

## LIFE SKILLS ACQUISITION: A PANACEA FOR DOMESTIC VIOLENCE AMONG ADOLESCENTS IN NIGERIA

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### ABSTRACT

*Domestic violence (DV) has remained a nagging social and public health problem affecting many individuals including adolescents. The paper discussed the concept of domestic violence and the various forms which include physical, verbal, economic, emotional and sexual abuse. The vulnerability of adolescents to DV was exposed and identified perpetrators include mostly people within the family settings such as parents/guardians, siblings, uncles, boyfriends, neighbours and other close associates. The overwhelming impact of domestic violence on adolescents' physical, mental, social and intellectual well being was discussed. Life skills acquisition was identified as an effective primary preventive approach for curbing the menace. The paper articulated ten core life skills – self awareness, empathy, decision making, critical thinking, interpersonal relationship, problem solving, effective communication, stress management, emotional and assertiveness/negotiation skills as being closely associated with domestic violence prevention. The strategic role of the school, home, faith-based organisations and social media in adolescent life skill acquisition was highlighted. The paper posits that acquisition of these life skills through formal and informal strategies will empower adolescents with knowledge and skills to prevent DV, and transform them into change agents thereby breaking the cycle of intergenerational violence especially at the home front. It concludes that life skills acquisition can substantially reduce adolescents' vulnerability to DV as well as the tendency of becoming perpetrators.*

**Keywords:** Domestic violence, life skills, adolescents, Life Skills Education, panacea, Nigeria.

### INTRODUCTION

The increasing spate of domestic violence (DV) against various categories of the population in Nigeria has evoked public outcry. On a regular basis, the media is awash with various incidences of abuse. Although it has attracted attention from various national and international organizations, the rate of domestic violence is on the increase and has remained a nagging societal problem which cuts across socio - cultural, religious and racial borders (Alvarez, Davidson, Fleming, & Glass, 2016). Research evidences show that adolescents are highly vulnerable to various forms of DV which have overwhelming negative impact on their physical, mental, emotional, social and reproductive health and female adolescents have been found to be more affected than their male counterparts (Abramsky, Watts, Garcia-Moreno, Davies, Kiss, Ellberg & Heise, 2011; Mapayi, Makanjuola, Fatusi, & Afolabi, 2011; Decker, Peitmeier, Olumide, Acharya, Ojengbede, Covarrubias & Brahmhbhatt, 2014; United Nations Children Emergency Fund -UNICEF, 2014).

According to World Health Organization [WHO] (2016), one out of every three adolescent girl has been abused emotionally, physically or sexually by someone intimately related to her. Adolescents (10-19years) constitute over twenty two percent of Nigerian population and have the potentials of becoming responsible citizens who will build strong families, contribute to community development and also to socio-economic development of the country (Isiugo-Abanihe, Olajide, Nwokocha, Fayehun, & Akingbade, 2015). Sadly exposure

to domestic violence places many adolescents on a life-long risk of becoming either victims or perpetrators.

### **Concept of Domestic Violence**

The definition and understanding of domestic violence varies based on the context in which it occurs and perspectives which include legal, civil and behavioral. It includes any attempt or action taken against any member of the family leading to bodily injury or threats that instill fear of imminent harm (Child Welfare Information Gateway 2017). The Advocates for Human Rights (2013) defined domestic violence as a pattern of abusive or threatening behaviours that may include physical, emotional, economic and sexual violence as well as intimidations and isolations among others. In the context of this paper, domestic violence is taken to mean any behaviour or action taken against adolescents within the home setting that is detrimental to their physical, mental, social and emotional well-being.

Domestic violence against adolescents manifest in various forms. Sarkar (2010), Folayan, Odetonyinbo, Harrison and Brown (2014), Stockl et al (2014) Oluremi (2015), and Ebhohimen, (2015) identified four forms of domestic violence against adolescents which are physical abuse such as hitting, flogging, slapping; verbal abuse such as cursing, shouting, making shameful remarks; economic abuse such as confiscating money, refusal to pay school fees; sexual abuse such as unpermitted touches, hugs, caressing, kissing, sex; and emotional abuse such as locking up in a room, malice, threats.

