

Impact of Education on Domestic Violence in Relation to Economic Status with Special Reference to Paschim Medinipur District in West Bengal

Kush Hatui

Ex- M.Ed Student, Bengal College of Teacher Education (Affiliated to Baba Saheb Ambedkar University),
Chandrakona, W.B., India

Dr. Pankaj Kumar Paul

Corresponding Author & Mentor, Assistant Professor & HoD, Department of Education, Gourav Guin
Memorial College (VU), Chandrakona Road, Paschim Medinipur & Guest Lecturer, Faculty of Psychology,
The University of Burdwan, Burdwan, West Bengal, India

Abstract:

Aims/Purpose: This paper tries to make a study of impact of education on domestic violence with respect to economic status of the households in Paschim Medinipur district of West Bengal. Methodology: This study is quantitative in nature followed by descriptive survey among 200 households in Paschim Medinipur district of West Bengal. Student's t-test has been applied to examine the test of hypothesis. Findings: Significant difference in attitude exists among the households towards impact of education on domestic violence with respect to economic status. The APL type of households have the lower level of domestic violence compared the BPL level of households. Comments: Education is regarded as an important milestone of diminishing domestic violence because it enables them to face the challenges, to confront their traditional role and change their life. Proper education improves people's understanding of the world around them, making them less susceptible to the influence of others.

Keywords: Domestic Violence, Physical Violence, Psychological Abuse, Economic Status.

Introduction:

Domestic violence is defined in several ways in the medical literature. Domestic violence, as defined is the victimization of someone with whom the abuser has an intimate, romantic, or spousal relationship. Domestic violence affects men and women, as well as gay and lesbian couples. Domestic violence is a pattern of coercive behaviors used by a competent adult or adolescent to gain and retain power and control over another competent adult or adolescent. Physical aggression, psychological abuse, stalking, and nonconsensual sexual behavior are all examples of behaviors that might occur alone or in combination, intermittently or continuously. Each incident builds on the prior episode, laying the groundwork for future bloodshed. Domestic violence can take many forms.

- Physical violence can take various forms, such as attack with weapons, pushing, shoving, slapping, punching, choking, kicking, holding, and tying. Two types of physical violence have been proposed:

ARTICLE INFO

Article history:

Received: 10 November 2024

Received in revised form
25 November 2024

Accepted 31 November 2024

Citation: Hatui. K. & Paul. Dr. P. K., (2024) "Impact of Education on Domestic Violence in Relation to Economic Status with Special Reference to Paschim Medinipur District in West Bengal", *Pen and Prosperity*, Vol. 1, Issue. 2, December 2024.

periodic outbursts of bidirectional violence (i.e., mutual combat) and open terrorism, of which the “patriarchal” variety has received the most attention.

- Psychological abuse can involve physical violence, intimidation, compulsion, humiliation, false allegations, and ridicule.
- Intimate partner stalking can occur while or after a relationship has ended. 81% of women who are stalked by an intimate partner are physically attacked. A new development is psychological abuse (usually threats) expressed via the Internet, often known as cyber stalking.
- Nonconsensual or painful sexual acts, typically without protection from pregnancy or disease, might constitute sexual abuse.

Emergence of the Problem:

Domestic violence occurs when someone in the victim’s immediate family commits violence. This includes partners and ex-partners, close family members, other relatives, and family friends. The term ‘domestic violence’ refers to when the offender and victim have a close relationship. The World Health Organisation defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, or psychological harm” (WRVH). Rape, sexual assault, insult to modesty, kidnapping, abduction, cruelty by intimate partners or relatives, trafficking, dowry persecution, dowry killings, indecency, and all other offences mentioned in the Indian Penal Code are prohibited. Domestic abuse is a heinous crime that results in many fatalities. Illiteracy and economic dependence on males are among the most prominent causes of domestic violence. Male-dominated society contributes significantly to this problem.

Statement of the Problem:

Several studies have been conducted in India and overseas, however the majority of them are not systematic or complete. Against this background, the title of the current study is chosen as, “**Impact of Education on Domestic Violence in Relation to Economic Status with Special Reference to Paschim Medinipur District in West Bengal**”.

Brief Review of the Related Literatures:

Alshammari, K. F., McGarry, J., & Higginbottom, G. M. A. (2018): The analysis of these empirical studies revealed four key themes: training and educational experiences, recognition of IPV/DVA, nursing curriculum, and communication skills. Ongoing efforts are crucial to emphasize and tackle IPV/DVA within nursing education and training, enhancing nurses’ capabilities to appropriately identify and respond to IPV/DVA in clinical settings.

M. C. Black et al., 2011: Domestic violence continues to impact our communities at a distressing rate. Research shows that one in three women will encounter domestic violence at some point in their lives. Each year, women suffer approximately 2 million injuries due to domestic violence (Centers for Disease Control and Prevention, 2008).

Bent-Goodley, 2007: Women residing in underprivileged communities face the highest risk (Benson & Fox, 2004), particularly younger women aged 16 to 24 (Rand, 2009). Considering these figures, it is nearly certain that social workers will encounter individuals impacted by domestic violence.

Objectives of the Study:

The present study entails the following objectives:

1. To find out the level of attitude of APL & BPL households towards the effect of education on domestic violence;

2. To find out the difference in attitude between APL & BPL households towards the effect of education on domestic violence;

Variables of the Study:

The present study included the following variables:

Economic status (APL and BPL)

Hypothesis:

⁰H₁: No significant difference in attitude exists towards the impact of education on domestic violence according to economic status of the households.

