

# Impacts of domestic violence against women on students' academic performance as perceived by primary school teachers in Nigeria

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## ABSTRACT

*Domestic violence is a gender based violence in which women are often the target of the aggressive and/or oppressive behaviour from their spouses. Unfortunately, children are known to be the victims of the negative consequential effects of this abnormal behaviour with possible maladjustment that may become observable in their academic performance among others. Therefore, this study investigated primary school teachers' perception on the impacts of domestic violence against women on academic performance of students. One research questions were generated to guide the study; three hypotheses were stated and tested. A researcher-designed questionnaire titled "Impacts of Domestic Violence against Women on Academic Performance of Students Questionnaire" was administered to three hundred (300) school teachers randomly selected from primary schools in Osun State. Simple percentage, mean, t-test and ANOVA statistical analysis were used to analyze data collected. Where the results of ANOVA showed a significant difference, Duncan Multiple Range Test (DMRT) statistics was used to determine the group(s) that contributed to the significant difference. The findings showed that most respondents agreed to the statement that most students from violence-prone family exhibited poor concentration in the class; there is no significant difference in perception of primary school teachers on the impact of domestic violence against women on academic performance of students on the basis of gender and qualification; while there is significant difference on the perception of primary school teachers on the impact of domestic violence against women on academic performance of students. Based on the findings of this study, it was recommended that Government should create Counselling centers in the communities to provide marriage counselling to spouses; while School authorities should also see to the establishment of Counselling Units in primary schools to cater for emotional challenges of students.*

## KEY WORDS

*Domestic violence, women, students, academic performance, primary school, teachers*

## RÉSUMÉ

*La violence domestique est une violence fondée sur le sexe où les femmes sont souvent la cible du comportement agressif ou oppressive de leurs conjoints. Malheureusement, les enfants sont connus pour être les victimes des effets indirects négatifs de ce comportement anormal avec inadaptation possible qui peut-être devenir observables dans leur rendement scolaire parmi d'autres. Par conséquent, cette étude examine perception des enseignants du primaire sur les impacts de la*

*violence domestique contre les femmes sur les résultats scolaires des élèves. Questions d'une recherche ont été générées pour guider l'étude ; trois hypothèses ont été déclarés et testés. Un questionnaire conçu par chercheur intitulé « Impacts de la Violence domestique contre les femmes sur les résultats scolaires des élèves Questionnaire » a été administré à trois cents 300 enseignants choisis au hasard dans les écoles primaires dans l'État d'Osun. Simple pourcentage, moyenne, t-test et analyse statistique ANOVA ont été utilisés pour analyser les données recueillies. Lorsque les résultats de l'ANOVA a montré une différence significative, en statistiques Test Duncan de la gamme Multiple (DMRT) a servi à déterminer l'ou les groupes qui ont contribué à l'importante différence les résultats ont montré que la plupart des répondants ont convenu à l'instruction que la plupart des étudiants d'enclins à la violence familiale exposé manque de concentration dans la classe ; Il n'y a pas de différence significative dans la perception des enseignants du primaire sur l'impact de la violence domestique contre les femmes sur les résultats scolaires des élèves en fonction des sexes et de la qualification. Bien qu'il y a une différence significative sur la perception des enseignants du primaire sur l'impact de la violence domestique contre les femmes sur les résultats scolaires des élèves. D'après les conclusions de cette étude, il a été recommandé que le gouvernement devrait créer des centres de Counselling dans les collectivités d'offrir mariage conseils aux conjoints ; alors que les autorités scolaires doivent également veiller à la mise en place d'unités de consultation dans les écoles primaires pour répondre aux défis émotionnels des étudiants.*

## **MOTS-CLÉS**

*Violence conjugale, femmes, étudiants, rendement scolaire, école primaire, enseignants*

## **THEORETICAL FRAMEWORK**

Domestic violence is a gender based violence in which women are often the target of the aggressive and/or oppressive behaviour from their spouses. Violence against women has been a serious problem from time immemorial but it differs from one culture to the other. Women in Africa, like their counterparts in other part of the world, suffer domestic violence irrespective of age, class, religion or social status (Hamm, 2000). Domestic violence has become a cankerworm in Nigeria, it is exhibited in different forms ranging from physical assault, sexual abuse, emotional abuse, rape, molestation, battering, corporal punishment, deprivation of rights are all forms of violence against women. According to World Health Organization (WHO) (2002), about one third of all the women in Nigeria had at one time or the other been a victim of violence in its divers form. In the same vein, Jekayinfa (2010) observed that domestic violence, female genital mutilations and forced prostitution are still being practiced among Nigerians in an alarming rate.