Perpetrators of DV against adolescents include intimate partners such as boyfriends and others within the family circle such as parents, siblings, in-laws, uncles and other relations hence sometimes, the use of the term “family violence”. The perpetrators use various forms of domestic violence to exert power and maintain control over the victims (Finley, 2013; Phillips & Vandenbroek, 2014; World Health Organization, 2017). Adolescents can themselves be perpetrators as well. Adolescents who experience DV have greater risk of becoming either perpetrators or victims due to social learning. This underscores the relevance of life skills inculcation and development in finding solution to the ugly practice since life skills benefit both victims and perpetrators.

### **Adolescents and Domestic Violence**

WHO (2019) identified an adolescent as anyone between the ages of 10 and 19 years. However, the concept of adolescence goes beyond age as this transition is predated by contexts such as socio-cultural norms that assign roles and expectations on adolescents. WHO (2019) noted that this period is associated with physical, physiological, psychological and social changes that influence how they think, behave and interact. Kumar and Chhabra, (2014) further reasoned that this stage is also associated with increased desire for development of knowledge, skills and independence from parental control which make them prone to violent tendencies.

Global data on adolescent abuse is not very rich since greater attention has been paid to domestic violence against women. However, report from WHO (2016) and UNICEF (2017) showed that about 1.5million adolescents have suffered one form of abuse or another and that it begins as child abuse and progresses to adolescence. A global survey conducted in 28 developing countries on children up to age 14 (young adolescents) found the highest prevalence of abuse in Africa with 43 percent reporting ever experiencing severe physical abuse, 64 percent reported moderate physical abuse and 83 percent reported emotional/psychological abuse (UNICEF, 2017).

Fakunmoju & Rasool (2018) discovered that Nigerian adolescents were more likely to be exposed to DV due to several factors including culture of tolerance of DV, stereotypes and

beliefs about DV, gender issues and witnessing of parental abuse. There are variations in the prevalence of domestic violence in Nigeria as proportion of adolescent girls who experienced physical abuse since age 15 was reported to be highest in the South- South geopolitical zone (52 percent) and lowest in the North West (7%). The study also revealed that age and female gender were significantly associated with occurrence of domestic violence in Nigeria. Moffitt and Klaus-Grawe, (2013) and Bao, (2014), noted that breaking the cycle of intergenerational domestic violence requires empowering young people with skills that will enable them recognize and prevent violent relationships.

### **Concept of Life Skills**

There is no universally agreed-upon definition of life skills. This may be because context determines both the definition and which skills are important to learn. Dupuy, Bezu, Halvorsen and Knudsen, (2018) defined life skills as the abilities that help to promote mental well-being and competence in young people as they face the realities of life. Thus, life skills enable young people to take positive actions to protect themselves from abuse, promote their health and engage in meaningful social relationship. Dhringra and Chauha, (2017) opined that the concept of Life-Skills emanate from the inherent desire of mankind to lead a fulfilling life in harmony with the environment.

From above definitions, life skills can be defined as learned skills that enable young people to develop behavioral and social competencies that enhance their development and good interpersonal relationship. In relation to DV prevention, life skills are practically applied competencies that help young people adopt positive behaviors, manage emotions and improve their interpersonal relationships which consequently prevent or reduce their proneness to domestic violence as well as their tendency to violating others (UNICEF, 2012; Dupuy, Bezu, Knudsen and Halvorsen, 2018; and Nalla, 2018;). They differ from academic and technical skills but include personal and social skills required for proper adjustment and functioning with self and others. The three interdependent concepts encapsulated in life skills are skills, knowledge and attitudes. Skills deal with abilities to carry out complex and organized way of thinking and behavior to achieve a specific goal. Knowledge deals with what one knows based on information received formally or informally. Knowledge influences attitude which consequently influence behavior.

