

Analyzing the link between Domestic Violence and Study Skills in multiple contexts

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Abstract:

Domestic violence is one of the common experiences in most of the Indian families. Even though domestic violence gained wide academic attention, most of the studies focused primarily on violence against women in domestic sphere. Alarming growth of domestic violence has its own consequence in the intimate relationships especially its effects on children and their learning environment. In addition to that a number of studies try to explore the various aspects of learning. Influences of domestic violence with the study skills of the affected children were gained comparatively lesser priority. This has to be seriously scrutinized to maximize the educational benefits of children of educational institutions. The present study address the important question of how domestic violence influence the learning process.

Keywords: Domestic violence, Family environment, Learning, Study skills, Secondary school students

I. INTRODUCTION

All existing systems of education are the outcome of the continuous and comprehensive thought process of several educational philosophers primarily on learning. A number of schools of thought were emerged and gradually involved in the serious debates on learning as a process. One of the main factors gained the attention of these diverse schools of thought engaged in the debates on learning is the influence of learner's environment and its involvement with the process of learning. Studies (Gelles. J. R. & Cavanaugh. M. M, 2005; Osofsky, J. D, 2004 & Fantuzzo & Mohr, 1999) shows that "a strong family bond is as important and influential factor for the achievement of education from the different aspects". It reveals that family is one of the prime factors in the learner's environment.

One of the present focuses of academic interest on family is violence and its association with family. Domestic violence is one of the major forms of violence connected with family. Numerous studies were carried out in this area. The WHO Multi-Country Study on Women Health and Domestic Violence against Women (2005) revealed the extend of domestic violence which interviewed 24,000 women across the world. The similar efforts were taken in India to understand the prevalence of domestic violence in its boundaries. One of the reliable studies in this area is the sequence of surveys conducted in India by National Family Health Survey (NFHS) during 1995, 2000 and 2005. All these studies show attention gained by the issue at national and international level. Undoubtedly, it is proven that domestic violence is one of the common experiences of most of the Indian families which is potential enough to influence the learning process of the children. National Family Health Survey-III study on domestic violence in India found that 22.5 percent of adolescents, in India, experiences domestic violence. Therefore, it is essential to understand how domestic violence influences children.

Despite domestic violence gained wide academic attention, most of the studies (Freeman, 1991; Gail, 1990; Flavia, 1984 & Reddy, 2000) focused primarily on violation of women's

human rights in general. Alarming growth of domestic violence has its own repercussion in education also. Most important is its effects on children. In addition to that a number of studies try to explore the various aspects of learning. Influences of domestic violence with the study skills of the affected children were gained comparatively lesser priority. This has to be seriously scrutinized to maximize the educational benefits of children of educational institutions. How domestic violence ignored the learning process is an important question to be addressed in this context.

II. EFFECT OF DOMESTIC VIOLENCE ON CHILDREN- A REVIEW

Cunningham and Baker (2004) reported that age has an influence on the impact of domestic violence with regard to the child's developmental ability to understand and process their experience of domestic violence. The study shows that the early and prolonged exposure to violence can potentially create more severe problems because it affects the subsequent chain of development. Buckner et al. (2004), Edleson (1999) and Martin (2002) research on domestic violence on gender suggests that boys and girls generally respond differently to exposure to violence. It also shows that boys exhibit externalized problems more frequently such as hostility and aggression, while girls exhibit more internalized difficulties such as depression and somatic complaints. McIntosh (2003) reported that boys externalizing behaviors are linked to their experiencing a high level of threat from violence exposure, while girls internalizing responses are reflective of them experiencing a higher level of self-blame. Kerig (1996) extent this presenting problems and shows evidence that boys exhibit more frequent problems than girls.

Responding the caution against erroneous gender assumptions Kerig (1996), Cummings, Pepler and Moore (1999) and Lemmey et al. (2001) research on domestic violence exposed children do not find significant gender

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differences for internalizing and externalizing symptoms. McCloskey and Lichter (2003) and Buckley et al. (2006) proposed that these symptoms may have been influenced by the age of the sample, suggesting children were too young and had not developed these behavior problems yet. This theory finds some resonance in other qualitative research on children who are exposed to domestic violence. McCloskey and Lichter (2003) and Buckley et al. (2006) found that girls exhibited more violent and aggressive behavior than boys. Likewise, McCloskey and Lichter (2003) research found that more girls than boys were perpetrating aggression. Other findings include Cummings et al. (1999) shows that contrary to gender stereotypes, girls in the sample presented with higher rates of externalizing symptoms than boys.

