school students on their way to becoming mature adults and future leaders. Social studies teachers can help prevent domestic violence by having their pupils see dramatisations of the full situation, including the building tension, guilt, worry, despair, and kindling of violence that results from it.

According to the American Psychological Association's (APA) (1996) definition, domestic violence, also known as spousal abuse, is a pattern of abusive behaviour in which one partner in an intimate relationship uses force (physical, sexual, or psychological) against another partner in order to gain or maintain control (misuse of power, control, or authority). Domestic violence occurs when one partner in an intimate relationship uses physical force to exert power and control over another. Domestic violence is a topic of interest to a wide range of academics, fields including Social Studies education, government, religious organisations, and professional organisations due to the centrality of marriage in modern society.

Two major groups of factors contribute to the prevalence of domestic violence. We have the immediate reasons, such as sex roles, sexual dissatisfaction and adultery, ego messages, the sensation of keeping in control, religious conflicts, alcohol usage, money issues, childlessness, the impact of friends and family, etc. The modern origins of domestic violence lie in intangible, out-of-the-way elements that have an impact on aggressive actions within families. Women are equally as likely to assault their spouses as men are, according to research (Promrack, 2007).

Children included, nearly all victims of violent attacks show signs of serious despair and health-related issues such chronic pain, melancholy, drug and alcohol misuse, and so on. According to Stanley (2011). Young people, like those studied here, can suffer physical, mental, emotional, and behavioural consequences after witnessing any form of abuse, whether it be a demonstration of abuse in a social studies class or living in an environment with fighting couples in which either the woman or the man is the victim (Abayomi, 2013).

As a field that puts "man at the centre of the universe," social studies is defined as "the study of man in his interactions with his environment, including his social, physical, economic, cultural, scientific, and technological contexts" (Ekiugbo 2021). Man learns and studies about the challenges of surviving in his environment via a discipline and socialisation process known as problem solving. According to Oyediran (2014), the field of social studies is predicated on the study of societal concerns, with the challenges of man in his environment as the fundamental core, and even goes so far as to provide solutions to these issues. In explaining the multidisciplinary nature of social studies, Okobiah (1984) added to the debate over the

field's meaning and definition by noting that it focuses on the interactions of human groups with their surrounding social and physical environments. To paraphrase Ekiugbo (2020), "Social studies is a value clarification discipline that understands human relationships and thus aims at producing citizens with skills, competence, moral values, and reasoned judgement to effectively deal, live, interact, interrelate, and contribute positively to the economic, social, political, and cultural development of the society"

The goal of social studies, according to Mansaray and Ajiboye (1996), is to help students learn more about how people interact with their physical and social environment. It's a method of seeing social issues that might provide light on their nature and inform the search for solutions. Students are taught to develop a strong feeling of patriotism and loyalty to their country during their time spent studying social studies. This might lead to a higher standard of living, a more upright way of thinking, and eventually the solution to society's ills. In social studies classes, students are exposed to real-world concerns and challenges, such as the one at hand, and taught to think critically about them and develop their own ideas for improving people's everyday lives.

As a value-rich field of study, social studies equips students with the tools they will need to exercise sound judgement in a variety of real-world contexts, including the prevention of domestic violence, the advocacy for children and women's rights, and the promotion of the common good. All of these things are difficulties in life, and one of the goals of social studies is to provide students the tools they'll need to overcome them.

Educated, civic-minded people who can explain the nuances of public policy problems to others and weigh the ramifications of their choices are the focus of social studies curricula. Therefore, it is the duty of social studies educators to convey a version of educated responsible citizenship by elucidating topics, allowing for a range of perspectives, and maintaining an apolitical stance.

Inculcating the right hope of values and attitude, not only in the society, but also in the family relationship among couples, was cited as one of the objectives of social studies by the committee of primary school curriculum guide in social studies, sponsored by the Nigerian research and development council (NERDC). The field of social studies is tasked with making citizens who feel hopeless, alone, and frustrated in their relationships into peacemakers and problem solvers. The majority of marriages in Nigeria end in divorce because of the country's weak economic and structural political programmes and emerging disastrous regimes. If taught with the appropriate approach, social studies has the potential to heal the rifts between diametrically opposed partners.