Life skills acquisition has been successfully used in curbing adolescents' vulnerability to violent and risky behaviors such as drug and alcohol abuse, negative sexual indulgencies, prevention of HIV/AIDS, bullying and dating violence among others.(Miller et al, 2012; Moshki, Hassanzade & Taymoori, 2014; Isiugo-Abanihe, Olagide, Nwokocha, Fayehun, Okunola & Akingbade, 2015; Mohapi & Pitsoane, 2017;). Therefore, its relevance in DV prevention cannot be overemphasized as above risky behaviors have been strongly linked to domestic violence and dysfunctional family (UNICEF 2014; Lidaka & Lanka 2014; WHO 2017). Thus, the critical period of adolescence calls for skill building because of the physiological, psychosocial and emotional changes that increase their need for cognitive and intellectual competences through information, education, training and engagement in worthwhile ventures ( WHO 2019; Ahmed & Roushdy 2017). Furthermore, their natural desire at this stage of life for skills acquisition makes it an appropriate time to inculcate life skills.

### **TYPES OF LIFE SKILLS FOR REDUCING DOMESTIC VIOLENCE AMONG ADOLESCENTS**

As suggested by WHO in Kumar and Chhabra (2014), Nalla (2015) and UNICEF (2012) the following life skills are suitable for reducing adolescents vulnerability to DV: self-awareness,

critical thinking, decision making, problem solving, effective communication, interpersonal relationship, empathy, self-management, coping with stress and emotional skills.

### **Self-Awareness Skill**

This involves recognition of one's self, character, strength, weaknesses and ability to know when one is under tension that can ignite irrational behavior (Nalla, 2018). Self-awareness provides a realistic assessment of an individual's emotional state which influences behavior. On the other hand, lack of self-awareness leads to a rigid view of one's self which prevents an accurate self-assessment which may fuel negative reactions and poor inter-personal relationship. Morin, (2017) observed that adolescents and other individuals who have poor self-awareness resort to what is called "escape self" by engaging in negative behaviors such as alcohol and drug abuse, risky sexual behaviors, and other forms of aggressive behaviors which increase their vulnerability to domestic violence and makes them potential perpetrators.

### **Empathy Skill**

Empathy skill is conceptualized as the ability to understand and share the needs and feelings of others in an individual's circle of relationship (Bariso, 2018). Domestic violence occurs when one person exercises a domineering and controlling attitude over others within the family circle due to lack of empathy skill. Dahlberg, (2013) described key components for mutually empathic relationships to include having a sense of mutual respect, encouragement of mutual growth, desire for increased capacity for connectedness, knowledge and feeling of being responded to and adding value to each other's life, feeling and a sense of support such that one's vulnerability will not be taken advantage of or violated by the other person. These healthy attributes can only find expression when individuals develop empathy skills which are capable of reducing domestic violence.

### **Critical Thinking Skill**

Doyle, (2018) describes this skill as ability to analyze information and experiences in an objective way by assessing factors that influence behavior and attitudes to know whether they are worth imbibing or not. This results to making of sound and logical judgment. Price-Mitchell, (2018) explained that critical thinking skill enables individuals including adolescents to evaluate information with open mind by considering alternative ways of arriving at a solution. This implies that critical thinking is vital to appropriate decision making as well as behavior change.

### **Decision Making Skill**

This involves being constructive, objective and having the ability to process information rationally or weigh the various options available and the effect they may have on the individual and significant others (Nalla, 2018). Individual factors associated with domestic violence such as aggression, desire to exercise power and control, alcohol and drug abuse, wrong association and past history of abuse (Oluremi, 2015) can be averted through appropriate decision making. Good decision-making skills prepare young people for successful adult life and help them to manage stressful situations in a meaningful and positive way.