Nigeria culture also serves as contributing factors to domestic violence against women, in a situation that women are men property from the moment he paid the dowry over her. This gives some men audacity to keep her as a possession and treat her the way he likes including battering her in different forms. Despite the campaigns against domestic violence, Nigerian men seem to be adamant and keep perpetrating the evils of violence against women. Project Alert (2004) in a survey on violence against women conducted interviews with women selling in the markets, and other places of work and girls and young women in secondary school and universities in Lagos State, Nigeria 64.4% of 45 women interviewed in the work place said they had been beaten by a partner (boyfriend or husband), 56.6% of 48 interviewed market women admitted experiencing such violence. In the same vein, Obi and Ozumba (2007) carried out study on the factors associated with

domestic violence in South East, Nigeria, 70% of respondents reported abuse in their family with 92% of the victims being female partners and the remaining 8% being male.

The CLEEN Foundation in a National Crime Victimization Survey (2013) reported that 1-in-every 3 respondents admitted for being a victim of domestic violence. The survey also found a nationwide increase in domestic violence in the past three years from 21 percent in 2011 to 30 percent in 2013. In addition, Molokwu (2015) expressed concern as more Us-based Nigerians murder their spouses and cited cases of men that murdered their wives. This is happening because of domestic violence. This pointed to the facts that Nigerian men behaved this way irrespective of their location.

Domestic violence against women will not only affect the women but the offspring of such relationship. The family has been the environment where children learned and formulated both good and bad behaviours. Unfortunately, during the violence, the principal witness of the violence are children and they always have a major share of the aftermath effect of domestic violence and this have a way of affecting them psychologically and emotionally. Children who grow up in families where there is violence can suffer from a range of behavioural and emotional disturbances, which can lead to perpetrating or being victims of violence later in life. Interactions between children and parents are the serious causes of violent behaviour and delinquencies (Patterson, De Baryshe & Ranmsey, 1990).

Wathen & Macmillan (2003) observed that children who witness domestic violence may become a truants or lack behind among his/her peers in the school. Raphaela (2015) observed that children who witness domestic violence likely to be engaging in fighting, disobedience to constituted authority and feel reluctant in doing school work. All these undesirable behaviour may have negative impact on academic performance of students. Aihie (2009) also observed that witnessing abuse and living in an environment where someone else, usually a care giver is a victim of abuse can be psychologically devastating for a child.

Alexander, Macdonald and Paton (2005) reported that young people living with domestic violence home have feelings of fear, sadness and loneliness including suicidal feelings. Other previous studies revealed that exposure to family violence affected individual violent behaviours and offenses in two ways, first through witnessing domestic violence and secondly through being victim of violence (Nofziger & Kurtz, 2005; Maschi & Bradley 2008). All the findings of earlier researchers pointed to the fact that domestic violence has greater influence on child development especially domestic violence against women who are the closet person to the child. Considering the violence ridden environment in which child is growing, the researcher investigated the perception of primary school teachers on the impact of domestic violence against women on academic performance of students.

### ***The problem***

Domestic violence against women is a serious social problem in the society; it takes different forms ranging from physical, sexual, emotional and mental. The common forms of violence against women in Nigeria are rape, molestation, battering, use of derogation/abusive words, and corporal punishments among others. Mikala (2015) make observation that on a daily basis, Nigerian women are beaten, raped and even murdered by members of their family for supposed transgressions, which can range from not having meals ready on time to visiting family members without their husband's permission, added that "husbands, partners and fathers are responsible for most of the violence". Unfortunately, children are known to be the victims of the negative consequential effects of this abnormal behaviour with possible maladjustment that may become observable in their

academic performances. The study therefore investigated the perception of primary school teachers on the impact of domestic violence against women on academic performance of students.

## **METHODOLOGICAL FRAMEWORK**

### ***The overview of the study***

One research was raised to guide the study: What are the impact of domestic violence against women on academic performance of students? As perceived by primary school teachers? Three hypotheses were stated and tested:

1. There is no significant difference in the perception of primary school teachers on the impact of domestic violence against women on academic performance of students on the basis of gender.
2. There is no significant difference in the perception of primary school teachers on the impact of domestic violence against women on academic performance of students on the basis of qualification.
3. There is no significant difference in the perception of primary school teachers on the impact of domestic violence against women on academic performance of students on the basis of years of length in service.

