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Correlation between domestic violence and academic performance of students

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لَنتَ لَهُمْ)

[سورة آل عمران: 159]

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Background of the study

Violence is a human phenomenon known to human since God Almighty created it to pervade the earth and from that date over time there were many forms of violence demonstration and varied in terms of nature and intensity and manifestations, we find the phenomenon of domestic violence, which has become a threat to relations in the college community and harmful to the cohesion of the actors in it to the extent that the educational process has become questionable, whether it comes to the role of family institutions or students and society as a whole, so current studies have tended towards studying the nature of The phenomenon of domestic violence and its impact on academic performance⁽¹⁾.

Domestic violence

The word (domestic) is derived from the Latin word domus meaning a (home). Domestic (Domesticus in Latin) connotes what happens in and around a family dwelling place ⁽²⁾. Jones (1994) ⁽³⁾ defines violence as any act that causes the victim to do something they do not want to do, prevent them from doing something they want to do or causes them to be afraid. Hence violence need not involve physical contact with the victim, but verbal threats and psychological abuse can be equally destructive and can also be defined as violence. Domestic violence is a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power over another intimate partner⁽⁴⁾. Domestic violence can be physical, emotional, economic, sexual actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, injure, or hurt someone. Domestic violence can take a number of forms and they include psychological or emotional abuse ⁽⁵⁾.

1.2 Physical Abuse and Student's Academic Performance :

This refers to any behavior that involves the intentional use of force against the body of another person that risks physical injury, harm and or pain⁽⁶⁾. Poor college performance and educational achievement are among the consequences of child abuse and neglect. Physical abuse was predicted to negatively affect student's academic and behavioral adjustment through the creation of deficits in academic engagement, social competencies, ego resiliency and ego control⁽⁷⁾. Furthermore, stress caused by maltreatment is associated with disruption in early brain development. Extreme stress can impair the development of the nervous and immune systems. Consequently, as adults, maltreated students are at increased risk of behavioral, physical and mental health problems⁽⁸⁾.

Physically abused college age students continued to perform more poorly than their non - maltreated peers on a variety of academic and socio-emotional measures. Maltreated students, having lower grades, more suspensions and less academic engagement, more social skills deficits and lower ego resilience than non- maltreated comparison students . Maltreated students manifested multiple forms of academic risks and showed more externalizing and internalizing behavioral problems⁽⁹⁾. Students' performance remains at top priority for educators who seeks to identify structural deficiencies in the education system, also educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners⁽¹⁰⁾.

1.3 Psychological Abuse and Student's Academic Performance:

This refers to abuse which is characterized by a person subjecting or exposing another to behavior that may result in psychological trauma, including anxiety and chronic depression. Curry and Robert (2012)⁽¹¹⁾ assert that it is important to note that domestic violence and student abuse are often present in the same family which leads to psychological trauma in students. In homes where domestic violence occur, students are physically affected and more neglected causes students college dropout. Raphaela (2015)⁽¹²⁾ points out that students who experience domestic

violence constantly fight with peers, rebel against adult instructions and authority and are also unwilling to do school work.

1.4 Sexual Abuse and Student's Academic Performance:

This refers to carrying out of sexual acts by adults with children below the age of consent. Sexual violence is another form of domestic violence. It is defined as the carrying out of sexual acts by adults with college age students or children or below the age of consent 18 yrs. (Giddens, 2011)⁽⁵⁾. Sexual abuse also involves forcing a partner to have sex or engage in specific acts, grabbing or molesting a partner, criticizing a partner's sexual performance or withholding sex.

1.5 Literature review:

According to crosson (2008)⁽¹³⁾, Domestic violence comes in many forms , physical aggression or assault (hitting , kicking and biting etc) ,sexual abuse , emotional and mental .The impact of domestic violence can last a lifetime. One of the most critical consequences of chronic violence is how it impacts on a student's academic performance⁽¹⁴⁾ .Turton (2008)⁽¹⁵⁾ found a relationship between domestic violence and poor academic performance and classroom functioning for college.violent home and community environments contribute to both reduced academic progress and increased disruptive or unfocused classroom behavior ⁽¹⁶⁾.

These effects include anxiety, depression, low self-esteem, disobedience, nightmares and physical health deterioration. Domestic violence refers to violence against a person, or a threat of violence or imminent danger by someone who is in or has been in a domestic relationship, leading to eating, sleeping difficulties , concentration problems, Disability of studying and communicating inappropriate social behavior⁽¹⁷⁾.

