

INTERNATIONAL CONFERENCE ON NEW HORIZONS IN EDUCATION
INTE2012

AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE LIVES OF THE PRIMARY –SECONDARY SCHOOL STUDENTS REGARDING DOMESTIC VIOLENCE AT HOME AND THEIR ACADEMIC SUCCESS.

Assistant Professor Munevver Mertoğlu^a, Assistant Professor Oktay Aydın^b

^a*Istanbul Culture University, CEHAMER, Istanbul-TURKEY*

^b*Marmara University, Education Faculty, Göztepe/Istanbul- TURKEY*

Abstract

The aim of this research is to analyze the relationship between domestic violence in the lives of 7th and 8th grade students and their academic success at school. This research was conducted at the Azmi Ertugrul Primary School in Pursaklar, Ankara/Turkey. Two questionnaires, “Personal Information Form” and “Family Life Scale”, developed by the researcher were used in this study. A total of 137 parents answered the questionnaires and the academic success of the students was evaluated based on the 2011 National Exam Results (SBS). As the level of violence of mothers directed against their husbands increases, the level of their children’s academic success was found to decrease. This finding suggests that the violent behaviours directed from fathers to mothers may be more socially acceptable and the children are psychologically affected negatively as a result of their mothers’ violent behaviors against their fathers more than their fathers’ violence against their mothers’.

© 2012 Published by Elsevier Ltd. Selection and/or peer-review under responsibility of The Association of Science, Education and Technology

Key words: domestic violence; academic success; violent behaviours; students, parents

Introduction

Domestic violence has recently become a focus of research in Turkey and is a type of violence that manifestes itself in a group of people referring to themselves as family unit in order to bully, to humiliate,

to punish, to show power, to relieve rage and tension from one adult to another adult or adults, from adults to children, from children to adults, or from a child or children to another child or children.

Domestic violence negatively affects not only the victims but also those who witness the violence. Children who witness domestic violence have more physical and psychological problems compared to children who do not experience that type of violence in the home.

Pfutt's (1978) similarly investigated the effects of domestic violence on children's psychology as victims or witnesses. Children witnessing violence at home can also have serious school problems such as poor attendance, low academic achievements, dropping out of school, and difficulty obeying school rules at school (Pfutt's 1977).

Academic success is defined as the level of the target behaviours that the students are expected to achieve at school (Silah, 2003, p: 103). The academic success of the students can be measured in many ways such as oral or written exams, group studies, projects, etc. In this study, the results of the National Exam (SBS) the criteria to measure the level of academic success of the 7th and 8th grade students in primary schools.

Materials and Methods

The aim of this study is to analyze the relationship between the family lives of the 7th and 8th grade students concerning domestic violence and their academic success at school.

In this study, the questions below are asked:

- What is the level of violence that the parents commit against their children?
- What is the level of violence that the parents commit against each other?
- Are there any other reasons that affect the family members's violent behaviours against each other?
- Is there a relationship between domestic violence and the academic success of the students?

Sampling

This research was conducted in Pursaklar-Ankara/Turkey in the Education Year of 2010-2011 and is entitled "A School Project with Effective School Management by Teachers and a Non-violent Communicative Approach". During the Project, the teachers' and managers' attitudes towards students, their perception of violence were investigated and the effects of the family violence on the academic success of the students was measured.

The sampling group was comprised of 7th and 8th grade students and 137 parents.

Gathering Data

1. Personal Information Form: this form was used to assess the personal traits of study participants.
2. Domestic Life violence Form: This questionnaire was designed to assess domestic violence. It has 4 sub-sections and 28 entries. In the questionnaire, there are questions about the violent behaviours that the parents of the students encountered during their childhoods; violence committed by the parents against their own children, and violent behaviours of the spouses against each other.

3. National Exam Results (SBS): To evaluate the academic success of the students, the 2010-2011 National exam results for primary schools in Turkey were taken into consideration.

Tools for Gatering Data

The scale for 'Domestic Violence' given to the parents was developed by the researchers.

