

**EFFECTS OF INTRAFAMILY VIOLENCE ON THE ACADEMIC PERFORMANCE OF STUDENTS IN SOUTHERN PUNJAB****Asghar Ali<sup>1</sup>, Dr. Najam Ul Kashif<sup>2</sup>****Original Article**

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**Abstract**

*The main purpose of this study is to explore the effects of intrafamily violence on the performance of Secondary school students. The current study was conducted in Southern Punjab. It also aimed to determine the causes, problems and issues of intrafamily violence among secondary school students. It also focuses on analysis of the consequences of family violence for the secondary school students. The study population consists of students (male and female) from rural and urban areas in selected areas. The size of the sample selected using the purposive sampling technique is 200. The survey method was used to collect data from three Divisions (Multan, Dera Ghazi Khan and Bahawalpur). Researcher Used questionnaire for data collection Researcher analyzed the data collected through the questionnaire, in the statistical package of Social Science (SPSS) software. Research shows that intrafamily violence has a significant effect on students' academic performance. Intrafamily violence leads to poor academic performance and failure in exams. This anxious daily work of secondary school students at school and increased their sense of irritation. Children are frightened, and they can't focus on learning. They are nervous and do not want to face their classmates. The results show that intrafamily violence has made it hard for affected children to study. Children are reluctant to talk to the teacher about family violence. The results show that children in violent families sometimes misbehave with their teachers. They hope that the teacher will sort out their domestic issues. Intrafamily violence leads to poor test performance. Violence within the family destroys the education of talented children.*

**Keywords:** Intrafamily violence, parents, middle school students, academic performance, commitment.

**Introduction**

Academic performance is a key parameter for measuring student success. The primary objectives of education are to ensure that every student has the opportunity to excel in school and in life. Performance of students in school depends on their mental and physical capabilities, which are influenced by other factors. One of the dominant factors influencing student education is family. Home is the first children's training ground and foundation, which has a significant impact on children's psychological, emotional, social and economic

conditions. So, no matter what occurs at home, it will go a long way in influencing children's behavior and upbringing (Melzer, 2009). No child's educational performance can be separated from the family environment in which the child grew up. The student has achieved in school subjects. Academic performance means how well people perform in school Poor performance is considered poor academic performance. Lewis (2012) suggested that academic performance is the ability of students to achieve high scores and standard test scores

in the school curriculum, especially courses that are part of the core curriculum. This work studies the effects of domestic violence, two common issues affecting the academic performance of middle school students.

The literature confirms that all those children who are victims or witnesses of domestic violence may have physical, psychological, and behavioral problems due to physical, linguistic, emotional, and other forms of violence. This can affect their chances of going to school because they can go to school when they are too afraid to learn. Similarly, many of among these students may be left behind in school and they face problems of participation and contributions in daily life activities due the negative impact of domestic violence. In addition, domestic violence has several short-term as well as long-term emotional, psychological and physical effects on students and affects their attendance, learning performance, school and classroom behavior. As domestic violence is related to a child's performance and in numerous ways it affects his or her response to living conditions and performance levels (Rossman, 2001; Lundy & Grossman, 2005; Levendosky et al., 2011). Besides, those children who are exposed to domestic violence are at risk of certain behavioral problems including anxiety, depression, poor schoolwork, low self-esteem, disobedience, nightmares, and physical health complaints (Ibid). However, McLuxi et al. (1995) and Edelson (1999) emphasize that such children are more likely to take positive steps during childhood and adolescence, while other researchers have also found that mothers of children who have been abused by their peers have lower IQs than normal (Seminyuk et al., 2010, BBC New Education, 2003).

Verifiable evidence also shows that children from whole families will be better cared for and enjoy a better social life. A child with good parental care can imitate a child well. In this child, the child will not deviate, or even more. With parental supervision and support, peer pressure and challenge can be avoided. This is

because the social process depends on whether both parents play a supportive role in the upbringing of such children, which will definitely have a positive effect on the latter during the academic year. However, children from single-parent families may be deprived of some rights and opportunities, which will have a negative psychological effect on them during the school year. Research also shows that children in broken homes are often linked to anti-social behavior and poor academic record. Momo (2011) believes that a broken home is a separate home for parents. Igbo (2012) believes that a broken home is a place where parents quarrel, fight with suspects, and stay up late to disrupt children's vital food, sleep and other basic needs. Therefore, the objectives of this study are to highlight and quantify the effects of domestic violence and broken homes on the educational performance of adolescents in the eastern local government area of Ingo.

