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JECAN, the official journal of Early Childhood Association of Nigeria (ECAN), presents its Volume 6 (2017). Membership of the association is open to students, graduates, practitioners and scholars of early childhood education and/or related fields in Nigeria and abroad.

All the articles that feature in this volume are those presented at the 2016 National Conference of the association held between August 15 and 19, 2016. Arrangements are on to make it possible for interested researchers to submit articles directly for publication in the journal.

It is therefore, the expectation of the Editorial Board that readers will not only find this volume a good companion in their continuous search for knowledge but also a reliable source of literature for further research activities.

Prof. Olusegun Akinbote
Editor-in-Chief

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VOLUME 6, NUMBER 1

Perceptions of Early Childhood Education Professionals on the Causes of Domestic Violence and Its Effects on Pupils' Social Development

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Abstract

Domestic violence can happen anywhere. Certain factors seem to increase the likelihood. These include the age of the mother (the younger the mother, the more likely she will become a victim), poverty and unemployment and alcohol and substance abuse. Furthermore children who live with and are aware of violence in the home face many challenges and risks that can last throughout their lives. Physical violence can range from grabbing and pushing to choking, hitting, punching, or using knives or guns. Victims may also be terrorized without being hit directly, for example by having objects thrown in their direction or smashed around them. Domestic violence is a global problem of enormous proportions. This study therefore examined the perceptions of early childhood educators (teachers) and early childhood education teacher trainers (lecturers) on the causes of domestic violence and its effects on pupils' social development. A self-designed questionnaire was used to gather information from the selected respondents. The research questions were analyzed using frequency count, percentage and mean, while the hypotheses were analysed using t-test and analysis of variance (ANOVA) at 0.05 level of significance.

Keywords: Perceptions, Domestic violence, Social development, Early childhood professionals

Introduction

Domestic violence is a global problem of enormous proportions. Children who live with and are aware of violence in the home face many challenges and risks that can last throughout their lives. Physical violence can range from grabbing and pushing to choking, hitting, punching, or using knives or guns. Victims may also be terrorized without being hit directly, for example by having objects thrown in their direction or smashed around them. Domestic violence has been one of the commonly discussed topics in schools. It is a physical force that causes destruction, which simply means extreme force or physical force that causes destruction at home or in a society.

Domestic violence, can mean several things to different people. For example, according to the World Health Organization (WHO), domestic violence is also known as Child maltreatment, and sometimes referred to as child abuse and neglect. It includes all forms of physical and emotional ill treatment, sexual abuse, neglect and exploitation that result in actual or potential harm to the child's health, development or dignity. The National Coalition against Domestic Violence asserted that domestic violence is the wilful intimidation, physical assault, battering, sexual assault, and/or other abusive behaviour as part of a systematic pattern of power and control perpetrated by one intimate partner against another. It includes physical violence, sexual violence, psychological violence, and emotional abuse. The frequency and severity of domestic violence can vary dramatically; however, the one constant component of domestic violence is one partner's consistent efforts to maintain power and control over the other. The United States Department of Justice defined domestic violence as a pattern of abusive behaviour in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. It can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. It also includes any behaviour that intimidates, manipulates, humiliates isolates, frightens, terrorizes, coerces, threatens, blames, hurts, injures, or wounds someone.

Furthermore, Brenner (2016), cited in Medscape (2016), asserts that domestic violence consists of a pattern of coercive behaviours used by a competent adult or adolescent to establish and maintain power and control over another competent adult or adolescent. These behaviours, which can

occur alone or in combination, sporadically or continually, include physical violence, psychological abuse, stalking, and non-consensual sexual behaviour. Each incident builds upon previous episodes, thus setting the stage for future violence. Domestic violence refers to the victimization of a person with whom the abuser has an intimate, romantic, or spousal relationship. Domestic violence encompasses violence against men, women and children and includes violence in gay and lesbian relationship (Barkley, 2015).