Population:

The size of population of the present study is 650.

Sampling:

Multistage purposive sampling method has been used in the present study. The sample size of the study has been selected as 200 women respondents covering one from each household.

Table – 1: Sample Profile of the Study

District	Block	Villages	No. of Households
Paschim Medinipur	Garbeta-2	Birbandi	50
		Priyasala	50
		Tangasol	50
		Amkopa	50

Source: Field Survey, 2023-24

Description of Tools:

A self made standardized questionnaire is used for collection of primary data. Secondary information is also used to substantiate the study.

Collection of data:

The primary data has been collected from two hundred (200) households in Paschim Medinipur district of West Bengal covering Garbeta-2 block in 2023-24.

Testing of hypothesis:

Student 't' test has been used to test the hypothesis.

⁰H₁: No significant difference exists between APL & BPL family status towards domestic violence in the study area

Table -2: showing the particulars about mean, SD and t- value of domestic violence according to Economic status of the households.

Economic status	N	Mean	SD	SED	t	Level of significance
BPL	100	60.67	7.07	1.74	8.01	Significant at 0.01 level
APL	100	51.11	6.32			

Source: Author's calculation based on field survey 2023-24

From the above table it is clear that the mean scores and S.D of APL and BPL group are different. The t value of the above table is 8.01 which is larger than the table value. So the null hypothesis is rejected at 0.01 level. That means that there exists significance difference between APL and BPL type of households towards domestic violence.

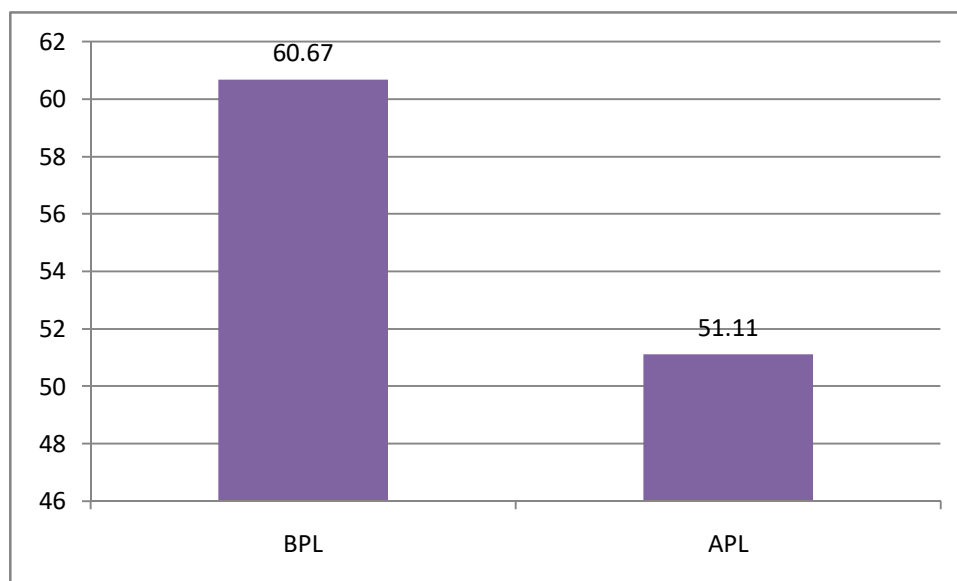


Diagram -1: showing mean values of the level of attitude towards domestic violence according Economic Status of the households

Educational Implication of the Study:

Education is regarded as an important milestone of diminishing domestic violence because it enables them to face the challenges, to confront their traditional role and change their life. Proper education improves people's understanding of the world around them, making them less susceptible to the influence of others. Proper interpretation of information requires education, as it improves knowledge. Furthermore, an educated person better understands their own and others' purpose in society, and their rights.

Suggestion for Further Studies:

The following recommendations can be made to take further research -

- Broad areas of this district and others districts can be considered for descriptive work
- The time periods can be enlarged.
- Samples size can be increased.
- The other area of West Bengal can be taken into consideration.

Conclusion:

To sum up, it can be concluded that education reflects of forging a sense of self and to create cultural symbols that resonate with personal identity via diminishing domestic violence in the society. Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Thus core values of non-violence and social justice are central to promote peace education through diminishing domestic violence in households treated as subsection of society.

References:

- Shetty, S., & Hans, V. (2015). Role of education in women empowerment and development: Issues and impact. *Role of Education in Women Empowerment and Development: Issues and Impact (September 26, 2015)*.
- Longwe, S. H. (1998). Education for women's empowerment or schooling for women's subordination?. *Gender & development*, 6(2), 19-26.
- Sundaram, M. S., Sekar, M., & Subburaj, A. (2014). Women empowerment: role of education. *International Journal in Management & Social Science*, 2(12), 76-85.
- Najmabadi, K. M., & Sharifi, F. (2019). Sexual education and women empowerment in health: a review of the literature. *International Journal of women's health and reproduction sciences*, 7(2), 150-155.
- Reshi, I. A., Sudha, T., & Dar, S. A. (2022). Women's Access to Education and Its Impact on Their Empowerment: A Comprehensive Review. *MORFAI JOURNAL*, 1(2), 446-450.
- Najmabadi, K. M., & Sharifi, F. (2019). Sexual education and women empowerment in health: a review of the literature. *International Journal of women's health and reproduction sciences*, 7(2), 150-155
- Ojobo, J. A. (2008). Education: A catalyst for women empowerment in Nigeria. *Ethiopian journal of Education and Sciences*, 4(1).