#### **Statement of the Problem**

The study examined the negative effects of intrafamily violence on the educational performance of secondary schools in South Punjab. Therefore, the purpose of this study is to determine how secondary school students are directly or indirectly affected by intrafamily violence resulting from lack of concentration, school delays, truthfulness and school violence. The problem of poor academic performance in the state of South Punjab worries everyone and the situation is different. The problem is that it has led to the decline of education in South Punjab. Following the designated teaching plan, the student's academic performance is an objective achievement. Secondary education should be the foundation and foundation of higher education institutions so that their knowledge may increase. It is an investment and a tool that can be used to achieve rapid economic, social, political, technological, scientific and cultural development in a country. Unfortunately, today's secondary schools do not meet the expected standards. Over the years, reports and research on the pages of

newspapers have shown that middle school students perform poorly in exams. The constant decline in student performance in government examinations not only angers students and parents but also has a huge impact on society. As young people reach adolescence, their reactions to intrafamily violence are more likely to be diagnosed with mental health or a criminal label. It can be seen that the emotions of young people which are characteristic of intrafamily violence are largely a feeling of fear, sadness and loneliness, including a sense of suicide. Global evidences indicate that some households are facing severe intrafamily violence, which negatively affects the socio-psychological growth of children in these households. No matter race, age, sexual orientation, religion or gender, intrafamily violence can happen to anyone (Seminolek et al., 2010). People around the world are aware of the importance of the home environment for students to learn. Intrafamily violence (experience) in broken homes intrafamily violence, drug use, smoking, intoxication, truthfulness and disrespect for elders, at the expense of oneself, one's family and society.

### Literature Review

Family (Latin Domesticus) means what happens at home and around it (Tony, 2002). The US Department of Justice (2017) describes domestic violence as an example of abuse in any relationship. Used to gain or maintain power over another relative. Domestic violence can be physical, emotional, economic, sexual, or threatening behavior that affects others. This includes any act that threatens, manipulates, humiliates, isolates, offends or harms anyone.

Domestic violence can take many forms, including psychological or emotional. It is any behavior that aims to reduce or control the actions, behaviors, beliefs, and decisions of female or male members of a family unit through intimidation, manipulation, or direct or indirect threats and humiliation. Domestic violence also

includes insults, false accusations, or any other behavior that harms an individual emotional health, right to self-determination, or personal development within the family (Giddens, 2011).

Raphaella (2015) defines physical abuse as behavior that involves the deliberate use of force on another person's body, and behavior that may cause physical harm, injury, and/or pain. Be These include pushing, hitting, slapping, suffocating, hitting with objects, twisting body parts, forcibly using unwanted substances and using weapons. United Nations (2015) note that in many African countries, it is reasonable to kill a wife in certain circumstances. According to reports, physical violence is highest in Africa. He also pointed out that killing a wife is a sign of male dominance. Violence against men is less than that of women. Economic abuse is another form of parental intrafamily violence. In this case, a close partner can control the other partner's access to financial resources, which weakens the victim's ability to feed him or herself and forces him or her to become financially dependent on the offender. No group is immune to marital abuse, and numerous studies have shown that it is more common in low-income couples (Wathen & Macmillan, 2003).William and Sommer (2007) believe that low-income men are more likely to be victims of violence because they have fewer means of controlling their wives, such as higher incomes or education.

Intrafamily violence threatens many Kenyan families. Unfortunately, intrafamily violence is on the rise in our society. Many people, mostly women, have been injured, maimed and killed by intrafamily violence. In the wake of recent intrafamily violence and the daily deaths of spouses and loved ones due to intrafamily violence, intrafamily violence is a threat that needs to be addressed and addressed as soon as possible, and it has become a matter of grave concern. Has gone seriously, domestic violence does not recognize social class or educational standards.

### **Physical Abuse and Student's Academic Performance**

Poor school performance and academic achievement are among the consequences of child abuse and neglect. It is expected that physical abuse will adversely affect children's educational and behavioral adjustments through deficiencies in academic engagement, social skills, self-resilience and self-control (Bowden et al., 2007). - In addition, the stress caused by abuse is related to the disruption of the early development of the brain. Extreme stress can affect the development of the nervous and immune systems. Therefore, as adults, abused children are at higher risk of behavioral and physical and mental health problems (WHO, 2016). In a variety of educational, social and emotional aspects, school-age children who have been physically abused continue to outperform their peers who have not been abused. Compared to children who have overcome non-abuse, abused children have lower levels, more suspensions, more repetition, less academic participation, more social skills, and less self-reliance. Abused children exhibit multiple forms of educational risk and more external and internal behavioral problems (Eckenrood et al., 2010).

