

UNIVERSITE DE YAOUNDE I

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CENTRE DE RECHERCHE ET DE  
FORMATION DOCTORALE (CRFD) EN  
SCIENCES HUMAINES, SOCIALES ET  
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UNITE DE RECHERCHE ET DE  
FORMATION DOCTORALE EN SCIENCES  
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THE UNIVERSITY OF YAOUNDE I

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POST GRADUATE SCHOOL FOR SOCIAL  
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RESEARCH AND DOCTORAL  
TRAINING UNIT FOR SOCIAL SCIENCES  
OF EDUCATION AND EDUCATIONAL  
ENGINEERING

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THE FACULTY OF EDUCATION

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***VIOLENCE AGAINST WOMEN AND IT'S  
IMPACT ON CHILDREN'S ACADEMIC  
PERFORMANCE: THE CASE OF YAOUNDE VI  
MUNICIPALITY***

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**CERTIFICATION**

This is to certify that this work titled “Violence against women and its impact on children’s academic performance in Yaounde VI Municipality” was carried by MBOME EFETI Betty (Mat: 14V3007) of the Department of Special Education in partial fulfillment of the requirements for the award of the Master’s Degree in Special Education under my supervision

.....

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## **DEDICATION**

To my dear husband, Mr. Cleytus Jumcoda Rifor.

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## ABSTRACT

This research was carried out to examine the impact of violence against women on children's academic performance. It was hypothesized that the types of violence, the causes of violence and the act of violence on women has no significant relationship with children's academic performance. The research design used for the study was the descriptive-survey design. The study was limited to two government secondary and high schools and one private secondary and high school. The simple random sampling technique was used to select a sample of 200 students from GBHS Mendong, GHBS Etoug-Ebe and Holy Infant Melen. The four-point Likert scale type questionnaire was used to collect quantitative data for the study. The Cronbach's alpha ( $\alpha$ ) coefficient of internal consistency was used to test the reliability of the instrument. The collected data was reviewed, coded and entered into the software statistical package the Statistical Product and Service Solution (SPSS). The Pearson Moment Correlation Coefficient ( $r$ ) was used to verify the hypotheses. The findings revealed that, the types of violence ( $X^2 = 14.65$ ), the causes of violence ( $X^2 = 16.93$ ) and domestic violence ( $X^2 = 11.6$ ) all have a significant impact on children's academic performance. Based on these finding, certain recommendations were made amongst which are; Government and stakeholders need to come together and have an agreement on how they will change the perspective on domestic violence which affect children and they should also seek to socializing the younger generation so they would not go in that path. Also, the implementation the laws on the perpetrators of domestic violence so they will understand that there are serious consequences for their actions. Schools need to take a general survey of children who are experiencing violence in one way or the other and they need to use children support facilities like counsellors to help them ameliorate the issues and seek to understand how it affects their academic performance. Children should be assisted by the counsellors as they face a lot of difficulties due to violence experienced within our society. In this way they will learn and perform better in their academic.

## RÉSUMÉ

Cette recherche a été menée pour examiner l'impact de la violence contre les femmes sur les performances scolaires des enfants. Hypothèse a été émise que les types de violence, les causes de la violence et les actes de violence envers les femmes n'ont pas de relation significative avec les résultats scolaires des enfants. Le modèle de recherche utilisé pour l'étude est le modèle de l'enquête descriptive. L'étude a été limitée à deux collèges et lycées publics et à un collège et lycée privé. La technique d'échantillonnage aléatoire simple a été utilisée pour sélectionner un échantillon de 200 élèves de GBHS Mendong, GHBS Etoug-Ebe et Holy Infant Melen. Le questionnaire de type échelle de Likert à quatre points a été utilisé pour collecter les données quantitatives de l'étude. Le coefficient de cohérence interne alpha ( $\alpha$ ) de Cronbach a été utilisé pour tester la fiabilité de l'instrument. Les données collectées ont été examinées, codées et saisies dans le progiciel statistique the Statistical Product and Service Solution (SPSS). Le coefficient de corrélation de Pearson ( $r$ ) a été utilisé pour vérifier les hypothèses. Les résultats ont révélé que les types de violence ( $X^2 = 14,65$ ), les causes de la violence ( $X^2 = 16,93$ ) et la violence domestique ( $X^2 = 11,6$ ) ont tous un impact significatif sur les performances scolaires des enfants. Sur la base de ces résultats, certaines recommandations ont été faites, parmi lesquelles : le gouvernement et les parties prenantes doivent se réunir et se mettre d'accord sur la manière dont ils vont changer la perspective de la violence domestique qui affecte les enfants et ils devraient également veiller à socialiser la jeune génération afin qu'elle ne s'engage pas dans cette voie. Ils devraient également veiller à socialiser la jeune génération afin qu'elle ne s'engage pas dans cette voie. Il faut également appliquer les lois aux auteurs de violences domestiques afin qu'ils comprennent que leurs actes ont de graves conséquences. Les écoles doivent mener une enquête générale sur les enfants qui subissent des violences d'une manière ou d'une autre et elles doivent faire appel à des structures de soutien aux enfants, comme des conseillers, pour les aider à améliorer leurs problèmes et chercher à comprendre comment cela affecte leurs résultats scolaires. Les enfants doivent être aidés par les conseillers car ils sont confrontés à de nombreuses difficultés dues à la violence vécue dans notre société. De cette manière, ils apprendront et obtiendront de meilleurs résultats dans leurs études.

## **CHAPTER ONE**

### **INTRODUCTION**

According to the Foretia foundation, Gender based violence refers to any act committed against the will of a human being on the basis of gender differences. Violence against women refers to any violence perpetrated on women and young girls simply because they are female. In the literature, the terms violence against women and gender-based violence (GBV) are often used interchangeably as evidence from around the world points out that violence based on gender is an issue that affects women disproportionately. Whereas men are more likely to experience violence due to conflict and crime, women are more likely to experience sexual violence and violence from individuals in their close circle (Bott et al., 2012). Article one of the UN Declaration on the Elimination of Violence against Women refers to it as ‘any act of gender base violence that results in or is likely to result in physical, sexual, psychological harm or suffering to women including threat of such acts, arbitrary deprivation of liberty whether occurring in public or in private life’. The world health organisation refers to violence as the use of physical force or power, threatened or actual, against oneself, another person or against a group or community which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation of liberty, whether occurring in public or in private life.

Violence against women is a form of violence that is very prevalent but lacks recognition as a social problem due to the fact that it is sometimes invariably accepted as a way of life. Violence takes various forms but the most pervasive is violence against women in the private sphere that is domestic violence. Domestic violence in the form of physical assault is very rampant and is compounded by societal acceptance as either a form of correction by the husband and other family members, or as a sign of love in certain cultures. It is either regarded as a private domestic matter or victims are discouraged from bringing their partners and other culprits before the law. According to Wilson (2000) in her book entitled violence against women crisis in the Eighties, the statistics are based on reported incidents of abuse obtained from police, welfare and hospital records on number of victims. Victims are often reluctant to report that they have been violated, they may fail to report because they feel ashamed of being assaulted by their husbands, they may have sense of family loyalty. This therefore raises the question, should the woman or the victim

sleep on his or her rights because they want to uphold the integrity of the family and have sense of family royalty? There is need therefore to sensitise people about their rights and the dangers which they are likely to face if they just sleep on them. This is the more reason why the draft law on Gender Based Violence needs to be urgently promulgated into law. Statistics show that 53% of women are subjected to one form of violence or another as from the age of 15. In 36% of the cases it is the husband who is the perpetrator of violence. Amongst women who are assaulted, 55% are those living in marital unions while 19% are single women.

Physical violence is a common phenomenon in Cameroon. 40% of women living in urban areas are subjected to it while those living in rural areas constitute 37%. Violence against women knows no distinction of class or status. Studies revealed that educated women suffer more violence (45 %) than uneducated women (36 %). 64 % of employed women suffer physical violence. Furthermore, domestic violence is common amongst the childless (77 %), while 53 % of those with five or more children are victims of such violence. Most female victims of violence do not seek for medical assistance. Only 10 % of those who suffer from physical and sexual violence do seek medical care while 50 % rely on their families for support. (EDS111, 2004). From the above it is evident that a specific law on violence against women is highly necessary and imperative. It is therefore important for the draft law on Gender Based Violence to be enacted as a matter of urgency.

Most researches had examined the direct impact of violence on its victims; with little attention directed to the effect that physical, emotional and sexual victimization of women and girls may eventually have on their offspring. There is evidence suggesting that women who are victimized suffer emotional and behavioural consequences that interfere with effective and nurturing parenting, which then can affect their children's development and behavior (Sedlak & Broad Hurst, 1996).

### **1.1. Background of the study**

If proper attention is not given to the issue of violence against women, it is likely to grow into a global crisis given that it is present in every country and it cuts across boundaries of culture, class, education, income, ethnicity and age. The global dimensions of this violence are alarming because it kills, tortures and maims; physically, psychologically, sexually and economically.

Unfortunately, the impact of this ill is not only felt by the woman but it extends even to the children and consequently their academic performance.

This study is an eye opener on the realities most homes in our communities are going through as far as domestic violence is concerned. It is a very complex problem given that it cuts across many areas of life, like; social, cultural, emotional, and psychological amongst other domains and for this reason attention is to be given to the problem of violence.

On March 11, 2020, the World Health Organization declared COVID-19, a viral respiratory infection, a global pandemic. Governments around the world imposed mandatory lockdowns and shelter-in-place measures to mitigate the propagation of the viral disease. The pandemic has brought to the fore of public consciousness the bitter realization that home is not always a safe space for many women, and restrictive or quarantine measures can come with increased risks for women and girls. With the social distancing measures and mobility restrictions implemented in Central America and Mexico came a significant increase in calls to domestic violence helplines. Mexico experienced a 32% jump in domestic violence calls during the lockdown. Central American countries such as Guatemala, El Salvador, and Costa Rica also reported a 9% to 30% increase in calls to police helplines.

In Brazil, reports of domestic violence increased by 40% to 50%; calls to domestic violence hotlines also increased in Argentina (40%) (Campbell, 2020). Recent empirical research based on reported crime and service call data shows compelling evidence of the impact of the lockdown on VAW. Using police calls for service logs for 15 large cities in the United States, Leslie & Wilson (2020) find that the lockdown due to COVID-19 has led to a 10.2% increase in domestic violence calls for service or 3.3 additional incidents per day on average. Mohler et al. (2020) also show a significant increase in reported domestic violence incidents in two large American cities. In Argentina, a recent paper finds a significant increase of 28% in calls to the domestic violence helpline following the mobility restrictions (Perez-Vincent et al., 2020). Population-level surveys based on reports from survivors provide the most accurate estimates of the prevalence of intimate partner violence and sexual violence. A 2018 analysis of prevalence data from 2000-2018 across 161 countries and areas, conducted by WHO on behalf of the UN Interagency working group on violence against women, found that worldwide, nearly 1 in 3, or 30%, of women have been

subjected to physical and/or sexual violence by an intimate partner or non-partner sexual violence or both. Over a quarter of women aged 15-49 years who have been in a relationship have been subjected to physical and/or sexual violence by their intimate partner at least once in their lifetime (since age 15). The prevalence estimates of lifetime intimate partner violence range from 20% in the Western Pacific, 22% in high-income countries and Europe and 25% in the WHO Regions of the Americas to 33% in the WHO African region, 31% in the WHO Eastern Mediterranean region, and 33% in the WHO South-East Asia region. Globally as many as 38% of all murders of women are committed by intimate partners. In addition to intimate partner violence, globally 6% of women report having been sexually assaulted by someone other than a partner, although data for non-partner sexual violence are more limited. Intimate partner and sexual violence are mostly perpetrated by men against women.

According to the World Health Organisation (WHO), domestic violence is a global problem affecting millions of women. In a 2005 study on women's health and domestic violence, the WHO found that 56 per cent of women in Tanzania and 71 per cent of women in Ethiopia's rural areas reported beating or other forms of violence by husbands or other intimate partners. Violence against women goes beyond beating. It includes forced marriage, dowry-related violence, marital rape, sexual harassment, intimidation at work and in educational institutions, forced pregnancy, forced abortion, trafficking and forced prostitution. Such practices cause trauma, injuries and death. In a report by the UN Population Fund (UNFPA) in 2000, the agency noted that in interviews in Africa and Asia, the right of a husband to beat or physically intimidate his wife came out as a deeply held conviction. Even societies where women appear to enjoy a better status condone or at least tolerate a certain amount of violence against women. According to United Nations Development Fund for Women (UNIFEM), domestic violence in Uganda has revealed high figures as indicated in a study carried out in eight provinces of Uganda (Prem & Essd 2003). Among the findings of that study was that 41% of women have been sexually abused, 61% of women have been physically abused one time or several times as adults and that the peak period for physical and sexual abuse is between 21 and 30 years of age. Thus, the possible implication of this is that the children who witness violence between their parents are more able to express their fears and anxieties regarding their parents' behavior. They therefore can exhibit difficulties with schoolwork including poor academic performance, not wanting to go to school and difficulties in

concentration (Wexler, 1990). Similarly, Raphaela (2005) affirm such children as constantly fighting with peers, rebelling against adult instructions and authority and being unwilling to do school work

In Cameroon like most countries around the globe, violence against women is a growing reality. In all, a good number of women in Cameroon have suffered emotional and/or sexual violence. Such violation is the manifestation of the pervasive, systematic and structural discrimination women face. However, Cameroon has ratified the recommendations of international conventions aimed at eliminating various forms of violence against women and girl children. Notable examples are the ratification of: The Universal Declaration of Human Rights of 1948; The Convention on the Elimination of all Forms of Violence and Discrimination against the Woman adopted by the United Nations in 1979; The Convention on Children's Rights adopted by the United Nations in 1989; The Vienna Declaration and Programme of Action of the World Conference on Human Rights of June 1993, and the Declaration on the Elimination of Violence Against the Woman adopted by the General Assembly of the United Nations in its Resolution 48/104 of 20th December, 1993; The Fourth World Conference on Women, Beijing, 1995; and The African Charter on Human and Peoples' Rights with special emphasis on the rights of women adopted in Maputo in 2003. At the national level, the following measures are being taken to end violence against women and girl children. The updated National Population Policy Declaration issued in 2004 includes measures to eliminate violence against women. A special ministry has been created to take care of the promotion of the status of the women and girl children-the Ministry of Women affairs was created in 1998 and later changed to the Ministry for the Protection of the Family and the Woman in 2004. The missions of this ministry include- the promotion of the status of Cameroonian women through education, improved access to credit facilities, decision making, gainful employment, prevention of all forms of discriminations and violent acts against women and girl children, the promotion of the right of women to inheritance, and so on.