Education relies heavily on the expertise of educators and the techniques they use to impart knowledge. They are crucial to the achievement of educational goals. Effective teachers, according to Cresswell (2021), present material or skills with energy and enthusiasm, are open and accepting of students' perspectives, keep lessons task-oriented and focused on students' success, encourage student participation through thoughtful questions, and correct and help students elaborate on their answers. All of the above-mentioned qualities are also present in the dramatic approach to teaching social studies. Students are more likely to retain information when they are actively engaged with the material, and the use of drama as a teaching tool has the potential to alter students' attitudes and behaviours. In the correct educational setting, it can

positively enhance students' cognitive and emotional outcomes. Theatrical performances encourage cognitive processes as the source of social authority and empower initiative, curiosity, and willpower to make self-sufficiency and survival a breeze. The issue of domestic violence was dramatised and used as a teaching tool. It serves as an example for this discussion. This is the approach that bridges the gaps between the three learning spheres. As students are forced to express their ideas aloud, demonstrate their emotions, and demonstrate their cognitive, affective, and psychomotor skills, learning becomes more tangible. This research is a step in this direction, using dramatization method to teach a social vice called domestic violence in Nigerian secondary schools.

This study investigated domestic violence using dramatization method of teaching in Nigerian secondary schools. It also looked at how the domestic violence has been able to achieve its end going by the high rate of family disagreement, divorce and separation today. It examined the place of dramatization as a method of teaching the topic domestic violence, using it to bring out the emotions of students in the classroom and the likely behavioral and emotional problems which they are likely to grow up with. Although societal awareness and condemnation of the issue has increased in recent years, the study sought to know the level of awareness and its attendant consequences among junior secondary school students in Nigerian schools. The study sought finally to educate the students on likely corrective measures to be put in place to eradicate violence in homes and how to identify and minimize the detrimental effects in their homes later as they grow up to become responsible, useful members of the society.

### **Research Hypotheses**

1. There is no significant difference between the forms of domestic violence among couples living in Ekiti State
2. There is no significant difference in the effect of domestic violence on couple's children in Ekiti State.
3. There is no significant difference between the factors that determines domestic violence among couples in Ekiti state.

### **Methodology**

The study employed the descriptive research design of the survey type. The researcher considered this type of design suitable because it allows a wide coverage within a limited time. The usage of questionnaire is another advantage of this research design. The population of this study consisted of all JSS II students in Ekiti State schools and 150 students were used as sample. The simple random technique was used for the study. This is the technique where every item in the population has an even chance and likelihood of being selected in the sample. The schools used in the study were located in different local government areas in the state. Each school has 50 students selected. The research instrument used to collect data for the study was the questionnaire.

The Questionnaire had three sections; corresponding to the three research questions and hypotheses. Respondents reacted to each of the test items on the questionnaire along 4 point likert scale of Strongly Agree = SA, Agree = A, Disagree = D, and Strongly Disagree = SD, Which are scored 3,2,1 and 0 respectively. The hypotheses were tested using Analysis of

variance and descriptive statistics of mean and standard deviation was used to answer the research questions.

Face and content validity of the instrument was done by the researcher together with other colleagues in the department of counseling psychology and tests and measurement experts. Corrections were made in the final draft of the questionnaire. The reliability of the instrument was carried out on 30 students. The test retest method of reliability was used. The coefficient correlation of 0.81 was obtained which implies that the instrument was reliable for the study.

Dramatization team was staged by students from higher classes in the school after being briefed about the essence of the dramatization and the purpose was to act out the roles, of either a wife or husband and domestic violence from couples and the extent on both the husband and the wife.