Generational transfer of violent behaviors and emotional dependency on another is common. Students who are raised on domestic violence are more likely to see the violence is an acceptable behavior and an integral part of intimate relationships , they learn that family violence is acceptable and it is okay to be loved and hurt at the same time⁽¹⁸⁾.

Keeping in mind that every student may be affected differently from exposure to domestic violence, there are some common trends that may be seen. Based on previous studies, student exposed to domestic violence may demonstrate poor academic performance and problem-solving skills.

Furthermore, it has been confirmed that students may exhibit behavioral problems such as aggression, phobias, insomnia, low self-esteem and depression. It has been found that domestic violence had led to early marriages especially for girls to escape domestic violence at home, and school dropout and consequently school dropout ,domestic violence is a serious social problem in the society. It takes different forms ; physical, sexual, emotional and mental⁽¹⁹⁾.

According to statistics published by the Iraqi Ministry of Planning, which were reported by the Iraq News Agency (2021)⁽²⁰⁾, violence by a husband against his wife results from economic violence (22 %), verbal abuse (12 %) and physical violence (3.6 %). 2022, This kind of violence occurs in practically all countries in the region and affects families of all backgrounds, religions and social spheres .

The persistence of conflict, the spread of terrorism and extremism, and the entrenchment of tribal norms within the legal system have contributed to continued high levels of physical and sexual violence, as well as the emergence of harmful phenomena and practices based on discrimination and inequality. When combined with and strengthened by social and cultural norms, these factors prevent cases of violence from being reported and perpetrators from being prosecuted⁽⁶⁾.

All of these countries have seen levels of violence unparalleled due to the nature of their conflicts which often involve multiple factors with different interests. This study therefore seeks to establish how students in Al-kindy college of medicine are affected either directly or indirectly by domestic violence.

1.6 Importance of the study

The objectives of this research are scientific and theoretical goals so that it contributes to enriching psychological research in the academic field as it aims to identify the approximate number of students who have been exposed to domestic violence and propose appropriate solutions to reduce this phenomenon.

The reason for choosing this research is that we expect more numbers of psychological, physiological, sexual violence' victims than it is seen .

CHAPTER TWO

AIM OF THE STUDY

To find out if there is (are) any relationship between maternal occupation and sorts of violence among students of AL- kindy college of medicine .

CHAPTER THREE

METHODOLOGY AND MATERIALS

3.1 Methodology

This section deals with description of the methods that was used in conducting the current research.

3.2 Research Design

Research design provides the glue that holds the research project together. Trochim (2006)⁽²¹⁾ indicates that a design is used to structure the research, to show how all of the major parts of the research project the samples or groups, measures, treatments or programs, and methods of assignment work together to try to address the central research questions.

This study employed a descriptive cross-section design, since it allows for exploration of the phenomena. The design is best suited to investigate the impact of domestic violence on the academic Performance of students .

3.3 Setting and duration of data collection

The study was conducted at Al-kindy college of medicine from 29 of November 2022 to 17 of February 2023.

From Medical students of Al-kindy college of medicine:

A convenient sample of 374 students participating in the current study.

3.4 Inclusion criteria

All undergraduate medical students at Al-kindey College of medicine who were available at the time of data collection and approved to participate.

3.5 exclusion criteria

Any students who refused to participate in this study for any cause.

3.6 Method of data collection

An online questionnaire by Google forms was used to collect the data. A questionnaire was adopted from previous study ⁽¹⁸⁾ measuring the same studied variables, the questionnaire was revised by the supervisor and panel of experts in Al-Kindy College of Medicine and their modification and advice regarding the proposed questionnaire was taken into consideration.

3.7 Data analysis

Collected data were reviewed and entered into Microsoft Excel Sheet 2010 and loaded into the Statistical Package for Social Sciences (SPSS) version 23 to process and analysis the data collected. Descriptive statistics were presented as frequencies and percentages. Chi-square test was used in inferential statistics to find out significance of related variables.

3.8 Ethical and official approval

1. The conduct of study was approved by the Ethical and Scientific Committee at Al Kindy College of Medicine/ Family and Community Medicine department .
- 2 . Permission of all students who participated in the study was obtained during the data collection.
3. All participants were informed that their responses would remain Confidential and along with consent that collection of data is collected anonymously.

