EFFECTS OF FREQUENT DOMESTIC CONFLICTS AND VIOLENCE ON SOCIAL BEHAVIOUR AND COGNITIVE DEVELOPMENT OF SCHOOL CHILDREN IN THE NORTH EASTERN STATES OF NIGERIA

BY

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MED/EDUC/6050/2010 – 2011

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION (HOME ECONOMICS SECTION)
AHMADU BELLO UNIVERSITY, ZARIA

FEBRAURY, 2015.

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN HOME ECONOMIC.

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION (HOME ECONOMICS SECTION)
AHMADU BELLO UNIVERSITY, ZARIA
NIGERIA

FEBRAURY, 2015.

DECLARATION

I declare that this thesis titled "Effects of Frequent Domestic Conflicts and Violence on Social Behaviour and Cognitive Development of School Children in the North Eastern States of Nigeria" has been carried out by me in the Department of Vocational and Technical Education under the supervision of Prof. A.Z. Mohammed and Prof. E. Ike. The information derived from literature have been duly acknowledged in the text and a list of references provided. There is no part of this thesis that was previously presented for another degree at any university.

Saratu Jonathan DIBAL ---------- ----------

Signature Date

CERTIFICATION

This thesis titled "Effects of Frequent Domestic Conflicts and Violence on Social Behaviour and Cognitive Development of School Children in the North Eastern States of Nigeria" Written by Saratu Jonathan DIBAL meets the regulations governing the award of the masters degree in Education (Med) (Home Economics) Vocational and Technical Education of Ahmadu Bello University; Zaria, and is approved for its contribution to knowledge and literacy presentation

Prof. A.Z. Mohammed Chair-person, Supervisory Committee	Signature	Date
Prof. E. Ike Member, Supervisory Committee	Signature	Date
Prof. A.A. Udoh Head of Department	Signature	Date
Prof. A.ZHassan Dean, School of Postgraduate Studies Ahmadu Bello University, Zaria.	Signature	Date

DEDICATION

This research work is dedicated to Almighty God for his infinite mercies and protection, my husband and my late mother.

ACKNOWLEDGEMENTS

To God be the glory for great things he has done in my life may his wonderful name be praised forever. I wish to use this medium to express my sincere gratitude to my able supervisors Prof. A.Z. Mohammed and Prof. E. Ike who despite their tight official schedules gave me prompt attention, relevant advice, corrections, contributions and encouragement throughout the period of this work.

It is my pleasure to acknowledge the academic support ofall the lecturers of vocational and technical education department in persons of Prof. T.O. Ojo, Prof. M.M. Aliyu, Prof. A.A Udoh, Dr. D.O. Oni, Dr. B. Oke, Dr. I.M. Haruna, Prof. P.E. Onuigbo, Dr. E.E. Adamu, Dr. M.K. Abubakar, Dr. Sani Ibrahim the able P.G. Coordinator of the department and all the non-academic staff who contributed positively in one way or the other to the success of this Thesis.

I am ever grateful to Dr. B.A. Sawa and Mrs. M.B. Wakawafor their contribution and encouragement that made this work a reality. Regards goesto my father Rev. Yaro B. Bwala, my husband, Rev. Jonathan I.M. Dibal, my beloved children Isaac, Rev. Jesse, Love and Nice for their prayers, moral and financial support. I wish to appreciate my colleagues, the postgraduates students of Home Economics 2010/2011 academic session for their moral and academic support. To mention but a few Mrs. HadizaJamu, Mrs. Assaina David, Mrs. Bunmi, O., Mrs. Elizabeth O., Mrs. Rukaiyyatu,M.Mrs. Itama M. and others.

My sincere gratitude goes to College of Education Waka-Biuauthority for their financial support, the Dean of Vocational and Technical Education, Mrs.Kubil, D. the Head of Department Home Economics session Mrs. Maimuna T. Emmanuel and students of home economics department 2013/2014 session for their prayers and encouragement. Sincere appreciation goes to Dr. Audu Ibrahim and his family, the members of sisters fellowshipOvercomes Assembly Biu for

their moral and spiritual support.

I am ever grateful to Barka,Arhyel and Nathaniel, my beloved sisters/brothers and their family members for their prayers and moral support. My regards to Mr. David Ipinimoroti who helped me analyze the data statistically Mr. Buba A. andMr. Patrick. E. who typed this work.

ABSTRACT

The study assessed the effects of frequent domestic conflicts and violence on social behavior and cognitive development of school children in the North Eastern States of Nigeria. It is generally observed by the researcher that young children between ages one to ten years old fall victim of circumstances that happen among family members.Ten objectives and research questions were formulated which include, to ascertain the prevalence of frequent domestic conflicts and violence and its effect on young children in the North Eastern states of Nigeria, identify the social behvaviours exhibited by school children from families with frequent domestic conflicts and violence in the study area. Nine null hypotheses were formulated and tested at 0.05 level of significance. Fifty five pre-school children and seventy three school age children out of the total sample of 357 were identified as subject for the study.Observation, oral interview and continuous assessment record were used to assess their social behavior and cognitive development.The findings revealed among othersthat there was 36.00% prevalence of frequent domestic conflict and violence in the study area and there was significant effect of these tendencies on the social behaviours and cognitive development of both pre-school and school age children in the North Eastern States of Nigeria. The study is significant to parents, teachers and care givers among other who spend most of their time with the children because it expose why and how children behave the way they do. Based on these findings, it is recommended that parents and grown up family members should be enlightened on the effects of frequent domestic conflicts and violence on their children so as to minimize the rate of the prevalence of frequent domestic conflicts and violence in homes and its negative effects on the children.

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Definition of Operational Terms

Frequent domestic conflicts:	These are misunderstandings that occur often among family members as they go about their daily activities and relate together.
Domestic violence:	Conscious intensified use of threats, words or objects by a family member on the other.
Cognitive development:	The ability to comprehend and identify certainthings such as living things and non-living bychildren as they grow up in their environment.
Social behaviour:	Practical attitudes which may be positive or Negative displayed by children to show how they interact with each other in the society according to the acceptable norms of the society.
Good behaviour:	The acceptable social attitude of children by others.
Bad behaviour:	The unacceptable attitude of children.
Good performance:	The cognitive level of children above average.
Bad performance:	The cognitive level of children below average.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The family is made up of a group of persons; young and old and it is the basic unit of social life, it forms the link between the individual and the society. Amagon and Wakjissa (2001) opined that the family is the basic unit of social institutions;it is a system of accepted norms and a procedure for getting jobs done. They further explained that family is a type of kinship grouping which provides for the rearing of children and meeting certain human needs. The family could be nuclear, polygamous or extended, which may include uncles, cousins, grandparents, wives of sons and their children as members of one family having to do their domestic activities together. Anyakoha and Eluwa (2008) stated that members of the extended family may live in town or cities, but when they return to villages they come together as one family. They further stated that conflicts could be a common feature in some extended families or even within the nuclear family. The North-Easternstates of Nigeria is not an exception to this type of family setting.

Domestic conflict is the misunderstanding that may occur in homes among the family members as they interact with one another during their day-to-day activities.Espion (2008) defined domestic violence as the intentional use of physical abuse by one's spouse or partner that cause pain or injury. Gilchrist and Graham (2009) defined domestic violence as any intentional abuse of the family members. The family members could be children, spouse or any member of the family subsystems.Cumming (2006) is of the view that domestic violence includes such behaviours such as throwing objects, pushing, grabbing, shoving, slapping, kicking, biting, hitting, beating, choking, threatening with words or objects such as knife or

gun. Such violence abusive behaviour patterns are done by one partner against another in an intimate relationship which could be the spouse or parent and child relationship. He further explained that domestic conflicts can be identified through some acts of anxiety, depression isolation from people, withdrawal of incentives and others will want to stay closer for fears of staying alone, while others may keep quiet by trying to ask questions and give answers that are open ended, giving rise to communication gap.

Laura (2011) stated that in many homes where domestic violence occurs, the parents are under the misconception that their children are unaware of the violence even if it has taken place in close proximity to the children. They may not witness the actual violence but they do hear the fighting, hear the screams and see the injuries. They are also traumatized by the parent's emotional pain and suffering after the violence has taken place and this directly or indirectly have devastating effects on their cognitive growth. According to Carpenter and Stacks (2009) Social behaviour can be defined as a behaviour directed towards a society; an accepted way of behaviour among members of a family or society. It is the general conduct of people approved and accepted in a particular society. They further explained that personality and social behaviour problems among children exposed to violence in the home can take the forms of psychosomatic illness, depression, bed-wetting and suicidal tendencies later in life.They further opined that children between the ages of one to six years old that encounter frequent domestic conflicts and violence showed clinical levels of internalizing and externalizing behaviour problems such as depression, anxiety, high levels of general distress and some symptoms such as hyperactivity, new fears and aggressions, sleep disturbances, poor concentration and significant anxiety and excessive crying when separated from their care-giver.

Anderson and Bushman in Reisberg (2004) stated that cognitive development is a field of study in neuroscience and psychology focusing on a child's development in terms of one's ability to learn and understand some basic concepts such as self-awareness, creativity, planning, problem solving and language to communicate which could be achieved through observation and imitation. They further opined that the ability to imitate starts very early in life and as children grow and mature the capacity for imitation grows as well and that the rate at which violence is portrayed at home and in the media affects children who watch them. Richard, (2011) opined that when parent and other grown up members of the family are in conflicts situations pre-school and school age children are seriously affected. While many people think that they are keeping the conflicts away from the children, the children notice tension in the home and it has a profound effect on their social behaviour and cognitive development. Richard further stated that some children respond to conflicts and violence by acting out, feeling sad and wanting to intervene, some become physically and verbally aggressive with their peers while some other children portrayed by behavioural problems such as frequent illness, isolation from parents and friends.

According to Kitsman, (2007) pre-school children are groups of children between the ages of three to five years old in nursery schools undergoing an educational establishment that offers early childhood education where the child learns how to identify and add numbers, identify shapes, colours, living things and non-living things, the alphabets and some simple sentences. While primary school children are children between the ages of six to twelve years old in an elementary class in which they receive primary education, the first stage of compulsory education coming between early childhood education and secondary education.

Kitsman, (2007) further opined that children of pre-school and school age are at the

stage where cognitive development is dominated, by intellectual curiosity and performance, in view of this Eriskson (1994) in Snowman, Mccown, Biehier, (2009) observed that children learn to win recognition by producing things which can help them to develop a sense of industry. Therefore if children at this stage are encouraged to make and do things well, helped to persevere, allowed to finish tasks and praised for trying; it results to industry. If their efforts are unsuccessful or if they are denied or treated as bothersome due to the fact that parents or older siblings are cut off from them due to frequent domestic conflicts and violence, inferiority complex set in and such children may have few friends to interact with and may never learn to enjoy intellectual work or take pride in doing at least one kind of thing really very well, at worst, they may believe they will never excel at anything socially and cognitively; while some children may have trouble thinking, impaired thinking, abstract reasoning, poor problem solving skills and their memories affected.

1.2 Statement of the Problem

It is generally observed by the researcher that young children between the ages of one to ten years are generally falling victim to circumstances that happen among the family members. Most of their learning behaviour is through the daily practice of what they see happening around them. Children exposed to frequent domestic conflicts and violence do not have the foundations of safety and security that is normally provided by the family. As a result of that, the children experience desensitized to aggressive behaviour, poor anger management and problem solving skills and learn to engage in exploitative relationships.