Kitzmann et al. (2003) in a meta-analysis of 118 studies highlighted that children experienced a greater impact when they witnessed physical violence between their parents than when other abusive behaviors occurred. Smith et al. (2000) and Markowit (2001) research provides ample support for the intergenerational transmission of violence theory, which tells that witnessing and experiencing violence as a child leads to a greater use or tolerance of violence as an adult. Kashani and Allan (1998) and Ullman’s (2003) research on parenting role and emotional support for the domestic violence exposed children shows the crucial role of parenting in determining the impact of the domestic violence on children. Cox et al. (2003) conducted longitudinal study with 219 families of 6-7 years olds found that supportive adults such as grandparents could protect the child by acting as agents of social control within the family or by spending time with the child. Levendosky (2002) conducted a study with 111 adolescents and their mothers, also found that a supportive relationship with an adult family member served as a protective factor in a high-risk environment. McCloskey et al. (1995) argue that when the family is profoundly dysfunctional as to involve severe violence and sexual abuse, the supportive qualities of family relationship fail to safeguard the children from negative effects, at least in the short term.

These studies show that there has been a major movement in the social science researches to conceptualize and analyze the problems of children contextually rather than in isolation.

III. OBJECTIVES

The present study had the following objectives

1. To test whether there exists any relationship between Domestic Violence and Study Skills of Secondary School Students.
2. To test whether there exists any relationship between Domestic Violence and Study Skills of Secondary School Students for the total sample after controlling Socio Economic Status, Self Concept and Intelligence.

IV. HYPOTHESES

The following hypotheses guided the course of the study

1. Scores on a Questionnaire measuring Domestic Violence of Secondary School Students will be inversely correlated with their scores on an inventory of Study Skills.
2. Scores on a Questionnaire measuring Domestic Violence

of Secondary School Students will be inversely correlated with their scores on an inventory of Study Skills on controlling for their measures on the following variables:

- I) Socio Economic Status, II) Self Concept, III) Intelligence

V. METHOD

Sample

The present study is conducted in the schools located in the capital city of Puducherry. Secondary school children under goes schools of various areas of Puducherry were selected for the study. Accordingly, nine schools from both rural and urban areas selected as per the categorization of Directorate of School Education, Puducherry. Out of nine schools, three schools are Government undertaking, three are private undertaking and the rest of the three schools are Government Aided private schools. From these nine schools, 813 students undergoing secondary school education were selected through stratified cluster sampling method.

Instrumentation

Five instruments were used for the present study. Out of the five, two survey instruments, the Domestic Violence Questionnaire and Study Skills Inventory were developed and validated. Socio Economic Status Scale (R.L.Bharadwaj, 2005), Self Concept Rating Scale (Dr.Mrs. Pratibha Deo, 2005) and Standard Progressive Matrices (J. Raven, J. C. Raven and J. H. Court, 1998 Edition) were the adopted tools used for the present study.

VI. VARIABLES OF THE STUDY

Independent Variable

“Domestic Violence” of Secondary School Students is the independent variable selected for the stud

Dependent Variable

“Study Skills” of Secondary School Students is the dependent variable selected for this study.

Intervening Variables

Socio Economic Status, Self Concept and Intelligence of Secondary School Students are the intervening variables.

Statistical techniques used

1. Descriptive statistics
2. Pearson’s Product Moment Coefficient of Correlation and
3. Partial correlation

VII. DATA ANALYSIS

Statistical Constants of the Distribution of the Independent Variable

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Domestic Violence	813	97.86	91.00	80.00	34.428	.667	-.339

For Domestic Violence, the result obtained for Mean, Median and Mode are 97.86, 91.00 and 80.00 respectively. The Standard Deviation is 34.428. The Skewness and Kurtosis are found to be .667 and -.339 respectively. Since the value obtained for the skewness is lies between less than 1.0 and greater than -1.0, the distribution is almost symmetrical. The distribution is flatter as the value of kurtosis is negative. The values obtained for Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis shows that the distribution is almost normal.

Statistical Constants of the Distribution of the Dependent Variable

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Study Skills	813	149.05	150.00	139.00	21.069	-.203	-.328

For Study Skills, the result obtained for Mean, Median and Mode are 149.05, 150.00 and 139.00 respectively. The Standard Deviation is 21.069. The Skewness and Kurtosis are found to be -.203 and -.328 respectively. . Since the value obtained for the skewness is lies between less than 1.0 and greater than -1.0, the distribution is almost symmetrical. The distribution is flatter as the value of kurtosis is negative. The values obtained for Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis shows that the distribution is almost normal.