## **1.2.Statement of problem**

Violence is a great ill that is affecting the whole world, this is the reason why many organisations and governments of countries are doing their best to see that it is completely eliminated. The 25<sup>th</sup> of November has been set aside as the International Day for the Elimination of Violence against Women. The home is supposed to be a place of safety and joy. Unfortunately, it is not always the



case as revealed by statistics. Many women go through traumatic experiences on almost a daily basis inflicted on them by their intimate partners. A lot has been documented on the effects this has on women but most often the effect on children seems to be undermined. As such this study is aimed at pointing out the consequences of violence against women and the impact it has on children's academic performance. Children who are victims or witnesses of domestic violence may develop physical, psychological and behavioral problems as a result of physical, verbal, psychological and other forms of violence. This is likely to affect their participation in school as they may go to school when they are too scared to learn and a good number of them may lag behind in class as well as in life due to exposure to domestic violence (Wathen, 2003).

In our African context, these acts of violence have been deeply rooted in our convictions that the husband has the right to beat up or physically harass his wife. Marriage is the union between a man and a woman and for this bond of unity to be maintained, there must be love and mutual respect but sometimes these foundations are jeopardised by violent acts perpetrated on the weaker sex (Bogat, 2006). Physical violence has a number of inconveniences among which are: bruises, severe wounds, fractures, damage of some body parts (eyes, ears and so on), strained relationship between children and parents, psychological trauma, even affects the economy of the home just to name a few. As Confucius states, "The strength of a nation derives from the integrity of the home". As such this topic 'Physical violence against married women and its impact on children's academic performance brings out those things that could threaten the integrity of a home and consequently affects the nation or society. It is a very pertinent issue that cuts across the world and as such has global consequences.

It is a very sensitive issue because if care is not taken it can sometimes lead to death. However, this research would focus on physical, emotional and sexual violence against married women, the unpleasant atmosphere it creates in the home and its impact on children's academic performance. Studies have equally revealed that victims of violence caused by intimate partners in particular, are more likely to use health services (Bonomi et al., 2006) and experience psychological trauma (Swanberg et al., 2005). Violence can also negatively impact the health of the children of victims (Agüero, 2013; Morrison and Orlando, 2004; Bogat et al., 2006). Studies have also shown an impact on the educational performance and behaviour of children of victims.

Arias (2004) finds that children of women who are victims of intimate partner violence (IPV) are more likely to skip school relative to the children of non-victims.

Violence is a burden on numerous sectors of the social system given that it affects the development of a nation. This violence against women will result in poor academic performance of the children in school.

### **1.3.Purpose of the Study**

This study seeks to investigate the impact of violence against women on children's academic performance case of Yaounde VI Municipality

### **1.4. Objective of the Research**

#### **1.4.1. General Research Objective**

- To examine violence against women and its impact on children's academic performance case of Yaounde VI Municipality.

#### **1.4.2. Specific Research Objective**

- To investigate the various forms of violence against women and on children's academic performance in Yaounde VI Municipality.
- To ascertain the causes of violence against women in Yaounde VI Municipality.
- To explore the impact of violence on children's academic performance Yaounde VI Municipality.

### **1.5. Research Question**

#### **1.5.1. General Research Question**

- What is the impact of violence against women on children's academic performance case of Yaounde VI Municipality?

#### **1.5.2. Specific Research Question**

- What are the various forms of violence against women in Yaounde VI Municipality?
- What are the causes of violence against women on children's academic performance in Yaounde VI Municipality?

- What is the effect of violence on children's academic performance in Yaounde VI Municipality?

## 1.6. Research Hypotheses

### 1.6.1. General Research hypothesis

- **H<sub>0</sub>** : There is no significant relationship between violence against women and children's academic performance in Yaounde VI Municipality.

### 1.6.2. Specific Research hypothesis

- **H<sub>01</sub>**: There is no significant relationship between types of violence and children's academic performance in Yaounde VI Municipality.
- **H<sub>02</sub>**: There is no significant relationship between causes of violence and children's academic performance in Yaounde VI Municipality.
- **H<sub>02</sub>**: There is no significant relationship between the effect of violence and children's academic performance in Yaounde VI Municipality.

## 1.7. Delimitation of the study

A wide range of women are subject to violence ranging from young girls to old women and from single to married women. However, this study would be focused on married women and their children's academic performance living in Yaounde VI Municipality and the challenges they face in their daily lives.

## 1.8. Operational definition of key terms

The United Nations defines **violence against women** as "any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

**Intimate partner violence** refers to behaviour by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviours (WHO, 2020).

**Sexual violence is** "any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in

any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part or object, attempted rape, unwanted sexual touching and other non-contact forms" .(WHO,2020)

**Academic performance:** According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1. Introduction**

This chapter presents a systematic review of literature related to violence against women and its impact on children's academic performance. A literature review is defined as review or discussion of the current published material available on a particular topic. It attempts to synthesize and evaluate the material and information according to the research question(s), thesis, and central theme(s). In other words, instead of supporting an argument, or simply making a list of summarized research, a literature review synthesizes and evaluates the ideas of others on your given topic (Christina, 2019). This review of literature aims at knowing what is being said about violence against women and children's academic performance, how these sources compare with one another, and what gaps there are in the research. The chapter presents first and foremost the introduction, the conceptual review, the theoretical framework and the impact of violence on children's academic performance.

#### **2.1.1. The conceptual review**

##### **2.1.1.1. The concept of violence**

Violence is one of the most elusive and most difficult concepts in the social sciences. Since the late 1960s there has been a considerable increase in violence in Western industrialized countries, counter to the long-term trend, and consequently the issue of violence has become the subject of much consideration, reflected in countless articles, essays and books. Yet the controversial questions remain unresolved, concerning an appropriate definition, substantive differentiation, socio-political assessment, and moral evaluation of violence. Even popular encyclopaedias present a multitude of controversial interpretations of the phenomenon, and divergent meanings of the concept, and not least present the concept of violence in a range of collocations and compounds. Public opinion polls reveal that the concept of violence is extremely diffuse (Kaase & Neidhardt, 1990), extending from physical and psychological injury, particular forms of crime and uncouth behaviour on the roads and in sports, to socio-political discrimination. We are thus left with a notion which is at best purely phenomenological, is highly selective due to the omission of significant aspects of violence, and is strongly molded by the processes of media interest. It is a fundamental ingredient of how we entertain ourselves (children's stories, world literature, and the movie industry) and an essential feature of many of our social institutions. In most parts of the

world it is notoriously common in family life, religious affairs, and political history" (Litke, 1992: 173).

Bufacchi (2005) sees violence "where everyone endeavours to destroy or subdue one another, making life solitary, nasty and short". Violence means "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either result in or has a high likelihood of resulting in injury, death, psychological harm, mal development or deprivation" (Krug et al., 2014, p.1084). This particular definition encompasses all types of violence and covers the wide range of acts of commission and omission that constitute violence and outcomes beyond deaths and injuries (Krug et al., 2014). Violence is "present when human beings are being influenced so that their actual somatic and mental realizations are below their potential realisations" (Scriver, 2005). Again, violence can also be an avoidable impairment of fundamental human needs. Apparently, in the sub-Saharan African context, the respect for human rights, which shows an inclusive environment void of violence, is more often the exception than the rule. Becoming a victim or perpetrator of violent relationships such as those with family, friends, and the community context, may occur at any place, including schools, work-places, and neighbourhoods (Krug, James, Dahlberg & Kwi, 2014). Violence is initiated by those who oppress, exploit, and fail to recognize others as persons not by those oppressed, used, and unrecognized in the process (Freire, 2005).

#### **2.1.1.2. The concept of violence against women**

Since the 1970s, largely through the efforts of victim advocates, the public and policymakers have become more informed about violence against women. Society has assumed greater responsibility for preventing and ameliorating the effects of violence against women, and it has evolved into a social, community, criminal justice, and public health issue. Given the current level of public concern and policy reform surrounding domestic violence, sexual assault, and stalking, it would be easy to overlook the fact that much of what is called violence against women today was classified in the domain of private, interpersonal relationships a few decades ago. Historically, limitations on women's activities, legal protections, and political rights were justified in terms of women's presumed delicacy and emotionalism. Men's presumed role as leader and decisionmaker in both public and private life was another important factor (Dobash and Dobash, 1979; Pleck, 1987).

Violence against women is partly a result of gender relations that assumes men to be superior to women. Given the subordinate status of women, much of gender violence is considered normal and enjoys social sanction. Manifestations of violence include physical aggression, such as blows of varying intensity, burns, attempted hanging, sexual abuse and rape, psychological violence through insults, humiliation, coercion, blackmail, economic or emotional threats, and control over speech and actions. In extreme, but not unknown cases, death is the result (Adriana, 1996). These expressions of violence take place in a man-woman relationship within the family, state and society. Usually, domestic aggression towards women and girls, due to various reasons remain hidden. Cultural and social factors are interlinked with the development and propagation of violent behaviour. With different processes of socialisation that men and women undergo, men take up stereotyped gender roles of domination and control, whereas women take up that of submission, dependence and respect for authority. Amnesty International quotes a Russian government estimate which states that ‘14,000 women were killed by their partners or relatives in 1999’.

Some of the worse forms of violence has been reported by Visaria in her study (1999), for instance, beating with sticks or iron rod, knives, utensils, blades and ladles, throwing women against objects or bashing their heads against the walls, burning of breasts and vagina. In addition, sexual assaults in the form of both hitting women in the vagina by kicking or forcing her into sexual intercourse were reported by nearly 10% of the women. Some of the women who had become victim of this form of violence indicated that injury in their private parts cannot be noticed by anyone and they would be too ashamed to talk about it to others. A couple of women also hinted that men know that their wives cannot report such punishment even to their own parents or seek medical treatment due to a sense of shame.

The home, which is supposed to be the most secure place, is where women are most exposed to violence. Violence against women has been clearly defined as a form of discrimination in numerous documents. The World Human Rights Conference in Vienna, first recognised gender-based violence as a human rights violation in 1993. In the same year, United Nations declaration, 1993, defined violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to a woman, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life”. (Cited by Gomez, 1996)

### **2.1.1.3. The concept of the physical violence**

The importance and centrality of measuring direct physical violence in the measurement and analysis of violence is well recognized and widely debated (Walby et al., 2016). Physical violence is clearly of utmost importance, yet is not the whole story; indeed, some victims/survivors of ‘domestic violence’ and gendered interpersonal violence report non-physical, psychological, emotional and other forms of non-(directly) physical violence may be more impactful (Herman, 2015). Such issues echo longstanding debates on gender violence(s), direct physical violence and other non-physical or less directly physical violence, for example, representational, psychological, coercive control, and link back to debates on representational violence, and especially pornography. An analysis of the legal and socio-economic and political status of women in Cameroon shows the link between the high levels of violence against women in Cameroon and their low status in all aspects of life. Besides the fact that laws relating to women’s legal status reflect social attitudes that affect the human rights of women, such laws often have a direct impact on women’s ability to exercise those rights, UN Committee against Torture (2000).

Physical violence as well as explicit forms of aggression are used by the more powerful in the household as methods to ensure obedience of the less powerful and therefore related to power dynamics in a household. At every stage in the life cycle, the female body is both the objects of desire and of control (Thapan, 1997). Domestic violence includes not only inter-spousal violence, but also violence perpetrated by other family members. Generally, an important part of the power relationship between spouses and their families relates to dowry and its ramifications (Karlekar, 1995). There is a wide societal tolerance for wife-abuse, which is very often even considered justifiable under certain circumstance: Disputes over dowries, a wife’s sexual infidelities, her neglect of household duties, and her disobedience of her husband’s dictates are all considered legitimate causes for wife-beating. It is only when the torture becomes unbearable or death appeared imminent that most women appeared willing to speak out (Karlekar, 1995). Domestic violence includes, harassment, maltreatment, brutality or cruelty and even the threat of assault - intimidation. It includes physical injury, as well as “willfully or knowingly placing or attempting to place a spouse in fear of injury and compelling the spouse by force or threat to engage in any conduct or act, sexual or otherwise, from which the spouse has a right to abstain”. Confining or detaining the spouse against one’s will or damaging property are also considered as acts of violence (Bedi K, 1999). Physical violence sends a clear message to the victim from the perpetrator: “I can



do things to you that you do not want to happen.” Such violence demonstrates differences of social power, or may intend to promote particular demands through coercion

Domestic violence in Cameroon is a pervasive problem. A 2004 study found that, of 2,570 women, 995 (38.7%) reported physical violence and 381 (14.8%) reported sexual violence.<sup>37</sup> These data match more recent statistics, including a study from Douala-based La Maison des Droits de l’Homme that approximately 39 percent of Cameroonian women suffered from physical violence in 2008.<sup>38</sup> These numbers indicate that little has been done to stem the epidemic of domestic violence in Cameroon in recent years. The vast majority of victims are female: 92% of domestic violence victims in Cameroon are women. During the period from 2006 to October 2008, the country’s decentralized services and specialized technical units recorded 12,680 cases, including: 3,680 cases of physical violence against women (beatings) and 2,500 cases of psychological violence (serious verbal abuse), UN Women (2008). Cameroon’s Penal Code does not specifically criminalize domestic violence.<sup>40</sup> Victims are thus left to rely on the general assault provisions in the Penal Code, which address murder (Articles 275 and 276), grievous harm (Article 277), assault causing death (Article 278), assault causing grievous harm (Article 279), simple harm (Article 280), failure to assist women abandoned by their husbands (Article 282), and assault of a pregnant woman (Article 338).

According to some researches, this form of abuse is the most common that happen domestically, and it is easy to identify due to the temporal or permanent damage it leaves on the victim physically. A research by Ali et. al, (2014) to determine domestic violence among women in Eastern Sudan indicates that among 1009 women sampled for the survey, physical abuse was the most common form of abuse among women, with 33.5% of the victims experiencing physical abuse. Among these women, 53% and 47% experienced moderate and severe form of injuries respectively. To determine the prevalence and predictors of domestic violence among pregnant women in southeast Oromia; Ethiopia, it was found that physical abuse was the most prevalent among women sample for the study with 44.1% of women being abused physically (Yohannes et al., 2019). Physical abuse can further be described as the situation where physical force is used against another person including forcible confinement or detention of a person and the deprivation of access to adequate food, water, clothing, shelter, rest, or subjecting someone, in this case a woman, to torture or other cruel, inhuman or degrading treatment or punishment (Domestic

Violence Act of Ghana, 2007). According to Dutton (1992), physical abuse is any behaviour that is intentionally used to force one against his or her body that poses risks, physical injury, harm, and/or pain. Action Aid Ghana (2007), in their study in the Northern Ghana reported that physical abuse was predominant. It was also reported that physical assault of wives by their husbands came up as the most common type of abuse. Kaur and Garg (2010) in their research in a rural community in India found that physical violence was a major cause of concern among women even during pregnancy. In addition, it is reported that one in every three women in Ghana have experienced physical violence through slaps or the use of belts, beating by their current or previous husbands (Gender Studies and Human Right Documentation Center, 1991). Coker-Appiah and Cusack (1999) reported in a study conducted in Ghana that 33% of the women interviewed admitted that they had either been beaten, slapped or physically punished by their current husbands.