They are trained by the researcher on how to do the dramatization. A choice of an older student male and an older student female who were presumed to be couples, had cause to argue on money matters, food matters, type of visitors to expect and who is an important visitor, relatives of the husband or relatives of the wife, and religion. Students who observed the brutality melted on the wife, verbal attacks from the wife to the husband and threats and physical handling of the wife and humiliation were asked to respond on a four likert scale type of the questionnaire. The researcher was assisted by some assistants apart from the older students who did the dramatization to administer and collect the questionnaire from the students in the different schools used. The mean cut off point is 2.50 was used as accepted and below 2.49 is rejected.

## Data Analysis

### *Descriptive Analysis*

#### Section A: Forms of domestic violence

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Physical violence is very common among couples	53.33%	26.06%	16.66%	3.33%	3.12%	Agreed
2.	Most physical violence are caused by matter of money	60 40%	40 26.06%	30 20%	20 13.33%	3.19%	Agreed
3.	Physical violence comes in with hitting the woman	100 66.66%	40 26.66%	05 3.33%	0 (0)	3.67%	Agreed
4.	The wife in most cases is the cause of the beating	70 46.66%	50 33.33%	30 20%	20 13.33%	3.26	Agreed
5.	Fear and imitation comes with violence	90 60%	40 26.66%	20 13.33%	0 (0)	3.47	Agreed
6.	Most husband hides under spiritual and religious beliefs to maltreat their wives	70 46.66%	50 33.33%	30 20%	10 6.66%	3.05	Agreed
7.	Most husbands use psychological violence of their wives	40 26.66%	40 26.66%	30 20%	40 26.66%	3.15	Agreed
8.	Most times, wives become stupid and worthless as a result of threat	70 46.66%	20 33.33%	30 20%	0 (0)	3.06	Agreed

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9.	Physical violence is the commonest of all the domestic violence	100 66.66%	20 13.33%	15 9.99%	15 9.99%	3.62	Agreed
10.	The wife and the children are the victims of the different kinds of domestic violence	80 53.33%	50 33.33%	20 13.33%	0 (0)	3.05	Agreed

**B. Effects of domestic violence**

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Domestic violence leads to humiliation and fear on the part of the wife	60 40%	70 46.66%	20 13.33%	0 0	3.20	Agreed
2.	Hunger and starvation can result from domestic violence	20 13.33%	70 46.66%	40 26.66%	20 26.66%	3.06	Agreed
3.	Battered face and bruised skin can result from domestic violence	100 66.66%	20 13.33%	15 9.99%	15 9.99%	3.05	Agreed
4.	Children who watch their parent fight can develop very low self-esteem which may affect their academics	80 53.33%	50 33.33%	20 13.33%	0 0	3.52	Agreed
5.	Domestic violence can cause disruption in the schooling of the children	70 46.66%	30 20%	30 20%	20 13.33%	3.20	Agreed
6.	Domestic violence can lead to death of one of the couples	100 66.66%	50 33.33%	0 0	0 0	3.05	Agreed
7.	Most of the separation and divorce cases today are as a result of domestic violence	50 33.33%	70 46.66%	30 20%	0 (0)	3.05	Agreed
8.	The effects of domestic violence is manifested beyond the couple's children and extended to family members	80 53.33%	40 26.66%	20 13.33%	10 6.66%	3.30	Agreed
9.	Children brought up in the homes where domestic violence thrives tends to be aggressive, roguish with cognitive and afflicted problems	60 40%	70 46.66%	20 13.33%	0 0	3.20	Agreed
10.	Though treated of external wounds in case of domestic violence, internal wounds and fears remains in the victims for life	50 33.33%	60 40%	20 13.33%	20 13.33%	3.05	Agreed