The research design adopted for this research study is the descriptive survey method which tries to collect information from a representative group and based on such sample, inferences are drawn about the opinion of the entire population. The researcher therefore, adopted descriptive survey research method and used questionnaire to determine the opinion, preferences and perception of persons of interest to the research.

The target population for the study comprises of primary school teachers in Osun State. The state is made up of 30 Local Government Areas. Six Local Government Areas were randomly selected for the study; Cluster random sampling was used in selecting 300 primary school teachers from the six Local Government Areas; teachers were stratified on the basis of gender; qualification and length of years in service.

### ***The instrument protocol***

The instrument protocol was carried out in two parts. The first part (a) the development of questionnaire, the second part (b) has to do with the establishment of psychometric properties of the instrument and last part (c) administration of the questionnaires.

- a) The instrument used for data collection is a researcher-constructed questionnaire titled: "Impact of Domestic Violence against Women on Students Academic Performance Questionnaire" (IDVAWSAPQ). The questionnaire contains 20 items designed to find out primary school teachers on impact of domestic violence against women on academic performance of students. It is divided into two sections. Section A requires the respondents to give some background information such as, gender, qualification and length of years of service. Section B consists of 20 items; Participants were required to indicate their preference on a 4-point Likert type scale, viz: strongly agrees, agree, disagree and strongly disagree.
- b) The content validity of the measuring instrument was determined by giving the questionnaire to a panel of five experts in the field of Education. The experts made corrections and suggestions which were taken into consideration while producing the final

draft of the questionnaire. The consensus of the experts was that the instrument measures what it purports to measure and was therefore adjudged adequate for the study.

- c) Reliability of the instrument IDVAWSAPQ was established using a test re-test method of reliability before it was adopted. The instrument was administered twice with an interval of three weeks to the same respondents. The two sets of scores were correlated using Pearson Product Moment Correlation Co-efficient. A coefficient value of 0.75 was obtained. This value was adjudged high enough for the instrument usability.
- d) The researcher administers 300 copies of the questionnaire “Impact of Domestic Violence against Women on Students Academic Performance Questionnaire” to the participants for the study.

### *The overview of the analytic procedure*

In analyzing the data collected for this study, both descriptive and inferential statistical analyses were employed. That is, frequency counts and simple percentage were used to analyze section A. The t-test and Analysis of Variance (ANOVA) statistical tools were used to test the hypotheses.

## **RESULTS**

The analysis of the data collected in relation to research question 1 on the Impact of Domestic Violence against women on academic performance of students. From Table 1 it can be seen that 85% of the respondents agreed that domestic violence against women leads to students’ poor concentration in the class and fighting with others in the class, 83% of them agreed that it leads to lack of writing materials, unfriend to others, untidy look and low self-esteem, 80% of them agreed that it leads to been moody in the class and lack of necessary textbook, 79% of them agreed that it leads to lateness to school and poor performance in the examination, 78% of the teachers agreed that it leads to inability to complete homework and violent acts, 77% of them agreed that it leads to poor performance in the test/examination, 76% of them agreed that it leads to truancy, 74% of the teachers agreed that it leads to poor performance in the class work, 72% of them agreed that it leads to poor study habit, 71% of them agreed that it leads to improper feeding and been aggressive to others while 68% of the teachers agreed that domestic violence against women leads to poor assimilation in the class as well as disobedience in the school. As shown in Table 1 majority of the teachers agreed that domestic violence against women lead to: students to poor performance in the test and examination; students’ poor concentration in the class, truancy among students.

The study specifically, find out if there is no significant difference in the perception of male and female primary school teachers on the impact of domestic violence against women on academic performance of students (hypothesis 1). The results of the finding show that there is no significant difference in the perception of male and female primary school teachers on the impact of domestic violence against women on academic performance of students ( $t = 0.273$ ,  $df = 298$ ,  $p > 0.05$ ). This implied that the perception of male primary school teachers on the impact of domestic violence against women on academic performance of students is not significantly differed from that of their female counterparts. Therefore, the null hypothesis 1 is accepted (Table2).