Domestic violence always includes coercive control and psychological abuse (Campbell and Lewandows, 1997). Psychological abuse may consist of name-calling, criticizing, blaming and belittling or controlling the victim's relationships, activities, or finances (Baker, Mersy and Tuteur, 1996).

Domestic violence is a serious social concern. It is also a violation of fundamental human rights. It has severe adverse impacts on physical, psychological, health and social development of children. There are also many consequences which often reflect in the lives of children who grow up in domestic violence situation. They are not limited to grave distrust in intimate relationships and a repeat of abusive patterns, with some children becoming abusive themselves or becoming predisposed to being abused, thus perpetuating a vicious cycle of abuse (CHELD, 2013). For these reasons, failure to research into this problem may result in serious emotional, behavioural, developmental, or academic problems owing to the danger domestic violence poses on daily activities and the development of children.

Children's daily activities include playing, eating and sleeping among others, and they need to interact and communicate with parents, siblings, teachers and peers as well as other members of society. As explained in Kids Matter, social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. This kind of learning is passed on to children directly by those who care for and teach them; as well as indirectly through social relationships within the family or with friends, and through children's participation in the culture around them.

Through their relationships with others and their growing awareness of social values and expectations, children build a sense of who they are and of the social roles available to them. As children develop socially, they respond to the influences around them and play an active part in shaping their relationships. Friendships and relationships with other children become more important to children as they grow and begin to learn about getting along with others. Children who learn positive friendship skills have been shown to develop better relationships with others, which benefits their mental health and well-being. This does not mean children will always want to play with others; many children like some time to do their own thing, but everyone needs a friend and the skills to be able to relate to others when they want to or need to. Hartup (1992), claims that the single best childhood predictor of adult adaptation is not IQ, not school grades and not classroom behaviour but, rather, the adequacy with which the child gets along with other children.

The socialization process of children can be seriously affected by domestic violence both at home and in school. This is supported by the study conducted by Pelton (2010), which states that being a victim of parental violence can terrorize children and significantly disrupt child socialisation. Some experts have begun to consider exposure to domestic violence as a form of psychological maltreatment. Clara (2011) avers that an abused child is more likely to end up in violent or abusive relationships as an adult, and the destructive cycle continues. Many children who grow up in a home with violence grow up to hurt their own partners or children, and pass on violence from one generation to the next. Furthermore, children from violent homes may become depressed and have low self-esteem.

Many studies have been carried out to know the causes and effects of domestic violence among children and adolescents all over the world at different points in time. For example, Sarkar (2010) carried out a research on domestic violence against adults and adolescent females in rural areas of West Bengal. He investigated factors that cause domestic violence. He claims that there is need for justified female empowerment and this calls for a multidisciplinary approach, to develop public health measures, which will most effectively address the problem of domestic violence. However, this researcher failed to find out the perception of

early childhood education professionals on the causes of domestic violence and its effect on pupils' social development. This study, therefore, examined the perceptions of early childhood education professionals on the causes of domestic violence and its effects on pupils' social development.

The general purpose of this study was to critically examine the perceptions of early childhood education professionals on the causes of domestic violence and its effects on pupils' social development. Specifically, the objectives of the study were

1. to find out the perceptions of early childhood education professionals on the causes of domestic violence among children; and
2. to investigate the perceptions of early childhood education professionals on the effects of domestic violence on pupils' social development

This study sought answers to the following questions:

1. What are the causes of domestic violence among children?
2. What are the effects of domestic violence on pupils' social development?

This study also tested the following hypotheses

H₀₁: There is no significant difference in male and female professionals' perceptions of the causes of domestic violence.

H₀₂: There is no significant difference in male and female professionals' perceptions of the effects of domestic violence on pupils' social development.