Analyzing Data

1. Arithmetic mean, standard deviation, and frequency-percentanges tests are used to analyze violence in family life,
2. Pearson product-moment coefficient tests are used to analyze the relationship between the sub-dimensions of domestic violence,
3. Pearson product-moment coefficient tests are used to analyze the relationship between domestic violence and the academic success of the students.

FINDINGS

Table 5: Distribution of Violent Behaviours that the parents of the students encountered during their childhoods.

When I was a child,	No		Sometimes		Yes		Total	
	f	%	f	%	f	%	f	%
My mother used bad words to me and humaliated me.	79	60,3	31	23,7	21	16,0	131	100,0
My father used bad words to humaliated me.	82	62,6	31	23,7	18	13,7	131	100,0
My mother was always angry and shouting.	40	30,3	52	39,4	40	30,3	132	100,0
My father was always angry and shouting.	48	36,4	48	36,4	36	27,3	132	100,0
My mother used to say threatening words to me.	109	83,8	9	6,9	12	9,2	130	100,0
My father used to say threatening words to me.	106	83,5	12	9,4	9	7,1	127	100,0
My mother used to give me physical punishment (beating etc.)	97	73,5	26	19,7	9	6,8	132	100,0
My father used to give me physical punishment (beating etc.)	97	77,6	14	11,2	14	11,2	125	100,0
My mother punished me by prohibiting me from doing things that I liked (i.e.watching TV, playing games etc.).	74	56,9	30	23,1	26	20,0	130	100,0
My father punished me by prohibiting me from doing things that I liked (i.e.watching TV, playing games etc.).	75	60,0	22	17,6	28	22,4	125	100,0

The results presented in Tables 5 indicate that the parents of the students repeat similar violent behaviours against their children. The most common violent behaviour is 'being angry and shouting', followed by forbidding the child to do the things that he/she likes, saying bad words or insults, corporal punishment, and threats.

Table 6: The distribution of the violent behaviours of the parents against their children

I sometimes	No		Sometimes		Yes		Total	
	f	%	f	%	f	%	f	%
say bad words, humiliate them.	71	54,6	41	31,5	18	13,8	130	100,0
get angry and shout at them.	21	15,7	65	48,5	48	35,8	134	100,0
say threatening words to them.	86	66,2	30	23,1	14	10,8	130	100,0
tell them that I do not love them.	105	66,2	30	23,1	14	10,8	130	100,0
give corporal punishment	98	77,8	23	18,3	5	4,0	126	100,0
punish them by prohibiting them to do things that they like (i.e. watching TV, playing games, etc.)	49	36,8	36	27,1	48	36,1	133	100,0

The results presented in Table 6 indicates that the most common violent behaviour of the parents is 'getting angry and shouting at their children' (x=1,2015) followed by prohibiting them from the activities they like, saying bad words and humiliating them, saying threatening words, telling them that she/he does not love them, and corporal punishment.

Table 7: The Distribution of the violent behaviours committed by spouses against each other

My husband/wife	No		Sometimes		Yes		Total	
	f	%	f	%	f	%	f	%
says bad words and humiliates me.	87	67,4	30	23,3	12	9,3	129	100,0
gets angry and shouts at me.	37	28,2	60	45,8	34	26,0	131	100,0
sometimes says threatening words to me.	108	84,4	11	8,6	9	7,0	128	100,0
sometimes says that he/she does not love me.	112	88,2	5	3,9	10	7,9	127	100,0
sometimes punishes me physically	114	89,1	9	7,0	5	3,9	128	100,0
sometimes prohibits me from social activities (i.e. going out, meeting friends, etc.)	95	73,6	23	17,8	11	8,5	129	100,0

The results presented in Tables 7 indicates that the spouses of participants mainly gets angry and shouts at them (x=,9771) followed by saying bad words and humiliating them, prohibiting social activities, saying threatening words, saying that she/he does not love them, and lastly physical punishment.

Table 8: The Distribution of violent behaviour that spouses commit against each other.

