

PERCEIVED IMPACT OF DOMESTIC VIOLENCE ON PRIMARY SCHOOL FEMALE TEACHERS' MENTAL HEALTH IN UVWIE LOCAL GOVERNMENT AREA OF DELTA STATE

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Abstract

In Africa, Nigeria in particular, the occurrence of violence among couples is not new irrespective of the family socio-economic class. Thus, this study was designed to find out perceived impact of domestic violence on female teachers' mental health in Uvwie Local Government Area of Delta State. The descriptive survey research designed was employed in the study. A sample of one hundred and twenty-three (123) respondents (103 married and 20 singled) participated in the study. Simple random sampling technique was used to select respondents. Structured questionnaire of 4 response options (SA-SD) contently validated by two research experts was used as instrument for data collection. The reliability of the instrument was established at 0.81 using the Pearson Product Movement Correlation Coefficient (r). Data was analyzed through percentage, mean and chi-square test. Findings from the study revealed that domestic violence has impact on female teachers' level of concentration, aggression, depression and stress. Conclusion was drawn based on the findings and recommendations were made among others that the fundamental right of every members of the family should be respected to avoid violence occurrence which usually affect female teachers' mental health with its negative consequences on the school children.

Key words: *Domestic violence, Mental health, Female teacher*

Introduction

Human beings living together and interaction in most cases is associated with violence. The violent nature of human beings has extended to the family system resulting in aggressive actions between husband and wife (couples) in a community. Fighting between husband and wife of which the wife is usually the recipient of the beating is becoming acceptable as part of marriage in many communities and cultures. This shows that the world we live in is characterised by violence against women. Violence against women is universally present in many forms such as wife battering, sexual assault and abuse, female genital mutilation and rape. Gender-based violence in recent times has become the fate of millions of women all over the world. This situation seemed to be affecting

married women's productivity both at home, the communities and places of work (Ojedokun & Bello, 2015; Watts & Zimmerman, 2012).

Violence in the home mainly occurs between couples with its associated effects on members of the family and the couple's job or business. This form of violence which occurs between members of the family in the home is called "Domestic or Gender-based violence (Watts & Zimmerman, 2012). Domestic violence often occurs when one partner (usually the husband) tries to establish power and control over the wife through instilling of fear and by intimidation, by threat or by using physical weapon. It happens when one person (either of the couple) believes he or she is entitled to control the other. Domestic violence like assault and battery is a crime (Graham-Berman & Seng, 2005; Aihie, 2009).

Violence against women is a technical term used to collectively refer to violent acts that are primarily or exclusively committed against women. Similar to a hate crime, this type of violence targets a specific group with a victim's gender as the primary motive. According to United Nations General Assembly (2010) violence against women is 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.

Domestic violence is an issue of global concern. Historically, in some cultures, domestic violence is accepted as a fact of life. In recent years, however, it has begun to be viewed as a criminal problem (Aihie, 2009). Domestic violence, which is the abuse of a family member, can take different forms. It may include emotional abuse, economic abuse, sexual abuse, child labour, threats, using male preference, intimidation, isolation and a variety of other behaviours in some cultures of the world including Nigeria, used to maintain fear, intimidation and power (Antai, 2011). The perpetrators of domestic violence are commonly the men of the family. Women are most commonly the victims of violence (Aihie, 2009). Project Alert's (2011) common forms of domestic violence include rape, murder, slapping and kicking.

Domestic violence which is a part of physical abuse occurs as a result of husband being drunk, financial issues and the rejection of a partner's sexual advances (Domestic Violence, Punch retrieved, 2013). High levels of wife beating occur when the woman is making more money than her husband. This has been attributed to the lack of control of the male partner's feelings within the relationship (Antai, 2011). Women also link the perpetration of physical violence with husbands who are "very controlling" (Antai, 2011). Women who justify wife beating are more likely to be victims of physical violence (Antai, 2011).

Violence against a wife at home is seen as a tool that a husband uses to chastise his wife and to improve her (Oyediran & Isiago, 2008). Obi and Ozumba (2009) submitted that domestic violence is influenced by several variables such

as women's feeling of loss of their right and men's feeling of full ownership of the wife after a bride price have been paid, lower socio-economic classes, substance abuse, couples' age disparity and unemployment. Infertility is also another cause of domestic violence. Many of the reasons that are viewed as acceptable for domestic violence are largely subjective to a husband's interpretation. For example, common acceptable beatings among men are stubbornness, lack of respect for husband, imposition of will of husband, and failure of wifely duties (Ogunjuyigbe & Ebigbola, 2008).