Methodology

This study was a descriptive survey that investigated the perceptions of early childhood education professionals on the causes and effects of domestic violence. It adopted a single instrument. The target populations for this study were the early childhood education professionals in Ilorin South Local Government Area of Kwara State, Nigeria. The population includes lecturers and primary one (1) to primary three (3) teachers in the study area. A total of seventy (70) early childhood education professionals were sampled. A self-designed questionnaire was used to elicit information from the respondents. The questionnaires were two; an open-ended and close-ended questionnaires. The open-ended questionnaire was administered to teacher trainers (lecturers) of Department of Early Childhood and Primary Education in the Kwara State University, Malete and the Department of Adult and Primary Education in the University of Ilorin, Ilorin. The closed-ended

questionnaire was designed from the information provided by the lecturers and administered to early childhood practitioners (primary school teachers).

Results

Research Question One: What are the causes of domestic violence?

Table 1: Causes of domestic violence

S/ N	Items	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean
1	Poverty	12(17.1)	31(44.3)	21(30.0)	6(8.6)	2.70
2	Parental ignorance	5(7.1)	23(32.4)	34(48.6)	8(11.4)	2.36
3	Aggression and transfer of aggression	23(32.9)	21(30.0)	21(30.0)	5(7.1)	2.89
4	Marital unfaithfulness	25(35.7)	27(38.6)	14(20.0)	4(5.7)	3.04
5	Drunkenness/Alcohol and drug consumption	40(57.1)	26(37.1)	2(2.9)	2(2.9)	3.49
6	Ill-temperament	30(42.9)	31(44.3)	5(7.1)	4(5.7)	3.24
7	Bad influence	27(38.6)	28(40.0)	12(17.1)	3 (4.3)	3.13
8	Children disagreement	22(31.4)	26(37.1)	16(22.9)	6(8.6)	2.91
9	Peer pressure	11(15.7)	36(51.4)	17(24.3)	6(8.6)	2.74
10	Lack of norm of morality	7(10.0)	25(35.7)	32(45.7)	6(8.6)	2.47

Weighted mean 2.897

Table 1 shows the causes of domestic violence. The respondents agreed that the following are the causes of domestic violence: poverty (2.70), aggression and transfer of aggression (2.89), marital unfaithfulness (3.04), drunkenness/alcohol and drug consumption (3.49), ill-temperament (3.24), bad influence (3.13), children disagreement (2.91) and peer pressure (2.74). However, the respondents disagreed with the following as causes of domestic violence: parental ignorance (2.36) and Lack of norm of morality (2.47).

The implication of the above trends is that early childhood education professionals believe that domestic violence is caused by poverty, aggression and transfer of aggression, marital unfaithfulness, drunkenness/alcohol and drug consumption, ill temperament, bad influence, children disagreement, peer pressure. It is also evident that the teachers do not believe that domestic violence is caused by parental ignorance or lack of morality.

From the mean comparison, it is apparent that drunkenness/alcohol and drug consumption had the highest mean, which is a numeric indicator that the early childhood education professionals believed that drunkenness/alcohol and drug consumption are a major cause of domestic violence. This, however, negates the assertion of the Michigan Judicial Institute (1998), that alcohol use, drug use, and stress do not cause domestic violence; they may go along with domestic violence, but they do not cause the violence. The institute further explained that, generally, domestic violence happens when an abuser has learned and chooses to abuse, and that domestic violence is rarely caused by mental illness, but it is often used as an excuse for domestic violence.

Research Question Two: What are the effects of domestic violence on pupils' social development?

Table 2: The effects of domestic violence on pupils' social Development

S/N	Items	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean
1	Isolation (i.e the child may be isolated from other children)	12(17.1)	30(42.9)	17(24.3)	11(15.7)	2.61
2	Bullying (i.e the child bullies other children)	29(41.4)	36(51.4)	3(4.3)	2(2.9)	3.31
3	Aggressiveness (the child exhibits aggressive behaviours towards others)	26(37.1)	33(47.1)	8(11.4)	3(4.3)	3.17
4	Children use foul language, especially the ones used by their violators	20(28.6)	29(41.4)	15(21.4)	6(8.6)	2.90
5	Children become violent, they fight and quarrel often	15(21.4)	33(47.1)	14(20.0)	8(11.4)	2.79
6	Children become extremely quiet and withdrawn from activities	10(14.3)	27(38.6)	22(31.4)	11(15.7)	2.51
7	Delinquency	9(12.9)	32(45.7)	18(25.7)	11(15.7)	2.56
8	Low self-esteem	8(11.4)	33(47.1)	20(28.6)	9(12.9)	2.57
9	Psychological repression	7(10.0)	37(52.9)	18(25.7)	8(11.4)	2.61
10	Mental problem	7(10.0)	34(48.6)	23(32.9)	6(8.6)	2.60