The researcher has observed and interacted with some parents, nursery and primary school teachers and care-givers that some pre-school and school-age children in nursery and primary school in the North-Eastern states develop a range of problems in school which

include psychosomatic complaints, such as headaches or abdominal pain, as well as poor school performances are part of the general problems of children that come from conflict dominated homes. It has also been observed that these children do not have many friends or participate in outdoor activities; they do not have a sense of self-esteem and confidence. Nnachi (2004) carried out a survey study that aimed at determining dimensions of child abuse in Okigwemetropolis of Imo state. It was found that some children were made to contribute financially or otherwise to the family survival when such is not done it could lead to conflicts which may end up in violence. Anyagafu (2005) narrated the story of a family residing in Lagos; he became devastated as a result of domestic violence as a result of that one of the victims of frequent domestic conflicts and violence is afraid of getting married due to the experiences he had while growing up with the parents and this goes to confirm the adage which goes "Like father like son, Like mother like daughter".

Gyuse (2008), stated that both history and culture seem to encourage domestic violence especially against women and children, and that children are suffering in pains, abused, injured and humiliated as a result of frequent domestic conflicts and violence.The researcher was also opportune to observe a role played by some children during an outdoor games in a primary school in Biu, Biu Local Government Area of Borno State and one of the pupils was asked to act as a father. He quickly declined to pick that role on the excuse that his father is very abusive and always fighting the mother. The statement by this pupil stated above caught the attention of the researcher and views of other researchers in relation to this topic has prompted this study to investigate the effects of frequent domestic conflicts and violence on social behaviour and cognitive development of pre-school and school age children in the North Easternstates of Nigeria.

1.3 Objectives of the Study

The major objective of the study is to determine the effects of frequent domestic conflicts and violence on the social behaviour and cognitive development of pre-school and school-age children in the North-Eastern states of Nigeria. The specific objectives are to:

1. ascertain the prevalence of frequent domestic conflicts and violence in the North-Eastern states of Nigeria.
2. identifythe social behaviour of children from families with frequent domestic conflicts and violence.
3. determinethe differences in the social behaviour of pre-school children brought up in frequent domestic conflicts and violent homes.
4. determinethe differences in the social behaviour of school-age children brought up in frequent domestic conflicts and violent homes.
5. determine the difference in the cognitive development of pre-school age children brought up in frequent domestic conflicts and violent homes.
6. determine the difference in the cognitive development of school age children brought up in frequent domestic conflicts and violent homes.
7. assess the effects of frequent domestic conflicts and violence on social behaviour of pre-school children in the North-Eastern states of Nigeria.
8. assessthe effects of frequent domestic conflicts and violence on social behaviour of school-age children in the North-Eastern states of Nigeria.
9. assessthe effects of frequent domestic conflicts and violence on cognitive development of pre-school children in the North-Eastern states of Nigeria.
10. assess the effects of frequent domestic conflicts and violence on cognitive development

of school-age children in the North-Eastern states of Nigeria.

1.4 Research Questions

The following research questions were formulated to guide the study.

1. What is the prevalence of frequent domestic conflicts and violence in North Eastern states of Nigeria?
2. What are the social behaviours exhibited by children from families with frequent domestic conflicts and violence in the North Eastern states of Nigeria?
3. What are the differences in social behaviour of pre-school children brought up in homes with frequent domestic conflicts and violence in the North Eastern states of Nigeria?
4. What are the differences in social behaviour of school-age children brought up in homes with frequent domestic conflicts and violence in the North East Geo-political zone of Nigeria?
5. What are the differences in cognitive development of pre-school children brought up in frequent domestic conflict and violent homes in North-Eastern states of Nigeria?
6. What are the differences in cognitive development of school-age children brought up in frequent domestic conflict and violent homes in North-Eastern states of Nigeria?
7. What are the effects of frequent domestic conflicts and violence on social behaviour of pre-school children in the North-Eastern states of Nigeria?
8. What are the effects of frequent domestic conflicts and violence on social behaviour of school-age children in the North-Eastern states of Nigeria?
9. What are the effects of frequent domestic conflicts and violence on cognitive development of pre-school children in the North-Eastern states of Nigeria?
10. What are the effects of frequent domestic conflicts and violence on cognitive

development of school-age children in the North-Eastern states of Nigeria?

1.5 Hypotheses

For the purpose of this research the following null-hypothesis have been formulated in line with objectives and research questions one, three, four, five, six, seven, eight, nine and ten.

HO 1. There is no significant prevalence of frequent domestic conflicts and violence in the North-Eastern states of Nigeria.

HO 2. There is no significant difference in social behaviour of pre-school children brought up in homes with frequent domestic conflicts and violence in the North-Eastern states of Nigeria.

HO 3. There is no significant difference in social behaviour of school-age children brought up in homes with frequent domestic conflicts and violence in the North-Eastern states of Nigeria.

HO 4. There is no significant difference in the cognitive development of pre-school children brought-up in frequent domestic conflicts and violent homes in the North-Eastern states of Nigeria.

HO 5. There is no significant difference in the cognitive development of school-age children brought-up in frequent domestic conflicts and violent homes in the North-Eastern states of Nigeria.

HO 6. There is no significant effect of frequent domestic conflicts and violence on social behaviour of pre-school children in the North-Eastern states of Nigeria.

HO 7. There is no significant effect of frequent domestic conflicts and violence on social behavior of school-age children in the North-Eastern states of Nigeria.

HO 8. There is no significant effect of frequent domestic conflicts and violence on cognitive development of pre-school children in the North-Eastern states of Nigeria.

HO 9. There is no significant effect of frequent domestic conflicts and violence on cognitive development of school-age children in the North-Eastern states of Nigeria.

1.6 Significance of the Study

The significance of the study includes the following:

1. Parents/grown up family members
2. Teachers/Caregivers in nursery and primary schools
3. Curriculum development programs/Home Economics teachers
4. Government and non-governmental organizations.

The findings of this study will be of benefit to parents being the role model to their children; children learn faster at their tender ages and they also believe that what their parents do is the ultimate. Thus, the findings of this study will alert the parents to take precautions on what they do in the presence of their children, for their actions have direct impact on the children.The study will enlighten teachers and primary care givers as they spend most of their time with children; they will be able to identify why and how children behave the way they do and how strategic methods of teaching could be adopted to ameliorate the conditions of such children. The study will expose the effects of frequent domestic conflicts and violence on social behaviour and cognitive development of children therefore it makes it very vital for curriculum developmentand for Home Economics teachers that have the family well-being as part of their concern can make use of the finding to educate their students. The government and non-governmental organizations that are interested in peaceful co-existence of family members will make use of the findings to educate those who are in conflicting

situations, especially those who are always entangled in domestic violence to take precautions.

1.7 Basic Assumptions

For the purpose of this study the following assumptions are made.

1. Every family experience frequent domestic conflicts and violence.
2. All the children brought up in homes dominated with frequent domestic conflicts and violence exhibit undesirable social behaviour and have poor cognition.
3. Frequent domestic conflicts and violence have no effects on social behaviour and cognitive development of preschool and school age children.

1.8 Delimitation of the Study

The study is delimited to the effects of frequent domestic conflicts and violence on social behaviour and cognitive development of pre-school and school-age children in the North-Eastern states of Nigeria. The reason for choosing pre-school and school age children is that it is the formative years of every human being and that any behaviour learned during this stage of development can go a long way in affecting the future personality of the individual and to prepare him/her enough to resist violence and abuse. The reason for choosing them is that they spend most of their time with the children, teaching and guiding them as they look forward to what they become in the future. This is because a well-planned early childhood care and education will expose the child to the rights and priviledges he/she needs to know, enjoy and to guard it jealously. To make the study feasible enough it is only delimited to some selected nursery/primary schools attached to colleges of education in the North Eastern States of Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter discusses the reviews of related literature on domestic conflicts and violence on social behaviour and cognitive development of pre-school and school-age children as follows:

2.1 Theoretical framework

2.1.1 Social learning theories

2.1.2 Cognitive development theories

2.2 Prevalence of frequent domestic conflicts and violence

2.3 Social behaviour of pre-school and school age children

2.4 Cognitive development of pre-school and school age children

2.5 Effects of frequent domestic conflicts and violence on social behaviour of pre-school and school age children

2.6 Effects of frequent domestic conflicts and violence on cognitive development of pre-school and school age children

2.7 Related empirical studies

2.8 Summary of reviewed literature

2.1 Theoretical Framework

Theoretical framework discusses the theories relevant to this study; these are social learning theory and cognitive development theory.

2.1.1 Social learning theory

Social learning theory: social learning theory was propounded by Bandura (1963). The theory notes that people learn consciously or unconsciously, intentionally or

unintentionally by observing the behaviour of others and the consequences of such behaviour. Children learn by role practice and by imitating the people they identify with. Therefore when they practice and imitate good people their social behaviour pattern will be acceptable but when they imitate bad models such as those that come from frequent conflicts and violent homes the children may have undesirable social behaviour such as higher level of aggression, anger hostility, oppositional behaviour, disobedience, fear, anxiety withdrawal, depression, poor peer and social relationship alongside with low self-esteem (Carlson 2000) According to Bandura's theory (1963) in Dennis (2004) one of the prime mechanisms of socialization is observational learning. Children observe other person who serves as a model and then imitate what the model does, thus learning how to do something they did not know before. Bandura stated clearly that the effects of modelling observation and imitation on the life of children cannot be overemphasized. He said there are at least three effects of exposure to models which give rise to behaviour change; these models can be the parents, teachers and famous people. Bandura in John, (2008) emphasizes that social behaviour have important links with environment. His research program focused mainly on observational learning also called imitation or modelling, which is learning that occurs through observing what others do, for example, a young child, might observe his parents yelling at each other in anger or threatening other people with hostility; with his peers, the child may later act very aggressively. Bandura proposed that children's behaviour represent the behaviour of others and then sometimes adopted this behaviour themselves.

Observation of a model's behaviour may lead children to alter their own established responses as demonstrated by Bandura in John, (2008).

Some nursery school children were asked to observe an adult model striking a large

inflated Bobo Doll with a mallet. The model also hit, kicked and sat on the doll and said a number of unusual sentences unlike the children had heard before. After the model had gone, the children were secretly observed as they played in a toy-filled room with the Bobo Doll together with other children who had not seen the models behaviour. The result of the experiment clearly demonstrated the children who had observed the model were far more likely to be aggressive in imitation of the model's behaviour than the other children.

With the stated example above, it is very clear that children learn social behaviour by observing how others interact with each other and also the way they interact with the child, that is to say when parents and other members of the family engage themselves into frequent conflicts that may lead to violence the children may end up imitating their ways of life. Kenny (2008) is of the view that social behaviours often violence is transmitted from generation to generation into a cyclical manner.

Social learning theory suggests that children learn from observing and modelling after others behaviour and that with positive reinforcement the behaviour continues, if one observes violent behaviour one is more likely to be violent. Bandura (1965) in John (2008) observed some group of young children who watched a model being rewarded with juice and candies for acting aggressively while other group of children on a different occasion observed the same model and is chastised for the same aggressive behaviour. The results of the experiment indicated that the consequences following the model's behaviour were very important in determining whether the children would imitate the model. At the end of the experiment the children who observed the model receiving the juice and candies for aggressive behaviour in turn become more aggressive, but the children who observed the model being disciplined or chastised for aggressive behaviour rarely imitated the aggression.