#### **2.1.1.4. The concept of verbal violence**

Many cultures have sayings or expressions that state that words are harmless: there is a long tradition that teaches us to ignore verbal attacks. However, when these attacks become regular and systematic and purposefully target our sensitive spots, the object of these attacks is right to consider themselves subjected to verbal abuse. One who is verbally abusive will especially aim at hurting with words and tones. Verbal abuse can include issues that are person-related, such as put-downs, it can be anything that one is especially emotional about. It can be an important person, one's religion or ethnic identity. It can also be something that one is ashamed of whether it is justified or not, whether it is the product of internalised oppression or personal conviction.

According to Ganley, Anne L. (1998) verbal attacks and humiliations, including repeated verbal attacks against the victim's worth as an individual or role as a parent, family member, friend, co-worker, or community member. In domestic violence, verbal attacks and other tactics of control are intertwined with the threat of harm in order to maintain the perpetrator's dominance through fear. While repeated verbal abuse is damaging to partners and relationships over time, it alone does not establish the same climate of fear as verbal abuse combined with the use or threat of physical harm. Verbal violence may also include humiliating the victim in front of family, friends or strangers. Perpetrators may repeatedly claim that victims are crazy, incompetent, and unable "to do anything right." Not all verbal insults between partners are acts of violence. In order for verbal abuse to be considered domestic violence, it must be part of a pattern of coercive behaviours in

which the perpetrator uses or threatens to use physical force. Other times the verbal abuse is related to the background of the victim, such as religion, culture, language, (perceived) or traditions. Depending on the most emotionally sensitive areas of the victim, abusers consciously target these issues in a way that is painful, humiliating and threatening to the victim.

#### **2.1.1.5. The concept of psychological violence**

All forms of violence have a psychological aspect, since the main aim of being violent or abusive is to hurt the integrity and dignity of another person. Apart from this, there are some forms of violence which are communicated through conducts that cannot be placed in the other categories, and therefore can be said to achieve psychological violence in a 'pure' form. This can include isolation or confinement, withholding information, disinformation, and threatening behaviour. Other forms of psychological violence include; sarcastic remarks in the presence of outsiders, imposing severe restrictions on freedom of movement, totally ignoring the wife in decision-making processes, making frequent complaints against her to her parents, friends, neighbours, and kin much to the embarrassment of the wife. Some of the reasons given by the women were financial matters, behaviour with in-laws, back-biting, talking to any male without the liking of the husband, asking for money, preventing him from drinking and husbands personality traits, Visaria (1999). Also, perpetrators often try to control victims' time, activities and contact with others. They gain control over them through a combination of isolating and disinformation tactics. Isolating tactics may become more overtly abusive over time, Ganley, A. (1998).

#### **2.1.1.6. The concept of sexual violence**

This means any act, which violates the sexual freedom of any member of the family unit through the use of force, intimidation, coercion, blackmail, deception or any other procedure, which prevents or limits free will. Sexual abuse involves forcing a partner to have sex or engage in specific acts, grabbing or molesting a partner, criticizing a partner's sexual performance or withholding sex, Sexual abuse may also include any unwanted sexual intimacy forced on one individual by another. It may include oral, anal or vaginal stimulation or penetration, forced nudity, forced exposure to sexually explicit material or activity or any other unwanted sexual activity (Dutton, 1994). The term 'sexualised' is increasingly used to stress an important aspect of this type of violence, namely that of using sexuality as a terrain for attack is merely another tool to inflict damage. Sexual violence entails several forms of non-consensual sexual acts, including unwanted

comments, kissing, touching sexual parts of the body, forced masturbation, attempted rape and rape (Berlo & Ploem, 2018). These actions of a sexual nature are deemed to be against a person's will and without their consent, commonly conceived as rape and seen as completed or attempted penetration of some kind (Lisak et al., 2010; Basile & Smith, 2011).

Coker Appiah and Cusack (1999) reported that the most common form of rape is when the perpetrators know the victim. The authors concluded that 93% of women who have experienced sexual violence in Ghana knew the perpetrators. Culturally, women are not to deny their spouse of sex since it is assumed as the husband's right to demand for sex. Therefore, if the spouse forces her for sex it is regarded as being in the right direction. When the women were interviewed, 33% of them reported that they have experienced forced sex against their will at a point in their marriage.

Sexual violence includes many actions that are equally hurtful to every victim examples include; rape (sexual violence including some form of penetration of the victim's body), marital rape and attempted rape. Other types of forced sexual activities include being forced to watch somebody masturbate, forcing somebody to masturbate in front of others, forced unsafe sex, sexual harassment, and, in the case of women, abuse related to reproduction (forced pregnancy, forced abortion, forced sterilisation). Some forms of sexual violence, which are related to the particular victim's personal limits, are more typical of the private sphere: the perpetrator violates these limits on purpose, such as date rape, forcing certain types of sexual activities, withdrawal of sexual attention as a tool of punishment, forcing the other to watch and sometimes to imitate pornography.

#### **2.1.1.7. The concept of socio-economic violence**

Perpetrators control victims by controlling their access to all of the family resources: time, transportation, food, clothing, shelter, insurance, and money. He may actively resist the victim becoming financially self-sufficient as a way to maintain power and control. Conversely, he may refuse to work and insist that she support the family. He may expect her to be the family "bookkeeper," requiring that she keep all records and write all checks, or he may keep financial information away from her. In all instances he alone makes the decisions. A research conducted by Basar and Demirci (2018) to determine domestic violence against women in Turkey indicated that out of the women exposed to domestic violence, 67.9% were likely to be abused emotionally and in actual sense, women's low social status in Turkey, patriarchal system and low level of

education of both spouses were all contributing factors to rising domestic violence. Victims are put in the position of having to get “permission” to spend money on basic family needs. When the victim leaves the battering relationship, the perpetrator may use economics as a way to maintain control or force her to return: refusing to pay bills, instituting legal procedures costly to the victim, destroying assets in which she has a share, or refusing to work “on the books” where there would be legal access to his income. All of these tactics may be used regardless of the economic class of the family, Ganley, A. (1998). This form of violence can be both a means to make the victim more vulnerable to other forms of violence, but can also be the reason why other forms of violence are inflicted. Whereas world economic figures clearly show that one of the results of neo-liberal globalisation is the feminisation of poverty that is making women generally more economically vulnerable than men, economic vulnerability is a phenomenon that exists on a personal level as well. It has been recognised in a vast number of abusive relationships. At the same time, a woman’s better economic status in a relationship does not necessarily eliminate the threat of violence because this can also lead to conflicts about status and emasculation in abusive relationships. Most typical forms of socio-economic violence include; taking away the earnings of the victim, not allowing them to have a separate income ‘housewife’ status, working in the family business without a salary, or making her or him unfit for work through targeted physical abuse. It can include denial of access to education, the denial of access to services, exclusion from certain jobs, the denial of the enjoyment and exercise of civil, cultural, social and political rights. This in return gives a person with a tendency to be abusive in his relationships the chance to act without any fear of losing his partner

## **2.2. Concept of academic performance**

In literature, it has been asserted that, children who are victims or witnesses of domestic violence may develop physical, psychological and behavioural problems as a result of physical, verbal, emotional and other forms of violence. This may affect their participation in school as they may go to school when they are too scared to learn and a good number of them may lag behind in class as well as in life due to exposure to domestic violence. The short-term and long-term emotional and physical aftermath of domestic violence may affect pupil’s school attendance, academic performance, and behavioural patterns both in school and class participation. This is because domestic violence in context to the child’s performance affects his/her reaction to life situations and level of performance (Rossman 2001; Wathen 2003; Osofsky 2003; Lundy and Grossman

2005; Bogat, Dejonghe, Levendosky, Davidson and Von, 2006). Parent's socio-economic condition, which includes parents' academic and professional qualification, revenue and occupational affiliation, is also associated with academic gain of students. The results of many studies confirmed that academic achievement of students is contingent upon parent's socio-economic condition. So the students belonging from higher social economical backgrounds will perform better than other students associated with low social economic backgrounds. "Social and economic status of student is generally determined by combining parents' qualification, occupation and income standard" (Jeynes, 2002). Among many research studies conducted on academic achievement, it is not very surprising to observe that Socio-economic status is one of the main elements studied while predicting academic performance. Graetz (1995) conducted a study on socio-economic status of the parents of students and concluded that the socio-economic background has a great impact on student's academic performance, main source of educational imbalance among students and student's academic success contingent very strongly on parent's socio-economic standard.

### **2.3. Theoretical Framework**

The study was based on a number of theories amongst which are; psychoanalysis and behavioural theories, social learning theories and the identity theory of symbolic interaction. Sigmund Freud's psychoanalysis theory assumes the biological, sexual and moral femininity of women and enunciates that this scientific theory of femininity powerfully reinforces age old prejudices and continues to influence individuals and male-female relationships even today. This assumption was evident of his well-known description of the phenomenon of penis envy. At about 4 years, Freud theorized that boys and girls make an important discovery: boys have a penis, and girls don't. Thus they react differently. Boys assumed that little girls are inferior to them- an assumption that persists throughout later stages of development. Girls on the other hand are envious. They devalue themselves and all other women (Lamanna, 1988). This theory can explain why male partners in marriage as a sign of male dominance perpetrate domestic violence over the women. This dominance of one spouse can directly or indirectly influence their children) in various aspects of their lives. Overall boys tend to be more reactive and more aggressive than girls in disturbed families. This explains why more boys run away from home during such circumstances. They are more likely to be witnesses or participants in parental confrontations. Adolescents are affected by their parent's strives, although they assume some level of psychological independence, the fact

that they come from households where there is domestic violence can develop academic as well as social problems.

According to the Social Learning Theory of Albert Bandura (1925-1986), observational learning is also vicarious learning (Bandura, 1977). Bandura called the process of social learning; modelling and provided four conditions, namely; attention, retention, motor reproduction and motivation. The theory's central concept is reciprocal determinism, whereby the interacting factors in learning are both cognitive and environmental, acting on the learner's behaviour (Bandura, 1977). These determine not only the individual's emotional reactions but also his/her beliefs, expectations and behavioural manifestations (self - efficacy). To Bandura, learning is coping, modelling, observing and initiating but with some awareness of what is involved. The observational learning requires continues reciprocal interaction between cognitive, behavioural and environmental factors – Reciprocal Determinism Model (Bandura 1977). Observation is very important for students and critical for their stimulation. Bandura (1977) states that in observational learning, the learner learns by observing others. Social learning theory demands teacher guided facilitation of students' interaction in cooperating learning. In this way, students' ability to retain information through social interaction is strengthened as they engage in cooperative learning with peers. According to the social learning theory, patterns of domestic violence may arise from learned behaviour (Farmer, 1979). There are millions of children growing up watching regular examples of violence before them in which they could learn one kind of behaviour or the other and use it in their own lives.

Social learning theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioural change, (Muro & Jeffrey 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviours of others, people develop similar behaviours. After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour. According to Bandura, imitation involves the actual reproduction of observed motor activities (Bandura, 1977).

This theory is relevant to this study in that, both common sense and international studies show that witnessing the abuse of one parent by another results in serious psychological harm to children.

Often, children and young people present during an act of spousal abuse will also be injured, sometimes by accident and sometimes because they try to intervene. Young men often commit criminal offences against the abusive parent mostly fathers in order to protect their mothers and siblings. Children regularly become the victims of a revenge of the abuser on the mother and all these tend to play on their academic performance.

Bandura (1997) proposes only a single internal principle comprised of three interacting elements. This principle is termed triadic reciprocity. Some scholars in the area of SLT like Betz, 2007, and Green & Peil, 2009 supported Bandura view of triadic reciprocity and define human behaviour as a triadic, dynamic, and reciprocal interaction of personal factors, behaviour, and the environment. On a closer observation, these three fundamentals work in a reciprocal nature as represented on the figure below

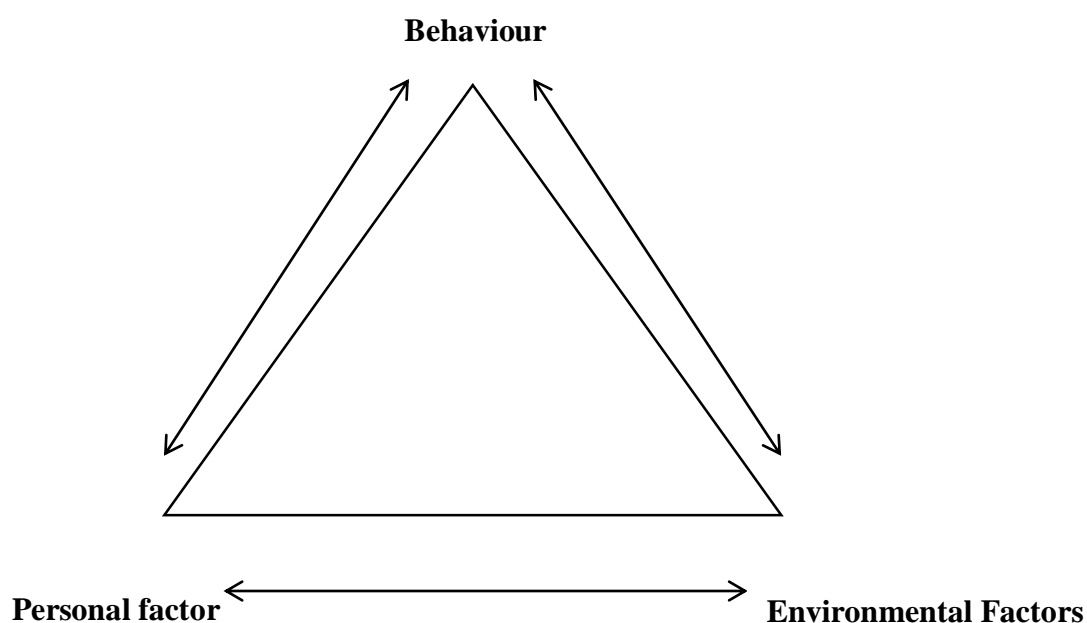


Figure 1: cognitive, affective and biological event

**Source:** Bandura (1997)

### 2.2.1. Bandura's concept of triadic reciprocity

Based on the above concept and in relation to this work, the personal factors which can be viewed as the cognitive ability of individuals, environmental factors such as social and cultural aspects and behaviour that is, actions interact and determine each other. Children generally learn through



observing, imitating and moulding behaviour. As such children who grow up in abusive environments may grow up reciprocating aggressive behaviors and manifesting violent tendencies even in the school milieu. Given that environment affects children's education, it is important to note that an important aspect of environment in relation to personal factors and behaviour is that we are what we are because of our environment.