Weighted mean 2.763

Table 2 shows the effects of domestic violence on pupils' social development. The respondents agreed that the following are the effects of domestic violence on pupils' social development: isolation; that is the child may be isolated from other children (2.61); bullying, that is the child bullies other children (3.31); aggressiveness, that is the child exhibits aggressive behaviours towards others (3.17); children use foul language, especially the ones used by their violators (2.90); children become violent, they fight and quarrel often (2.79); Children become extremely quiet and withdrawn from activities (2.51); Delinquency (2.56); low self-esteem (2.57); psychological repression (2.61); and mental problem (2.60).

It is evident from Table 2 that it is the perception of early childhood education professionals that isolation, bullying, aggressiveness, use of foul language, violence (children become violent), children becoming extremely violent or withdrawn from activities, delinquency, low self-esteem, psychological repression as well as mental problems are effects of domestic violence on pupils' social development.

From the mean comparison, it is evident that bullying had the highest mean (3.31), which is a numeric indicator that bullying is a major effect of domestic violence. This is in line with Clara's (2011) claim that many children who grow up in a home with violence grow up to hurt their own partners or children, and pass on violence from one generation to the next.

Hypothesis One: There is no significant difference in male and female professionals' perceptions of the causes of domestic violence.

Table 3: Male and female professionals' perceptions of the causes of domestic violence

Gender	N	Mean	Std. Deviation	t	df	Sig.	Remark
Male	28	29.96	7.60				
				.995	68	.0323	Not Significant
Female	42	28.31	6.24				

Table 3 reveals the difference in male and female professionals' perceptions of the causes of domestic violence. There was no significant difference in male and female professionals' perceptions of the causes of domestic violence ($t = .995$, $df = 68$, $p > 0.05$). This implies that being a male or a female does not significantly influence professionals' perception of the causes of domestic violence.

Hypothesis Two: There is no significant difference in male and female professionals' perceptions of the effects of domestic violence on pupils' social development.

Table 4: Male and female professionals' perceptions of the effects of domestic violence on pupils' social development

Gender	n	Mean	Std. Deviation	t	df	Sig.	Remark
Male	28	29.32	7.48	1.729	68	.088	Not Significant
Female	42	26.52	6.01				

Table 4 shows the difference in male and female professionals' perception of the effects of domestic violence on pupils' social development. There was no significant difference in male and female professionals' perceptions of the effects of domestic violence on pupils' social development ($t = 1.729$, $df = 68$, $p > 0.05$). This implies that being a male or a female does not significantly influence professionals' perception of the effects of domestic violence on pupils' social development.

It is evident from Tables 3 and 4 that there was no significant difference in the perceptions of male and female early childhood education professionals on the causes of domestic violence and effects of domestic violence on pupils' social development. This implies that male and female

teachers have the same perception of the causes of domestic violence and the effects of domestic violence on pupils' social development.

Conclusion and recommendations

The effects of domestic violence on pupils' social development are so grave that they require urgent attention and intervention in order to ensure the total development of children. The government should ensure that there is public enlightenment about domestic violence from time to time so as to educate everyone and also share views about domestic violence.

Teachers should also learn how to model good and healthy relationship with their pupils and pupils should also be viewed as individuals, not as group, so as to cater for their individual differences. Teachers should take note of every child's behaviour in the school and each child should be considered. Writing of daily reports about each child, phone calls to each child's parent and home visits should be rendered by the teachers when necessary. Lastly, the government should work with the legislatures, NGOs as well as the police to enforce disciplinary measures on violators.

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