**C: Factors that favour domestic violence.**

S/N	Items	SA	A	D	SD	Mean	Decision
1.	When spouses show negative behavior towards one another, domestic violence can result	70 46.66%	50 33.33%	25 16.66%	05 3.33	3.06	Agreed
2.	The reasoning of any of the spouses of the environment can result to domestic violence	70 46.66%	40 26.66%	30 20%	10 6.66%	3.12	Agreed
3.	Children whose parents are always quarrelling will not be new to domestic violence	60 40%	50 33.33%	30 20%	10 6.66	3.20	Agreed
4.	The African believe in the superiority of the husband is often the cause of domestic violence	90 60%	40 26.66%	10 6.66%	10 6.66%	3.32	Agreed
5.	Husband who have expected violence or are used to violence want to maintain the cradle of violence	70 46.66%	50 33.33%	30 20%	0 0	3.05	Agreed
6.	Using abusive language against women is normal for men because it makes them real leaders in their homes	60 40%	70 46.66%	20 13.33%	0 0	3.05	Agreed
7.	women are impervious to corrections and unnecessarily stubborn to husband demands may lead to domestic violence	50 33.33%	70 46.66%	10 6.66%	20 13.33%	3.12	Agreed
8.	When love and understanding is absent among the couples it can trigger domestic violence	80 53.33%	40 26.66%	15 9.99%	15 9.99%	2.60	Agreed
9.	When patience is not given its right place, it can lead to violence among the couples	70 46.66%	30 20%	30 20%	20 13.33%	3.52	Agreed
10.	When there is an instruction from a third party either friends or in-laws or neighbors, on the affairs of a couple it can lead to violence in the home	100 62.66%	40 27.33%	10 5.33%	0 0	3.05	Agreed

**Test of Hypotheses**

**Ho1:** There is no significant difference between the forms of domestic violence among couples living in Ekiti State.

Table 4: Analysis of variance for difference between the forms of domestic violence



	Sum of squares	DF	Mean squares	F-cal.	F-tab	Sig.
Between groups	17.384	1	17.384	130.748	3.640	.000
Within groups	52.578	48	.133			
Total	72.962	49				

$P < 0.005$  significant

From the table presented above, F-cal. is 130.748,  $df = (1,48)$ ,  $f\text{-tab} = 3.640$  and P value = 0.00 at 0.05 level of significance. That means that the null hypothesis is rejected. Here it means that there are significant difference between the forms of domestic violence among couples dwelling in Ado Ekiti, Ikere Ekiti and Ise Ekiti.

**Ho2:** There is no significant difference on the effects of domestic violence on couple's children in Ekiti State.

**Table 5: Analysis of variance**

	Sum of squares	DF	Mean squares	F-cal.	F-tab	Sig.
Between groups	25.340	1	15.479	80.744	3.640	.000
Within groups	69.076	48	.381			
Total	94.416	49				

**$P < 0.005$  (significant)**

The result of analysis presented in table 5 above revealed  $f\text{-cal.} = 80$ ,  $df = (1,48)$ ,  $f\text{-tab} = 3.640$  and P value = 0.00 at 0.05 level of significance. That means that the null hypothesis is rejected. Hence it means that there are significant difference on the effects of domestic violence on couple's children.

**Ho3:** There is no significant difference between the factors that determine domestic violence among couples in Ekiti state (Analysis of variance).

**Table 6: Analysis of variance**

	Sum of squares	DF	Mean squares	F-cal	F-tab	Sig.
Between groups	12.484	1	14.081	120.709	3.640	.000
Within groups	32.126	48	.142			
Total	44.610	49				

$P < 0.005$  (significant)

The result of analysis presented in table 6 above revealed  $f\text{-cal.} = 120.709$ ,  $df = (1,48)$ ,  $f\text{-tab} = 3.640$  and P value = 0.00 at 0.05 level of significance. That means that the null hypothesis is rejected. Hence it means that there are significant difference between the factors that determine domestic violence among couples in Ekiti state.

