

AN EXPLORATION OF ILL RELATIONSHIPS AMONG PARENTAGES: ADVERSITIES REGARDING EDUCATIONAL ACHIEVEMENTS OF STUDENTS

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ABSTRACT

Parents shape their children's cognitive, emotional, and social development. However, domestic strife, aggressiveness and violence may affect schooling. *Parental abuse* is a global problem that affects family relations. This research aimed to explore relationship between domestic abuse and student academic achievement in Okara, Punjab, Pakistan. This cross sectional study used stratified random sampling to select schools of Okara and to select participants. Sample of 392 secondary school pupils (261 Boys and 103 Girls) were interviewed through structured questionnaires. The regression analysis showed that parental verbal and physical abuse negatively affects academic achievement ($\beta = -0.41, \beta = -0.32, p < 0.05$). These results highlighted how domestic violence affects pupils' academic achievement. This study helps us to understand several factors that affects the child's education and emphasizes the necessity for domestic violence treatments to improve academic success. One-way analysis of variance indicates that individuals who have witnessed domestic violence reported significantly lower academic performance.

Keywords: Abuse, violence, Parents, Education, Students

INTRODUCTION

Domestic violence is continuing physical, psychological, and sexual abuse to gain authority and control over another person Flitcraft (1996). These youngsters are more likely to exhibit internalized behaviors like anxiety and sadness and externalized behaviors like fighting, bullying, lying, and cheating. They are more disobedient at home and school and more likely to have social competence issues, including low school performance and interpersonal problems.

Many children who experience domestic abuse have no cognitive, behavioral, or emotional repercussions. Many factors reduce witnessing violence. Female gender, intelligence, financial position, and child support are these factors. Resilience studies have modest sample numbers but may reveal protective

variables that mitigate the detrimental impacts of experiencing domestic abuse Kolbo (1996).

A child's upbringing has a significant impact. Cognitive capacity, school preparation, academic accomplishment, and emotional adjustment are only a few of the outcomes in children's development that are thought to be affected by this. The family environment a Child is raised significantly impacts the child's academic success (Fantuzzo, Tighe, & Childs, 2000).

The experience of being exposed to parental maltreatment may have a substantial detrimental impact on children's academic achievement and general well-being. The presence of domestic violence within the parental relationship may impose several obstacles on children, perhaps impeding their academic achievements. Several consequences of

parental maltreatment have been seen to impact children's academic performance. Academic achievement is a key indicator of a student's overall success. Every student should be given the tools they need to succeed academically and in life; this is one of education's primary missions. Students' academic successes are tied to their unique mental and physical capacities, which are affected by various other variables. The family environment is one of the most significant influences on a child's academic performance. Since the home serves as the child's initial training ground and foundation, its environment and the interactions between the child's caregivers and siblings significantly affect the child's development in these areas and their overall behavioral and psychological upbringing (Meltzer, 2009).

A significant number of children are exposed to or witness acts of violence in their households or local communities. When children are exposed to ongoing conflict and abuse within their household, it creates a hostile and unstable environment that can adversely impact their ability to focus on their studies and perform well academically. The challenges presented by the exposure of children to violence have multifaceted consequences, including not only their physical well-being and safety, but also their psychological adaptation, interpersonal interactions, and educational attainment. The ramifications of being exposed to violence extend beyond the development of mental and behavioral issues.

According to Garbarino et al. (1991) and Ney et al. (1994), the impact of media on children encompasses their perceptions of the world and self, their conceptions of life's significance and purpose, their anticipations of future contentment, and their ethical maturation. The effect of abuse between parents on academic performance can be significant and detrimental to children. When children are exposed to ongoing conflict and abuse within their household, it creates a hostile and unstable environment that can adversely impact their ability to focus on their studies and perform well academically.

Hester (2006) an abusive family setting fosters an unstable environment marked by tension, conflict, and instability. This interruption can impair a student's ability to focus on their studies, finish assignments, and actively participate in the learning process. Children who witness or are victims of

parental abuse may miss school regularly owing to physical or emotional effects. Absenteeism on a regular basis can result in a considerable loss of educational opportunities, resulting in learning gaps and a decrease in academic performance. Prolonged parental abuse can have long-term cognitive consequences for students. Constant stress and trauma linked with abuse can decrease cognitive functions such as memory, concentration, and problem-solving skills, affecting academic performance further.