The results of the findings with regard to hypothesis 2 shows that there is no significant difference in the perception of primary school teachers on the impact of domestic violence against women on academic performance of students on the basis of qualification ( $F_{(3,296)} = 2.247$ ,  $p > 0.05$ ). This implied that the perception of teachers on the impact of domestic violence against

women on academic performance of students is not significantly differed based on qualification. Therefore, the null hypothesis 2 is accepted (Table 3).

**TABLE 1**

*Percentage standard deviation mean scores of impact of domestic violence against women on academic performance of students*

S/N	Items	SA n (%)	A n (%)	D n (%)	SD n (%)	Mean	S.D
1.	Poor concentration in the class	24 (24%)	61(61%)	3(3%)	12(12%)	2.970	.870
2.	Inability to complete homework	19(19%)	59(59%)	13(13%)	9(9%)	2.880	.820
3.	Lack of writing materials	33(33%)	50(50%)	8(8%)	9(9%)	3.070	.879
4.	Lack of necessary textbooks	24(24%)	56(56%)	14(14%)	6(6%)	2.980	.791
5.	Improper feeding	34(34%)	37(37%)	22(22%)	7(7%)	2.980	.921
6.	Unfriendly to others	40(40%)	43(43%)	8(8%)	9(9%)	3.140	.910
7.	Poor assimilation in the class	21(21%)	47(47%)	18(18%)	14(14%)	2.750	.947
8.	Poor study habit	20(20%)	52(52%)	15(15%)	13(13%)	2.830	.877
9.	Truancy	21(21%)	55(55%)	13(13%)	11(11%)	2.880	.856
10.	Lateness to school	29(29%)	50(50%)	11(11%)	10(10%)	2.980	.899
11.	Fighting with others in the class	24(24%)	61(61%)	3(3%)	12(12%)	2.970	.870
12.	Violent acts	19(19%)	59(59%)	13(13%)	9(9%)	2.880	.820
13.	Untidy look	31(31%)	52(52%)	8(8%)	9(9%)	3.070	.879
14.	Been moody in the class	24(24%)	56(56%)	14(14%)	6(6%)	2.980	.791
15.	Been aggressive to others	36(36%)	35(35%)	22(22%)	7(7%)	2.980	.921
16.	Low-self esteem	40(40%)	43(43%)	8(8%)	9(9%)	3.140	.910
17.	Disobedience in the school	21(21%)	47(47%)	18(18%)	14(14%)	2.750	.947
18.	Poor performance in the class work	20(20%)	54(54%)	15(15%)	11(11%)	2.830	.877
19.	Poor performance in the test/examination	21(21%)	56(56%)	13(13%)	10(10%)	2.880	.856
20.	Poor performance in the examination	29(29%)	50(50%)	11(11%)	10(10%)	2.980	.899

**TABLE 2**

*Summary of t-test Analysis on the significant difference in the perception of Male and Female Primary School Teachers on the impact of domestic violence against women on Academic Performance of Students*

Gender	N	X	SD	DF	T	Sig.	Remark
Male	147	62.298	11.402	298	273	.785	Not significant
Female	153	62.943	12.117				

\*Denote significance at  $P < 0.05$

The results of the findings with regard to hypothesis 2 shows that there is no significant difference in the perception of primary school teachers on the impact of domestic violence against women on academic performance of students on the basis of qualification ( $F_{(3,296)} = 2.247, p > 0.05$ ). This

implied that the perception of teachers on the impact of domestic violence against women on academic performance of students is not significantly differed based on qualification. Therefore, the null hypothesis 2 is accepted (Table 3).

**TABLE 3**

*Summary of Analysis of Variance on the significant difference in the perception of primary school teachers on the impact of domestic violence against women on academic performance of students based on qualification*

Source: Educational Level	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	893.820	3	297.940	2.247	.088	Not significant
Within Groups	12731.220	296	132.617			
<b>Total</b>	<b>13625.040</b>	<b>299</b>				

\*Denote significance at  $P < 0.05$

Finally, the result of the findings on hypothesis3 shows there is significant difference in the perception of primary school teachers on the impact of domestic violence against women on academic performance of students' basis of length of years of experience. ( $F_{(3,96)} = 2.955$ ,  $p < 0.05$ ). This implied that the perception primary school teachers on the impact of domestic violence against women on academic performance of students' basis of length of years of experience. Therefore, the null hypothesis 3 is rejected (Table 4).