The identity theory of symbolic interaction by Peter Hall (2016), "Symbolic interaction is a theoretical perspective that has roots in pragmatism with its emphasis on activity, processes, and dissolving dualisms." In this sense, symbolic interaction is the idea that people find importance based on the interactions that they have with the environment. The identity theory, formulated by Henri Tajfel and John Turner in 1979, argues that the meanings that people give themselves develop from the roles that they fulfil. This theory argues that people divide their world into an in-group and an out-group, and might "discriminate against the out-group, thus enhancing their self-image" (McLeod, 2008). This clear division can contribute to violence against those seen as "other". The interest-group theory, developed by Thorsten Sellin (1938), is a type of conflict theory. In this framework, Sellin suggests that during periods of rapid social change, violence occurs because groups with different norms and values come closer together. In interest-group theory, violence consists of acts between groups with differing norms to assert power over another group. The cause of violence in this theory would be an attempt to maintain the norms of each group, even when they conflict with other groups. Identity theories and interest-group theories have a lot in common. One similarity is the fact that both differentiate and discriminate against those seen as "other" using in-groups and out-groups. Another similarity is the idea that the values and norms of the group are of greater importance than individual ideologies. Identity theory posits the idea that labeling oneself into a group places a great importance on these groups and consequently, shapes the way that a person views them-selves. In interest-group theory, the values and norms of the group act as the ultimate determinant in conflicts with other groups, even if an individual does not always believe in those ideals. Another similarity is the idea that in both identity and interest-group theories, an individual is likely to believe the group norms and values at a greater level the more entrenched they feel in the group.

Identity theory comes up in many places, be it a student who feels the need to constantly be in the library because that is what a "good student" does, or a police officer who becomes violent when

they are not at work because the violent activities of their job generalize to their home life. Police and correctional officers are some of the strongest examples of identity theory. Officers, even those who, like Shane Bauer (2018), at the beginning of the job, feel that they have no proclivity for violence, have a stronger tendency to be domestic abusers. For their job, officers maintain a tough, macho attitude. They feel that they must use violence, be it tackling an assailant or, in some severe cases, using their guns or teasers to minimize threats. Police officers label themselves as such, and thus, the violence that is admirable in their line of work begins to integrate itself into their personal lives. As this label grows into a stronger part of their identity, so too does the violence that comes with it. Because of this, it is not uncommon for officers to begin to use this violence against partners, some. The current study examined the identity and interest-group theories in the context of domestic violence haven established that violence is a learned behaviour and something that can be controlled by alleviating factors such as negative labels or negative socialization involved in these theories. This theory is very applicable to domestic violence because people who view themselves as violent or appear violent to others are more likely to act in violent manners.

### **2.2.2. Causes of violence against women**

The causes of violence against women or domestic violence are numerous and varied

Psychological theories focus on personality traits and mental characteristics of the offender. Personal traits include sudden bursts of anger, poor impulse control, and poor self-esteem. Various theories suggest that psychopathology and other personality disorders are factors, and that abuse observed or experienced as a child lead some people to be more violent in adulthood (Kalra, 1996).

Also jealousy has resulted in many cases of domestic violence against women. When the spouse is either suspected of being unfaithful or is planning to leave the relationship. An evolutionary psychology explanation of such cases of domestic violence against women is that they represent to male attempts to control female reproduction and ensure sexual exclusivity for him through violence or the threat of violence, (Goetz, 2010).

Stress may increase when a person is living in a family situation, with increased pressures. Violence is not always caused by stress, but may be one way that some people respond to stress. Couples in poverty may be more likely to experience domestic violence, due to increased stress and conflicts about finances and other aspects (Jewkes, 2002).

The level of Resource Command also plays a great role in violence against women. According to the theory, the more resources- social, personal, and economic a person can command, the more power he/she can potentially call on. In contrast a person with little education, low job prestige and income, or poor interpersonal skills may use violence to compensate for a real or perceived lack of resources and maintain dominance. Financial difficulties in a household are known to have the man in a relationship react violently with feelings of inadequacy. Since men feel that arranging for adequate finances is their responsibility, failing to do so cuts a man to the quick. He responds to this with a desperate attempt at reassertion of authority with violence. (Farmer, 1979 and Madhurima, 1996).

Madhurima (1996) asserts that subculture of violence is a sociological theory explaining that there is a subculture of violence in which some groups within society hold values that permit and even encourage the use of violence. In such societies “Who loves well punishes well”. Family violence will occur more frequently in violent societies than in peaceful ones. These could be viewed in line with the following: Gender Inequality Syndrome. The feminist theory views violence as a manifestation of the patriarchal structure in our culture, which is reflected in the patterns of behaviours and attitudes of individuals, that is, violence rather being an individual psychological problem, is instead an expression of male domination of females (Denmark, Krauss, Halpem & Sechzer 2006 and Davies, 1994). These authorities assert that origins of violence are located in the social structure and the complex set of values, traditions and beliefs which relate to gender inequality. Norms embody values, social practices, and gender roles which create sexist attitudes giving rise to inequality between men and women. This inequitable organization is one of the fundamental factors in the high domestic violence worldwide. Thus the feminist theory looks at the institution of patriarchy and argues that battering mirrors male power and control over females. Women’s experiences are often described as inferior because male domination influences all aspects of life.

The association of alcohol and violence is well documented. Drug and alcohol abuse as echoed also by Farmer (1979) and the domestic violence pamphlet may be a precursor to domestic violence. Substance abuse leads to out-of-control behaviour. It seems that some men are changed into irrational friends by drink. However, many researchers generally do not consider drug and alcohol abuse to be the cause of violence they find that it can contribute to accelerate or increase

aggression. Thus alcohol and drug abuse may or may not be a direct cause of domestic violence. Farmer goes further to point out that poor communication skills and lack of respect for other partner leads to domestic violence.

Cultural explanations include impact of polygamy, infidelity, the power of the extended family over the married couple, and the almost universal institution of bride price as underlying the widespread abuse of wives. Violence is also said to be initiated by jealousy. Sexual jealousy can elicit violence in both sexes (Farmer, 1979). When a wife is seen as challenging her husband's authority and prerogatives by inquiring about his extra-marital involvements it results into her abuse. On the hand, in traditional African society a married woman would have minimal contact with men other than her husband but this is much less possible today, especially when woman works. Yet tradition- minded husbands feel threatened by interaction between their wives and other men and may act out violently because of that threat imagined or real. Other commonly reported causes of arguments that escalate to violence are disputes about the husband's traditional economic obligations to his extended family, now seen as a direct threat to the economic survival of the nuclear household.

According to the social learning theory, patterns of domestic violence may arise from learned behaviour (Farmer, 1979). There are millions of children growing up watching regular examples of violence before them in which they could learn one kind of behaviour or the other and use it in their own lives.

Again, Rada (2014) observes that in Romania the use of violence as a form of discipline or instruction for children and women remains a significant problem with a higher rate of intimate partner violence than other developed countries. It was established that, 35% of the respondents witnessed parental abuse during childhood and 53.7% were victims of family violence while psychological violence against women was the most common form of violence (45.1%). To investigate whether domestic violence was a risk for children ending up on the street of post-war in South Sudan, it was found that domestic violence including physical aggression between parents and physical punishment of children as well as alcohol problems of parents were found to be associated with children working and sleeping in the streets of South Sudan (Ndoromo et al., 2017).

Some men especially those in cohabitational unions do not attach value to their women well knowing that they can always replace them. They treat their spouses in a rough manner, their

concern being the mere fulfilment of society's expectation of a man to have a woman in his house. And some men always say that "the home of the man never disintegrates if one woman goes, he can gear another one". To this the women pressurize their men into wedding which the men are not ready for and therefore does not stop incidents of domestic violence (Elizabeth 2000).

Lack of communication by way of dialogue and discussion between spouses. Some partners express their dissatisfaction through physical violence without waiting to get explanations from their wives. In such instances the male physical strength is what legitimates violence over the weaker female (Connie 2004). 11 It is clear that the unbalanced gender power relations sustain and legitimize domestic violence by maintaining that the man is always right. Some religious beliefs such as Muslim wives submit yourselves to your husband, the head of every woman is a man thus manifesting why men feel the way they do over their wives which attitude has less to quite a number of women living miserably.

In case of women, they face forced continuous reproduction. If they mention use of contraceptive, the men want to beat them up. Like there is one incidence where a man told his wife to leave if she was tired of bearing children because she was good for nothing else. It is therefore clear from this response that, some men consider it to be their natural right to solely make decisions on the number of children their wives should have. The women comply to this social construction and continue to endure this form of violence due to fear of replacement (Denis 2007).

### **2.2.3. Effects of violence against women on children's academic performance**

Children in families experiencing domestic violence are more likely than other children to exhibit signs of depression and anxiety; higher levels of anger and/or disobedience; fear and withdrawal; poor peer sibling, and social relationships; and low self-esteem.

Children exposed to domestic violence are more likely than their peers to experience difficulties in school and with concentration and completion; score lower marks on assessments of verbal, motor, and cognitive skills; lack conflict resolution skills; and possess limited problem-solving skills. Children exposed to domestic violence also are more likely to exhibit pro-violence attitudes.

Looking at the implication of this act on homes, McDonald, Ernest and Suhasini (2006); Jaffe, Wolfe and Wilson (1990) and Edelson (1999) also observed that, conflict between parents frequently affects their young children. Children who witness marital violence face increased risk

for such emotional and behavioural problems as anxiety, depression, poor school performance, low self-esteem disobedience, nightmares and physical health complaints. However, McCloskey, Figueredo, and Koss (1995) and Edelson (1999) stressed the point that, such children also are more likely to act aggressively during childhood and adolescence. Some researchers have also found that children whose mothers were abused by their partners have intelligence quotients (IQs) lower than usual (Seimeniuk et al. 2010 and BBC New Education, 2003). In the same vein, Anikweze (1998) identified violence as a threat to adolescent's well-being. The adolescent may become socialized in violent behaviour. He or she may become confused and angry. The anger may become directed towards either parents or other children. They may become aggressive, becoming troublesome at home and in school. Children who live in households with domestic violence are said to be at higher risk for maladjustment than children who do not live with such violence. In the light of the above, Domestic violence is widely perceived as a social malady that is threatening the stability, psychological development and academic performances of children in our societies.

Domestic violence may result in lacerations, bruises, and other more severe physical injuries, including miscarriages in the case of pregnant women. It also causes long-term psychological damage: victims often suffer from low self-esteem and many blame themselves for their treatment. It is common for victims to find themselves unable to leave their attacker, both for psychological reasons and because of the difficulty in finding alternative accommodation. In a number of well-publicized, extreme cases this situation has resulted in the killing of the abuser by the victim (Jane de Gay 2000). When a child is with bruises he or she can't concentrate as his or her fellow classmates laugh at her/him.

Gilbert Omeda of African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPACAN) New vision October 6 2010) said most children have taken to street life as a result of child labour which includes among others domestic violence, sexual harassments or outright neglect by parents or guardians, most children think it is better to be on streets than face the mistreatments at home.

## **CHAPTER THREE METHODOLOGY**

### **3.1. Introduction**

This chapter describes the methodology used for the study and it will equally specify the method that was used to specify the method that was used to estimate the variables. The term methodology refers to “the systematic and logical study of the principles guiding scientific and philosophical investigation” (Ghauri et al., 2002: 425). Methodology is equally defined as a system of explicit rules and procedures on which research is based and against which claims of knowledge are evaluated (Blumburg et al., 2005). The methodology used in this study will begin by presenting the research design, area of the study, population of the study, sample and sampling techniques, ethical considerations development of instruments, reliability of instruments, method of data collection and method of data analysis.

### **3.2. Research design**

As stated by Zikmund (2003), a research design has two meanings. Firstly, a research design can be defined as the preparation of any systematic research from the first to the last step. It is thus a plan to direct the researcher in gathering, analysing and interpreting observed data. Very often this process is described as research management and planning. Secondly, research design can be more specifically defined as the specification of the most relevant operations to be performed in order to test specific hypothesis under given conditions.

This study therefore followed descriptive-survey design based on the principles of the quantitative and qualitative design. The researcher adopted descriptive survey design with intention of ensuring that situation is fully described in order to acquire more substantial and reliable information about violence against woman and its impact on children’s academic performance.

The descriptive survey design was used to identify variables, collect responses from respondents and examine relationships among them. However, this design did not change or manipulate variables. Major forms of this research, descriptive-survey design, were relationship studies between two variables namely independent and dependent variables (Ary, Cheser, & Sorensen, 2010). The study used instruments such as questionnaires and documentary analysis to gather information from groups of individuals. The main purpose was to describe and represent the existing conditions and situation. ”.

### **3.3. Area of study**

The study was limited to some selected government and private schools in the Mfoundi Division precisely in the Yaounde VI subdivision. Yaounde VI is a subdivisional council of the Yaounde Urban Development Council found in Mfoundi Division of the Centre Region of Cameroon. Yaounde VI has Biyem Assi as head quarter and counts seventeen (17) neighborhoods and two (02) markets. Yaounde VI covers a total surface are 22.2km<sup>2</sup> with a population of 268428 inhabitants and a density of 12091 inhabitants/km<sup>2</sup>. It extends from the Centre to the South West of the town, to the North West by Yaounde III and south East of Yaounde VII. The Mingosso River constitutes the South West limit and is the boundary with Mbankomo. To the North by River Abiergue and the urban forest n° 2 for her limits with Yaounde II, (Yaounde VI subdidvisional council archive, 2021).

The schools selected to carry out this study were Government Bilingual High School (GBHS) Etoug Ebe, Government High School (GBHS)Mendong and Holy Infant Melen all found within the boundaries of Yaounde VI. The choice of the schools was based on their proximity and accessibility to information and data collection. Also the inclusion of a private school to the sample was to avoid any form of bias. Choosing only government schools would have made our sample not to be representative thus bias.