### **Psychological Abuse and Student's Academic Performance**

Psychological and behavioral problems can lead to negative academic outcomes, such as low scores and rejection of peers, which often lead to student failure in school (Klose, 2005). Violent youth may have unhealthy social and educational connections, and reports show that traumatized children are often unable to maintain friendships (Katz, 2007). UNICEF (2012) noted that children who are victims of domestic violence are more likely to have behavioral problems at school, leading to

truancy and insecurity. Raphaela (2015) noted that children who are victims of domestic violence often quarrel with their peers, resist adult leadership and authority, and are reluctant to do homework. Sedlak and Broad Hurst (1996) studied children who were abused and found that they were more likely to develop symptoms of post-traumatic stress disorder (PTSD) during adolescence. Violence is associated with children's cognitive problems and poor academic performance. Researchers have linked chronic abuse and violence to low scores, poor language skills, poor visual motor integration skills, and attention and memory problems. Academic problems related to violence and abuses are one of the most direct trends in school adaptation and academic achievement. Attention, language skills, and memory impairments impair children's ability to meet basic academic achievement and school adaptation needs, such as coding, organizing, remembering, and understanding new information.

### **Objectives of the Study**

The study focused to achieve the following research objectives:

1. To explore the effects of intrafamily violence on the performance of Secondary school students.
2. To highlight the causes, problems and issues of intrafamily violence among secondary school students and its effects on their academic performance.
3. To analyze the consequences of intrafamily violence on the secondary school students.
4. To suggest measures to control the intrafamily violence in specific context of secondary school student's academic performance.

### Research Questions

1. What does intrafamily violence mean?
2. What are the factors responsible for intrafamily violence at secondary school level?
3. What are the effects of intrafamily violence on the academic performance of the secondary school students?
4. What are the main causes of intrafamily violence among secondary school students in Southern Punjab?
5. How intrafamily violence affects the educational career of a secondary school student?
6. What type of consequences could be face by secondary school students, due to intrafamily violence?

### Methodology

The study was descriptive in nature and purposive sampling technique was used to collect the data. The researcher used descriptive research design. The researcher therefore used the questionnaire as his main research instrument to collect the data from the targeted

population. The targeted population of the researcher was the students of secondary schools (9<sup>th</sup> and 10<sup>th</sup>) in Southern Punjab location. The researcher used purposive sampling technique to select the sample. The researcher used a sampling calculator to calculate a sample size of 200. The researcher used a questionnaire as the main tool to collect data. This tool consisted of 20 phrases, which was especially useful because it guaranteed the confidentiality of respondents and saved time because they took less time than an interview. The researcher was also given the opportunity to explain the purpose and meaning of the research.

### Data Analysis

The data were analyzed using SPSS, quantitative measurement has been used because they are easily combined for analysis; they are systematic, standardized and easily presented in a short space. Descriptive and infectious statistics were applied to the collected data.

**Table 1 Response Rate**

Administered Questionnaires	Sample size	Filled & returned Questionnaires	Percentage
Students	200	185	92.5%

The following table explains the demographic traits of the students in terms of Gender and Age.

**Table 2 Demographic data of Students**

Characteristics	Frequency(N)	Percentage (%)
Gender		
Male	90	48.6
Female	95	51.4
Age (in years)		
14	36	19.5
15	35	18.9
16	45	24.3
17	33	17.8
18 and Above	34	18.4

Table 2, there were 200 questionnaires that were given to respondents where 185 questionnaires were filled and returned. This response rate was good as shown in table 1.2 where 92.5% students responded. The response rate was adequate for reporting and analysis.

**Table 3 The causes, problems and issues of intrafamily violence among secondary school students and its effects on their academic performance**

Sr. No.	Statement		SDA	DA	UD	A	SA	Mean	SD
1	Intrafamily violence creates the difficulties in my studies.	<i>f</i>	188	144	29	15	08	4.28	117.80
		<i>%</i>	49.1	37.6	7.6	3.7	1.8		
2	My lack of interest in studies is due to disturbing environment at home.	<i>f</i>	173	172	21	08	10	4.28	123.65
		<i>%</i>	45.2	44.8	5.6	1.8	2.4		
3	I remain mentally absent from the class due to family violence.	<i>f</i>	252	97	13	15	7	4.50	148.12
		<i>%</i>	65.7	25.5	3.1	3.9	1.5		
4	I missed school days because of quarrelling of my parents.	<i>f</i>	200	130	29	17	8	4.30	119.56
		<i>%</i>	52.2	33.9	7.4	4.4	1.8		
5	My attitude towards teacher is sometimes rude due to my family environment.	<i>f</i>	86	107	57	82	49	3.26	33.01
		<i>%</i>	22.6	28.0	15.0	21.48	12.8		
6	I expect some relief from my teachers when I am worried.	<i>f</i>	184	129	33	21	17	4.16	107.24
		<i>%</i>	48.1	33.7	8.3	5.2	4.4		
7	My academic performance getting poor day by day due to intrafamily violence.	<i>f</i>	154	161	45	15	9	4.14	106.09
		<i>%</i>	40.2	42.0	11.7	3.7	2.2		
8	Intrafamily violence results in the destruction of educational career for a child.	<i>f</i>	145	147	62	25	5	4.04	93.51
		<i>%</i>	37.8	38.3	125.9	6.3	1.5		
9	Mentally disturbed child cannot score well in the exam.	<i>f</i>	253	100	18	8	5	4.54	149.98
		<i>%</i>	66.1	26.1	4.6	1.8	1.1		
10	I want to leave studies due to family violence.	<i>f</i>	101	150	68	47	18	3.70	72.09
		<i>%</i>	26.30	39.1	18.0	12.0	4.4		