I sometimes	Yes		Sometimes		Yes		Total	
	f	%	f	%	f	%	f	%

say bad words, and humiliate him/her	103	79,8	17	13,2	9	7,0	129	100,0
get angry and shout at her/him	50	37,6	57	42,9	26	19,5	133	100,0
say threatening words to him/her	111	86,7	10	7,8	7	5,5	128	100,0
say that I do not love her/him	106	82,8	10	7,8	12	9,4	128	100,0
beat my husband/wife	121	95,3	4	3,1	2	1,6	127	100,0
Prohibit my husband/wife from social activities (i.e. going out, visiting friends,etc.)	111	86,7	13	10,2	4	3,1	128	100,0

The result of Table 8 indicate that the most common violent behaviour is ‘getting angry and shouting at the partner’(x=81,95) followed by saying bad and humiliating words to the partner, telling the partner that they do not love them, saying threatening words to them, prohibiting their partners from social activities, and lastly giving corporal punishment.

Table 9: The relationship of violent behaviours among the family members.

	n	x	ss	r	p
Violent behaviours that the parents experienced in their childhood	135	,5720	,50139	,610	,000
Violent behaviours that the parents committed against their children	135	,6641	,49910		
Violent behaviours that the parents experienced in their childhood	132	,5517	,47474	,484	,000
Violent behaviours coming from partners	132	,3989	,40082		
Violent behaviours that the parents experienced during their childhood.	133	,5626	,48933	,553	,000
Violent behaviours committed against partners	133	,3156	,32123		
Violent behaviours that the parents commit against their children	132	,6464	,47581	,422	,000
Violent behaviours coming from partners	132	,3989	,40082		
Violent behaviours that the parents committed against their children	133	,6565	,48832	,569	,000
Violent behaviours committed against partners	133	,3156	,32123		
Violent behaviours coming from partners	132	,3989	,40082	,593	,000
Violent behaviours committed against partners	132	,3104	,31682		

Table 9 summarizes violent behaviors committed by family members against each other. There is a positive relationship between the violence that the parents experienced from their parents in their childhood and the violence they commit against their children, and the violence that they commit against their spouses.

Table 10: The violence that parents commit against their children and their children’s academic success.

	n	x	ss	r	p
Averages at the end of the Education Year	135	69,3947	12,36912	,075	,390
The violence that the parents commit against their children	135	,6641	,49910		
National Exam	135	294,6254	73,60394	,009	,922

The violence that the parents commit against their children	135	,6641	,49910		
Points on National Exam	135	314,3932	69,47298		
The violence that the parents commit against their children	135	,6641	,49910	,018	,840
Turkish Language class	135	62,5301	15,32612	,001	,992
The violence that the parents commit against their children	135	,6641	,49910		
Mathmetics class	135	59,3861	18,45419	,061	,485
The violence that the parents commit against their children	135	,6641	,49910		
Science class	135	62,2793	13,83312	,086	,320
The violence that the parents commit against their children	135	,6641	,49910		
Social Science class	132	69,0791	13,52075	,053	,550
The violence that the parents commit against their children	132	,6691	,50351		
Foreign language class	135	64,2230	16,46892	,093	,283
The violence that the parents commit against their children	135	,6641	,49910		

The result in Table 10 indicates that there is no meaningful relationship between the violence of the parents committed against their children and the academic success of the children at school.

Table 11: The relationship between the violence coming from the spouses and the academic success of their children.

	n	x	ss	r	p
Averages at the end of the Education Year	132	69,4994	12,35063	,057	,517
The violence coming from the partner	132	,3989	,40082		
National Exam	132	295,2473	73,87822	,050	,570
The violence coming from the partner	132	,3989	,40082		
Points on National exam	132	315,0370	69,60035	,061	,485
The violence coming from the partner	132	,3989	,40082		
Turkish class	132	62,7775	15,19109	,033	,706
The violence coming from the partner	132	,3989	,40082		
Mathmetics class	132	59,3548	18,44604	,084	,337
The violence coming from the partner	132	,3989	,40082		
Science class	132	62,4033	13,85445	,092	,291
The violence coming from the partner	132	,3989	,4008		
Social science class	129	69,1360	13,59722	,004	,965
The violence coming from the partner	129	,4005	,40535		
Foreign language class	132	64,3951	16,35580	,047	,595
The violence coming from the partner	132	,3989	,40082		

According to the data in Table 11, there is no meaningful relationship between the violence coming from the partners and the academic success of their children at school. As most of the participants are the women, it can be assumed that the violent behaviours originate from the husbands.