CHAPTER FOUR

RESULTS

4.1 Introduction

In this chapter data analysis, results and discussions are presented in line with the objectives of the study. The study focused on the effects of domestic violence on students' performance in Al-Kindy college of medicine. Data was analyzed using descriptive statistics.

4.2 Demographic Characteristics

The first section of the questionnaire sought feedback on demographic characteristics of the Students; Gender, Age, Class, Mother's occupation and Father's occupation as shown in table 1. The study also examined the students' demographic characteristics. The results are tabulated on table 4.4. According to the findings as tabulated in table 4.4, females were at 65.5% while the male were at 34.5%. Majority of the student respondents were aged 18 years representing 39.8%, seconded by 19 years at 24.1%, followed by 20 years at 16.0% while 21 years constituted 8.8% followed by 22 years at 5.6% and lastly 23 years at 2.9%. The percentages of female were higher than male respondents imply that female population in Al-Kindy college of medicine is the highest in comparison with male students. In addition to students' demographics, the occupations of parents were considered. The occupation of the parents was categorized into; Teachers, Farmers, Unemployed, Health care giver, Business Persons and Others. Majority of the respondents cited their mothers at 36.4% as Unemployed, others at 24.6%, teacher at 22.2%, health care giver at 8.8%, business woman at 8%. The students' respondents also indicated their fathers' occupation as shown in table 4.4. 52.7% as others, 15.5% were business man, 12.8% were teacher, 10.4% were in the category of unemployed, and 7.5% were health care giver while 0.3% were farmer.

Table : Students' Demographic data

Characteristics	Frequency (N)	Percentage (%)
<i>Gender</i>		
Female	245	65.5
Male	129	34.5
Total	374	100
<i>Age</i>		
17	4	1.1
18	149	39.8
19	90	24.1
20	60	16
21	33	8.8
22	21	5.6
23	11	2.9
24	2	0.5
Total	370	98.9
<i>Class</i>		
1 st stage	238	63.6
2 nd stage	40	10.7
3 rd stage	47	12.6
4 th stage	40	10.7
5 th stage	4	1.1
6 th stage	5	1.3
Total	374	100.00
<i>Mother's Occupation</i>		
Teacher	83	22.2
Unemployed	136	36.4
Health care giver	33	8.8
Business Woman	30	8
Other	92	24.6
Total	374	100.00
<i>Father's Occupation</i>		
Teacher	48	12.8
Farmer	1	0.3
Unemployed	39	10.4
Health care giver	28	7.5
Business Man	58	15.5
Other	197	52.7
Total	371	99.1

4.3. Victims of Domestic Violence

To begin with, the study sought to establish if the students in Al-Kindy College of medicine experienced domestic violence at home. Their responses are tabulated in table 4.5. 23.5% of the student respondents were victims of domestic violence while 75.7% had not experienced domestic violence.

Table 2: history of exposure to domestic Violence

	Number Of Exposed	Percentage (%)
Yes	88	23.5
No	283	75.7
Total	371	99.1

4.4. Frequency of Domestic Violence

The study also sought to establish more information on the frequency of domestic violence experienced by student respondents. Their responses are tabulated in table (3). 23.5% of the student respondents were victims of domestic violence while 75.7% had not experienced domestic violence.

Table 3: History of exposure to domestic violence of Domestic Violence by Students.

History of exposure	History of exposure to domestic violence	Percentage (%)
Rarely	110	64.3
Occasionally	34	19.9
Daily	15	8.7
Weekly	12	7
Total	171	100

4.5. Types of Domestic Violence by students

According to table 4, 44.6% of students had suffered psychological abuse, while 33.2% had suffer physical abuse at and lastly 13.9% had suffered sexual abuse. These data clearly shows that physical and psychological abuses were the most common types of domestic violence experienced by student respondents and had affected their academic performance.