Table 3 shows that 86.7% of students agreed that intrafamily violence creates the difficulties in the study of students. The mean score ( $M = 4.28$ ,  $SD = 117.80$ ) which shows the higher level of agreement on the statement. It is clear from data 90% of respondents support the statement that their lack of interest in studies is due to disturbing environment at home. Table shows that 91.30% of respondents support the statement that they remain mentally absent from the class due to family violence. The data shows that 86.1% of the respondents were in favour of the statement that they missed school days because of quarrelling of their parents. One half 50.1% of respondents support the statement that their attitude towards teacher is sometimes rude due to my family environment. Table shows that 81.9% of the respondents supported the statement that they expect some relief from their teachers when they are worried. Results shows that 82.2% of respondents support the statement that their academic performance getting poor day by day due to intrafamily violence. Data depicts that 76.1% of respondents support the

statement that intrafamily violence results in the destruction of educational career for a child. Table shows that only 92.2% of respondents were in favor of the statement that a mentally disturbed child cannot score well in the exam. More than one third 65.4% of respondents' support that they want to leave studies due to family violence.

### Findings

The findings of the study indicate that majority of students 86.7% said that intrafamily violence creates the difficulties in the study of students. Data shows that 90% said that their lack of interest in studies is due to disturbing environment at home. Majority of students 91.3% said that they remain mentally absent from the class due to family violence. Eighty-six percent students said that they missed school days because of quarrelling of their parents. One half of students 50.6% said that their attitude towards teacher is sometimes rude due to my family environment. Data revealed that 81.8% said that they expect some relief from their

teachers when they are worried. Eighty-two percent of students said that their academic performance getting poor day by day due to intrafamily violence. The majority of students 76.1% said that intrafamily violence results in the destruction of educational career for a child. The majority of students 92.2% said that a mentally disturbed child cannot score well in the exam. More than sixty five percent students are agreed that they want to leave studies due to family violence.

### Conclusion and Recommendations

Intrafamily violence has a negative effect on students, reducing their school attendance, self-esteem and interaction with other students and teachers. Observing and dealing with domestic violence has a negative impact on the physical, social, cognitive and emotional development of school-age children. When there is domestic violence in the family, the performance of the students in the school will be negatively affected. Domestic violence in the family affects the relationship between students and their peers therefore they do not have good relations. Broken homes have led to poor communication between teachers and students, leading to poor academic performance. Students who are victims of domestic violence in their families have negative attitudes towards their parents / guardians, teachers / schools and their friends / partners. Now, most schools have a school counselor who is responsible for helping students solve their problems.

Most students do not trust their peers when their parents are fighting because women are more prone to conflict / violence, their academic performance is average or poor. The enrollment rate of students facing conflict is very low, which has a negative impact on teacher / student relationships. Students from abusive families do not have parents to meet all the school needs, have bad relationships with their peers and rarely go to school. School counselors play an important role in student performance and relationships with peers. It has been found that domestic violence is the main reason for the truth, as many students do not go to school regularly, which affects their academic performance. Based on the observations made during the research, further research is required in the following areas.

- All public high schools should have a school counselor from where students can get help.
- Create a movement of consciousness. This problem becomes critical when people realize the dangers and effects of intrafamily violence and home breaking.
- Parents and teachers must unite and work together to help students achieve great academic and social achievement.
- Parents or guardians with conflict in the family should consider providing counseling options as soon as possible to avoid adverse effects on students. Schools and the Ministry of Education should train peer counselors among students so that they can provide support to classmates.
- The subject teacher should refer the instructor and counselor to any student when they have a problem. School teachers should organize regular Parents' Day so that parents or guardians can go to the school and work with the students to get a complete report on the overall performance of the students.
- The Ministry of Education will provide on-the-job mentoring and counseling training for all teachers who do not have basic training in mentoring and counseling skills. It will equip teachers with the skills to deal with students in need.
- The role of school counselors in primary and secondary schools
- The role of parents or guardians in the overall development of students.
- The role of like-minded counselors in primary and secondary schools
- The use of alcohol and drugs should be further studied in the academic performance of middle school students.

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