Table 12: The relationship between the violence committed against the partner and the academic success of their children.

	n	x	ss	r	p
Averages at the end of the Education Year	133	69,5802	12,33896	,197	,023
The violence committed against the partner	133	,3156	,32123		
National Exam	133	295,5779	73,69651	,160	,066
The violence committed against the partner	133	,3156	,32123		
Points on National Exam	133	315,3884	69,45454	,184	,034
The violence committed against the partner	133	,3156	,32123		
Turkish class	133	62,8679	15,16930	,157	,072
The violence committed against the partner	133	,3156	,32123		
Mathematics class	133	59,4759	18,42902	,193	,026
The violence committed against the partner	133	,3156	,32123		
Science class	133	62,4724	13,82489	,205	,018
The violence committed against the partner	133	,3156	,32123		
Social Science class	130	69,1953	13,56126	,132	,135
The violence committed against the partner	130	,3189	,32417		
Foreign language class	133	64,5303	16,36819	,210	,015
The violence committed against the partner	133	,3156	,32123		

In the Table 12, it is shown that there is a negative relationship of 0.5 between the violent behavior of the partners committed against each other and the academic success of the students: It is an interesting result because the participants are mostly women and they are the partners who commit violence against their husbands. The data in Tables 11 and Table 12 can be interpreted to mean that while violence coming from the husband has no measureable effect on the children's academic success, violence coming from the wife affects the academic success of the students negatively.

Discussion and Results

The participants joining the survey indicate that the most common violent behavior of their partners is getting angry and shouting at them ($x=,9771$) followed by saying bad and humiliating words, prohibiting their social activities, saying threatening words, saying that they do not love their partners, and lastly administering corporal punishment.

When the details of the results of violence coming from the partners are analyzed, it is indicated that 71.8 % of the participants express that his/her partner gets angry and shouts at them, 32,6 % of the participants say bad and humiliating words, 26,3 % of the participants are prohibited from social activities by their

partners, 15,6 % of the participants are verbally threatened, and 11,8 % of the participants are told that they are not loved by their partners.

Approximately 10,9 % of the participants indicate that they receive corporal punishment from their partners. This result shows that approximately one out of every ten participants are physically beaten by their partners. Given that the survey participants are mostly woman, it can be assumed that mostly women are exposed to physical punishment.

The relationship between the domestic violence and the academic success of the students

The result obtained from the data is not consistent with expectations. Normally, the academic success of the child is expected to decrease if there is domestic violence at home, but the data can be interpreted with the limitations of the group. In other words, the different attributes of the group life, such as love at home, can balance the negative effects of domestic violence on the academic success of the child.

It is a matter of fact that adult males are the ones who commit most of the violence against women more so than women committing violence against men. The data indicate a decrease in children's academic success when their mothers are violent against their fathers. This can be interpreted with the psychological differentiation in the children's values for violence and the threshold of their perception of violence. In this sense, the violence coming from the father seems to be something "normal" but the violent behaviors originating from the mothers against the father can be considered more 'negatively' by their children. As a result, it can be determined that the perception of the violence against women possibly seems to be a socially "acceptable" behavior or has been normalized by society.

Suggestions

Some suggestions based on the survey results are given below;

1. During the academic year, there should be seminars and workshops at regular intervals to educate the parents and increase awareness about the negative impacts of violence and how it affects the students' success at school.
2. To organize some activities to change the cultural that normalizes violence against women.
3. Additional research with a larger sampling group.
4. Employ school counseling services to rehabilitate the students that are victims of violence and try to prevent the violence in which the victims are raised.
5. Encourage cooperation with the other instructions concerning domestic violence.

