



A Study on Education and Domestic Violence with Respect to Gender: Evidence from Paschim Medinipur District in West Bengal

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Abstract:

Aims/Purpose: The purpose of this research is to investigate how education affects domestic violence according to gender in West Bengal's Paschim Medinipur district. Methodology: A descriptive survey of 200 respondents in the Paschim Medinipur area of West Bengal is conducted. A student's t-test has been used to analyze the framed hypothesis. Findings: With regard to gender, there are notable differences in the respondents' attitudes regarding the influence of education on domestic violence. Domestic violence is less common in households with female dominated households than in households with males. Comments: Education is seen as a tool in reducing domestic violence since it empowers individuals to confront their established roles, face the problems, and transform their lives. A good education helps people better understand the world and reduces their vulnerability to outside influences.

Keywords: Education, Gender, Domination, Domestic violence, Empowerment Ministry.

Introduction:

Domestic violence is a major problem in the world, with terrible repercussions for victims, families, and society as a whole. Even though it is caused by a number of variables, education's involvement in reducing this social ill has attracted a lot of attention. This study looks into how education affects domestic violence in regard to gender, with a particular focus on male and female victims and offenders in the Paschim Medinipur District of West Bengal, India (Kovačić Petrović, et,al,2021).

West Bengal's Paschim Medinipur is a rural district that probably confronts particular difficulties with domestic abuse and education because of things like poverty, cultural norms, and resource scarcity (Paria, & Maity.2022). This study aims to investigate the relationship between the district's frequency of domestic violence and men's and women's educational attainment under the following heads:

- Recognizes how education affects men and women differently in relation to domestic abuse.

- Examine the relationship between the likelihood of domestic violence and the educational attainment of both partners in a family.
- Examine the many types of domestic abuse that are common in the area and how they relate to scholastic achievement.
- Determine possible educational intervention strategies to prevent and address domestic violence in Paschim Medinipur.

This research will contribute to a deeper understanding of the complex relationship between education, gender, and domestic violence in a specific Indian context (Shetty, & Hans, 2015). The findings can inform the development of targeted educational programs and social policies aimed at reducing domestic violence and promoting gender equality in Paschim Medinipur and beyond.

Emergence of the Problem:

Studies have shown a correlation between higher levels of education for both males and females and lower rates of domestic violence. However, the specific impact can vary depending on the context and the type of violence.

In the case of Paschim Medinipur district in West Bengal, India, limited data is available on the direct impact of education on domestic violence. However, considering the overall trends in India, it is likely that education plays a significant role in reducing domestic violence in the district as well.

Here are some potential reasons why education might impact domestic violence:

- **Increased awareness:** Education can help individuals understand their rights and the legal consequences of domestic violence. It can also challenge traditional gender roles and norms that contribute to violence.
- **Economic empowerment:** Education can lead to better job opportunities and financial independence, which can reduce women's reliance on abusive partners and increase their ability to leave violent situations.
- **Improved decision-making:** Education can help individuals make informed decisions about their relationships and lives, including recognizing and avoiding abusive partners.

However, it is important to note that education alone is not a solution to domestic violence. Other factors such as poverty, cultural norms, and access to support services also play a crucial role. Addressing these issues alongside promoting education is essential for effectively combating domestic violence in Paschim Medinipur and other regions.

Brief Review of Related Studies:

Shiraz, M. S. (2016): This study looked at how education and occupation relate to domestic abuse in Saudi Arabia. It was based on a survey that was given to 917 women with different employment and educational backgrounds. According to the findings, Saudi women's lives are improved by their career and education since they are less likely to experience domestic abuse. The rate of domestic violence was shown to decrease by about 7% with education. The degree of domestic abuse also differed significantly between women who were working and those who were not. In Saudi Arabia, women who are educated and/or have a job seem to have more power and a higher social status, which seems to reduce the amount of domestic violence they

encounter. This is in contrast to women who are unemployed, have only a few years of education, or are not enrolled in school.

Zhou, D., Li, X., & Su, Y. (2021): Based on China's revision of the Compulsory Schooling Law, this study examines the causal relationship between education and the risk of domestic violence against women by their spouse. According to the local average treatment effects (LATE) derived using the instrument variables approach, women who complete an extra year of education are 7.1 and 3.4 percentage points less likely to be physically and sexually abused by their spouse, respectively.

Peraica, T., Kovačić Petrović, Z., Barić, Ž., Galić, R., & Kozarić-Kovačić, D. (2021): Croatia is a European nation that has one of the highest rates of domestic abuse (DV) against women and no male victim approach. A problem that is frequently disregarded and linked to many misconceptions is domestic violence against men. This study looks at the gender disparities in DV help-seekers as well as male-specific characteristics. DV categories, duration, and reporting, age, marital status, and educational attainment were significant predictors of the gender of DV help-seekers. It was more usual for parents to abuse men than for current partners to abuse women. Female victims were more likely to seek assistance after experiencing domestic violence for years, but male victims would do so after experiencing abuse for as little as six months.