With the stated example above, one could say that children who observed violent act of their parents or other members of the family that go unpunished will end up being violent or victimizing others, on the other hand if there is no negative consequence, that is when victim accepts the violence with submission, then the behaviour will likely continue. As stated early by Kenny (2008) that it will be transmitted from generation to generation.

2.1.2 Theories of Cognitive Development

Parent attitudes according to Piaget (1954) in John (1996) have strong impact not only on social behaviour and family relationship but also on the attitude and behaviour of children towards learning. In his theories, he viewed cognition as the combination of maturity of the brain and nervous system and that experiences help the individuals adapt to their environments. Piaget believed that because humans are genetically similar and share many of the same environmental experiences, they can be expected to exhibit considerable uniformity in their cognitive development. He further explained that humans desire cognitive balance, and that cognition is the internal mental processes that has to do with what goes into the mind, these may include attention, perception, memory, language formation, development of skills, reading and writing, thinking ability, problem solving, expectation, intention and belief are all aspects of cognitive development that require a peaceful environment and adequate condition to develop.

As children continue to adapt to the peaceful and adequate condition for cognitive development, there is the need for peace because when the surrounding is filled up with conflicts and violence, the children will end up not being able to pursue cognition based on Piaget's believe as stated in John (1996) that, there is an innate force that drives children from within when they live in peaceful environment to actively pursue cognitive adaption.

According to Gardner (2008) when children mature and gain experience with their world, skill develop and that cognitive development is the result of complex interaction between children's heredity, experiences and that children learn best in a caring environment, rich with opportunities for learning. Gardner further explained that most of the children who become successful as they grow older come from homes where parental attitudes towards them were favourable and that they had a wholesome relationship existing between the family members. He further stated that poorly adjusted children by contrast are usually the product of unfavourable homes that may be filled up with frequent conflicts and violence.

Piaget (1954) in John (2008) proposed one of the influential theories of cognitive development. His theory seeks to describe and explain the development of thought processes and mental states. He looks at how these thought processes influence the way we understand and interact with the way we understand and interact with the world. According to Piaget, children think differently from adults and based upon observation he concluded that children were not less intelligent than adults, but they simply think differently. He is of the view that children naturally attempt to understand what they do not know and that knowledge is gathered gradually during active involvement with real life experiences. Piaget buttresses his theory with four developmental stages but three that are relevant to the children under study are listed below:

1. Sensory motor stage (0 - 2 years): - He said children experience the world through movement and the use of five senses.
2. Pre-Operational Stage 2 - 7 years): This is the stage that magical thinking pre-dominates their mind. The child acquires motor-skills and assumes others see the world the same way he does. At this stage, children are capable of considering all possible ways of

solving problems and are able to reason on the basis of hypotheses and prepositions. As a result, they can look at problems from different points of view and can take many factors into consideration when solving problems.

3. Concrete operational Stage (7 – 11 years): During this stage children develop the capacity to think systematically. The vague and nebulous concepts of the pre-school years become concrete and specific. The children begin to think deductively to form concepts of space and time, categorize objects. They no longer need to depend on what is seen for they now come to the place of knowledge called 'assimilation' which is the place of integration of external elements into evolving or completed structures. The act of 'talking in' is compatible with one's current understanding and where they are frequent conflicts and violence the things to assimilate will be violence as a result of that knowledge will be delayed and assimilation will only become of violence.

These explanations gives a clear indication to the fact that a peaceful environment is required for the best cognitive development of children. Cognitive development theory therefore emphasizes the role of understanding language, interpersonal thoughts and actions. According to Gardner (2008) Children know that certain things are "Bad" and other things are "Good" but they are massively influenced by their experience, including what they see and what they do. Language as a key in cognitive development according to Nygotsky (2008) is learnt through social and cultural experiences, interaction with peers and adults could be of a great help. He further emphasized that children learn the language or speech through the act of 'self – talk' which could be referred to as 'think out loud'. As children interacts with adults socially they develop their thinking abilities which is part of cognition as they communicates with them but when adults and peers are into frequent conflicts and violence

the children could not have the right opportunity to interact and even when they have they will only learn the unaccepted language thereby giving place to low and slow cognitive development.

2.2 Prevalence of Frequent Domestic Conflicts and Violence

Children need a safe and secured home, free of frequent conflicts and violence and parents that love and protect them. They need to have a sense of belonging and stability, so that when things go wrong from the outside world, home should be the place of comfort, help and support but the fact that domestic conflicts and violence being a serious social issues that affects all communities and cuts across racial, ethnic and economic lines makes some homes to be far from a safe heaven. Every year hundreds and millions of children are exposed to domestic conflicts and violence at home as reported by the United Nations Children's Funding and United Nations Secretary (UNICEF, 2006) these children, according to them not only watch their parents violently assaulting one another, they often hear the distressing sounds of violence or may be aware of it from many tell-tale signs. Here is a report by UNICEF 'me and my sister are scared', says one nine-year old girl who lives in a frequent conflicts and violent home in the United Kingdom, our parents fight a lot and we fear they might split up, they fight when we're upstairs, they don't think we know what's going on but we do: This reminds me of the statement of the child as stated in the statement of problem that he don't want to act as his father due to the fact that he always fight the mother.

Conflicts and violence in the home are one of the most pervasive human rights challenges of our time. It remains a largely hidden problem that few countries, communities or families openly confront (UNICEF, 2006). Conflicts and violence in the home is not limited by geographical location of the people, ethnicity or status. It is a global phenomenon

but yet remain a hidden issue for not many people want to talk about it. Therefore, less information on the number of children who may be exposed to frequent domestic conflicts and violence are reported. Despite these limitations, the research provides some reports on the number of children exposed to such violence, as many as 275 million children world-wide are exposed to domestic violence (UNICEF, 2006). The population statistics from the United States indicates that 29.4% of children in dual-parent homes live in a family in which partner violence has occurred within the last few years, and that children between 3.3 million and 10 million in the USA are exposed to domestic violence. They further explained that children in violent homes are not the target of abuse by parents, they are frequently involved in their parents' violence in other ways that put them at risk, they are at physical risk when they intervene in their parents' fights or accidentally get caught in their 'crossfire' even as domestic conflicts and violence is more likely in families with children, especially children from birth to age five years.

Even as conflicts and violence in the home is no respecter of geographical location, ethnicity or status of people here are some report of acts of violence according to MugfordEasteal, and Edwards (1993) during the month of November 1993, there was over 2200 calls to the new south values police that related to domestic violence and in the same month in Victoria about 1,200 sough assistance from the police in relations to violence within the home; in the United States, Canada and United Kingdom it has been estimated that as many as ten percent (10%) of all women are victims of domestic violence. Mugford et al further assets that in Queensland 88 percent (580) of the respondents to the phone in conducted by the Queensland domestic violence task force reported the presence of dependent children in the household during the course of the violent relationship. Ninety

percent of these respondent reported that the children had witnessed the domestic violence. In a phone-in conducted the same time, almost 87 percent of the 297 respondents with children reported that their children had witnessed them being abused.

Coming home in Nigeria according to Idogo (2011) pre-school children are tortured and raised up under the culture of violence. Children are flogged, punished and beaten or have seen others undergoing such condition for any misbehaviour in the home and in the classroom. She also said that some families starve the children of food as a form of punishment. Idogo, (2011) buttressed that in Nigeria, children experience violence from their care-givers including their parents. Under normal circumstances she said, the cries of babies should attract attention, love and care, instead it attracts aggressive responses from care-givers at home, in day care centers and in schools, she further explained that in Nigeria, babies go through harmful rituals on the eight day of his/her birth. Elaborate ceremonies are conducted for naming of children on the eight day thereby exposing the child to noise and more importantly in some cultures he/she experience the taste of hot pepper in the mouth as one of the rituals of the ceremony. Signifying the difficulty ahead, circumcision for their baby boy or girls is done on the same day as culture demands. The female circumcision (female genital mutilation) is still practiced in some communities as culture demands.

Early experience can dramatically alter the way genes are expressed in the developing brain. The U.S Department of Health and Human Services (2001) published the findings of a study conducted with approximately 826,000 children who were victims of violence and or neglect. Each one of these children already may have suffered damage to their growing brains. Good experiences help the brain to develop well (Lally in U.S. 2001) Idogo (2011) stated that each child weaves his or her own intellectual tapestry, the quality of which

dependents on active interest and involvement in a wide variety of stimuli. The home environment therefore provides the raw material for the growth and development of the brain in which is the center for social development and good cognition but in a home where domestic violence exists, it will have a detrimental effect on the child's brain. Therefore children exposed to frequent conflicts and domestic violence in their home suffer trauma even themselves, are not physically harmed. They may witness their peer or siblings being abused, hear their mother's cry or battered, threatened, they may even observe the results of a violent event through their mother's injuries or broken furniture. What then are the effects of frequent domestic conflicts and violence on social behaviour and cognitive development of pre-school and school age children?

2.3 Social behaviour of pre-school and school age children

Social behaviour portrays people as playing an active role in their own social behaviour through their attempts to understand, organize and integrate their everyday experience. To become socialized every social group has its standard of what is approved behaviour for its members. To became socialized children must not only know what this approved behaviour is but they must only model their own behaviour along the approved manner. Hurlock (1991) is of the view that in childhood there is a strong drive to be with others and to be accepted by them. She further stated that when this need is not met the children will be unhappy, but when it is met they will be happy and satisfied with their social relationship within their environment.

Early social experience may be with family members or with other people outside the home. As a general rule as stated by Hurlock, (1991) experiences in the home are more important during the pre-school years while experiences with outsiders become more

important after the children enter school, that is to say relationship with family members not parents alone but siblings and grandparents affects children's attitude socially. Herbert in Reisbery (2004) is of the view that social behaviour of an adult is as a result of childhood experiences with other people and that the mother plays the most significant role. He further explained that the way mothers express their anxiety about raising their children have a lasting effect on the children socially due to the fact that the children has no understanding or way to deal with anxiety that comes from the mother so they feels the anxiety. He also observed that children develop personification of themselves and others as a result of social interactions and sees themselves in three basic ways as stated below:

1. The bad me
2. The good me
3. The not me

The Bad Me: this consists of the aspects of self that one consider as negative and makes him/her shy or hide himself/herself away from others. This could be as a result of an embarrassment or feeling guilty from past action that was observed or experienced and when remembered will lead to fear of identifying or associating with others.

The good me: This is the positive aspect that one likes about himself/herself and others around. It builds confidence in the child and produces no fear, thereby giving the child the ability to freely interact with others.

The not me: This is the aspect of the child that is full of fear and anxiety, it is being rejected as part of him/her. This nature is always hidden from awareness, but is pushed deep into the unconscious nature of the child, it makes the fear of the notification of such behaviour therefore the child will have some social maladaptive behaviour.

National Research Council (2005) indicated that children's attitudes towards people and social experiences will be on how they will get along with others and depend largely on their learning experiences during the early formative years of life. The council further explained that, as children learn to conform to social expectations and become socialized it depends upon four factors which are listed below.