Table 4: Types of Domestic Violence by students

Types of Domestic	Yes (%)	No (%)
Physical Abuse	33.2	66.8
Sexual Abuse	13.9	86.1
Psychological Abuse	44.6	55.3

4.5 Extent of Domestic Violence

The collected study data on the extent of domestic violence experienced by participants are shown in Table (5). 7.7% of the students indicated that physical abuse affects academic performance to a very large extent, 18% to a large extent, 35.4% to a small extent and 45.1% to a very small extent. Physical abuse was rated moderately as affecting academic performance of students. 5.3% indicated that sexual abuse affects academic performance to a very large extent, 7.5% to a large extent, 33.3% to a small extent and 53.7% to a very small extent. The data clearly shows that sexual abuse was the lowest. 22% of participant's indicated that psychological abuse has affected academic performance to a very large extent, 26 % of them to a large extent, 29.4 % to a small extent and 22.5 % to a very small extent. The data clearly shows that psychological abuse was the highest. There is significant association between the status of father's job (not employed) and the physical abuse history, and the extent of sexual abuse from students with p value= 0.017 and 0,007 respectively.

Table 5: Extent of Domestic Violence

Type of abuse	to a very small extent	to a small extent	To a large extent	To a very large extent	TOTAL (n=20)
Physical abuse	45.1%)	35.4%	18%	7.7%	100%
Sexual Abuse	53.7%)	33.3%	7.5%	5.3%	100%
Psychological abuse	22.5%)	29.4%	26%	22%	100%

4.6 Effects of Domestic Violence on Students' Performance.

Having established that a majority of student respondents suffer domestic violence to a very large, the study also sought to find out how domestic violence affects students' academic performance. The students were asked to rate the effects of domestic violence on their academic performance. A good number of students at 35.4% and 21% reported that domestic violence had negatively impacted on their academic performance to a high and very high extent respectively, 30.3% to a moderate extent and only 13.3% indicated low. This shows a large number of students had experience various forms of domestic violence in their household.

Table 6: Students' rating on effect of Domestic Violence and Performance

Students' rating	Frequency	Percentage (%)
Low	44	13.3
Moderate	100	30.3
High	177	35.4
Very High	69	21
Total	330	100

4.7 Domestic violence among age, sex group:

The study collected data based on students respondents whom suffering from domestic violence. This study establishes more information about age and sex related domestic violence the results are shown on in figure (1). According to the figure above the study established that female population has most domestic violence in comparison with male population. Regarding the female age, the study sought that the group age (18-20) was the highest rate, secondly, age group (>24) followed by age group (20-22) and finally, age group (22-24) was the lowest rank. In case of the male age, the study sought that the group age (18-20) was the highest rate, secondly, age group (>24), followed by age group (20-22) and finally, age group (22-24) was the lowest rank.