### **Interpersonal Relationship Skill**

This skill helps an individual to relate in positive ways with others to achieve harmony and social support and also ability to end an unhealthy relationship constructively (Nalla, 2018). Interpersonal relationship skill is inevitable in the achievement of harmonious and peaceful co-existence that promotes social support and successful life, hence, Ayodele, (2011)

submitted that interpersonal relationship skill is a key indicator of adolescents' psychosocial adjustment and respect for the dignity of significant others within and outside the home.

### **Problem Solving Skill**

This is another skill that helps adolescents to handle and resolve issues without breaking down emotionally or mentally as well as preventing the eruption of violence. Babaoglu, Sevgi, Kibar, Kilciksiz, Taskiran, and Ergonul, (2014) identified DV exposure in families, discrimination among family members and poor body image perception as some of the factors that instigate low problem solving skills which can be corrected through life skills education.

### **Effective Communication Skill**

This skill produces ability to express oneself both verbally and non-verbally in an objective way. This includes listening skills, questioning skills, attention skills and assertive skills. UNICEF, (2012) asserted that life skills enable adolescents to develop communication skills needed to enhance understanding, tolerance, empathy and assertiveness as they grow into adulthood. It enhances appropriate management of emotion and appreciation of individual differences thus reducing misunderstanding, conflicts of interest and tension in the family setting which provide breeding ground for domestic violence against adolescents.

### **Self-Management Skill**

This is the skill that increases an individual's internal locus of control and self-efficacy to effect behavior change through improved self-concept, self-evaluation and goal setting. Nalla (2018) identified some examples of self-management skills such as self-confidence, persistence, patience, resilience, emotional regulation and perceptiveness. Self-confidence enables one to believe in his/her ability to tackle problems as they arise through proper evaluation of available options. Persistence/resilience enables one to relentlessly pursue his/her goal without yielding to obstacles, pressures and failures. Patience/emotional regulation relate to ability of a person to remain calm in the face of difficulties, delays and crisis situations. These self-management skills prevent impulsive, reckless and violent reactions which favors DV. This underscores the importance of these skills to adolescents.

### **Stress Coping Skills**

Stress is a term used to explain an individual's feeling of mental, physical or emotional strain or tension while coping is the ability to positively face challenges or problems calmly (Kempf, 2011). Stress and ineffective coping mechanism are enshrined in our culture and produces severe negative health and relationship effects on individuals including adolescents. Sadly, adolescents do not easily recognize the impact of stress on their general wellbeing and their inability to cope increases their vulnerability to irrational behaviors such as anger, anxiety, bullying, nervousness, depression, alcohol and substance abuse, sexual indulgencies among others. These behaviors certainly increase their tendencies of becoming victims as well as perpetrators of domestic violence. According to Kempf (2011), skill building produces knowledge and ability to recognize the underlying sources of adolescents' stress and ways of managing them in a meaningful way. She stressed that preparing adolescents on how to cope effectively with this multiple contributors to stress (Schools, peers, finance, relationships, parents, media etc) will not only reduce their present stress but also empower them to cope with future stressful situations in adult life

### **Emotional Skills**

According to Smith, Dutcher, Askar, Talwar and Bosacki, (2019) the term emotional skills (competencies) represent abilities such as emotional understanding (EU) and emotional

intelligence (EI) which is the use of emotions to expedite thinking, understanding and managing of one's emotions or otherwise understood as the perception of emotion. Adolescents who possess emotional skills are able to moderate their negative emotions, intensify the positive ones, internally control their feelings of anger, increase their knowledge of assertive strategies for coping with problematic social situations, or become more aware of the harmful consequences of negative emotions for themselves and for others (Garaigordobil & Peña-Sarrionandia, 2015b; Parvathy & Pillai, 2015).