VIII. CORRELATION ANALYSIS

Person product moment correlation (r) was used for analysing the relationship between Domestic Violence and Study Skills.

Relationship between Study Skills and Domestic Violence of secondary school students

N	r	Significance level	Confidence Interval		Shared variance
			Lower limit	Upper limit	
813	-.242*	0.001	-0.325	-0.156	5.85

*Correlation is significant at the 0.01 level (1-tailed)

The correlation between Study Skills and Domestic Violence is -.242, which is found to be significant (p<0.01). Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as low correlation. The obtained correlation is negative, this means that increase in one variable result a corresponding decrease in the other variable. Hence any increase in Domestic Violence results in decrease in Study Skills.

Discussion

The relationship between Domestic Violence and Study Skills is found to be significant. The correlation obtained for the total sample is negative. It can be concluded that there exists a significant negative relationship between the variables Domestic Violence and Study Skills of secondary school students.

Vuong et al. (2009) reported that children exposed to violence during their growing period have long-term deleterious

effects includes academic performance, negative social relationships, increased personal stressors and are more likely to become victims or aggressors in adulthood. The present study also reveals the negative relationship between the Domestic Violence and Study Skills and it also affect the academic performance.

IX. PARTIAL CORRELATION ANALYSIS

Partial correlation looks at the relationship between two variables while ‘controlling’ the effect of one or more additional variables. This relationship between Domestic Violence and Study Skills subjected to a first-order partial correlation in order to explore the relationship controlling for the effects of Socio Economic Status, Self Concept and Intelligence.

Partial Correlation controlling for Socio Economic Status

Control Variables			Domestic Violence	Study Skills	Socio Economic Status
None	Domestic Violence	Correlation	1.000	-.242	-.032
		Significance (1tailed)	-	.001	.183
		df	0	811	811
Socio Economic Status	Domestic Violence	Correlation	1.000	-.241	
		Significance (1tailed)	-	.001	
		df	0	810	

Interpretation

The relationship between Domestic Violence and study skills was then subjected to a first-order partial correlation in order to explore the relationship controlling for the effect of Socio Economic Status of the students. The table shows partialling out the Socio Economic Status reduces the correlation between Domestic Violence and Study Skills from -.242 to -.241 ie $r_{2.3} = -.241$. Even if there is no appreciable decrease in the size of the correlation between Domestic Violence and Study Skills, the first-order correlation (-.241) is found to be not significant (p>0.01). This reflects the fact that Socio Economic Status had no strong correlation between both the Domestic Violence and Study Skills, thus not contributing to the correlation between the two.

Partial Correlation controlling for Self Concept

Control Variables			Domestic Violence	Study Skills	Self Concept
None	Domestic Violence	Correlation	1.000	-.242	-.463
		Significance(1-tailed)	-	.001	.001
		df	0	811	811
Self Concept	Domestic Violence	Correlation	1.000	-.068	
		Significance(1-tailed)	-	.027	
		df	0	810	

Interpretation

The relationship between Domestic Violence and study skills

was then subjected to a first-order partial correlation in order to explore the relationship controlling for the effect of Self Concept of the students. The table shows partialling out the Self Concept reduces the correlation between Domestic Violence and Study Skills from $-.242$ to $-.068$ ie $r_{12.3} = -.068$. So there is an appreciable decrease in the size of the correlation between Domestic Violence and Study Skills, the first-order correlation ($-.068$) is found to be significant ($p < 0.01$). This reflects the fact that Self Concept had a strong correlation between both the Domestic Violence and Study Skills and contributing to the correlation between the two.

Partial Correlation controlling for Intelligence

Control Variables			Domestic Violence	Study Skills	Intelligence
None	Domestic Violence	Correlation	1.000	-.242	-.209
		Significance (1-tailed) df	-	.001	.001
Intelligence	Domestic Violence	Correlation	1.000	-.210	
		Significance (1-tailed) df	-	.001	

Interpretation

The relationship between Domestic Violence and study skills was then subjected to a first-order partial correlation in order to explore the relationship controlling for the effect of Intelligence of the students. The table shows partialling out the Intelligence reduces the correlation between Domestic Violence and Study Skills from $-.242$ to $-.210$ ie $r_{12.3} = -.210$. Even if there is no appreciable decrease in the size of the correlation between Domestic Violence and Study Skills, the first-order correlation ($-.210$) is found to be not significant ($p > 0.01$). This reflects the fact that Intelligence had no strong correlation between both the Domestic Violence and Study Skills, thus not contributing to the correlation between the two.