1. Ample opportunities for socializing are essential because children cannot learn to live social with others, if they spend most of their time alone or with their own peer group. They need people of different ages having acceptable social behaviour.
2. Children should not be allowed to communicate with others in words they can understand only, but they must be given the opportunity to talk about topics of interest and understandable to themselves and to the people they communicate with.
3. Children will learn to be social and behave in a socially acceptable manner if they are motivated to do so. The motivation to do so depends largely on how much satisfaction children derive from social activities and interaction if the children enjoy their contacts with others, they will want to repeat these contacts, but if little or no enjoyment they will try as much as possible to shun the people away whenever possible.
4. An effective method of learning under guidance is also essential for socialization of children. By trial and error, children learn some of the behaviour patterns necessary for good social adjustment. The children learn through the practice and imitation of the people they identify with. Therefore when the family members are into frequent domestic conflicts and violence the children will have difficulty in having the opportunity of learning under ideal guidance. Even when such opportunity is given, they will only learn the unaccepted and approved social behaviour pattern of the social group they belong to.

Seagren and Kirchberg (2007) asserted that pre-school and school age children who witness frequent domestic conflicts and violence may live in constant fear. They further explained that pre-school children may complain of general aches and pain, such as headaches and stomach aches. These complaints have been associated with depressive disorders and behavioural problems such as being withdrawn from those around them, regressing, exhibiting out of control behaviour and imitating undesirable social behaviours. These children may think that violence is an acceptable behaviour of intimate relationship and become either the abused or the abuser: some warning signs of frequent domestic conflicts and violence on the school age children are bedwetting, nightmares, distrust of adults, stubbornness, acting tough, having problems getting attached to other people and isolating from close friends and family members (Seagren and Kirchberg 2007).

Graham, (2008) opines that children who witness frequent domestic conflicts and violence suffer a tremendous amount of physical symptoms such as loss of weight along with their social behaviour. He further explained that pre-school children portray a wide range of reactions because they may not understand the meaning of the conflicts and violence and may believe they did something wrong, this self-blame may cause the children the feeling of guilt, worry, anxiety and poor bowel movement. Graham (2008) buttresses that pre-school children do not have the ability to express their feelings verbally and these emotions can cause some behavioural problems such as eating and sleeping difficulty. Some pre-school children may become withdrawn, non-verbal and have regressed behaviour such as clinging and whining, while the school age children may tell lies in order to avoid confrontation and excessive attention getting, some of them may act out through anger and become more aggressive than other children, even in situations that does not call for such response.

2.4 Cognitive development of pre-school and school age children

Hurlock (1991) is of the view that lag in cognitive development may be due to many causes and the two most common are cognitive development below the norm of the child's age and lack of opportunities to have experiences on which understanding is based. This may result from culturally sterile environment, but more often it result from lack of stimulation to make use of environmental opportunities. Children who grow up in homes where the social behaviour of the family members are very poor and where parents are often in frequent domestic conflicts and violence could not have the opportunities to explore their environment. As a result they face increased risks, the risk of exposure to traumatic events, risk of being neglected, the risk of being directly abused and the risk of losing one or both parents. The effect of frequent domestic conflicts and violence on children is well documented by Family Researchers and the National Institute of Child Health and Human Development (2003). They indicated that a domestic conflict is the biggest predicator of poor outcome on children's cognitive. Some children according to Child Health and Human Development who are exposed to high conflicts have trouble thinking. Advances in neuropsychology have shown that when exposed to conflicts and violence human brains release stress hormones that over time can actually change brain functioning. Therefore children who are brought up in homes where frequent domestic conflicts and violence often occur cannot recover from the memories.Abraham (2004) opines that lasting images of particular fights can traumatize pre-school children and stay with them forever. She further said that living in a home where parents are fighting and violence is part of everyday life is like living in a war zone and the children in these circumstances can suffer all sorts of problems, ranging from lack of concentration and learning disabilities, such as decrease play

interaction, poor communication skills, lack of interest in classroom activities and group work, truancy could be part of the problems of school aged children because they become over-protective of victim and feels sorry for them.All of these stated above may lead to negative outcome which may include; lower cognition function, poor school performance, lack of conflict resolution skills, limited problem solving skills and the like. (National research council, 2005).

Frequent domestic conflicts and violence on pre-school children's cognitive development has a negative correlation over a range of outcomes such as school performance, basic skills and verbal abilities (Marcus, 2006). Pre-school children who witness frequent domestic conflict and violence according to Ambrose (2007) often believe that they are to blame as a result, they display some of symptoms as children who have been diagnosed with attention deficit, hyper activity disorder on the reverse, and he said these children may show symptoms of fatigue and tiredness. They may fall asleep in school due to lack of proper sleep at home. Ambrose (2007) is of the view that unhealthy emotion that comes from frequent domestic conflicts and violence can undermine attention and memory of the pre-school child, while depression leads to biased recall of information and poor academic performance in the early years of childhood.

Piaget (1954) in John (2008) buttresses that school age children are characterized by the ability to use logical and coherent actions in thinking and solving problems. They should be able to understand the concepts of permanence and conservation by learning that volume, weight and numbers, may remain constant despite changes in outward appearance. These school age children should be able to build on past experiences using them to explain why some things happen. Their attention span should increase with age, from being able to focus

on a task for about 15 minutes to an hour. But school age children that come from frequent conflicts and violent homes are not so, they have difficult time concentrating in school.

2.5Effects of Frequent Domestic Conflicts and Violence on Social Behaviourof Pre-school and School-age Children.

Parents may disagree on one issue or another, which is quite normal. But when they start fighting to resolve their conflicts in front of the children it leads to a negative impression. Some parents may not physically brawl with each other or consider their relationship abusive, but they rather fight a 'cold war', keeping mum and not speaking to each other. They feel that their children are unable to notice or recognize their conflict. Parents should have at the back of their minds that what they do or say, how they act towards one another influences their children. Nicole (nd) stated that even if parents try not to fight in front of their children, the children notice tension in the home. He further explained that even conflicts that seem milt to the parents can cause children to act out amongst their peers and causing many problems; such as social behaviour and academic difficulties.

Children exposed to frequent conflicts and domestic violence in their home may suffer trauma even if they themselves are not harmed. Rhode (2000) asserts that even when a child is not physically abused, domestic violence can interfere with parenting to such a degree that a child may be neglected. He buttresses that when a parent is experiencing serious trauma such as domestic conflicts or violence, her ability to play a stable role in a child's life may be compromised. Exposure to frequent conflicts and violence affects children in a range of ways depending on how the child responds to the exposure, proximity to the violence that is what the child saw and heard. The age of the child the time of exposure, the severity and frequency of the conflicts or violence (Rhode, 2000).

Children whose parents and other family members are continuously in conflicts soon begin to speak ill of one person when around the other. Nicole (nd) stated that when the child is around the father, he may tell bad stories about the mom and vice-versa. This happens because the child is trying to gain the favour of the other person, he is with. It does not mean the child actually feels negativity towards the other person. However, it does provide fodder for the conflicts, which continues to escalate and continue to harm the child. Newton (2001) asserts that children who are living with parents/family members who are in conflicts all the time often experience health problems, do not sleep well if the tension continues for a long time the child loose even more sleep and begins to get sick and run down. Ambrose (2007) is of the view that children who witness domestic violence in the home may complain of general aches and pains such as headaches and stomach aches. They may also have irritable and irregular bowel habits, cold sores, and they may have problems such as nightmares, and bedwetting. Along with these general complains of not feeling well, he went further to state that children who witness frequent domestic conflicts and violence may also appear nervous, and exhibit physical symptoms associated with their behaviour or emotional problems. Such as being withdrawn from those around them, becoming non-verbal and exhibiting regressive behaviours such as being clingy and whiney, exhibiting out of control behaviour and imitating volatile behaviours thinking that violence is an acceptable behaviour of intimate relationship and becomes either the abused or the abuser.

Marcus (2006) asserts that children exposed to frequent domestic conflicts and violence are more likely to be aggressive and to exhibit behaviour problems in school and community. He further explained that children who are brought up in homes where parents and other members of the family fight with each other, lasting images of particular fights can

traumatize children and stay with them forever. When pre-school and school age children observes their parents and older siblings who are the centre of the universe for them, aren't stable and reasonable. For the children, nothing seems to remain trustworthy and stable and the children's sense of security dies. Marcus (2006) further explained that some of the pre-school and school children may feel responsible for the violence. Some may be reluctant to leave their mother, for fear of being alone, and regress to earlier stages of development. The school-aged children may suffer problems such as sense of shame and guilt out of a belief that they should be able to prevent the violence. Boys may learn that violence is an appropriate way to resolve conflicts, thereby behaving aggressively, lashing out, they are often disruptive and act aggressively towards people, pets and objects and the girls may learn that victimization is inevitable, so they are likely to be withdrawn, passive and cling to their mother, which could lead to poor cognitive development.

2.6 Effects of Frequent Domestic Conflicts and Violence on Cognitive Development of Pre-School and School Age Children

Cognitive development according to Graham (2008) is the processes that people use to gain knowledge, language, thought, reasoning and imagination require safe environment and takes place in the brain. He further explained that cognitive development depends on the interaction between nature and nurture, often called heredity and environment, that means the two put together bring about the effective development of the child. He further explained that infants and children who are exposed to violence in the home experience so much added emotional stress that can harm the development of their brains. Miller (2010) Opines that the right prefrontal part of a child's brain can pick up emotional atmosphere in a millisecond, affecting them deeply, emotionally and cognitively. Therefore, exposure to frequent conflicts

and domestic violence threatens their development. As they grow children who are exposed to such conditions may continue to show signs of problems and often do poorly in school.

Nicole (nd) stated that children whose parents are in conflict feel as though they have done something wrong to crate the conflicts and as a result they have a difficult time concentrating in school. He further explained that some of the children respond to parental conflict by acting out, that is demonstrating behaviour problems, inability to manage anger and delinquency. Some of the children may respond by 'turning inward', that is showing the sign of depression, isolation from friends and activities, so they end up not being able to interact well with others, having very poor level of skill development and low self-esteem, while some children may have trouble thinking', thinking of all the things that takes place between their family members. Advances in neuropsychology have shown that when exposed to conflicts or violence our brains release stress hormones that over time can change brain functioning leading to problems in school, truancy, impaired thinking, such as abstract reasoning, poor problem solving skills, and the general memory are affected (National Institute of Child Health and Human Development, 2003). Horner (2005) asserts that in general children who witness frequent domestic conflicts and violence in the home can suffer a tremendous amount of physical symptoms along with other emotional and behavioural state of despair. These children may also appear nervous and have short attention span; they also display some of the same symptoms as children who have been diagnosed with attention deficit hyperactivity disorder. They show symptoms of fatigue and constant tiredness that made them to fall asleep in school due to the lack of sleep at home because much of their night may be spent listening to or witnessing violence within the home. As mentioned earlier, children need a safe and secured home environment to enable them have good social

behaviour pattern that will allow him or her to interact freely with others that will lead to proper cognitive development.