References

- Albayrak-Kaymak, D. (1987). Standardization of the inventory of the exam anxiety and reliability. *Journal of Psychology*, 6(21),55-62
- Altinkurt,(2008).The reasons for unattendance and the effects of unattendance to the academic success. *Dumlupınar University, Journal of Social Sciences*, Issue 20.
- Brain, P.F., Haug, M. (1992).Hormonal and neurochemical correlations of various forms of animal aggression. *Psych Neuroendocrinology*, Pg 12-25
- Can, G. (1992.) Academic failure and prevention. Eskişehir: Anadolu University, Publication of Education Faculty, No 23.
- Davidson, T. (1978).Cojucal crime. New York: Hawthorne Book.
- Demir, A. (1990).Some factors affecting the feeling of loneliness of the students. Unpublished doctoral thesis, Ankara: Hacettepe University. Dobash, R.E., Dobash, R.(1979). Violence against Wives. New York.
- Eski, R.(1980).General skills, psychological equality, and the relation between academic success. Unpublished Doctoral Thesis. Ankara: Hacettepe University.
- Fagah, Jeffrey(1996). The criminalization of domestic violence: promises and limits. Research Report. Washington, D.C: National Institute of Justice.

Geçtürk, Ö.(2001).The factors effecting the academic success of the students at the technical and Anatolian high schools. Unpublished doctoral thesis.

Güneri, F.(1996).The violence committed against women in the family; domestic terror, violence directed to women. Istanbul: The publication of the Purple Shelter Foundation.

Güngör, A.(1989). The factors affecting the self-esteem of the high-school students. Unpublished doctoral thesis. Ankara: Hacettepe University.

Hilbeman, E., Munson, K. (1978).Sixty battered women. *Victimology: An International Journal of Psychiatry*, V.137.Pg 1336-1347.

Yıldırım, İ.(2006). Daily problems affecting academic success and social support. Publication of H.O Education Faculty (H.U. Journal of Education),30 (2006)258-267.

Ilkcaracan, P. (1996). Fairytale of a cozy house; domestic violence and sexual abuse. Istanbul: Metis Publications.

Ishiyama, F.L.(1984).Shyness: anxious social sensitivity and self-isolating tendency. *Journal of Adolescence*,76, 903-911

Lopez, E.I. ,Ehy, S., & Vazquez, E.G. (2002).Acculturation, social support, and academic achievement Mexican and Mexican American high school students: An exploratory study. *Psychology in the Schools*, 39(3).245-257

Malecki, C.K., & Elliot, S.N.(1999). Adolescents 'ratings of perceived social support and its importance: Validation of the student social support scale. *Psychology in the School*,36(6),473-483

Mallinckrodt, B. (1988). Student retention, social support, and dropout intention: Comparison of the black and white students. *Journal of Counseling Psychology*, 129 (1),60-64

Mertoğlu, M., Doğuştas, C., Cemalcılar, Z., Baydar, N.(2008).Feeling of belonging to school life: Satisfaction in the school, and the reasons for violence perception at school and precautions; A comparative study between Turkey and the USA. The Foundation of the Children of Istanbul. Istanbul: Cem Publishinghouse,

Osserian-Waines, N. & Almacian, S.(1994). Types of social support: Relation to stress and academic achievement among prospective teachers. *Canadian Journal of Behavioral Science*,26(1),1-20

Özgüven, I.E.(1974). Non-intellectual factors affecting the academic success. Ankara.

Pfouts, J.H.(1978).Violent families: Coping responses of abused wives. *Child welfare*, V.57,pg.101-111

Ponzenti, J.,Gate,R.M.(1981). Sex differences in the relationship between loneliness and academic performance. *Psychological Reports*,48,759-768

Silah, M.(2003). The importance of the level of continuous anxiety that affects academic success of university students. *Journal of Education Researches*,10: 102-115

Ünsal, A.(1996). A typology of extended violence. *Cotigo*, Winter-Spring Issue 6-7

Türnüklü, A., Zoralođlu Y., Gemici,Y.(2001).The discipline problems that school managements encounter in primary schools. *Journal of Education Management in Theory and Practice*, Ankara: Pegem Publications,27:417-441.

Yıldırım, I. & Ergene, T.(2006). Exam anxiety that affecting academic success of the last grade of high school students; Submissive behaviours and social support. *Journal of Hacettepe Education Faculty*, 25,224-234