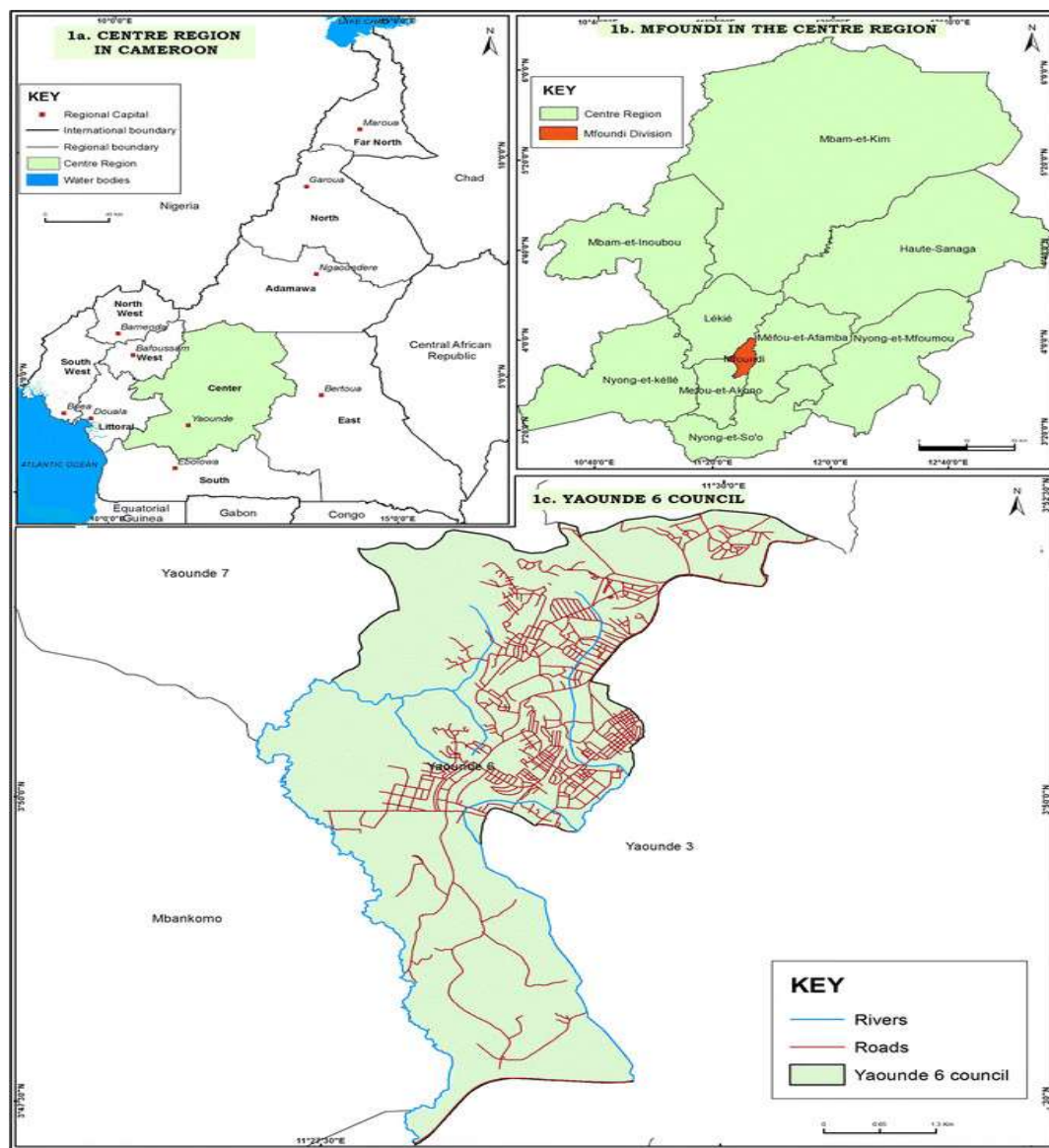


Figure 2: The map of Cameroon showing the Mfoundi Division and the Yaounde VI Sub Division  
**Source: Yaounde Urban Council, Technical Department for Urban Development (June 2007).**

### 3.4. Population of the study

The population of this study were students from three randomly selected secondary schools in Yaounde VI Sub Division, that is; GBHS Etoug Ebe, GBHS Mendong and Holy Infant Melen. The population refers to a group of people living within a particular location with common characteristics (Amin, 2005). The accessible population was Form four and Lower sixth students within the ages of 13 to 15years and 16 to 18years respectively of the selected schools from which

the sample was drawn. The accessible population was 20% of the total number of students in Form four and Lower sixth of the selected schools, giving a figure of about 350 students as recommended by Cohen, Mannion and Morrison (2011). The choice of students in Form four and Lower sixth was due to the fact that their academic progression can actually be followed up over the years. Also, their level of maturity and understanding makes it appropriate for them to be respondents to this study.

**Table 1: Distribution of sample population**

School	Total population (in Form four and Lower sixth)	Accessible population	Anticipated Percentage Coverage	Sample population
Holy Infant Melen	349	70	20%	50
GBHS Mendong	683	137	20%	75
GTHS Etoug Ebe	714	143	20%	75
Total	1750	350	20%	200

**Source:** Fieldwork, 2022

### 3.5. Sample Size

The sample size of the population was determined by using the Krejcie and Morgan Table. A margin of error of 5% using a confidence level of 95% shall be applied on the total population. From a total a population of 350, the sample population was 200 students.

### 3.6. Instrument for data collection

Instruments are research tools that enhance the collection of information (data). The research tool used in this study is the questionnaire. Social science research often utilise questionnaire as one of the main data gathering process. According to Sekaran (2003), “a questionnaire is a pre-formulated written set of questions which respondents record their answers, usually rather within closely

defined alternatives". It constituted the main instrument of data collection. The questionnaire was constructed in relation to the research questions, hypothesis and the help of the literature review. The questionnaire is made up of five sections. The first section deals with personal background information about the pupil and the other four sections contain items on the variables of the study. Respondents were required to mark an (x) or a (√) thick on the response considered appropriate. The questions were framed in a consistent and concise manner so as to avoid ambiguity and ensure objectivity in the response. The items were close-ended to ease data analysis and avoid irrelevant responses. Data collection involved the exploitation of both primary and secondary sources. The researcher started by collecting and classifying relevant literature with respect to the subject matter. Published secondary sources include books, articles newspapers and magazine reports. Unpublished materials were gotten from theses, dissertations conference papers. The reading of abundant literature on the subject matter permitted the researcher to have an appraisal of what already exists, the different arguments and approaches taken by other researchers writing on the subject matter. After going through with secondary sources, the researcher devoted the remaining time collecting primary data. This includes the use of questionnaire and archival source.

### **3.7. Validation of instrument**

An instrument is said to be valid when it measures what it was designed to measure. The research instruments were validated in two phases; the face validity and content validity.

For the face validity, the questionnaire was structured to suit the research topic and thereafter, was presented to the supervisor of the thesis for scrutiny. The supervisor rejected and reformulated some of the items after going through the questionnaire. After relevant corrections were made, the student-researcher was authorized to proceed with the administration.

For content validity, the thesis supervisor evaluated the items on the instruments to ensure their relevance to the topic under study and appropriateness of the content. A copy of the questionnaire was given to him along with research questions, purpose of study and hypotheses. The thesis supervisor checked the language and clarity of the items in the questionnaire, assessed the appropriateness of the questionnaire items for collecting the required information from the subjects and assessed the comprehensiveness of the questionnaire items in covering all the matters of the research. On the basis of these inputs, corrections were made and the final version was developed.

After constructing the research instrument, precisely questionnaires, the researcher gave it to her peers for peer review. When they read over, they made some necessary remarks. The peer reviewed questionnaire was later on handed over to the supervisor who examined each item and made relevant criticisms and suggestions that improved on its quality and asked the student researcher to work with a statistician. The researcher then did the necessary corrections. The instruments at this juncture were considered valid and the researcher took them to the field for administration.

### **3.8. Reliability of the instrument**

After the face and content validity, it was important to carry out, a pilot testing and 20 questionnaires were prepared and administered by the researcher. The purpose of the pre-test was first of all to render the questionnaire free from any difficult or misunderstood items or vocabulary. G.B.H.S Mendong was used for the pilot testing (pre-test) and the students were randomly selected. The students were given time to fill the questionnaires, after which the questionnaires were retrieved on the spot by the student researcher. After two weeks, the same number of copies of questionnaire carrying, the same items as the previous instrument was re-administered to the same respondents. These two results gotten from the two responses were correlated and evaluated to see how consistent the Respondents will be in their responses. This was to establish the reliability of the research instrument, thus the test retest method. The responses of the students revealed if they had little or no difficulties filling the questionnaire.

The Cronbach's alpha coefficient of internal consistency was used to test the reliability of the instrument used. reliability of a research instrument is the degree to which the instrument produces consistent results. The Cronbach's alpha of the questionnaire was 0.89 which is highly reliable for the study.

### **3.9. Procedure for data collection**

The direct delivery technique (DDT) was used to ensure the proper administration of the questionnaire. By this technique, the student researcher personally went to the various schools with the questionnaire and met the school authorities who in turn authorized her to administer the questionnaire and she administered the questionnaires to the respondents directly. This was purposely for data accuracy and in order that clarifications could be made by the researcher where necessary.

The students received and filled the questionnaire independently. Monitoring was done to ensure that a student was not influenced by another in the course of filling the questionnaire. After filling the questionnaire, they were collected on the spot thus ensuring a 100% return rate. Three days were used to administer the questionnaires.

Visits were first made to the various schools under study in Yaounde VI. The researcher booked audience to meet with the principals and in some cases vice principals of the schools to declare her intentions. The researcher presented letters of permission to the respective schools accompanied by questionnaires for students in G.B.H.S Mendong, G.B.H.S Etoug Ebe, Holy Infant Melen. We were introduced to the various school counsellors to cooperate with me by the Principals. It was therefore the school counsellors and vice principals who accompanied me to the various classrooms for students to answer the questionnaires. Before issuing out the questionnaires to students, we took out some time to explain its content in order to facilitate administration. The reason why we could not take the questionnaires to the students is because it would have disrupted their school programmes and only the administration could situate when it was best to administer the questionnaires. It was however effectively done as we went as early as 8:00 AM to G.B.H.S Mendong and 11:00 AM to G.B.H.S Etoug Ebe on the first day and by 12:00PM, we were done as we spent just about 45minutes in one class and by administering items for two classes it was almost one hour thirty minutes and also from one school to the other it took about one hour and administration also lasted for one hour thirty minutes making it about 3 hours 30minutes for two schools. The students were very interested in filling the items and also cooperated very well. It happened same on the second day as I went to Holy Infant Melen and successfully administered the questionnaire within one hour thirty minutes from 8:00AM to about 9:30 noon. Information collected from the questionnaire was compiled for statistical analysis of the data.

### **3.10. Method of data analysis**

According to Luma et al (1999) analysis of data entails organizing the information gathered and evaluating it critically in relation to the hypotheses

or research questions. The collected data was reviewed, coded and entered into the software statistical package that was used to analyse the data collected the Statistical Product and Service Solution (SPSS). This was done with the statistician who used the software to get the mean,

percentages and other measures that gave the results of the study. The researcher also made use of figures and tables to come out with the descriptive and inferential statistics. There was need to prepare the data through the following steps.

### **Step 1: Organising and coding of data on the questionnaires**

The questionnaires were organised by first checking whether each was correctly completed by the respondents. In total, 200 questionnaires were given to students. All were completed correctly hence all were used. Secondly the questionnaires were organized by dividing into different stacks. For example, those administered in school A, needed to be separated from those administered in school B and so on. Thirdly each questionnaire was given a unique number. Fourthly; the coding was done by transferring the numerical value of the response to each question.

### **Step 2: Capturing the data**

A statistician assisted with the electronic entering of data from the questionnaires in (SPSS) version 20.

### **Step 3: “Cleaning” the data (correct errors in the coding)**

Mistakes in data entry and coding (capturing) are common so the researcher needed to check these carefully. The researcher had to examine those questionnaires where there was missing data.

### **3.11. Ethical Considerations.**

The research study was conducted based on professional ethics as well as principles of research. That is consent procedures, confidentiality towards participants, protecting their anonymity and privacy of research participants was respect while filling the questionnaires for the research. The researcher was also conveying the purpose of the study to the proposed respondents as per standard research requirements. The researcher was avoiding deceptive practices, and respect indigenous cultures as well as discloses sensitive information. The researcher never practice any kind of practices that affect professional research undertakings.

## CHAPTER FOUR DATA ANALYSIS AND PRESENTATION OF RESULTS.

### 4.1. Introduction

This chapter presents the results obtained from data collected on violence against women and its impact on children's academic performance. The results are here by presented in the form of statistical tables indicating for each variable the number of respondents of the sample linked to its modalities. They are followed with some comments.

### 4.2. Demographic Data

Table 2: Distribution of respondents according to sex

Sex	Male	Female	Total
No. of respondents	104	96	<b>200</b>
Percentage	52%	48%	<b>100%</b>

**Source: Field work 2022**

According to the above table, 104 of the 200 children involved in this research were males representing 52% while the 48% that is 96 children were females.

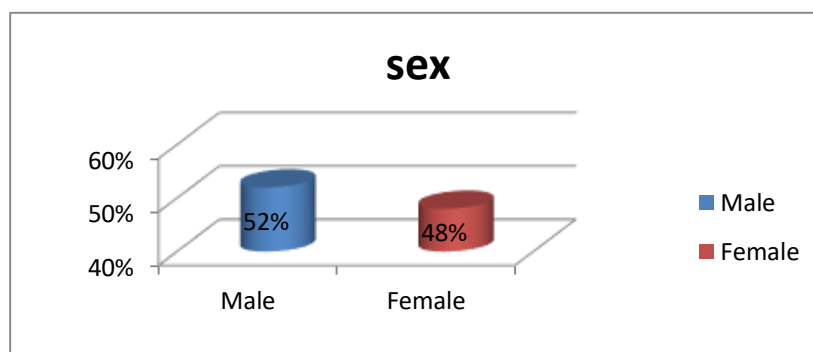


Figure 3: Bar chart of the distribution of respondents according to sex

Figure 3 represented by a bar chart showed that 52% of the respondents that is 104 children were males while 48% that is 96 children were females. As such there is domination of the male over female participants in the sample.