2.7 Empirical Studies

Goje (2000) examined personality, home influence and academic achievement of girls in Kaduna State Science Secondary School. A sample size of 201 students was used. The Eysenck personal inventory and questionnaire were used as instruments for data collection the questions demanded ‘yes’ and ‘no’ answers. The study had the following basic objectives, such as to give a clear understanding of the effect of lack or poor provision of home and pre-school experiences and to assess the effects of home motivation on the child’s academic achievement. The study is said to be significant to parents, community and general society as it highlight delimited to primary one children in private and public schools located in urban and rural area of Katsina and Kusoda Local Government of Kaduna State of Nigeria.

The present study want to use students t-test to test the null hypothesis in the same vein with the previous study that showed that significant differences exists between the children that had pre-school experiences and those that did not have and those who attended private schools than those who attended public schools. The findings of the study also showed that there is no significant relationship between parental influence and home influence on academic achievement of girls in the area of study. One of the findings of the study that used girls in the boarding schools in Kaduna revealed that the influence of home atmosphere has less influence on the academic achievement of the girls. To investigate its effects on their social behaviour and cognitive development. The previous study did not reveal how the sample of the study was arrived at and the procedure for analyzing the data collected. Despite the short coming of this study it used questionnaire, observation, interview

and oral test as the instrument for collecting data which will also be used by the present studying, but designed in a different manner to collect the necessary data for the study.

Grych (2000) examined the effects of inter-parental conflict and aggression on children's social behaviour. He worked on a sample of 46 children between ages of 3-7 years. Questionnaire and observation method were applied in collecting data. The findings of the study indicated that children living in discordant and violent homes are at increased risk of psychology-pathology. Furthermore witnessing parental conflict and aggression in the family was found to affect children's cognitive development and that such experiences would give rise to later problems in social and emotional functioning of the child.

The present study have some similarities to Grych's work in that it is examining children's social behaviour. But, the previous study did not state the population, sample size and sampling techniques that were adopted and the method of analyzing the data gathered from the field were not stated; suggestions or solutions to the problems of the children that witnessed parental conflicts and aggressions were not given. Therefore the present study intends to highlight some solutions to the effects of frequent domestic conflicts and violence on children's social behaviour and cognitive development.

Huth-Bocks, Levendosky and Semel (2001) conducted a study on the direct and indirect effects of domestic conflicts and violence on preschoolers' intellectual functioning. A sample of 100 women and their 3 – 5 year old children which included 44 boys and 56 girls. Forty-three percent of mothers had experienced domestic violence, which was defined by one of them as the physical, aggressive act by an intimate partner.Forty-three percent of mothers had experienced domestic violence defined by at least on physical aggressive act by an intimate partner. A survey design and structured questionnaire were used in collecting the

data from respondents. The data collected was subjected, to statistical analysis witnessed domestic conflicts and violence had significantly poorer verbal abilities than non-witnesses and that domestic violence indirectly affected both types of intellectual abilities; through its impact on maternal depression and the intellectual quality of the home environment. The previous study share similarities with the present study in the sense that both studies used structured questionnaire for the collection of data. However, the present study will go further to look into the effects of domestic conflicts and violence on social behaviour and cognitive development of school age children. The previous study used interview method to get the sample of 100 mothers that experienced domestic conflicts and violence only; but the present study will use a sample of 357 children to find out the prevalence of domestic conflicts and violence, social behaviour of children brought up in conflict and violent homes and the effects of domestic conflict and violence on their social behaviour and cognitive development of both pre-school and school age children will be considered.

Koenen and Purcell, (2003) conducted a study on exposure to extreme stress in childhood, such as domestic conflicts and violence, how it affects children's neuro-cognitive development, leading to lower intelligence. A sample of children's IQs were assessed from a population of 1,116 monozygotic and dizygotic 5 years old twin pairs in England; mothers reported their experience of domestic violence in the previous 5years. The findings showed that domestic violence has unique association with IQ suppression in dose-response relationship and that children exposed to high levels of domestic violence had IQs that were on the average 8 points lower than unexposed children.

Koenen and Purcell (2003) considered extreme stress such as domestic violence in childhood and its effects on children's neuro-cognitive development but they did not consider

conflicts that could lead to violence. Other factors that may lead to lower intelligence and poor cognition is not discussed. The previous and present study both looked at the effects of domestic conflicts on cognitive development of pre-school children. However they have dissimilarities in that Koenen and Purcell (2003) used only identical twins for their study while the present study will use different types of children and their social behaviour will be considered. The school age children will also be studied alongside with the pre-school children. The previous study based findings on their personal views and findings only, but the present study will use structured questionnaires, direct and indirect observation and interview to find out effects of domestic conflicts and violence on social behaviour and cognitive development of pre-school and school age children.

Kitzman, Graylord, Holt and Kenne (2003) conducted a study to find out the impact of domestic violence on social and emotional development of young children. They used a sample of 118 children and the result showed that 63% of children were faring more poorly than average children who are not exposed to inter-parental violence, problems of the children included aggression, anxiety, difficulties with peers and academics problems. Kitzman, et al (2003) study did not explain the methods used for the collection and analysis of data, the place or area of study is not stated and age of the children used were not mentioned. The relationship between the subjects and the effects of domestic violence on them were shown. Although the studies used children as their subjects, the present study has indicated the age of the children and place of research.

Buckley (2007) conducted a study on the experience of children and young people who have lived with domestic violence. The objectives of the study were to explore the impact of domestic violence on children. The study was undertaken in the Republic of

Ireland. Data were collected using questionnaires from 70 participants, including 37 service providers/volunteers. 11 mothers and 22 children who had lived in violent environments. The findings indicated that children responded in unique ways to living with domestic violence and that services to meet their needs must be tailored to suit their individual situations for the impact of domestic violence on their lives manifested itself with regard to their sense of fear, anxiety and a level of low self-esteem. Is that both studies looked at the effects of domestic violence on children, they also used questionnaire for data collection. The finding shows that children from conflict and violent homes and environment have low self-esteem and sense of fear and anxiety, some dissimilarities of the ongoing study and previous study is that Buckley's study only explored the impact of domestic violence on children, it could not give the specific areas of development that could be affected and the ages of children used for the study was not given while the present study has indicate the age of the children and the areas of their development that could be effected. To elicit information for the study the previous research used service providers, volunteers and mother but the present research will use the children from conflict and violent homes to find out the level at which domestic conflicts and violence affect thesir social behaviour and cognitive development.

Fasina and Fagbe (2011) conducted a study using descriptive survey method in Ikeja-Lagos, Nigeria on the role of parents in early childhood education in the area of emotional behaviour, social behaviour and cognitive development of pre-school children. A questionnaire was administered on a sample of 159 parents. Data collected were analyzed using mean and percentage. Based on the findings 85% of the respondents were of the view that parental involvement has a significant influence on early childhood education.Fasina and Fagbe's work considered the role of parents in the area of social behaviour and cognitive

development of pre-school children. The present research is similar to their work because they both looked into the area of social behaviour and cognitive development of pre-school. However while Fasina and Fagbe looked at the role of parents in early childhood education as regard emotional and social behaviour and cognitive development of pre-school children only. The present research is looking at the effects of frequent domestic conflicts and violence on social behaviour and cognitive development of both pre-school and school age children. The same questionnaire will be used in collecting data but there are some dissimilarities that exist between the previous study and the present study in that the previous study collected information's from parents, while the present study would use children from conflict and violent homes to elicit information for the research work.

2.8 Summary of Reviewed Literature

Past research works showed the prevalence of domestic conflicts and violence on pre-school and school age children and it stressed the fact that children learn best under peaceful conditions through observation and imitation. The level at which parents and other family members interact with each other; being role models has great impact on the social behaviour and cognitive development of their children. Children who are often silent witnesses to these unpleasant scenarios of frequent domestic conflicts and violence may find it very difficult to adjust and cope with the situation. The review of the study covered works from 1990 – 2012 and it highlight that children generally deserve to be brought up with happy and caring parents, but it is very frustrating when children watch their parents and other family members screaming and yelling at each other; sometimes even hitting each other in the presence of their children. Some empirical studies posit that children growing up in conflict and violent homes are vulnerable to low cognition and undesirable social behaviours. And that it

becomes frustrating for a child to see a person who acted violently on him/her or to see two stubborn parents and grown-up family members fight uncontrollably while the child is at a lost to understand why and what to do; such children are helpless to change the circumstances. Therefore fear cling on to them, doubts and insecurity fill their world and they may begin to exhibit poor social behaviour, slow and low cognitive development. From the empirical studies reviewed, it revealed that most of the studies were done abroad and some few in other parts of the nation Nigeria but not much is done in the North Eastern states of Nigeria, therefore it is the intention of this study to use this area of the nation to find out the effect of domestic conflicts and violence on social behavior and cognitive development of young children and to make some contribution. The reviewed studies also showed that most of the studies did not talk much on the cognitive development of children from violent homes and they elicit most of their information from parent or other grown up people while the children that suffer in silence due to domestic conflicts and violence were not contacted.Therefore, oral interview, observation and continuous assessment records of such children were used to assess their cognitive development levels. It is this gap that this study intends to fill.

CHAPTER THREE

RESEARCH DESIGNS AND METHODOLOGY

The methodology and procedures used for this study are presented based on the following subheadings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample Size and Sampling Technique

3.4 Instrument for Data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

The research design for this study is survey research design. This design involves thegathering of data from accessible population at a particular period. According to Olayiwola (2007) survey research involves a clear definition of the problem, collection of relevant and adequate data, careful analysis and interpretation of the finding. For this reason, a sample population was selected from Nursery and primary schools children of the study area. A survey research design therefore was selected because it allows for the selection of sample from the total population having traits and characteristics of interest.

3.2 Population of the Study

The population for the studycomprised children in nursery and primary schools in all

the colleges of education primary schools in the North Eastern states of Nigeria. The population of the study is presented in Table 3.1.

Table 3.1: Population for the Study

S/No	States	No. of Colleges of Education	No. of Nursery school Children	No. of primary school children
1.	Adamawa	2	227	1,109
2.	Bauchi	1	-	693
3.	Borno	3	1,119	1,313
4.	Gombe	1	372	800
5.	Taraba	1	47	153
6.	Yobe	2	219	270
	Total	10	1,984	4,338

Source: Individual school class registers of Nursery and Primary sections Colleges of Education in the North EasternStates of Nigeria 2011/2012

3.3 Sample Size and Sampling Technique

A sample of 357 nursery and primary school children were selected from three Colleges of Education in the studyarea. The researcher used random sampling to select the target states for the study and proportionate sampling methods to select the colleges of education. This is because the number of colleges of education in the target states of study is not uniform.

Step 1: The six (6) states in the North Eastern states wererandomly stratified using hat drawn method. From the six (6) states, three (3) states; Adamawa, Borno and GombeStates were

selected having six (6) colleges of education. A proportionate sampling method is used to select three (3) colleges of education. Hong College of Education (COE), Waka-Biu College of Education (COE) and Gombe Federal Technical College of Education were selected.

Step 2: Base on the nature and scope of the study the researcher used multistage sampling methods in selecting three (3) states from the six (6) states of the North Eastern States of Nigeria and selecting three (3) Colleges of Education from the six (6) Colleges in the three (3) states.

Step 3: The researcher went further to select a set from the nursery and primary schools having a total of 1,718 nursery school children, 3,222 primary school children from the three (3) sample schools selected, giving a total of 4,940 children.

Step 4: To get the subjects for the study the researcher randomly selected nursery two (2) and primary four (4) having a total of 357 as presented in table 3.2.