It may then be proper to deduce that all the above discussed life skills are relevant in the reduction of adolescents' vulnerability to DV in Nigeria because the possession of these skills by adolescents will in no small measure increase their self-confidence, self-esteem, assertiveness, avert irrational behaviours and unhealthy lifestyles that may lead to domestic violence now and in the future. In support of this, UNICEF (2014) affirmed that a combination of these skills enable adolescents to recognize situations that trigger violence, resolve conflicts, evaluate violent situations that may appear beneficial superficially as depicted by the media, friends and family members and become change agents .

### **STRATEGIES FOR LIFE SKILLS TRAINING**

Both in and out of school adolescents can have opportunities of acquiring training in life skills. Life skills can be learnt at school, they can be acquired in the home, community and other informal settings.

#### **Life Skills Education (LSE)**

LSE is conceptualized as a structured programme that assists individuals to develop and practice psycho-social skills that maximize protective factors (UNICEF, 2014). This implies that acquisition and utilization of these relevant skills will enable the adoption of values, attitudes and behaviors that enhance fruitful living among adolescents. Prajapati, Sharma and Sharma, (2017) opined that LSE incorporates psychosocial competencies and interpersonal skills that help adolescents and other students to make right decisions, solve problems, think critically and creatively, communicate effectively and build healthy relationships and cope with challenges of life in a meaningful way. Nalla, (2018) stressed that LSE is an important health promotion intervention especially in this period when behavior is directly related to the quality of lives of individuals, families and the society. In relation to DV prevention, LSE increases adolescent's ability and confidence to understand and respond positively/appropriately to issues and behaviors that trigger DV (such as stress, poor interpersonal relationships, drug/substance abuse, alcohol use, and socio-cultural beliefs).

#### **Out-of School Life Skills Education**

This approach could be carried out as community-based life skills training using mentors or peer educators to teach out-of –school adolescents, skills such as self-management, negotiation, conflict resolution, leadership, and gender based violence among others. According to Kwauk, Braga, Kim, Dupuy, Bezu and Knudson (2018) and Isiugo-Abanihe, Olajide, Nwokocha, Fayehun, & Akingbade (2015), these programmes have been successfully conducted in Uganda, Bangladesh, South Africa, Sierra Leone, Namibia and also in Nigeria. Sometimes, life skills are integrated into interventions targeting the prevention of other health issues such as sexually transmissible infections especially HIV/AIDS, alcohol and drug abuse, risky sexual behaviors among others. These have relationship with domestic violence as they increase vulnerability to its perpetration or victimization. Interestingly, all the states in Nigeria were reported to have been covered with sexuality education (including life skills) for out-of-school adolescents by 21 NGOs (Isiugo-Abanihe, Olajide, Nwokocha and Fayehun, 2015). Nevertheless, the extent of this coverage was not reported in terms of

geographical coverage. Activities carried out include mentoring, giving of Information, Education and Communication (IEC) materials, outreaches, sensitization, life skills/vocational trainings, support for people living with HIV/AIDS, counseling among others.

Out of school adolescents life skills programmes also cover disadvantaged/vulnerable groups such as the physically challenged, orphans and slum dwellers to empower them with necessary knowledge and skills to deal with forces that impede on their wellbeing including domestic violence. For instance, Dupuy, Bezu, Knudsen and Halvorsen (2018) reported a successful 8-week training conducted in Nairobi (Kenya) and Egypt for young disadvantaged girls to empower them with life skills such as self-awareness, emotional intelligence, problem solving and goal setting among others. Result yielded a great improvement in their self-confidence and assertiveness.

Unfortunately, it has been noted that life skills programmes in most developing countries are devoid of systematic implementation, evaluation and monitoring (UNFPA, 2015), are usually structured as one-shot or short-term interventions rather than on-going activities, and lacking emphasis on individual learning (Parvathy & Pillai, 2015; Parvathy, V., & Pillai, R. R., 2015). Programmes often emphasize the development of communication skills, assertive skills, decision-making, building self-esteem, self-efficacy, reducing learning difficulties, decrease aggressive behavior, anger control, and changing attitudes towards engaging in sexual behaviour.