OBJECTIVES OF THE STUDY

1. To analyze the effect of abuse between parents on Academic Performance of the child
2. To explore relationship of abuse between parents and child's academic achievements

LITERATURE OF REVIEW

Children are considered to be particularly susceptible to the impact of violence due to the possible disruption it may create to their normal developmental patterns (Boney-McCoy & Finkelhor, 1995). Violence, in its first stages, may give rise to primary consequences, including the manifestation of anxiety, despair, or symptoms associated with post-traumatic stress disorder (PTSD). These main impacts subsequently engender secondary responses by impeding children's advancement in age-appropriate developmental activities. One illustration of the potential consequences of young children being exposed to violence is the manifestation of regressive symptoms, including heightened incidents of bedwetting, reduced linguistic expression, and the development of separation anxiety (Osofsky, 1995).

The consequences that being exposed to or experiencing violence at home may have on a kid can vary greatly from child to child. According to Florida P.A. (2001), children are susceptible to experiencing a diverse array of feelings, some of which may be novel and, as a result, doubly upsetting. Students are left feeling uncertain and frightened about the future as a result. A feeling of uneasiness may arise in children, which can lead to apprehension for the future. Fear of being beaten up and abandoned, as well as the possibility of experiencing trauma, is prevalent experiences that are experienced by victims. Children are likely to

develop a dread of being abused themselves if they see their parent being assaulted in front of them. According to Royal (1990), rejected children have a tendency to see themselves as the center of the world, and as a result, they believe that everything that occurs must have some connection to them. They have a sense of hopelessness and unloved Ness since their parents either argue with them or abandon them. A child who is at fault may experience feelings of guilt and humiliation if they think that they are to blame for the divorce of their parents or the violence that occurs between them because of anything the youngster said or did. He goes on to argue that children's emotional development is dependent on the connection and caring that they get from their parents and other caregivers. A youngster goes through the stages of mourning in response to the death of a loved one if there is domestic violence or a divorce.

Numerous theoretical perspectives have been proposed to explain the etiology of domestic violence. The aforementioned theories include psychological perspectives that examine the personality, qualities, and mental attributes of individuals who engage in harmful behavior, and social perspectives that take into account external aspects within the perpetrator's surroundings, such as familial dynamics, stressors, and social learning. When examining many aspects of human experience, it becomes evident that no one method is capable of encompassing all instances.

Psychological theories primarily center on the examination of personality traits and mental attributes shown by the offender. Individual characteristics include spontaneous outbursts of rage, deficient impulse regulation, and diminished self-esteem. Multiple hypotheses propose that psychopathology and personality disorders have a role in the propensity for violence, whereas childhood exposure to abuse, whether seen or experienced, may contribute to increased levels of violence in adulthood (Kalra, 1996).

Jealousy sometimes serves as a catalyst for several instances of domestic violence perpetrated against women, often arising from suspicions of infidelity or intentions to terminate the relationship. One possible explanation from the perspective of evolutionary psychology for instances of domestic violence against women is that they may be seen as male

efforts to exert control over female reproductive choices and guarantee sexual exclusivity via the use of violence or the fear of violence (Goetz, 2010). Social stress may be heightened when an individual is living within a familial context that is characterized by amplified demands and expectations. The occurrence of violence is not only attributed to stress; rather, it may be seen as a potential response to stress shown by some individuals. According to Jewkes (2002), there is a higher likelihood of domestic violence among couples living in poverty, mostly attributed to heightened levels of stress and tensions arising from financial constraints and other related factors.

METHODOLOGY

This study used a quantitative method in District Okara, Punjab, Pakistan. The first method used was stratified random sampling, which divided the population into strata and selected the location of schools in District Okara. Then simple random sampling was used to complete the sample size. Sample of the study Students N= 392 (Boys = 261, Girls = 103). This entails using a structured questionnaire to authenticate the study. The study population includes secondary school students in District Okara, Punjab, Pakistan.