Table 3.2: Sample size for the Study

S/No	States	Colleges of Education	Number of nursery school children	No. of primary school children
1.	Adamawa	Hong	44	101
2.	Borno	Waka-Biu	40	19
3.	Gombe	Gombe	73	80
	Total		157	200
	Grand Total			357

Source: Individual class Register of Nursery and primary schools in the selected Colleges of Education in the North Eastern states of Nigeria 2011/2012.

3.4 Instrument for Data Collection

The instruments used for this research wereoral interview, observation and children's continuous assessment records. The instrumentis divided into four (4) sections. Section A is the bio-data of the respondents while Section B consist of 10 questionnaire items which were designed using the adapted assessment pattern of family violence by Boney and Sugar Man (1996) in Rathus and Silver (2003). This is used to interview the children in order to ascertain the prevalence of frequent domestic conflicts and violence in the North-Eastern states of Nigeria and to answer research question one. Section C also consist of 10 items whichserved as a guide line in observing and identifying the social behaviours of children from families with frequent domestic conflicts and violence and it gave answers to research question two and three. To structure the observation guide the researcher adapted the social behaviour patterns of children as stated by Hurlock (1991). Section D also consists of 10 interview questions which were designed to raise answers to research question four, five and six respectively and to assess the effects of frequent domestic conflicts and violence on cognitive development of pre-school and school age children, the questions were design using the nursery and primary school syllabus.

3.4.1 Validity of the Instrument

The items on the instruments for this study were given to experts in the field of Home Economics in the Department of Vocational and Technical Education, Ahmadu Bello University Zaria, to vet the content validity. Two experts in the Home Economics section and expert in test and measurement validated the instrument, the interview and observation items were also vetted by an expert in the field of family and child development to ensure that the

instrument measures accurately what it is intended to measure. The corrected questionnaires were used for pilot study to ascertain the reliability coefficient of the instrument.

3.4.2 Pilot Study

A pilot study was conducted in Zaria, Federal College of Education Kongo Staff School Kaduna State. This is because they have almost the same cultural background and school setup with the colleges of education selected for the study. To determine the reliability coefficient of the questionnaire a total of 20 children, 10 from nursery section and 10 from primary section were interviewed, observed and tested. The results of the pilot study were subjected to statistical analysis.

3.4.3 Reliability of the Instrument

The data collected from the pilot study was analyzed for the purpose of reliability coefficient. Consequently the Cronbachreliability level of .746 was obtained for the nursery school section and.921 was obtained for the primary school section. According to Spiegel and Stevens (1999) an instrument is considered reliable if its reliability coefficient lies between zero (0) and one (1), and that the closer the calculated reliability coefficient is to zero the less reliable is the instrument and the closer it is to one the more reliable is the instrument. With the result obtained from the data collected the instrument therefore confirms the reliability to befit for the main work.

3.5 Procedure for Data Collection

The researcher through the help of the headmasters/Headmistresses class teachers and care givers who were trained by the researcher interviewed the 357 children using the questionnaire items in section B. the researcher with the help of the class teachers during the interview selected the children one after the other who were identify as the subjects for the

study. These children were used to answer the questions in section C and D, respectively. The researcher used direct and indirect method of observation to assess the social behaviour patterns of the children; this is to minimize the tendency of the children faking their behaviour. This was done using the guidelines in section C. The questionnaires in section D were administered to the children using oral test. The researcher graded them using their continuous assessment records and students coding sheets based on their performance and it lasted for six (6) weeks.

3.6 Procedure for Data Analysis

The data collected was analyzed using mean and percentage. Means and percentage were used to analyze the bio-data and to answer research question one (1) and two (2). This is because this section elicits information on the prevalence rate of frequent domestic conflicts and violence and the social behaviour of pre-school and school age children that come from such homes. Means wasused to answer research questions three and four that wanted to find out the differences in social behaviour and cognitive development of pre-school and school age children. The same statistical means was used to answer question five and six that wanted to assess the effects of frequent domestic conflicts and violence on social behaviour and cognitive development of pre-school and school age children in the North-Eastern states of Nigeria. All the null-hypotheses were tested using t-test at0.05 level of significance. This is in line with Aloysin and John (1998) who explained that t-test is the most appropriate statistical tool to find out differences and effects among variables

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the statistical analysis of the findings on the effects of Frequent Domestic Conflicts and Violence on Social behaviours and Cognitive Development of Pre-school and School Age Children in the North Eastern states of Nigeria, under the following subheadings.

4.1 Analysis of bio data.

4.2 Answers of research questions.

4.3 Tests of hypothesis.

4.4 Major findings.

4.5 Discussions of the findings.

4.1 Analysis of Bio Data.

Table 4.1: Distribution of respondents by their class level

Items	Sampled
Pre-school children	55
School age children	73
Total	128

Table 4.1 showed that 55 out of 157 that is 35.0 percent pre-school children were from conflict and violent homes while 73 out of 200 that is 36.1 percent of the school age children were from conflict and violent homes.

Research Question One: What is the prevalence of frequent domestic conflictsand violence in the North East states of Nigeria.

Table 4.2: Percentage of the prevalence of frequent domestic conflicts and violence in North Eastern States of Nigeria

Items	Sampled	Percentage
Pre-school children	55	35.03
School age children	73	36.1
Total	128	36.00

The result reveals that 35.03% out of 55 number of the pre-school children and 36.1% out of 73 number of school age children have witnessed the prevalence of frequent domestic conflicts and violence in the North Eastern States of Nigeria. On the overall analysis, it can be deduced that prevalence of frequent domestic conflicts and violence in the North Eastern States of Nigeria is 36%. This means that 64% did not witness frequent domestic violence in the study area.

Research Question Two: What are the social behaviours exhibited by children from families with frequent domestic conflicts and violence in the North Eastern States of Nigeria.

Table 4.2.1Showing the percentage of social behaviours exhibited by pre-school children in the North Eastern States of Nigeria

Items	Frequency	Percentage %
Disobedient	49	89.1
Bully others	47	85.5
Do not help others	40	72.7
Timid	40	72.7
Aggressive	39	70.9
Not generous	37	67.3
Active	36	65.5
Do not cooperate	29	52.7
Do not tolerate other	29	52.7
Unfriendly	28	50.9
Friendly	27	49.1
Cooperate	26	47.3
Tolerate others	26	47.3
Not active	19	34.5
Generous	18	32.7
Not aggressive	16	29.1
Help others	15	27.3
Not timid	15	27.3
Do not bully others	8	14.5
Obedient	6	10.9
Total	55	100.0

Table 4.2.1 shows that 49 (89.1%) of the pre-school children were disobedient, 47 (85.5% of the them bulled others, 40(72.7%) did not help others and they were also timid due to their exposure to frequent domestic conflicts and violence, 39 (70.9%) of the children were aggressive in their behavior while 36 (65.5%) were active, 29 (52.7%) did not cooperate and 28 (50.9%) were unfriendly in their attitude. On the overall, the pre-school children exhibited undesirable behaviours because of their exposure to frequent domestic conflicts and violence.

Table 4.2.2Showing the percentage of social behaviours exhibited by school age children in the North Eastern states of Nigeria

Items	Frequency	Percentage %
Bully others	59	80.8
Disobedient	58	79.5
Aggressive	52	71.2
Do not tolerate other	48	65.8
Not generous	48	65.8
Timid	46	63.0
Do not help others	42	57.5
Cooperate	40	54.8
Friendly	39	53.4
Not active	37	50.7
Active	36	49.3
Unfriendly	34	46.6
Do not cooperate	33	45.2
Help others	31	42.5
Not timid	27	37.0
Generous	25	34.2
Tolerate others	25	34.2
Not aggressive	21	28.8
Obedient	15	20.5
Do not bully others	14	19.2
Total	73	100.0

Table 4.2.2shows that 59 (80.8%) out of 73 school age children bullied others, 58 (79.5%) of them were disobedient and 52 (71.2%) were aggressive in their behavior towards other children, 48 (65.8%) of the school age children in the study area did not tolerate others, therefore they were not generous in sharing what they had with other children around them, 46 (63.0%) of these children were timid and 40 (54.8%) cooperate with other children trying to form a group for themselves, 39 (53.4%) were also friendly even though they came from frequent domestic conflict and violent homes. On the overall, most of the school age children exhibit some undesirable behaviours because of their exposure to frequent domestic conflicts and violence.

Research Question Three: What are the differences in the social behavioursofpre-school children brought up in homes with frequent domestic conflicts and violence in the North Eastern states of Nigeria?

Table 4.2.3 Mean score differences in the social behavioursof pre-school children in North Eastern States of Nigeria

Group	N	Good behaviours	Bad behaviours
Pre-school children	55	19.40	35.40

Table 4.2.3 mean score 19.40 for good behaviourand 35.40 for bad behaviour respectively. This shows that there are differences in the social behaviours of pre-school children from the frequent domestic conflicts and violence in the North Eastern States of Nigeria.

Research Question Four: What are the differences in the social behavioursof school children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria?

Table 4.2.4 Mean score differences in the social behaviours of school age children in North Eastern States of Nigeria

Group	N	Good behaviours	Bad behaviours
School age children	73	27.30	45.60

Table 4.2.4 showed themean score 27.30 for good behaviour while 45.60 showed bad behaviourof the school age children. This shows that there are differences in the social behaviours of school age children from the frequent domestic conflicts and violence in the North Eastern States of Nigeria.

Research Question Five: What are the differences in cognitive developmentof pre-school children brought up in frequent domestic conflicts and violent homes in the North

EasternStates of Nigeria?

Table 4.2.5 Mean score difference in the cognitive development of pre-school childrenNorth Eastern States of Nigeria

Group	N	Good performance	Bad performance
Pre-school children	55	33.15	21.60

Table 4.2.5 shows the mean score of 33.15 of the children had good performance while 21.60 of the pre-school had bad performance. This shows that there are differences in the cognitive development of pre-school children from frequent domestic conflicts and violence in the North Eastern states of Nigeria.

Research Question Six: What are the differences in cognitive development of school age children brought up in frequent domestic conflicts and violent homes in the North East States ofNigeria?

Table 4.2.6 Mean score difference in the cognitive development of school age children in the North Eastern States of Nigeria

Group	N	Good performance	Bad performance
School age children	73	40.50	32.50

Table 4.2.6shows the mean score of 40.50 of school age had good performance in their cognitive development while 32.50 had bad performance. This indicates that there are differences in the cognitive development of school age children from frequent domestic conflicts and violence in the North Eastern States of Nigeria.

Research Question Seven: What are the effects of frequent domestic conflicts and violence on social behaviours of pre-school children brought up in homes with frequent domestic conflicts and violence in the North East States of Nigeria?

Table 4.2.7 Mean score on effects of frequent domestic conflicts and violence on social behaviours of pre-school children in North Eastern States of Nigeria

Group	N	Mean score
Pre- school children	55	27.5

The mean score for the pre-school children on the effects of frequent domestic conflicts and violence on social behavior was 27.5. This shows that the pre-school childrenexhibited some undesirable social behaviorsdue to their exposure to frequent domestic conflicts and violence in the homes.

Research Question eight: What are the effects of frequent domestic conflicts and violence on social behaviours of school age children brought up in homes with frequent domestic conflicts and violence in the North East States of Nigeria?