### **In-School Life Skills Education**

In Nigeria, several approaches are adopted in a bid to inculcate life skills among in and out-of- school adolescents. One of the basic ways is through formal education. Life skills such as critical thinking are embedded in basic science and technology curriculum of primary and junior secondary schools to empower them with basic knowledge and skills required for meeting the challenges of daily life and prevent abuse and associated consequences (Igbokwe, 2015) The curriculum is designed to include subjects like Physical and Health Education, Basic science, Basic technology and Information Technology. According to Nasheeda et al (2019) “infusion is one of the most recent ways of teaching life skills by integrating the preventive objectives and content into basic subjects of the school curriculum in an innovative manner to help learners translate information and concepts learnt in the school into their daily life.” Components of life skills are distributed across subjects through diversification in delivery methods.

Also at the secondary education level, life skills are inculcated through Family Life and HIV Education (FLHE) taught at the junior secondary school level. The curriculum was developed to capture six major themes as follows: Human Development, Personal Skills, Sexual Health, Relationships, Sexual Behaviour, Society and Culture. Thirty-five (35) out of 36 states in Nigeria have implemented Family Life and HIV/AIDS education (FLHE) in their secondary school curriculum (Isiugo-Abanihe, Olajide, Nwokocha and Fayehun, 2015). According to the report, South-South region ranked highest with regards to manifestation of positive effects on the students.

### **Home Life Skills Training**

Parents and older family members are role models and agents of change, hence; the home offers them the opportunity to teach life skills to children and adolescents (Duncan, 2019). Lidaka and Lanka (2014) had in a study found that the family ranked highest (64%) on how young people acquire life skills,. This is basically true for functional family where love, understanding, assigned roles, mutual trust, tolerance, peaceful co-existence and family laws

that create a sense of responsibility and modeling of good behaviors abound. This kind of family provides a solid foundation for children and adolescents to learn values, norms, skills and positive attitudes that increase their confidence, self-worth and resilience to face the challenges of life.

### **The Role of Faith Based Organizations**

Nigerians are highly religious people so religious organizations offer a good setting for life skills training. The first domestic violence against adolescents recorded in the Bible (2 Sam. 13: 12 – 14) was where Ammon sexually abused his sister - Tamar, therefore, religious bodies have a great responsibility of preaching against all forms of domestic violence. Love, respect and tolerance should be encouraged as in Ephesians 5: 25 where Christians were exhorted that children and youths should be taught to adopt positive behaviors. Religious institutions can be sensitized to help children and adolescents acquire essential life skills. Religious leaders and instructors can be trained to do this.

### **The Use of Technology in Life Skills Training**

Technological tools are veritable means of teaching life skills (AmyLeas, 2013). This means of acquiring life skills is of particular benefit because adolescents often find excitement in working with such media. It captures their attention and brings out their creativity. Modern technology provides adolescents a means of easily expressing their views, connecting with other people and acquiring skills. Essential like skills that has been developed through technology-oriented programmes include self-confidence, communication, decision making, problem solving and teamwork (International Youth Foundation - IYF, 2006). Common technology tools for life skill acquisition include e-mail, the Internet, digital cameras, video and audio-recording equipment, computer software, and mobile phones. Other technology tools include blogs, podcasts, polls/survey, digital stories, text messaging, data tracking, online recruitment forms, and online training courses (IYF, 2006).

A blog is a web-based journal or log. It enables program participants to reflect on and communicate about their experiences. Podcasts are audio blogs. One might consider posting motivational speeches from local experts or celebrities for download by youths or enable them to post their own audio stories. Polls/Surveys involves using the website to collect information about youth needs/trends as well as evaluate the impact of programmes on beneficiaries. Digital stories is about collecting stories about life skill programme participants and posting them online so that other young people can read it. This can help illustrate the impact of the programme, engage other youth, and educate the media about the programme. With the proliferation of mobile phones globally, text messages can be used to communicate with programme participants and send news updates. Also, social media platforms such as WhatsApp can be created and used to communicate and discuss life skills issues with young programme participants. Programme participants can benefit from the development of online tools that help them track progress in achieving program outcomes. This is called Data tracking. Online application forms can be created thereby streamlining the process for recruiting participants. Part of the program content could be delivered or reinforced through online training courses, though lack of access to Internet and costs can be a serious constraint.