Discussion

The result obtained in Partial correlation analysis between Domestic Violence and Study Skills based on Socio Economic Status, Self Concept and Intelligence shows that among the three variables, self concept plays significant contribution to Study Skills of secondary school students.

Huth-Bocks et al. (2001) examined the direct and indirect effects of Domestic Violence on intellectual functioning and found that children who witnessed domestic violence had significantly poorer verbal abilities than non witnesses after controlling for SES. Aron and Olson (1997) study has proved that memory problems, learning disabilities and poor performance in academics were related to domestic violence. Koenen et al. (2003) suggested that exposure to Domestic Violence, affects children’s neurocognitive development, leading to lower intelligence. Results have indicated that children exposed to high level of domestic violence had 8 points Intelligence Quotient lower than unexposed children. Studies of Hughes (1988) and Graham-Bermann and Levendosky (1998) proved that spousal violence affects children’s cognitive development and academic performance as they find difficult in concentrating in their studies. Curry et al. (1998); Erickson et al. (1989); Friedrich et al. (1983);

Hoffman-Plotkin and Twentyman (1984) and Perry (1997) have reported that abused and neglected children suffer from intellectual, cognitive and academic impairments as compared to non maltreated children. The finding conforms the researches carried out by Daniel et al. (1999) and Alexander, Macdonald and Paton (2005) shows that school-age children, academic and social success at school has a primary impact on their Self Concept. These studies clearly indicate that domestic violence disrupts a number of family processes, which in turn interfere with intellectual development of children. It may cause a child to withdraw and may change the home environment, all of which could disrupt overall development of children.

X. EDUCATIONAL IMPLICATIONS

The roots of the social research lies in the multidimensional understanding of the issue under study while the fruits of the work lies in the proper suggestions of solution to eradicate issue. The mass sensitization programmes are essential to increase the sensitivity of the public and the stakeholders like Teachers, school management and PTA against Domestic Violence and its impacts over children in particular. The said partners in learning believe Domestic Violence is “personal” of “family” issue which need to sought out within the “private” or “personal” sphere and they seldom understand it as “social”. The study found, it’s the high time to break this insensitivity and silence towards Domestic Violence.

The institutional mechanisms devoted to train the teachers can frame the training programmes to the various stakeholders of teaching-learning process with an objective to sensitize the multi-faceted issues emerged out of experience of domestic violence and study skills of students. The UGC-Academic Staff Colleges dedicated to train the teachers in the higher education can frame specific Refresher Courses and Workshops to raise academic consciousness against this social issue and equip the teachers to develop curricula to address this kind of issues.

Parenting is a dynamic process which changes according to the life style and behavioral patterns. In the present scenario, the parents seldom gets opportunity to be trained themselves in child centered parenting. There should be some kind of initiatives come together for the healthy parenting. This can be achieved by conducting special training programs to the parents at PTA level. There should be a political will to disseminate the healthy parenting/child centered parenting for the best interest of the next generation. An award should be provided for Panchayaths those who practice child centered measures by each state government.

The present study is throwing light on the extend of domestic violence on children, their study skills in particular. It also a pointing arm to take diversions to explore more towards the societal and educational impact of this gender based violence.

XI. SUGGESTIONS FOR FURTHER RESEARCH

The present research tried to bring out the influence of domestic violence on study skills of secondary school students. The scope of the present study cannot claim to be all

inclusive in the area of the present research. From these points of view, some suggestions are being made for future research.

1. The present study is limited within the secondary school students. There is further scope for similar study at higher education level.
2. Studies can be conducted exploring other factors relating to domestic violence and study skills.
3. Similar study can be extended on a larger sample picked up from different geographical area of different states of India.
4. Domestic violence may be studied in relation to other variables such as moral values, social adjustment and personality traits.

XII. LIMITATIONS OF THE STUDY

The study focused on domestic violence experience on study skills of secondary school students in Puducherry. However, the present study was done only among the 8th and 9th standard students. 10th standard students were exempted from the study. This is because of the institutional practice of schools in Puducherry which does not allow any kind of investigations with 10th standard students. This system is to avoid disturbances to the studies of the children because they are preparing for Secondary School Leaving Examination. Therefore, the investigator withdrawn from the venture of collecting data from tenth standard students by realizing that this will be a limitation of the present study.

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