Table 4.2.8Mean score on effects of frequent domestic conflicts and violence on social behaviours of school age children in North Eastern States of Nigeria

Group	N	Mean score
School age children	73	36.5

The mean score for the school age children on the effects of frequent domestic conflicts and violence on social behaviour was 36.5. This shows that school age children exhibited some undesirable social behaviorsdue to frequent domestic conflicts and violence in their homes.

Research Question Nine: What are the effects of frequent domesticconflicts and violence on cognitive development of pre-school children in the North Eastern States of Nigeria?

Table 4.2.9 Mean score on effects of frequent domestic conflicts and violence on cognitive development of pre-school children in North Eastern States of Nigeria

Group	N	Mean score
Pre- school children	55	36.50

The mean score for the pre-school children on the effects of frequent domestic conflicts and violence on cognitive development was 36.50. This shows that frequent domestic conflicts and violence hadnegative effects on cognitive development of pre-school children.

Research Question Ten: What are the effects of frequent domestic conflicts and violence on cognitive development of school age children in the North Eastern States of Nigeria?

Table 4.2.10 Mean score on effects of frequent domestic conflicts and violence on cognitive development of school age children in North Eastern States of Nigeria

Group	N	Mean score
School age children	73	27.38

The mean score for the school age children on the effects of frequent domestic conflicts and violence on cognitive development was 27.38.This shows that frequent domestic conflicts and violence had negative effects on the cognitive development of school age children.

4.2 Test of hypotheses

In pursuance of the objectives of this study and to provide statistical solutions to the question raised, nine null hypotheses were formulated. The hypotheses were tested at 0.05 levels of significance as follows:

Hypothesis One: *There is no significant prevalence of frequent domestic conflicts and violence in the North Eastern States of Nigeria*

Frequent domestic conflicts and violence in the North Eastern States were assessed. One sample t-test was used for the hypothesis because it enables the t-value to be compared with t-critical which indicates agreement on the differences and effects. The result of the test is summarized in Tables.

Table 4.3.1: One sample t-test of Prevalence of frequent domestic conflicts and violence in the North Eastern States of Nigeria

Variable	N	Mean	t-Cal	t-Crit	DF	P
Prevalence	128	1.0546	2.081	1.96	127	0.000

t(127) 1.96, P<0.05

The test revealed that 128childrenout of the total sample of 357 were identified frompre-school children and school age children. The observed t-calculated is 2.081 which is greater than the t-critical of 1.96 at the 127 degree of freedom and the probability level of significance observed in the test is 0.000 (P < 0.05). This indicates that there was significant prevalence of frequent domestic conflicts and violence in the North Eastern States of Nigeria. Therefore, the null hypothesis that there is no significant prevalence of frequent domestic conflicts and violence in the North East States of Nigeria was rejected.

Hypothesis Two: *There is no significant difference in social behaviours of pre-school children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria.*

Table 4.3.2: One sample t-test on social behaviours of pre-school children in the North Eastern States of Nigeria

Variables	N	Mean	t-Cal	t-Crit	DF	P
Pre-school age Children	55	-.25455	-1.308	2.01	54	0.000

t(54) 2.01, P<0.05

The test revealed that 55 students were identified for pre-school children. The observed t-calculated is -1.308 which is less than the t-critical of 2.01 at the 54 degree of freedom and the probability level of significance observed in the test is 0.000 ($P < 0.05$). This indicates that there was significant difference in the behaviours of the pre-school children. Therefore, the null hypothesis that there is no significant difference in social behaviours of pre-school children brought up in homes with frequent domestic conflicts and violence in the North East States of Nigeria was therefore rejected.

Hypothesis Three: *There is no significant difference in social behaviours of school age children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria.*

Table 4.3.3: One sample t-test on social behaviours of school age children in North Eastern States of Nigeria

Variables	N	Mean	t-Cal	t-Crit	DF	P
School Age children	73	.07273	.375	2.01	72	0 .000

t(72) 2.01, P>0.05

The test revealed that 73 students were identified of school age children. The observed t-calculated is .375 which is less than the t-critical of 2.01 at the 72 degree of freedom and the probability level of significance observed in the test is 0.000 ($P < 0.05$). This indicates that there was significant difference in the social behaviours of school age children. Therefore, the null hypothesis that there is no significant difference in social behaviours of school age children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria was therefore rejected

Hypothesis Four: *There is no significant difference in the cognitive development of pre-school children brought up in frequent domestic conflicts and violent homes in the North Eastern States of Nigeria.*

Table 4.3.4: One sample t-test of cognitive development of pre-school children in North Eastern States of Nigeria

Variables	N	Mean	t-Cal	t-Crit	DF	P
Pre-School Children	55	.6909	1.567	2.01	54	0 .000

t(54) 2.01, P<0.05

The test revealed that 55 pre-school children were identified. The observed t-calculated is 1.567 which is less than the t-critical of 2.01 at the 54 degree of freedom and the probability level of significance observed in the test is 0.000 (P < 0.05). This indicates that there was significant difference in the pre-school children's cognitive development. Therefore, the null hypothesis that there is on significant difference in the cognitive development of pre-school children brought up in frequent domestic conflicts and violent homes in the North East States of Nigeria was therefore rejected.

Hypothesis Five: *There is no significant difference in the cognitive development of school age children brought up in frequent domestic conflicts and violent homes in the North Eastern States of Nigeria.*

Table 4.3.5: One sample t-test of cognitive development of school age children in North Eastern States of Nigeria

Variables	N	Mean	t-Cal	t-Crit	DF	P
School Age Children	73	1.0000	2.105	2.01	72	0 .000

t(72) 2.01, P<0.05

The test revealed that73school age children were identified. The observed t-calculated is 2.105 which is greater than the t-critical of 2.01 at the 72 degree of freedom and the probability level of significance observed in the test is 0.000 (P <0.05). This indicates that there was significant difference in the school age children's cognitive development. Therefore, the null hypothesis that there is no significant difference in the cognitive

development of school age children brought up in frequent domestic conflicts and violence homes in the North East States of Nigeria was therefore rejected.

Hypothesis Six: *There is no significant effect of frequent domestic conflicts and violent on social behaviours of pre-school children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria.*

Table 4.3.6: One sample t-test on effect of frequent domestic conflicts and violence on social behaviours of pre-school children in North Eastern States of Nigeria

Variables	N	Mean	t-Cal	t-Crit	DF	P
Pre-school Children	55	1.0909	2.272	2.01	54	0 .000

t(54) 2.01, P<0.05

The test revealed that 55 pre-school children were identified. The observed t-calculated is 2.272 which is greater than the t-critical of 2.01 at the 54 degree of freedom and the probability level of significance observed in the test is 0.027 (P <0.05). This indicates that there was significant effect of frequent domestic conflicts and violence on the social behaviourspre-school children. Therefore, the null hypothesis that there is no significant effect of frequent domestic conflicts and violent on social behaviours of pre-school children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria was therefore rejected.

Hypothesis Seven: *There is no significant effect of frequent domestic conflicts and violent on social behaviours of school age children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria.*

Table 4.3.7: One sample t-test on effect of frequent domestic conflict and violence on social behaviours of school age children in North Eastern States of Nigeria

Variables	N	Mean	Std. deviation	t-Cal	t-Crit	DF	P
School Age Children	73	-.0364	1.3603	-.198	2.01	72	0.000

t(72) 2.01, P<0.05

The test revealed that 73 school age children were identified. The observed t-calculated is -0.198 which is less than the t-critical of 2.01 at the 72 degree of freedom and the probability level of significance observed in the test is 0.000 (P <0.05). This indicates that there is significant effect of frequent domestic conflicts and violent on social behaviours of the school age children. Therefore, the null hypothesis that there is no significant effect of frequent domestic conflicts and violent on social behaviours of school age children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria was therefore rejected.

Hypothesis Eight: *There is no significant effect of frequent domestic conflicts and violent on cognitive development of pre-school age children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria.*

Table 4.3.8: One sample t-test on effect of cognitive development of pre-school age children in North Eastern of Nigeria

Variables	N	Mean	t-Cal	t-Crit	DF	P
Pre-School Children	55	-1.1818	-2.530	2.01	54	0.000

t(54) 2.01, P<0.05

The test revealed that 55 pre-school children were identified. The observed t-calculated is -2.530 which is less than the t-critical of 2.01 at the 54 degree of freedom and the probability level of significance observed in the test is 0.000 (P <0.05). This indicates that there was significantdifference in cognitive development school age children. Therefore, the null hypothesis that there is no significant effect of frequent domestic conflicts and violent on cognitive development of pre-school age children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria was therefore rejected.

Hypothesis Nine: *There is no significant effect of frequent domestic conflicts and violent on cognitive development of school age children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria.*

Table 4.3.9: One sample t-test on effect of cognitive development of school age children in North Eastern States of Nigeria

Variables	N	Mean	t-Cal	t-Crit	DF	P
School Age Children	73	-2.4364	-2.281	2.01	72	0.000

t(72) 2.01, P<0.05

The test revealed that 73school age children were identified. The observed t-calculated is -2.281 which is less than the t-critical of 2.01 at the 72 degree of freedom and the probability level of significance observed in the test is 0.000 (P <0.05). This indicates that there was significant difference in cognitive development of school age children. Therefore, the null hypothesis that there is no significant effect of frequent domestic conflicts and violent on cognitive development of school age children brought up in homes with frequent domestic conflicts and violence in the North Eastern States of Nigeria was therefore rejected.

4.3 Summary of Major Findings

1. The prevalence of frequent domestic conflicts and violence in the North Eastern States of Nigeria is36% and the evidence of it is displayed among nursery and primary school children.
2. Children from frequent domestic conflicts and violent homes exhibited undesirable behaviours such as disobedience, bullying, aggressiveness and unfriendliness.
3. Frequent domestic conflicts and violence in homes hadeffects onboth nursery and primary school children's social behaviours and cognitive development.
4. The school age children hadsome level of control over their social behaviours and that not all of them are influenced by the frequent domestic conflicts and violence exhibited in their homes.
5. 35.40% of the pre-school age children and 45.60% of the school age children exhibited bad social behaviours because of their exposure to frequent domestic conflicts and

violence in their homes.

6. 33.15% of the pre-school age children and 40.50% of school age children had good performance in their cognitive level of development though they came from frequent domestic conflict and violent homes.

4.4 Discussion of Findings

The findings revealed that frequent domestic conflicts and violence have effect on social behaviours of pre-school and school age children in North Eastern States of Nigeria. The research question three and four showed the mean score for pre-school children's good behaviourswas 19.40 and bad behaviourswas 35.40while that of school age children good behaviourwas 27.30 and bad behaviours was 45.60. The findings revealed that frequent domestic conflicts and violence affected school age children's socialbehaviours and cognitive development more than the pre-school children in North Eastern States of Nigeria. It was further observed in the test of null hypothesis that the probability level of significance observed in the test was0.00($P < 0.05$). This shows that frequent domestic conflicts and violence had effects on both pre-school and school age children. The finding is in line with Laura (2011) who states that in many homes where domestic violence occurs, the parents are under the misconception that their children are unaware of the violence even if it has taken place in close proximity to the children. They may not witness the actual violence but they do hear the fighting, hear the screams and see the injuries. These children are also traumatized by the parent's emotional pain and suffering after the violence had taken place and this directly and indirectly have devastating effects on their cognitive growth. Witnessing domestic violence can lead children to develop an array of age-dependent and negative effect. Cumming, (2005) stated that children who witness violence in the home and children who are abused may display many similar psychological effects.