### **CONSTRAINTS TO LIFE SKILLS ACQUISITION AMONG ADOLESCENTS**

Although commendable efforts have been put in by governmental and non-governmental organizations in ensuring the acquisition of life skills by adolescents, there are however some visible constraints. Isiugo-Abanihe, Olajide, Nwokocha and Fayehun, (2015) identified some of the constraints to acquisition of life skills by Nigerian adolescents to include:



- i. Lack or inadequate materials to aid teaching of life skills in schools especially IEC materials that enhance active participatory learning;
- ii. Insufficient budgetary allocation by Government and NGOs;
- iii. Inadequate trained teachers and peer educators among others.

Other constraints include:

- i. Poor reporting of life skills training activities. Some states recorded 100% reporting rate while others had as low as 10.8% reporting rate. This has negative implication on planning and policy development in relation to quality life skills education in Nigeria.
- ii. Poor implementation of programmes. For instance, Dupuy et al (2018) observed that most NGOs package several life skills trainings within a short period making it cumbersome for young people to assimilate and adopt. This broad-based approach may be due to tight budget and need for wider coverage.
- iii. Socio-cultural and religious barriers: Some communities and religious bodies frown at teaching young people issues relating to sexuality, gender equality and skills that make them become assertive. Some parents as a result may prevent their adolescents from participating in community-based life skills training. Meanwhile, socio-cultural inclination has been identified by UNICEF (2016) as a major trigger of domestic violence in Nigeria.
- iv. Dysfunctional families also inhibit the acquisition of life skills by creating an environment of fear, intimidation, bullying and tension with greater risks for perpetration of domestic violence against adolescents. This was revealed in a study conducted by Lidaka and Lanka (2014).

### **SUGGESTIONS FOR IMPROVING LIFE SKILLS ACQUISITION AMONG ADOLESCENTS**

Nigeria and other developing countries can still do a lot to reduce DV among adolescents through successful life skills training.

1. NGO's need to be encouraged and assisted to develop programmes that are ongoing and sustainable through systematic planning, implementation, monitoring and evaluation in order for participants to effectively learn skills and achieve attitudinal change.
2. More NGO's should be encouraged to either on their own or in partnership with both Government agencies and Faith-based organizations aim at achieving wider coverage with LSE especially for out-of-school children.
3. Training and re-training of teachers in the contents and methods of LSE is necessary. Laudable curriculum cannot achieve any goal without teachers who are well equipped to deliver the content using appropriate methods and teaching resources.
4. Government should provide functional and up-to-date IEC materials to schools realizing that proper acquisition of life skills is heavily dependent on innovative application of technological tools.
5. Government should make basic infrastructures such as electricity available and affordable so that the use of technology in LSE can be meaningful.
6. The Ministry of Education should intensify monitoring of implementation and evaluation of LSE at various levels of Basic Education.

## CONCLUSION

Domestic violence is a societal menace, a human right pervasion and a global public health problem which impacts negatively on the health of individuals especially adolescents who suffer physical, mental, economic and emotional trauma following exposure to family violence. It is caused by several factors hence addressing it also requires multi – faceted approaches and formal/informal strategies involving individuals, communities, government and non – governmental agencies with focus on empowering adolescents with life skills that will enable them develop competencies required for successful family life and harmonious inter-personal relationship which will consequently prevent or at least reduce the prevalence of domestic violence in Nigeria. This is necessary for enhancing the socio-economic development of the country as well as reduction in morbidity and mortality rates in Nigeria.

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