## **DISCUSSION OF FINDINGS**

The findings of this study revealed what it is all about as far as domestic violence between couples is concerned in the world generally and Ekiti state of Nigeria in particular. Hypothesis one is rejected which means that this is a significant difference between the forms of domestic violence among couples all over the world. No wonder Walker (1999) developed the theory of cyclic abuse with a hypothesis that abusive relationship once established is characterized by a predictable repetitions pattern of abuse. She suggested that sustained period of living in such a cycle may lead victim to learn helplessness. Abuse cycle is known as a battered women syndrome which consists of these symptoms: occasional verbal quarrel, physical quarrel, physical separation, re-experiencing battering as if it was recurring even when it is not.

The findings of Hypothesis 2 which states that there is no significant difference on the effect of domestic violence on couple's children is rejected. This implies that there is a significant difference on the effect of domestic violence on couple's children. This finding support the earlier view of Abayomi (2013) and Stanley (2011) who opined that the effect cuts across the children to neighbors and relations of the couples. They mentioned that all the victims whom had experience violent attacks exhibit symptoms of major depression and health related problems such as divorce, pain, depression, drug and alcohol abuse, children inclusive. Steinmetz (2012) mentioned that domestic violence which has now become a common phenomenon is both ways as husbands abuse their wives, so also wives abuse their husbands.

The findings of hypothesis 3 revealed that the null hypothesis which states that there is no significant difference between the factors that determine domestic violence among couples in Ekiti state is rejected. This means that there is significant difference between the factors that determine domestic violence among couples in Ekiti state. The factors identified by the researcher from the responses of the students include: when negative behavior is shown by one of the couples, influence from the environment, when neighbors are always fighting, husbands who are used to seeing wives being beaten and so on. This finding confirm the earlier work of Ajila (2016) who opined in his study on wife beating in western Nigeria that 32% of women indicated that they had experienced abuse, 21% where strongly that wives should be beaten while 72% believe that wives should be beaten once in a while to teach them lessons about humility and submission.

The findings also revealed that domestic violence has much impact on children of the couples. Some of them will have to drop out of schools as a result of divorce, and such divorce could also affect the child emotionally, sexually, behavioral development, self-esteem and academic performance.

## **CONCLUSION**

Unfortunately, domestic violence is become all too widespread. There are immediate factors, such as sex roles, sexual dissatisfaction, adultery, ego messages, religion, conflict, alcohol usage, financial difficulties, a lack of children, pressure from family and friends, and so on. There are also modern reasons, such unseen or undicted external influences that have an outsized impact on domestic violence.

One of the goals of social studies, as an interdisciplinary field, is to provide students with the tools they'll need to meet the difficulties of adulthood, including the critical thinking skills essential to analyse complex social problems and make sound judgements free of bias. In fact, the goals of the Nigerian policy on education in 2004, as reflected in the field of social studies, include the following: the inculcation of appropriate values of honesty, integrity, hard work, fairness, and justice at work and play as one's contribution to the development of the nation; and the development of students' positive attitudes of togetherness, comradeship, cooperation towards a healthy nation. Teachers can help reduce domestic strife by exposing their pupils to the underlying realities about Social Studies enshrined in the subject's stated goals and guiding principles as early as possible in their education.

### **Recommendations**

It was recommended that

1. The first step in ending domestic violence is for couples to take corrective action.
2. Second, it's important for couples to recognise what triggers domestic violence and work to eliminate those factors.
3. Thirdly, advocacy programmes for victims of domestic violence should be implemented by government policy makers and religious organisations, together with enlightenment programmes, economic empowerment, and the provision of basic education for girls and women.
4. The correct pedagogical atmosphere in the classroom may help instill the principles of peace and crisis management in students from a formative age, thus it's important that teachers of social studies use the right approach.
5. Instead of using violence to settle scores and misunderstandings between partners, all secondary schools in Nigeria should implement a peace and non-violence curriculum that teaches students about intergroup conflict, domestic violence, and the importance of developing critical thinking and problem-solving skills.
6. Given the current state of domestic violence in Nigeria, it is time for educators there to create and implement a curriculum for peaceful living. This curriculum should include lessons on cultivating harmony within relationships, identifying and discussing potential threats to peace, and laying the groundwork for a culture of nonviolence in the homes of tomorrow.

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