Table 3: Distribution of respondents according to their classes

Class	Form Four	Lower Sixth	Total
No. of respondents	87	113	<b>200</b>
Percentage	43.5%	56.5%	<b>100%</b>

**Source: Field work 2022**

The classes chosen for this research were Form Four and Lower Sixth. The Lower Sixth students represent 56, 5% of the 200 while 43, 5% were students of Form Four.

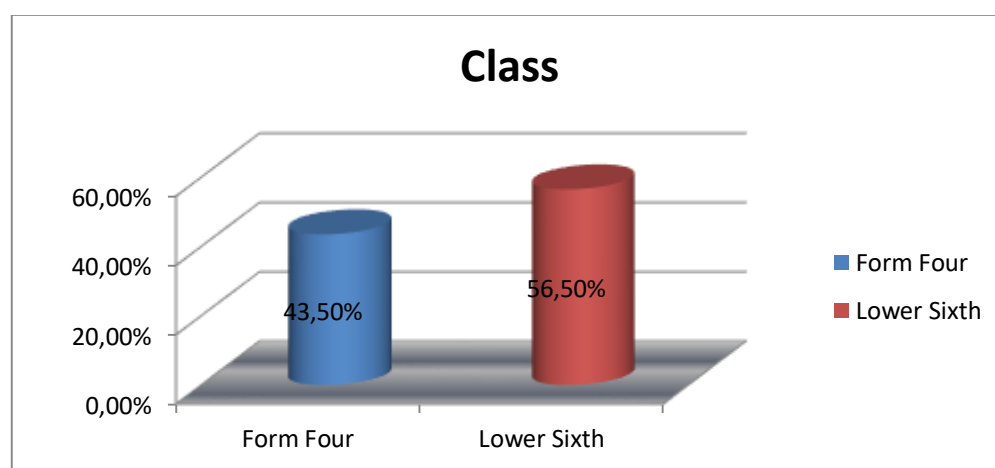


Figure 4: Bar chart of the distribution of respondents according to their classes

Figure 4 represented by a bar chart established that 43.5% were form four students while 56.5% were lower sixth students.



Table 4: Distribution of respondents according to age

Age	12	13	14	15	16	17	18	19	20	Total
No. of respondents	2	8	25	41	26	33	33	23	09	200
Percentage	1%	4%	12.5%	20.5%	13%	16.5%	16.5%	11.5%	4.5%	100%

Source: Field work 2022

From the table above, 41 respondents making 20.5% were 15years old, 33 (16.5%) were 17 and 18 years, 25 (12.5%) were 14years, 23 (11.5%) were 19years, while 9 (4.5%) were 20years and 8 (4%) were 13years. Only 2 were 12years.

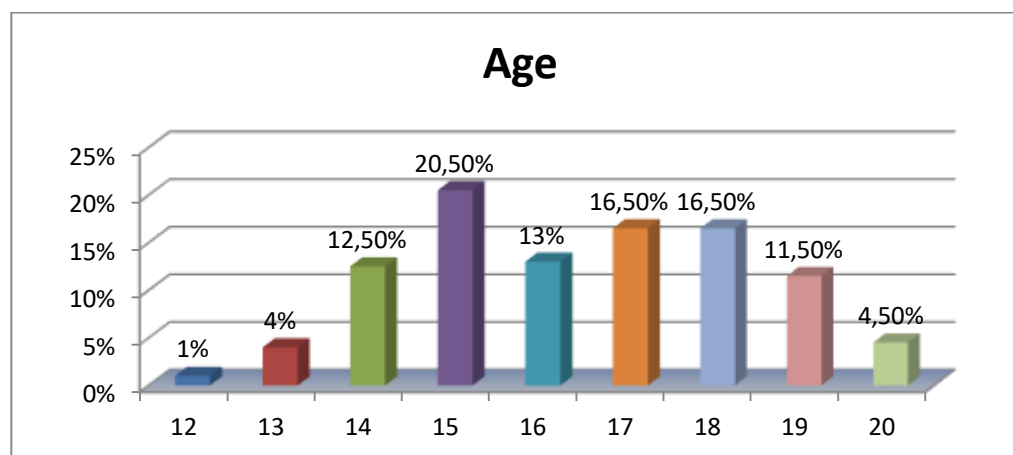


Figure 5: Bar chart of the distribution of respondents according to their ages

Figure 5 indicated that the ages of the research respondents ranged from 12years to 20years. The minimum age was 12years and the maximum age was 20years. This implied that all the research respondents fall within adolescence age that ranges from 12 to 20years.

### 4.3. Results and Findings

The analysis presented here was in line with research questions.

#### 4.3.1. Presentation of Research Questions

The presentation that follows is the research findings in relation to the research questions and interpretation of results from respondents

### 4.3.2. Research Question 1: What are the various forms of violence against women in Yaounde VI Municipality?

Table 5: The various forms of violence

Items	Responses				
	SA	A	D	SD	
My mother always has bruises and injuries resulting from beating, kicking, burning	33(16.5%)	50 (25%)	58 (29%)	59	(29.5%)
My mother is subject to hurtful words and tones	57(28.5%)	96(48%)	23(11.5%)	24(12%)	)
My mother lives in isolation from friends and family members	60(30%)	53(26.5%)	45(22.5%)	42(21%)	)
My mother is forced to have sex, watch forceful pornography, forced pregnancy	20(10%)	42(21%)	65(32.5%)	73(36.5%)	)
All my mother's earning is taken away and she is not allowed to have a separate income	55(27.5%)	66(33%)	62(31%)	17(8.5%)	)
<b>Total</b>	<b>225(27%)</b>	<b>307(30%)</b>	<b>253(22%)</b>	<b>215(21%)</b>	<b>1000 (100%)</b>

**Source: Field work 2022**

Table describes the responses of participants with respect to the Forms of violence. From the data, 33(16.5%) participants strongly agreed to the fact that their mother always has bruises and injuries resulting from beating, kicking, burning while 50(25%) participants agreed, giving a total of 88 (41.5%) participants who agreed to this fact. On the other hand, 58(29%) participants disagreed that their mother always has bruises and injuries resulting from beating, kicking, burning while 59(29.5%) participants strongly disagreed, giving a total of 117(58.5%) participants who disagreed to this fact. Also, 57(28.5%) participants strongly agreed to the fact that their mother is subject to

hurtful words and tones while 96(48%) agreed, giving a total of 153(76.5%) participants who agreed to this fact. 23(11.5%) participants disagreed that their mother is subject to hurtful words and tones while 24(12%) participants strongly disagreed giving a total of 47(23.5%) participants who disagreed to this fact. Furthermore 60(30%) participants strongly agreed to the fact that they mother lives in isolation from friends and family members while 53(26.5%) agreed giving a total of 113(56.5%) participants who agreed to this fact. 45(22.5%) participants disagreed that they mother lives in isolation from friends and family members while 42(21%) participants strongly disagreed giving a total of 87(43.5%) participants who disagreed to this fact. To add, 20(10%) participants strongly agreed to the fact their mother is forced to have sex, watch forceful pornography, forced pregnancy while 42(21%) participants agreed, giving a total of 62(31%) participants who agreed to this fact. On the other hand, 65(32.5%) participants disagreed that their mother is forced to have sex, watch forceful pornography, forced pregnancy while 73(36.5%) strongly disagreed, giving a total of 138(69%) participants who disagreed to this fact. In addition, 55(27.5%) participants strongly agreed to the fact that all their mother's earning is taken away and she is not allowed to have a separate income while 66(33%) participants agreed, giving a total of 121(60.5%) participants who agreed to this fact. 62 (31%) participants disagreed to the fact that all their mother's earning is taken away and she is not allowed to have a separate income while 17(8.5%) participants strongly disagreed, giving a total of 79(39.5%) participants who disagreed to this fact.

However, looking at the total number of responses respondents made concerning the various forms of violence against women, 27% of the respondents strongly agreed that various forms of violence against women affect their academic performance while 30% of the respondents agreed to this assertion, giving a total of 57% (strongly agreed and agreed). On the other hand, 22% of the respondents disagreed that they observe different types of violence while 21% strongly disagreed, giving a total of 43% respondents who disagreed to this assertion.

### 4.3.3. Research Question 2: What are the causes of violence against women in Yaounde VI Municipality

Table 6: Causes of violence

Items	Responses				
	SA	A	D	SD	
My parents are cohabiting, they are not legally married	67(33.5%)	66(33%)	46(23%)	21(10.5%)	
My father drinks a lot of alcohol and is often drunk	46(23%)	51(25.5%)	63(31.5%)	40(20%)	)
My mother drinks a lot of alcohol and is sometimes drunk	45(22.5%)	44(22%)	64(32%)	47(23.5%)	
My father is always suspicious of my mother even when she goes to work	35(17.5%)	47(23.5%)	65(32.5%)	53(26.5%)	)
My parents hardly discuss	65(32.5%)	40(20%)	49(24.5%)	46(23%)	)
My father is very authoritative	52 (26%)	74(37%)	34(17%)	40(20%)	
<b>Total</b>	<b>310(31%)</b>	<b>322(32%)</b>	<b>321(20%)</b>	<b>247(17%)</b>	<b>120</b> <b>0</b>

Source: Field work 2022

Table 6 describes the responses participants made about the causes of violence against women. From the data, 67(33.5%) participants strongly agreed to the fact that their parents are cohabiting, they are not legally married while 66(33%) participants agreed, giving a total of 133(66.5%) participants who agreed to this fact. On the other hand, 46(23%) participants disagreed that their parents are cohabiting, they are not legally married while 21(10.5%) participants strongly disagreed, giving a total of 67(33.5%) participants who disagreed to this fact. Moreover, 46(23%) participants strongly agreed to the fact that their father drinks a lot of alcohol and is often drunk while 51(25.5%) participants agreed giving a total of 87(48.5%) participants who agreed to this fact. 63(31.5%) participants disagreed that their father drinks a lot of alcohol and is often drunk

while 40(20%) strongly disagreed, giving a total of 113(51.5%) participants who disagreed to this fact. Also, 45(22.5%) participants strongly agreed to the fact that their mother drinks a lot of alcohol and is sometimes drunk while 44(22%) agreed, giving a total of 89 (44.5%) participants who agreed to this fact. On the other hand, 64(32%) participants disagreed that their mother drinks a lot of alcohol and is sometimes drunk while 47(32.5%) strongly disagreed, giving a total of 111(55.5) participants who disagreed to this fact.

Furthermore, 35(17.5%) participants strongly agreed to the fact that their father is always suspicious of their mother even when she goes to work while 47(23.5%) agreed, giving a total of 82(41%) participants who agreed to this fact. 65(32.5%) participants disagreed that their father is always suspicious of their mother even when she goes to work while 53(26.5%) strongly disagreed, giving a total of 118(59%) participants who disagreed to this fact. In addition, 65(32.5%) participants strongly agreed to the fact that their parents hardly discuss while 40(20%) participants disagreed, giving a total of 105(52.5%) participants who agreed to this fact. On the other hand 49(24.5%) participants disagreed that their parents hardly discuss while 46(23%) participants strongly disagreed, giving a total of 95(16.5%) participants who disagreed to this fact. Again, 52(26%) participants strongly agreed to the fact that their father is very authoritative while 74(37%) agreed, giving a total of 126 (63%) participants who agreed to this fact. On the other hand, 34(17%) participants disagreed that their father is very authoritative while 40(20%) strongly disagreed, giving a total of 74(37%) participants who disagreed to this fact.

However, looking at the total number of responses respondents made in respect to the causes of violence against women in Yaoundé VI Municipality, 31% of the respondents strongly agreed, while 32% of the respondents agreed to this assertion, giving a total of 63% (strongly agreed and agreed). On the other hand, 20% of the respondents disagreed that issues the list of items cause violence while 17% respondents strongly disagreed, giving a total of 37% of respondents who disagreed to this assertion.

#### 4.3.4. Research Question 3: What is the impact of violence on children's academic performance in Yaounde VI Municipality?

Table 7: impact of violence on children's academic performance

Items	Responses				
	SA	A	D	SD	
I am unable to study in the house when I witness my mother being beaten	64(32%)	71(35.5%)	50(25%)	15(7.5%)	
I am unable to concentrate in school	47(23.5%)	59(29.5%)	50(25%)	44(22%)	
All my basic school needs are not provided for	45(22.5%)	58(29%)	51(25.5%)	46(23%)	
I like getting into fights to defend my opinion	48(24%)	72(36%)	41(20.5%)	39(19.5%)	
I like staying out of school and out of home	50(25%)	54(27%)	53(26.5%)	43(21.5%)	
<b>Total</b>	<b>254(25.4%)</b>	<b>314(31.4%)</b>	<b>245(24.5%)</b>	<b>187(18.7%)</b>	<b>1000</b>

**Source: Field work 2022**

Table 6 describes the opinions of participants about the impact of violence. From the data, 64(32%) participants strongly agreed to the fact that they are unable to study in the house when they witness their mother being beaten while 71(35.5%) participants agreed, giving a total of 135(67.5%) participants who agreed to this fact. On the other hand, 50(25%) participants disagreed that they are unable to study in the house when they witness their mother being beaten while 15(7.5%) participants strongly disagreed, giving a total of 65(32.5%) participants who disagreed to this fact. Also, 47(23.5%) participants strongly agreed to the fact that they are unable to concentrate in school while 59(29.5%) agreed, giving a total of 106(53%) participants who agreed to this fact. 50(25%) participants disagreed that they are unable to concentrate in school while 44(22%) strongly disagreed, giving a total of 94(47%) participants who disagreed to this fact. Moreover 45(22.5%) participants strongly agreed to the fact that all their basic school needs are not provided for while 58(29%) agreed, giving a total of 103(51.5%) participants who agreed to this fact. On

the other hand, 51(25.5%) participants disagreed that all their basic school needs are not provided for, while 46(23%) strongly disagreed, giving a total of 97(48.5%) participants who disagreed to this fact. Furthermore, 48(24%) participants strongly agreed to the fact that they like getting into fights to defend their opinion while 72(36%) agreed, giving a total of 120(60%) participants who agreed to this fact. 41(20.5%) participants disagreed that they like getting into fights to defend their opinion while 39(19.5%) strongly disagreed, giving a total of 80(40%) participants who disagreed to this fact. In addition, 50(25%) participants strongly agreed to the fact that they like staying out of school and out of home while 54(27%) participants agreed, giving a total of 104(52%) participants who agreed to this fact. On the other hand, 53(26.5%) participants disagreed that they like staying out of school and out of home while 43(21.5%) participants strongly disagreed, giving a total of 96(48%) participants who disagreed to this fact.