Rapp, D., Zoch, B., Khan, M. M. H., Pollmann, T., & Krämer, A. (2012): This study demonstrates how Turkey's mandatory education law has changed in order to calculate the causal relationships between education and the incidence of domestic violence. The change enhanced women's labor market results and boosted their schooling by one to one-and-a-half years, according to our research using a regression discontinuity approach. The gains were most noticeable for women who grew up in rural regions. Without affecting physical violence, partner traits, or women's views toward such violence, rural women's increased educational attainment was associated with a rise in self-reported psychological violence and financial control behavior.

Statement of the Problem:

Most of the research that have been done, both in India and abroad, are not comprehensive or systematic. In light of this, the current study's title, "**A Study on Education and Domestic Violence with Respect to Gender: Evidence from Paschim Medinipur District in West Bengal**" was chosen.

Objectives of the Study;

The present study entails the following objectives:

1. To determine the disparity in attitudes between men and women on the impact of education on domestic abuse;
2. To ascertain how households by gender (male and female) differ in their perspectives on the relationship between education and domestic violence;

Variables of the Study:

The present study included the following variables:

Gender (Male and Female)

Hypothesis

H_1 : There is no discernible difference in attitudes on the effect of education on domestic violence based on the households' gender (male or female).

Population

There are 650 households considered as population in the present study.

Sampling

This study has employed a multistage purposive sampling technique. The study has chosen a sample size of 200 female responders, one from each household.

Table – 1: Sample Profile of the Study

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

Source: Field Survey, 2023-24

Description of tools

A self-created, standardized questionnaire is employed to gather primary data. Additionally, the finding is supported by secondary data.

Collection of data

The primary data was gathered in 2023–2024 from 200 households in the Garbeta-2 block of the Paschim Medinipur district of West Bengal.

Testing of hypothesis

The hypothesis has been tested using the student “t” test.

H_1 : There is no discernible difference in attitudes on the effect of education on domestic violence based on the households' gender (male or female).

Table -2: showing the particulars about mean, SD and t- value of domestic violence according to Gender (Male and Female) of the households.

Gender	N	Mean	SD	SED	t	Level of Significant
Male	130	62.55	7.13	1.04	4.52	Significant at 0.01 level
Female	70	53.13	5.10			

Source: Calculation based on field survey 2023-24

The mean scores and S.D. of the male and female groups differ, as can be seen from the above table 2. The above table has a t value of 4.52, which is greater than the table value. Therefore, the null hypothesis is disproved at the 0.01 level. This indicates that the way that male and female households deal with domestic violence differs significantly.

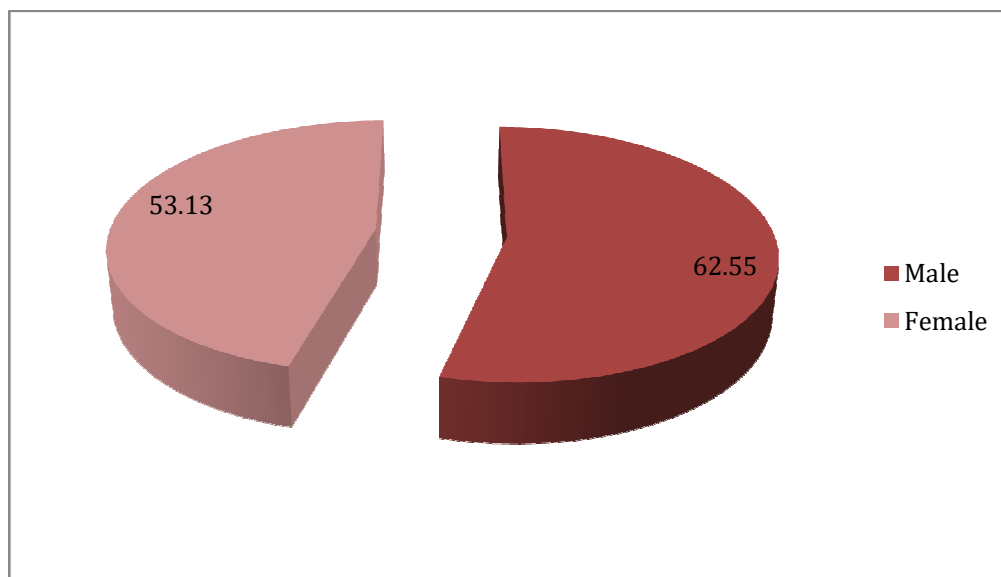


Diagram -1: showing mean values of the level of attitude towards domestic violence according Gender of the households

Educational Implication of the Study

Education is seen as a critical step in reducing domestic violence since it empowers individuals to confront their established roles, face the problems, and transform their lives. A good education helps people better understand the world and reduces their vulnerability to outside influences. Since education enhances knowledge, it is necessary for accurate information interpretation. Additionally, an educated individual is more aware of their rights and the role they and others play in society.

Conclusion

In conclusion, it can be said that education contributes to the development of a sense of self and reducing domestic violence in society. However, there exist significant differences of domestic violence with respect to gender within family. Finally, peace education is necessary to reduce domestic violence in households and society as a whole.

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