**TABLE 4**

*Summary of Analysis of Variance on the significant difference in the perception of primary school teachers on the impact of domestic violence against women on academic performance of students based on length of years of experience*

Source: Years of Experience	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	1507.748	3	376.937	2.955*	.024	Significant
Within Groups	12117.292	96	127.550			
<b>Total</b>	<b>13625.040</b>	<b>299</b>				

\*Denote significance at  $P < 0.05$

## DISCUSSION

This research contributes to the enrichment of literature on as previous studies did. The previous studies on the impact of domestic violence against women on academic performance of students (e.g. Wathen & Macmillan, 2003) indicated that children who witness domestic violence may become a truants or lack behind among his/her peers in the school. Likewise, in this study, respondents agreed that domestic violence against women lead to students' poor performance in the class; poor concentration in the class, this indicates that domestic violence against women can leads to poor academic performance of students. Furthermore, this report is parallel to the findings

of Raphaela (2015) that children who witness domestic violence likely to be engaging in fighting, disobedience to constituted authority and feel reluctant in doing school work. In a related study, Aihie (2009) discovered that witnessing abuse against women and living in an environment where someone else, usually a care giver is a victim of abuse can be psychologically devastating for a child. The findings of the study are in line with the findings of BBC. New Education (2003) that children whose mothers were abused by their partners have intelligence quotients (IQs) lower than their counterparts living in violence free environment.

The finding of the study shows that there is no significant difference in the perception of male and female primary school teachers on the impact of domestic violence against women on academic performance of students. This finding may be due to the fact that both male and female teachers are conversant with how the violence in the home and society affect total welfare of the children, they have also been seen the impact of violence against women and its negative ripple effects on students' academic performance year in year out.

From the findings of study the result indicates no significant difference in the perception of primary school teachers on impact of domestic violence against women on academic performance based on teachers' qualification. The findings of the study may be due to the fact that irrespective of the teachers' qualification they will have encounter with students from different diverse background in the school. Also, some of the teachers may also be living or growing in a violence prone family. Findings of the study corroborate Hamm (2000) observation that violence against women has been a serious problem in most societies throughout history. Women in Africa, like their counterparts in the world all over, suffer domestic violence irrespective of age, class, religion or social status.

The findings of the study also show that there is significant difference in the perception of primary school teachers on impacts of domestic violence against women on academic performance of students based on length of years of experience. The Duncan Multiple Range Test DMRT results revealed that the difference noted in the ANOVA results in table 3 was as a result that Group 3 (20 and above years) differed from groups 1 (1-10 years) and 2 (10-20 years). This is an indication that maturity at work may affect the teachers' perception.

The findings of the study have implications for counselling, in other to find lasting solution to the social problem of violence against women in the society, especially Nigeria, all members/groups in the society must be involved, the communities, religious groups, schools, Non-governmental and governmental institutions must play a significant role with the assistant of the trained counselors to propagate campaigns on anti-domestic violence against women at different levels in the society. School authorities should also see to the establishment of Counselling Units in primary schools to cater for emotional challenges of students. An intensive and concise effort should be made by the federal, state, local government, Kings, community chiefs with the assistant of professional counsellor towards organization of seminar, workshops and symposia to educate populace on the implication of domestic violence against women and its negative impact on children education. This can be incorporated into any big festival in the town such as 'Igbajo Day, Osun Festival, Argungu Festival etc.

In the school, during Parents' Teachers Association meetings, the school counselor should be given enlightenment talks to parents on the need to live peaceful at homes for their wards to have enabling environment to develop his/her potentials maximally. The students should be encouraged by school counselors to come for counselling especially those students from violence ridden family, so that the counselor can help them to overcome the psychological and emotional problem they are passing through for that it will not have negative impact on their academic performance. The school counselors should train the students on the skill they can use to mediate

between their parents for peaceful co-existence and living happily. Churches and mosque should be organizing seminars and couples programmes from time to time where professional counselors can be invited to give enlightens talk to couples on the need to live happily together and shun any form of violence. Going by the trend in global world the government should pay serious attention to Women's right both at home and in the larger society. Government at all levels should engage the service of professional counselors to provide marriage counseling services to the populace through physical interactions or media. A healthy and peaceful society is a product of healthy and peaceful family.

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