However, looking at the total number of responses respondents made concerning the impact of violence on children, 25.4% of the respondents strongly agreed that they are facing difficulties due to violence while 31.4% of the respondents agreed to this assertion, giving a total of 56.8% (strongly agreed and agreed). On the other hand, 24.5% of the respondents disagreed that they are impacted by violence while 18.7% respondents strongly disagreed, giving a total of 43.2% respondents who agreed to this assertion.

Table 8: The extent to which violence affects children's academic performance

Items	Responses			
	SA	A	D	SD
I do not perform well in my academics when my mother is injured and covered with bruises )	65(32.5%)	62 (31%)	41 (20.5%)	32(16%)
I do not perform well in my academics when my all my mother's earnings are taken away and she is not allowed to have a separate income )	57(28.5%)	61(30.5%)	48(24%)	34(17%)
I do not perform well in my academics when my father/mother always returns home drunk )	48(24%)	52(26%)	55(27.5%)	45(22.5%)

I do not perform well when my parents have disputes	64(32%)	69(34.5%)	43(21.5%)	24(12%)	
		)	)		
I do not perform well in my academics when I am unable to Study	72(36%)			18(9%)	
		79(39.5%)	31(15.5%)		
		)	)		
I do not perform well in my academics when I stay away from school	62(31%)			27(13.5%)	
		64(32%)	47(23.5%)		
			)		
<b>Total</b>	<b>368(30.7%)</b>	<b>387(32.3%)</b>	<b>265(22.5%)</b>	<b>180(15%)</b>	<b>1200</b>

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**Source: Field work 2022**

Table describes the responses of participants with respect to the extent to which violence affects their academic performance. From the data, 65(32.5%) participants strongly agreed that they do not perform well in their academics when their mother is injured and covered with bruises while 62(31%) agreed, giving a total 127 (63.5%) participants who agreed to this fact. On the other hand, 41(20.5%) participants disagreed that they do not perform well in their academics when their mother is injured and covered with bruises while 32(16%) strongly disagreed, giving a total of 73(36.5%) participants who disagreed to this assertion. Also, 57(28.5%) participants strongly agreed that they do not perform well in their academics when all their mother's earnings are taken away and she is not allowed to have a separate income while 61(30.5%) agreed, giving a total of 118(59%) participants who agreed to this fact. 48(24%) participants disagreed that they do not perform well in their academics when all their mother's earnings are taken away and she is not allowed to have a separate income while 34(17%) strongly disagreed, giving a total of 82(41%) participants who disagreed to this assertion. Furthermore, 48(24%) participants strongly agreed that they do not perform well in academics when their father/mother always returns home drunk while 52(26%) agreed, giving a total of 100(50%) participants who agreed to this fact. On the other hand, 55(27.5%) participants disagreed that they do not perform well in academics when their father/mother always returns home drunk while 45(22.5%) strongly disagreed, giving a total of



100(50%) participants who disagreed to this fact. Again 64(32%) participants strongly agreed that they do not perform well when they parents have disputes while 69(34.5%) agreed, giving a total of 133(66.5%) participants who agreed to this fact. 43(21.5%) participants disagreed that they do not perform well when their parents have disputes while 24(12%) strongly disagreed, giving a total of 67(33.5%) participants who disagreed to this fact. In addition, 72(36%) participants strongly agreed that they do not perform well in academics when they are unable to Study while 79(39.5%) agreed, giving a total of 151(75.5%) participants who agreed to this fact. On the other hand, 31(15.5%) participants disagreed that they do not perform well in academics when they are unable to Study while 18(9%) participants strongly disagreed, giving a total of 49(24.5%) participants who disagreed to this fact. Finally, 62(31%) participants strongly agreed that they do not perform well in academics when they stay away from school while 64(32%) agreed, giving a total of 126(63%) participants who agreed to this fact. On the other hand, 47(23.5%) participants disagreed that they do not perform well in academics when they stay away from school while 27(13.5%) participants strongly disagreed, giving a total of 74(37%) participants who disagreed to this fact. However, looking at the total number of responses respondents made with respect to effect on their academic performance, 30.7% of the respondents strongly agreed that they are affected academically and 32.3% of the respondents agreed, giving a total of 63% respondents who agreed to this assertion. On the other hand, 22% of the respondents disagreed that they academic is affected and 15% strongly disagreed to this assertion, giving a total of 37% responds who disagreed to this assertion.

In relation to the above objectives, respondents were further questioned to state what they think about academic performance and violence against women. Responses from participants were summarized under the themes below:

### **Perception**

What do you think about the outcome of children's academic performance in your school with respect to violence against women?

*“Academic performance will be affected seriously if violence is observed against women. I think students in my school will be disturbed directly or indirectly which will affect the outcome of their performance”*

*“I think student performance will drop”*

Why?

*“To study will be a problem if my father manifest violence against my mother”*

*“There will be no peace at home which will affect the child psychologically”*

### **Strategy**

In your opinion, which aspects of violence against women affect children’s academic performance?

*“I think domestic violence against women will affect children especially when my father shout and insult my mother”*

*“When my father beat up my mother”*

Why do you think so?

*“I will not be comfortable in school after seeing my mother being beaten or insulted”*

### **Proposal**

What do you think can be done to improve on children’s academic performance?

*“Counsellors should help students by providing guidance and counselling in other to help those that experience violence back at home”*

*“Parents and teachers should follow up students to help improve their academic performance”*

### **Verification of hypotheses**

In this section, proceed in the verification of the hypothesis with the use of  $\chi^2$  test of independence using the Statistical Package for Social Sciences (SPSS) Version 21.0. As a reminder our general hypothesis is to the effect that there is a significant relationship between violence against women and its impact on children’s academic performance in Yaoundé VI Municipality. This general Research gave rise to the following three specific research hypotheses as follows:

- **RH1:** There is no significant relationship between types of violence and its impact on the society case of Yaoundé VI.
- **RH2:** There is no significant relationship between causes of violence and children's academic performance in Yaoundé VI Municipality.
- **RH3:** There is no significant relationship between the effects of violence and children's academic performance in Yaoundé VI Municipality.

### Verification of Research Hypothesis 1

#### ➤ *Stage 1: Formulation of alternative hypothesis (Ha) and null hypothesis*

#### Null hypothesis (Ho):

There is no significant relationship between types of violence and children's academic performance in Yaounde VI Municipality.

#### Alternative Hypothesis (Ha):

There is a significant relationship between types of violence and children's academic performance in Yaounde VI Municipality.

#### ➤ *Stage 2: Determination of level of Significance $\alpha$*

Here, we retain level of significance  $\alpha = 0.05$  or 5%

This means that we tolerate a 5% margin of error, implying that whenever we take our decision, we accept that we could be wrong 5 times on 100.

#### ➤ *Stage 3: Calculation of the Number of Degrees of Freedom (nddl)*

Nddl = (L-1) (C-1); in our case nddl = (3-1) (3-1) = 4

Nddl = 4

#### ➤ *Stage 4: calculation of $x^2$ test of independence*

Table 9: Distribution of Observed Frequency between types of violence and academic performance

Types of violence \ Academic performance	Good	Average	Poor	Total
		68	87	9
	1	20	1	<b>22</b>
	3	11	0	<b>14</b>
<b>Total</b>	<b>72</b>	<b>118</b>	<b>10</b>	<b>200</b>

Source: Field work 2022

### Determination of Expected Frequency and Calculation of $\chi^2$ test of independence

Observed Frequency $f_0$	Expected Frequency $f_e$	$\frac{[f_0 - f_e]^2}{f_e}$
68	59.04	1.34
87	96.76	0.98
9	8.2	0.07
1	7.92	6.04
20	12.98	3.8
1	1.1	0
3	5.04	0.82
11	8.26	0.9
0	0.7	0.7
		$\Sigma =$ <b>14.65</b>

Source: Field work 2022

$\chi^2$  calculated value ( $\chi^2_{cal}$ ) = **14.65**

#### ➤ Stage 5: Decision Rule

To come to a decision, we have to compare the  $\chi^2$  calculated value with the  $\chi^2$  critical value:

- If the  $\chi^2$  cal. value is superior to the  $\chi^2$  critical value, we retain  $H_a$  and reject  $H_0$
- If  $\chi^2$  cal. Value is inferior to  $\chi^2$  critical value, we reject  $H_a$  and retain  $H_0$

#### ➤ Stage 6: Decision

$\chi^2$  cal = **14.65**

$\chi^2$  critical value = **9.49**

We find that  $\chi^2$  cal. >  $\chi^2$  critical values, then, we retain  $H_a$  to the effect that there is a significant relationship between types of violence and its impact on children's academic performance.

**Conclusion:**

From the preceding calculations, we can affirm with a margin of error of 5% that there is a significant relationship between types of violence and children's academic performance.

**Verification of Research Hypothesis 2**➤ *Stage 1: Formulation of alternative hypothesis (Ha) and null hypothesis***Null hypothesis (Ho):**

There is no significant relationship between causes of violence and children's academic performance in Yaounde VI Municipality.

**Alternative Hypothesis (Ha):**

There is a significant relationship between causes of violence and children's academic performance in Yaounde VI Municipality

➤ *Stage 2: Determination of level of Significance  $\alpha$* 

Here, we retain level of significance  $\alpha = 0.05$  or 5%

This means that we tolerate a 5% margin of error, implying that whenever we take our decision, we accept that we could be wrong 5 times on 100.

➤ *Stage 3: Calculation of the Number of Degrees of Freedom (nddl)*

Nddl = (L-1) (C-1); in our case nddl = (3-1) (3-1) = 4

Nddl = 4

➤ *Stage 4: calculation of  $\chi^2$  test of independence*

Table 10: Distribution of Observed Frequency between causes of violence and academic performance

<b>Causes of Violence</b>	<b>Regular</b>	<b>Irregular</b>	<b>Never</b>	<b>Total</b>
<b>Academic performance</b>				
	135	29	0	<b>164</b>
	19	3	0	<b>22</b>
	8	5	1	<b>14</b>
<b>Total</b>	<b>162</b>	<b>37</b>	<b>1</b>	<b>200</b>

Source: Field work 2022

**Determination of Expected Frequency and Calculation of  $\chi^2$  test of independence**

Observed Frequency $f_o$	Expected Frequency $f_e$	$\frac{[f_o - f_e]^2}{f_e}$
135	132.84	0.03
29	30.34	0.05
0	0.82	0.82
19	17.82	0.07
3	4.07	0.28
0	0.11	0.11
8	11.34	0.98
5	2.59	2.24
1	0.07	12.35
		$\Sigma =$ <b>16.93</b>

$\chi^2$  calculated value ( $\chi^2_{cal}$ ) = **16.93**

➤ **Stage 5: Decision Rule**

To come to a decision, we have to compare the  $\chi^2$  calculated value with the  $\chi^2$  critical value:

- If the  $\chi^2$  cal. value is superior to the  $\chi^2$  critical value, we retain  $H_a$  and reject  $H_o$
- If  $\chi^2$  cal. Value is inferior to  $\chi^2$  critical value, we reject  $H_a$  and retain  $H_o$

➤ **Stage 6: Decision**

$\chi^2$  cal = **16.93**

$\chi^2$  critical value = **9.49**

We find that  $\chi^2$  cal. >  $\chi^2$  critical values, then, we retain  $H_a$  to the effect that causes of violence influence children's academic performance.

**Conclusion:**

From the preceding calculations, we can affirm with a margin of error of 5% that there is a significant relationship between causes of violence and children's academic performance in Yaoundé VI Municipality

**Verification of Research Hypothesis 3**

- *Stage 1: Formulation of alternative hypothesis (Ha) and null hypothesis*

**Null hypothesis (Ho):**

There is no significant relationship between domestic violence and children's academic performance in Yaoundé VI Municipality.

**Alternative Hypothesis (Ha):**

There is a significant relationship between domestic violence and children's academic performance in Yaoundé VI Municipality.

- *Stage 2: Determination of level of Significance  $\alpha$*

Here, we retain level of significance  $\alpha = 0.05$  or 5%

This means that we tolerate a 5% margin of error, implying that whenever we take our decision, we accept that we could be wrong 5 times on 100.

- *Stage 3: Calculation of the Number of Degrees of Freedom (nddl)*

Nddl = (L-1) (C-1); in our case nddl = (3-1) (3-1) = 4

Nddl = 4

- *Stage 4: calculation of  $\chi^2$  test of independence*

Table 11: Distribution of Observed Frequency between domestic violence and Children's academic performance

Domestic Violence \ Children's academic performance	Domestic Violence			Total
	High	Moderate	Low	
High	42	107	15	<b>164</b>
Moderate	0	20	2	<b>22</b>
Low	1	13	0	<b>14</b>
<b>Total</b>	<b>43</b>	<b>140</b>	<b>17</b>	<b>200</b>

### Determination of Expected Frequency and Calculation of $\chi^2$ test of independence

Observed Frequency $f_o$	Expected Frequency $f_e$	$\frac{[f_o - f_e]^2}{f_e}$
42	35.26	1.28
107	114.8	0.52
15	13.94	0.08
0	4.73	4.73
20	15.4	1.37
2	1.87	0.05
1	3.01	1.34
13	9.8	1.04
0	1.19	1.19
		$\Sigma =$ <b>11.6</b>

$\chi^2$  calculated value ( $\chi^2_{cal}$ ) = **11.6**

#### ➤ *Stage 5: Decision Rule*

To come to a decision, we have to compare the  $\chi^2$  calculated value with the  $\chi^2$  critical value:

- If the  $\chi^2$  cal. value is superior to the  $\chi^2$  critical value, we retain  $H_a$  and reject  $H_o$
- If  $\chi^2$  cal. Value is inferior to  $\chi^2$  critical value, we reject  $H_a$  and retain  $H_o$

#### ➤ *Stage 6: Decision*

$\chi^2_{cal} = 11.6$

$\chi^2$  critical value = **9.49**

We find that  $\chi^2_{cal} > \chi^2$  critical values, then, we retain  $H_a$  to the effect that domestic violence influence children's academic performance.

#### **Conclusion:**

From the preceding calculations, we can affirm with a margin of error of 5% there is a significant relationship between domestic violence and children's academic performance in Yaounde VI Municipality.