The result of the findings revealed that the pre- school children do not have control over their social behaviours and are being influenced by the frequent domestic conflicts and violence in their homes. According to Snowman,McCown and Biehier (2009) are of the view that initiative adds to autonomy the quality of understanding, planning and attaching a task for the sake of being active and on the move which gives children the freedom to ask their question, the tendencies towards initiative will be encourage.From the findings it was discovered that the pre-school children and school age children have difference in their cognitive development because of frequent domestic conflicts and violence in families and is in consonant with Erikson (1994) in Snoman, McCown and Bieruier (2009) who asserts that when pre-school children have learnt to trust or mistrust their parents they must exert a degree of independence by permitting and encouraging them to do what they are capable of doing at their own pace and in their own way with judicious supervision by parents and other members of the family. When such is done, the children will develop a sense of autonomy that is the willingness and ability to direct one's behavior. But when parents are impatient and do too many things for them or shame them for unacceptable behavior which may be learnt by observing the parents attitudes displayed during their act of frequent conflicts and violence. These children will develop the feelings of self-doubt and fear of participating in physical activities and the correct language to use which are the basis for initiative will be frustrated.

The school age children have significant difference in their cognitive development. This was further confirmed withBandura in John (2008) who emphasizes that cognitive development and social behavior have important links with environment. His research program focused mainly on observational learning also called imitation or modeling, which

is learning that occurs through observing what others do; for example, a young child might observe his parents yelling at each other in anger or treating other people with hostility, with his peers, the child may later act very aggressively. Bandura proposed that children cognitively represent the behavior of others and then sometimes adopted this behavior themselves. Elizabeth (2011) opines that when parents are in conflict situations, pre-school and school age children are seriously affected, while many parents think that they are keeping the conflict away from their children, the children notice tension in the home and it has a profound effect on their social behavior and cognitive development. Some children respond to parental conflict by acting out, violence behavior, increased anger and turning inward, isolation from parents and friends, while some may have trouble thinking, impaired thinking, abstract reasoning, poor problem solving skills and their memories affected.

Finally, the frequent domestic conflicts and violence on social behavior and cognitive development have effect on both pre-school and school age children in the North Eastern States of Nigeria thereby affecting their behaviours, socially and cognitively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the Summary, Conclusion and Recommendation on the topic Effects of Frequent Domestic Conflicts and Violence on Social behaviours and Cognitive Development of Pre-school and School age Children in the North Eastern States of Nigeria under the following sub-headings.

5.1 Summary

5.2 Conclusion

5.3 Recommendations

5.4 Limitation of the Study

5.5 Suggestions for further studies.

5.1 Summary

The study was carried out to determine the effects of frequent domestic conflict and violence on social behavioural and cognitive development of pre-school and school age children in the North Eastern States of Nigeria. In order to achieve the objective of the study, ten specific objectives were raised which included, determine the social behaviours of children from families with frequent domestic conflicts and violence in the North Eastern States of Nigeria. In line with these objectives, research questions were formulated which included, what are the social behaviours exhibited by children from families with frequent domestics and violence in the North Eastern States of Nigeria? Also, nine null hypotheses were formulated which include; there are no significant effects of frequent domestic conflicts and violence on social behaviours of school age children brought up in homes with frequent domestic conflicts and violence in the North Eastern states of Nigeria. Descriptive survey research design was used for the study. A total of fifty five (55) pre-school children and

seventy three (73) school age children were sampled from the total sampled of 157pre-school children and 200 school age children in North East Sates of Nigeria. Structured questionnaire, observation and continuous assessment record was used to gather data from the respondents. The data collected were presented in table and research questions. The null hypotheses were tested using Paired sample t-test at 0.05 level of significance. Themajor findings and discussion of the study were listed and discussed in chapter four.

5.2 Conclusion

Fromthe findings it was discovered that prevalence of frequent domestic conflicts and violence in homes can be seen displayed among pre-school and school age children. It could be deduced that frequent domestic conflicts and violence of homes in North Eastern State of Nigeria has influence on a lot of children that stirred up violence in them right from their childhood. Parents should be aware of the fact that their actions can affect their children's future and violent act in the presence and around their children can affect their cognitive development.

5.3 Recommendations

Based on the major findings, these recommendations are made:

1. Parents and grown up members of the family should be enlightened on the effects of frequent domestic conflicts and violence so as to minimize the rate of negative effect on the children's social behaviour and cognitive development.
2. Guidance and counseling unit should be built into the nursery and primary schools to curb and ameliorate whatever trauma the children of pre-school and school age children had due to frequent domestic conflicts and violence.

3. Parents should be enlightened on their roles as good model to their children because children learn faster at their tender ages and also believe that what their parents do is the ultimate.
4. Teachers of pre-school and school age children should be encouragedto use methods of reward and punishment to curb and ameliorate the undesirable attitude and poor cognition of the children from frequent domestic conflicts and violent homes.

5.4 Suggestions for further Studies

The following are suggestions for further studies:

1. Influence of community conflicts and violence on academic performance of primary school children in the North Eastern States of Nigeria.
2. Comparative study on the effects of frequent domestic conflicts and violence on the social behaviours of pre-school boys and girls and primary school boys and girls in the North Eastern States of Nigeria
3. Comparative study of frequent domestic conflicts and violence on cognitive development of school age children and those from none violent homes in the North Eastern States of Nigeria.

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REQUEST TO ADMINISTER QUESTIONNAIRE

I am a master student in the above named institution. I am conducting a study on *the effects of Frequent Domestic Conflicts and Violence on Social Behavioural and Cognitive Development of pre-school and school age children in the North Eastern States of Nigeria.*

I therefore request your permission to administer the questionnaire in order to raise data for the study. This is purely academic work, therefore any information collected will be used for that purpose only. Your response will be treated with utmost confidentiality.

Yours faithfully,

Saratu Jonathan DIBAL

RESEARCH QUESTIONS

The Effects of Frequent Domestic Conflict and Violence on Social Behavioural and Cognitive Development of Pre-school and School Age Children in the North Eastern Statesof Nigeria.

Please answer all the question s in every section.

Section A: ***Bio Data***

Instructions: ***Tick (√) as appropriate against the options provided in the box:***

1. **Level of Children: Nursery ( ) Primary ( )**

Section B: ***To ascertain the prevalence of frequent domestic conflicts and violence.***

Instruction: ***Tick (√) the numbers stated by the child.***

S/N	Items How many times have you seen:	0 – 2 In a week	3 – 4 In a week	5 and Above In a week
1.	Somebody beaten in your house?			
2.	Your brothers or sisters throwing objects at each other?			
3.	Your father getting angry at your mother and fight her?			
4.	Your parents or other members of the family point a knife or gun at someone in the house?			
5.	Your brothers/sisters kicking and hitting each other?			
6.	Others choking each other in the house?			
7.	Your brothers or sisters pushing or slapping each other?			
8.	Did you hear your father or mother yell at each other or			

	at you children in the house?			
9.	Have you been grabbed by your parents or other people in the house?			
10.	Have you or others in your house been called names e.g. you big for nothing! Big fool! Big head! e.t.c.			

Section C:*Social Characteristics exhibited by children.*

Instruction:*Indicate by ticking just one from the options given in each number as listed below.*

The Child: (is)

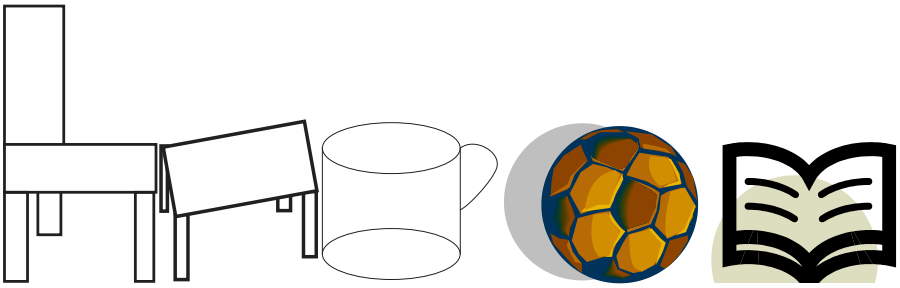
1. Cooperate ( ) does not cooperate ( )
2. Friendly ( ) Unfriendly ( )
3. Tolerate others ( ) Does not tolerate others ( )
4. Help others ( ) Does not help others ( )
5. Not aggressive ( ) Aggressive
6. Generous ( ) Not Generous ( )
7. Does not bully others ( ) Bully others ( )
8. Obedient ( ) Disobedient ( )
9. Not timid ( ) Timid ( )
10. Active ( ) Not Active ( )

Section D:(1)

Test for cognitive development of nursery school children: Each question is allocated five (5) marks.

1. What is your name?

2. Match these objects with their names.



a. Book b. Cup c. Chair d. Ball e. Table

3. Identify the following colours and use it to colour the triangle



a. Red △ b. White △ c. Green △ d. Black △ e. Yellow △

4. Count by rote numbers number 1- 10 and identify numbers 1 – 5.

1 23 4 5 6 7 8 9 10

5. Respond to these commands.

a. Come here b. Sit down c. Stand up d. Clap your hands

e. Go back to your seat.

Section D: (2) *Test for cognitive development of primary four school children.*

Each question is allocated five marks (5mks)

English

1. What is your name?
2. Use these words to make sentences

a. Rice b. Audu c. Yesterday d. Teacher e. Mother

3. Read this short passage

We have a new teacher in our school. His name is Mr. Audu, He is a good teacher. The children love him because he teachers well. He does not come late to school and he never misses his lessons. He is very hardworking and comes to school on time.

Mathematics

4. Answer the following questions

   a. 7 + 3 (10) b. 5 + 2 (7) c. 3 X 4 (12) d. 10 ÷ 2 (5)

   e. 6 X 2 (12)

5. Spell the following numbers

   a. 3 b. 8 c. 13 d. 20 e. 15

CONTINUOUS ASSESSMENT RECORD

FOR NURSERY AND PRIMARY SCHOOLS (SAMPLE)

COGNITIVE ABILITY

	1st Half		2nd Half		Final Result				
	Marks Obtained	Marks Obtained	Marks Obtained	Marks Obtained	Marks Obtained	Marks Obtained	Class Average Mark	Position	TEACHER'S REMARKS
English									
Mathematics									
Science & Health science									
Social Studies & Citizenship									
Nigerian Language									
PHE									
Religious Instruction									
Creative Arts & Crafts									
Practical Agric									
Home Economics									

AFFECTIVE AREAS	5	4	3	2	1
Punctuality					
Neatness					
Politeness					
Honesty					
Cooperation with Others					
Leadership					
Helping Others					
Emotional Stability					
Health					
Attitude to School Work					
Attentiveness					
Perseverance					
Speaking/Handwriting					

Number of Pupils in class:_____ **Position in class:**_____

Class Teacher's comment:_____

_____ **Signature:**_____

Headmaster's/Headmistress's Comment:_____

_____ **Signature:**_____

Parent's/Guardian's Comment:_____

_____ **Signature:**_____