RESULTS & DISCUSSION

Table 1

Demographic profile of the respondents

Variables	Frequency	Percentage
Age		
15-18	210	53.5
19-21	103	26.2
22 or above	79	20.1
Gender		
Male	261	66.5
Female	131	33.4
Residence		
Urban	102	26.0
Rural	290	73.9

Table 1 comprised the frequency and percentage distribution of the respondents' demographic variables. The table showed that the highest percentage of the respondents (53.5%) belong to the age groups of 15-18 years. The lowest percentage of the respondents (20.1%) belongs to the age group of 22 or above years. The table showed that the highest percentage of the respondents (65.5%) male. The Female percentage of the respondents (33.4%)

Table: 2
 Regression coefficient of academic Performance of Children

Variable	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Std. Error	Beta		
(Constant)	23.80	3.83		4.159	.000
Parental Verbal Abuse	-0.41	.040	.406	5.113	.001
Parental Physical Abuse	-0.32	.095	.307	2.498	.000

Table 2 comprised the results of simple linear regression analysis to predict the academic performance of children. The predictors model showed that the predictors contributed 50.6% of variance in the outcome variable ($R^2 = 0.506$) which showed that the predictors significantly included in the model. These variables are parental verbal and physical abuse. The parental verbal abuse ($\beta = -0.41$, $SE = 0.04$) significantly negatively predicted the academic performance ($p < .05$). Similarly, parental physical abuse ($\beta = -0.32$, $SE = 0.095$) also significantly negatively predicted the academic performance ($p < .05$).

Table: 3
 Analysis of variance with witness of domestic violence

		Sum of Squares	df	Mean Square	F	p
Grade point average (GPA)	Between Groups	353.084	1	353.084	1421.783	.000
	Within Groups	96.852	390	.248		
	Total	449.936	391			
Perceive academic performance compared to peers	Between Groups	106.817	1	106.817	262.529	.000
	Within Groups	158.683	390	.40		
	Total	265.500	391			
Domestic abuse between my parents has caused me stress and anxiety that negatively affect my schoolwork.	Between Groups	363.740	1	363.740	175.916	.000
	Within Groups	806.400	390	2.068		
	Total	1170.140	391			
I have difficulty concentrating on my schoolwork because of the domestic abuse in my Home	Between Groups	595.179	1	595.179	252.261	.000
	Within Groups	920.157	390	2.359		
	Total	1515.337	391			
I believe that domestic abuse has directly impacted my academic performance	Between Groups	1005.211	1	1005.211	1674.449	.000
	Within Groups	234.126	390	.600		
	Total	1239.337	391			

Table 3 comprises the results of the One-Way analysis of variance. The table shows the significant impact of witnessing domestic violence on academic performance and well-being. The table showed that the Average (GPA), Perceived academic performance compared to peers, stress and anxiety, difficulty concentrating on schoolwork, and belief that domestic abuse directly influences

academic performance are significantly different $p < 0.001$ table results also indicate that individuals who have witnessed domestic violence reported significantly lower GPAs, perceived their academic performance more negatively, experienced elevated stress and difficulty concentrating on schoolwork, and firmly believed that domestic abuse directly affected their academic achievements.

Domestic violence physical, psychological, and sexual abuse to dominate another person is a major social issue. Despite rising awareness, most domestic violence research has focused on the primary victim. However, this environment also significantly impacts children who live in abusive homes. Many youngsters are exposed to or witness violent actions in their homes or communities. When children are exposed to chronic conflict and abuse in their homes, it creates a hostile and unstable atmosphere that might impair their ability to concentrate on their academics and do well in school. Children's exposure to violence has a wide range of repercussions, including their physical well-being and safety, psychological adaption, interpersonal relationships, and academic performance. Witnessing domestic violence may have psychological repercussions on children and adolescents, including internalized and externalized behaviors, cognitive distortions, and mitigating variables. Rhea (1998) said that these kids are more disobedient at home and school, which might hurt their grades and friendships.

CONCLUSION

The study concluded that the prevalence of violence among parents is a significant issue within Pakistani context. This findings indicated a negative correlation between the frequency of parental physical abuse and children's academic achievement. The observed association between physical abuse and children's academic performance was statistically significant ($p < 0.05$), indicating that physical abuse detrimentally impacts children's academic achievement. One way analysis of variance also explain that individuals who have witnessed domestic violence reported significantly lower GPAs, perceived their academic performance more negatively, experienced elevated stress and difficulty concentrating on schoolwork and firmly believed that domestic abuse directly affected their academic achievements.

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