Table 12: Recapitulation table of verification of research hypothesis

<b>Research Hypothesis</b>	<b>Level of significance</b>	<b>Number of Degrees of Freedom</b>	<b>X<sup>2</sup>cal.</b>	<b>X<sup>2</sup> critical value</b>	<b>Decision</b>
<b>H<sub>a1</sub>:</b> There is a significant relationship between types of violence and children's academic performance.	5%	4	14.65	9.49	X <sup>2</sup> cal > X <sup>2</sup> critical value <b>RH1 confirmed</b>
<b>H<sub>a2</sub>:</b> There is a significant relationship between causes of violence and children's academic performance	5%	4	16.93	9.49	X <sup>2</sup> cal > X <sup>2</sup> critical value <b>RH2 confirmed</b>
<b>H<sub>a3</sub>:</b> There is a significant relationship between Domestic violence and children's academic performance	5%	4	11.6	9.49	X <sup>2</sup> cal > X <sup>2</sup> critical value <b>RH3 confirmed</b>

**Summary of major findings of the study**

The table above shows that at the 0.05 level of significance and with the number of degree of freedom being 4, the chi square( $X^2$ ) calculated for the hypotheses are as follows  $H_1$ - 14.65,  $H_2$ - 16.93, and  $H_3$  - 11.6, with a critical value of 9.49. Furthermore,  $H_{a1}$ ,  $H_{a2}$ , and  $H_{a3}$  are confirmed while  $H_{o1}$ ,  $H_{o2}$  and  $H_{o3}$  are rejected.

**Chapter summary**

This chapter presented the findings from the field. In the first place there was an introduction which indicated the manner in which data would be presented. Immediately after the introduction, data was presented using each research hypothesis. Finally, the hypotheses were verified and a summary table of findings was developed in order to clearly bring out conclusions from the findings.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1. Introduction**

This chapter presents a discussion of findings with respect to the various hypotheses, implications of the findings, limitations of the study, recommendations and suggestions for further studies. The discussion of findings will be done ascertaining a link to specific authors used in this study. Also, the authors could be criticized where the outcome of the study challenges their opinion.

#### **5.2. Conclusion**

The main purpose of this study was to examine violence against women and its impact on children's academic performance within Yaoundé VI Municipality. Violence was seen from the dimensions of types of violence, causes of violence and impact of violence. Findings revealed that Violence against women has a significant effect on students' academic performance. Below are discussions based on findings from the study.

##### **5.2.1. Research Hypothesis One**

There is no significant relationship between types of violence and children's academic performance.

Research hypotheses one aimed at investigating the relationship between types of violence and children's academic performance. The finding presented in chapter four indicated that the value obtained for  $X^2_{cal}$  (14.65) was greater than  $X^2_{critical}$  value (9.49). That is at the level of significance of 0.05 which the hypothesis was tested and verified. As a result, the null hypothesis was rejected while the alternative hypothesis was retained. Thus, the findings ascertained that types of violence influence children's academic performance in Yaoundé VI division.

Responses respondents made concerning the various forms of violence against women had a total of 57% (strongly agreed and agreed). Which implies that be it physical emotional or psychological violence children's academic performance is affected on the other hand 43% respondents who disagreed that types of violence affect their performance. However most of the respondent revealed that the most type of violence experience is the mother been subjected to hurtful words and tones. This finding confirmed with, Anikweze (1998) who identified violence as a threat to adolescent's well-

being. The adolescent may become socialized in violent behaviour. He or she may become confused and angry. Also, Wolfe and Wilson (1990) and Edelson (1999) also observed that, conflict between parents frequently affects their young children. Children who witness marital violence face increased risk for such emotional and behavioral problems as anxiety, depression, poor school performance, low self-esteem disobedience, nightmares and physical health complaints

### **5.2.2. Research Hypothesis Two**

There is a significant relationship between causes of violence and children's academic performance.

Research hypotheses two investigated the relationship between causes of violence and children's academic performance. The finding presented in chapter four indicated that the value obtained for  $X^2_{cal}$  (16.93) was greater than  $X^2_{critical}$  value (9.49). That is at the level of significance of 0.05 which the hypothesis was tested and verified. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. Thus, the findings ascertained that causes of violence significantly influence children academic performance in Yaoiunde VI division. Sixty-three percent (63%) agreed that their fathers are authoritative and do not listen to their mother. 52.5% also agreed that their parents hardly communicate which contributes to violence and eventually affects their academic performance. This finding confirmed the study carried out by Elizabeth (2000). Who noted that lack of communication by way of dialogue and discussion between spouses? Some partners express their dissatisfaction through physical violence without waiting to get explanations from their wives.

### **5.2.3. Research Hypothesis Three**

There is a significant relationship between domestic violence and children's academic performance.

Research hypotheses three investigated the relationship between domestic violence and children's academic performance. The finding presented in chapter four indicated that the value obtained for  $X^2_{cal}$  (11.6) was greater than  $X^2_{critical}$  value (9.49). That is at the level of significance of 0.05 which the hypothesis was tested and verified. Hence, the null hypothesis was rejected while the alternative hypothesis was retained. Thus, the findings could be inferred that domestic violence significantly influence children's academic

performance in Yaoundé VI division. The research findings confirmed that 56.8% out of 200 students agreed that domestic violence influence their academic performance. This is in accordance with Rada (2014) who observes that in Romania the use of violence as a form of discipline or instruction for children and women remains a significant problem with a higher rate of intimate partner violence than other developed countries. Also, from the findings 67% agreed that they are unable to study in the house when they witness their mother being beaten, While 53% are unable to concentrate in school. 51.5% indicated that their basic school needs are not provided for. This show that domestic violence irrespective of the form affect children's academic performance.

### **5.3. Implications of the study**

The following implications were drawn from the findings of this study:

Knowledge from the findings of this study has implication to teachers who are the essential actors in the teaching-learning process. The teacher's role is to facilitate and foster lifelong learning which involves helping students overcome difficulties faced during schooling. By using a variety of strategies, teachers could provide students with opportunities to meet, develop and promote their performance in school.

Also, the findings from this study have an implication for guidance counsellors. The guidance counsellor has as function to provide preventive and remedial counselling to students in order to help them adjust in school. The knowledge from the findings will help guidance counsellors to know the degree to which students face difficulties due to violence observed within their environment and therefore provide the necessary guidance they will need to go through these challenges successfully. Both parents and educators should watch out for signs and symptoms of abuse emanating from domestic violence. Early intervention by school counsellors in the form of guidance and counselling is a necessity to help children cope with effects of domestic violence.

Furthermore, the findings from this study have an implication for parents. This could be explained by the fact that parents play an important role in their children's' academic performance in school they have to limit the various forms of violence exercise at home be it verbal or none verbal thereby creating awareness in their children. The cognitive capacity of a learner mind is functional when the home is peaceful. Therefore, parents should try and iron out differences amicably without causing direct or indirect harm to the helpless minor or children.

#### **5.4. Perspectives**

Government and stakeholders need to come together and have an agreement on how they will change the perspective on domestic violence which affect children and they should also seek to sensitizing the younger generation so they would not go in that path. Also, the need to take into considerations implementing the laws on the perpetrators of domestic violence so they will understand that there are serious consequences for their actions.

Schools need to take a general survey of children who are experiencing violence in one way or the other and they need to use children support facilities like counsellors to help them ameliorate the issues and seek to understand how it affects their academic performance. Children should be assisted by the counsellors as they face a lot of difficulties due to violence experienced within our society. In this way they will learn and perform better in their academics. They should also endeavor to attend school on a regular basis and participate in school activities as much as possible. Since the school acts as the second home for the children, teachers and all stakeholders should be of help in other for them to succeed.

Parents as well as Children should always be sensitized on rights and duties of individuals within our society and made to understand the impact of violence in our community. While children are informed during regular school programs, parents can be informed through events like Parent Teachers Association (PTA).

The research was affected by some setbacks amongst which are;

The possible bias that resulted from the use of simple random sampling technique was a challenge that cannot be undermined. The simple random sampling technique did not give equal chances to all the students in the selected schools. Furthermore, another important problem was that of time. Administration of the questionnaire was not an easy task since in some schools the student researcher had to come back on a later date to collect data from the students. This was however time consuming.

Moreover, the lukewarm attitude of some school administrators and staff members of some schools where data was collected for the study was a major setback. Especially, difficulties were encountered to get students in the classes selected. Lastly, the researcher encountered a lot of financial constraints. This limited the sample size, thus, limited samples were used and results gotten was generalised. This is a serious limitation. In

addition, access to libraries was another hurdle, it needed money to cover cost such as registration and transport fare to different libraries.

From this work, other studies can be carried out. The following topics could be examined;

The student researcher suggests that longitudinal studies are needed to discover the effects of violence on students' academic performance. It would also be of utmost importance if researchers and would be researchers could carry out a comparative study on impact of violence students encounter in the different categories of schools (government, private and mission schools). This study should be replicated to other sub divisions, divisions and regions of cameroon to be able to have a wide view on types causes and effects of violence on academic performance. Other researchers could carry out research on the role of a guidance counsellor in preventing violence within the home and school environment.

### **5.5. Conclusion**

The purpose of this study was to investigate violence against women and its impact on children's academic performance within Yaounde VI Municipality. The study has therefore emphasized the role of violence on children's academic performance. Focusing mainly on types of violence, causes of violence, impact of violence and effect of violence on children's academic performance. The method used for this study was the survey and the findings revealed that children's academic performance is affected by violence against women.

### **5.6. Summary**

This chapter focused on discussion and conclusion. It examined the following; discussion of findings, implication of the study, recommendations, conclusion, limitations and suggestion for further study. In all, domestic violence is a serious determinant of children's academic performance. Although not all the participants have experienced this kind of violence. From the study conducted it shows that children who have been physically abused admitted that it affects their overall academic result. All other forms of violence, were indirectly linked to academic performance because to perform well in school is tied to been in the right state of psychological wellbeing and if a child has gone through any of this violation then it will be expected that the outcome would be affected.





Table 13: Summary table of variable modalities and indicators

<b>Hypothesis</b>	<b>Independent variable</b>	<b>Indicators</b>	<b>Modalities</b>	<b>Dependent variable</b>	<b>Measurement scale</b>	<b>Statistical test</b>	<b>Instrument</b>
H <sub>1</sub>	Forms of violence	<ul style="list-style-type: none"> <li>- Physical violence</li> <li>- Verbal violence</li> <li>- Psychological violence</li> <li>- Sexual violence</li> <li>- Socio-economic violence</li> </ul>	<ul style="list-style-type: none"> <li>- Strongly disagree</li> <li>- Disagree</li> <li>- Agree</li> <li>- Strongly agree</li> </ul>	Children's academic performance	Likert scale	Chi-square Coefficient	Questionnaire
H <sub>2</sub>	Causes of violence	<ul style="list-style-type: none"> <li>-Alcohol /drunkenness</li> <li>- Lack of communication</li> <li>- unbalance gender power</li> <li>- Forced continues reproduction</li> <li>-Suspicion /insecurity</li> </ul>	<ul style="list-style-type: none"> <li>- Strongly disagree</li> <li>- Disagree</li> <li>- Agree</li> <li>- Strongly agree</li> </ul>	Children's academic performance	Likert scale	Chi-square	Questionnaire

H <sub>3</sub>	Effects of violence	<ul style="list-style-type: none"> <li>- Lack of concentration</li> <li>- Poor mental health</li> <li>-Street life</li> <li>- Inability to study</li> <li>- Trauma</li> <li>-Replicate aggressive behaviours</li> </ul>	<ul style="list-style-type: none"> <li>- Strongly disagree</li> <li>- Disagree</li> <li>- Agree</li> <li>- Strongly agree</li> </ul>	Children's academic performance	Likert scale	Chi-square	Questionnaire
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## APPENDICES

### APPENDIX 1 QUESTIONNAIRE FOR STUDENTS

#### Children's academic performance and violence against women Inventory (CAPVAWI)

Dear student, this questionnaire is designed to investigate the impact of violence against women on children's academic performance in selected secondary schools in Yaounde VI Sub Division, Cameroon. The information you provide is confidential and will be used to assess the factors of violence against women that affect children's academic performance. You will not at any moment be identified with the answers you give. Please answer the questions truthfully. Remember this is not an exam and there are no wrong answers.

**Instruction:** Place a tick ( ✓ ) against the answer that best corresponds your opinion and fill the blank spaces where necessary. If you mark a response and later on you think it is not the appropriate response, circle it and mark the answer you want.

#### Section A: Personal data

**Instruction:** Place a tick in the rectangle where appropriate.

1. School: Holy Infant Melen  GBHS Mendong  GBHS Etoug Ebe
2. Class: Form 4  Lower sixth
3. Sex: Male  Female
4. Age: 13 to 15  16-18

#### Sections B, C and D show aspects of violence which children's academic performance

**Instruction:** For each of the statements, tick ( ✓ ) only the best alternative where; SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree.

	Items/questions	SD	D	A	SA
	<b>SECTION B: Forms of violence</b>				
5	My mother always has bruises and injuries resulting from beating, kicking, burning.				
6	My mother is subject to hurtful words and tones				

7	My mother lives in isolation from friends and family members				
8	My mother is forced to have sex, watch forceful pornography, forced pregnancy				
9	All my mother's earning is taken away and she is not allowed to have a separate income				
	<b>SECTION C: Causes of violence</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
10	My parents are cohabiting, they are not legally married				
11	My father drinks a lot of alcohol and is often drunk				
12	My father is always suspicious of my mother even when she goes to work				
13	My parents hardly discuss				
14	My father is very authoritative				
	<b>SECTION D: Effects of violence</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
15	I am unable to study in the house when I witness my mother being beaten				
16	I am unable to concentrate in school				
17	All my basic school needs are not provided for				
18	I like getting into fights to defend my opinion				
19	I like staying out of school and out of home				

**Section E: Shows the extent to which violence affects children's academic performance**

**Instruction:** For each of the statements, tick (√) only the best alternative where; SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree.

	<b>SECTION E: children's academic performance</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
20	I do not perform well in my academics when my mother is injured and covered with bruises				
21	I do not perform well in my academics when my all my mother's earnings are taken away and she is not allowed to have a separate income				



22	I do not perform well in my academics when my father always returns home drunk				
23	I do not perform well when my parents have disputes				
24	I do not perform well in my academics when I am unable to study				
25	I do not perform well in my academics when I stay away from school				

**Reflect and provide answers to the following questions:**

### **Perception**

26. What do you think about the outcome of children's academic performance in your school with respect to violence against women?.....

.....

27. Why?

.....

.....

### **Strategy**

28. In your opinion, which aspects of against women affect children's academic performance?

.....

.....

29. Why do you think so? .....

.....

### **Proposal**

30. What do you think can be done to improve on children's academic performance? .....

.....

.....

.....

.....

.....

## APPENDIX 2 Krejcie and Morgan Table

Required Sample Size <sup>†</sup>								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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