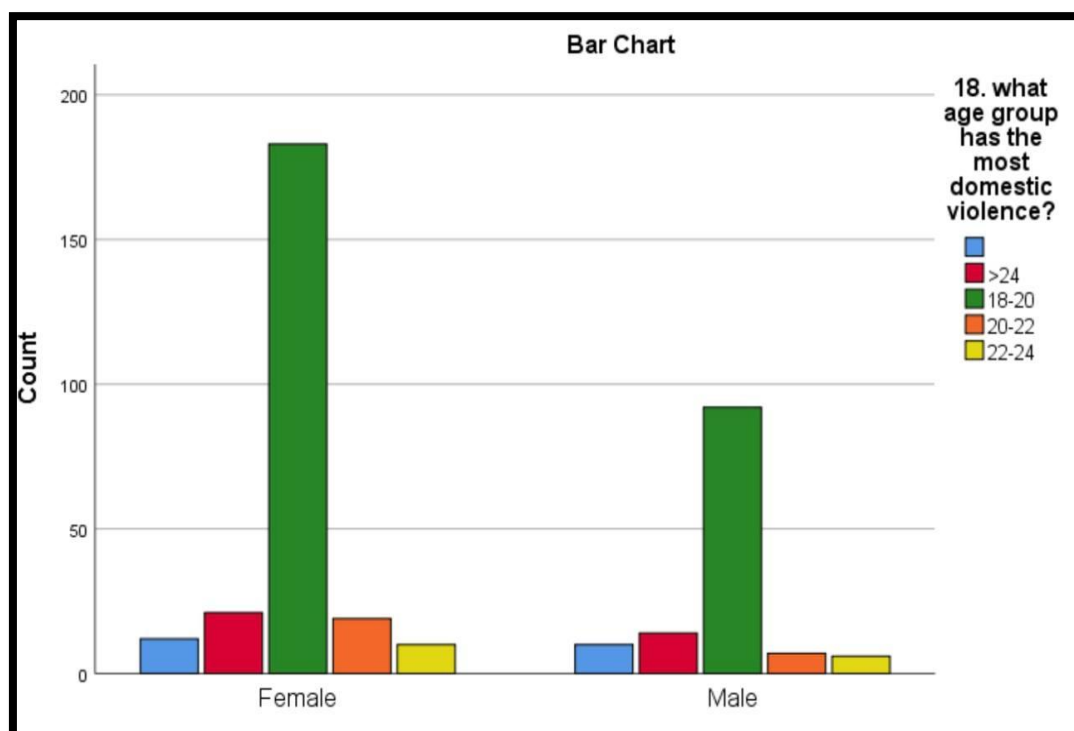


Figure : Domestic violence among age, sex group bar chart.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter presents summarize of findings of the study as per the research objectives and questions. It brings together the opinions expressed in the previous chapters in discussing and drawing conclusions from the research on the effects of domestic violence on students' academic performance in Al-Kindy College of medicine.

5.2 Discussion

Study aims to evaluate awareness of domestic violence and its effect on students' academic performance.

According to table 1 the results shows that females are higher and this is because the majority of the students participating in the study are females⁽⁶⁾. Regarding the stage, the first stage was the highest among participants, the reason is due to the busyness of the rest of the stages .

Table 2, shows that almost a quarter of the students were victims of domestic violence⁽⁶⁾, and the Study on undergraduates students in Ilisanremoogun state(january,2022)⁽²³⁾that showed a higher rate. This indicates that they are the right group of people for this kind of study. The study findings are therefore reliable in examining effect of domestic violence on student`s academic performance.

Regarding table 3, the data clearly show that the student respondents experienced domestic violence infrequently but it is still considered as high rate⁽⁶⁾, shows that the student respondents experienced domestic violence frequently.

Table 4, clearly shows that physical and psychological abuses were the most common types of domestic violence experienced by student respondents and had affected their academic performance. The percentage of sexual abuse was lower than that of physical and psychological abuse but still quite high. This could be because of failure of students disclosing that kind of a sensitive subject⁽⁶⁾.

Table 5, Shows that Psychological abuse which had been experienced to a very large extent was manifested in students inform of stress, trauma, depression, anxiety and withdrawal. All these problems affected the

student`s academic performance as it lowered their concentration and participation in class⁽⁶⁾.

The information on table 6 shows that a greater percentage had domestic violence impact negatively on their academic performance. This was supported by the fact that a large number of students had experience various forms of domestic violence in their house hold ⁽⁶⁾.

Figure, shows clearly that the female age group (18 -22) at highest rate that has domestic violence and this is supported by the fact that Women are oppressed in the society, in addition male age group (18-22) also rated high but not as much as the female age group of (18 -22) regarding these age groups the reason of high rating is due to the fact that considered this age group as a transitional phase (teenage), Findings from our study compliment Jipguep and Sanders-Phillips (2003) ⁽²²⁾identification of victimized adolescents exposed to violence within their communities and the effect of violence on the learning environment .

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusions

From the findings, Students stated they were physiological abuse ,psychological abuse and sexual abuse and also affected th academic performance of students in AL-kindy college of medicine .

The research indeed found out that students were aware of domestic violence' existence and the fact that if unchecked it surely leads to decline in academic performance. Based on the results of this study, it can be concluded that the abused students tend to absent themselves from class, lose concentration and focus on their abusive experiences. They also do not participate in class discussions or other class activities..

Some of them tend to sleep in class and show signs of fatigue most of the time. Another conclusion drawn from the study is that an abused students develops bad behavior such as bullying other students and hate people surrounding him/her. They also prefer solitary environments hence their academic performance declines due to low concentration and divided attention. It can also be concluded that violence in college may also be as a result of angry, frustrated and suffering students who come from abusive homes while in college, colleges administrators have no time to listen or help due to the heavy curriculum. It is therefore important that other measures are put in place to ensure professors intervene where students are suffering from violence in their homes .It has concluded that there are significance associations between the status of father's job (not employed)and the physical abuse history, and the extent of sexual abuse from students.

6.2 Recommendations of the study

1. Include larger number participants from nonmedical and medical college in Baghdad.
2. Correlate the participants' attendance and their performance from registration unit in their colleges.
3. Survey the existence of violence inside the campus.

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