Different people have different perceptions on domestic violence particularly wife beating. The Tiv views wife beating as a sign of love that should be encouraged. This is evidenced with the statement, "If you are not yet beaten by your husband then you do not know the joy of marriage and that means you are not yet married" (Oyediran & Isiago, 2008). The Hausa are more supportive of domestic violence and view it as an inherent right of a husband (Oyediran & Isiago, 2008). Whatever the reason(s) behind the occurrence of domestic violence, and the perceptions people have towards it, the fact remains that once it occurs, it always has an impact on the couple particularly the woman (wife). It is on this basis that this study seeks to examine the effect of domestic violence on female teachers' mental health in Uvwie Local Government Area of Delta State.

Teachers are a group of people who work with the voice and the brain. Their work demands thinking and reasoning. Thus any form of distraction or imbalance possibly causes disorganization to their functioning on their jobs, health and well-being. The teaching profession is the one profession which probably employs the largest number of females. Majority of the workers in the profession are females who in most cases are married. Thus, most of the challenges they face include combining job and marital issues. Any imbalance in one of the areas is likely to affect the other. In case of female teachers effect of domestic violence in homes, not only manifest in their physical health but also in their mental well-being, with a further carry over effect on the school children under their care. Some the effects may include depression, loss of concentration, aggression and so on. It was in view of the above background that the need for this study arose.

Statement of the Problem

The continuous and frequent occurrences of domestic violence have left many families with broken and unstable homes. In Nigeria, especially in the Delta State, domestic violence is widespread and has shown no signs of becoming any less. Whenever it occurs, it inflicts pain on its victims and as well disorganizes the family and destroys any peaceful coexistence. It affects the emotion and mental health and balance of its victim. Female teachers are one group of females that are also victims of domestic violence but are unreported in most cases and

there is dearth of studies addressing the issue in the area of study, hence this study specifically examined the perceived impact of domestic violence on female teachers' level of concentration, depression, aggression and stress in Uvwie Local Government Area of Delta State.

Research Questions

For the purpose of this study, the following research questions were raised.

1. Does domestic violence impact the level of concentration of female teachers in their jobs in Uvwie Local Government Area of Delta State?
2. To what extent does domestic violence cause depression among female teachers in Uvwie Local Government Area of Delta State?
3. Does domestic violence have any significant effect on female teachers' level of aggression in Uvwie Local Government Area of Delta State?
4. Does domestic violence contribute to the level of stress experienced by female teachers in Uvwie Local Government Area of Delta State?

Hypotheses

For the purpose of this study, the following null hypotheses were tested:

1. Domestic violence will not significantly impact the level of concentration of female teachers in their jobs in Uvwie Local Government Area of Delta State.
2. Domestic violence will not significantly cause depression among female teachers in Uvwie Local Government Area of Delta State.
3. Domestic violence will not have any significant impact on female teachers' level of aggression in Uvwie Local Government Area of Delta State.
4. Domestic violence will not significantly contribute to the level of stress experienced by female teachers in Uvwie Local Government Area of Delta State.

Methodology

This study employed the descriptive survey research method to examine the impact of domestic violence on the mental health of primary female teachers in Uvwie Local Government Area of Delta State. The population of the study comprised one thousand (1000) female teachers in Uvwie Local Government Area of Delta State (Local Education Authority (LEA), Uvwie Local Government Area, 2016). The sample for the study consisted of one hundred and thirty (130) female teachers randomly selected from ten (10) schools (public and private primary schools). The sampling technique used was the simple random sampling technique. This technique was used because it gives all the subjects

equal opportunity of being selected. This was done through the use of balloting with replacement. An informed consent letter was first sent to the various school heads prior to the visitation to get their approval before the actual administration of the instrument.

The research instrument used for data collection in the study was a structured questionnaire. The questionnaire comprised two sections (A& B). Section "A" consisted of respondents' bio-data while section "B" consisted of statement items of four response options ranging from Strongly Agreed (SA), Agree (A), Disagree (D) to Strongly Disagree (SD) designed to elicit response from the respondents.

The validity of the instrument was established using content validity methods by two research experts in the department of Human Kinetics and Health Education, Delta State University, Abraka, while the reliability of the instrument was established using the test-retest method and correlated with Pearson's Product Moment Correlation Coefficient. From the correlation, a coefficient value of 0.81 was established. This indicated that the instrument was reliable since any instrument with reliability coefficient of 0.6 and above is suitable for use in any study (Elendu, 2010).

The structured and validated instrument was administered to the respondents in their respective schools by the researcher and three trained research assistants. After administration, copies of questionnaire completed on the spot were retrieved while others were retrieved at a later fixed date and time due to the respondents' busy schedules.

Out of 130 copies of questionnaire administered, 123 were retrieved and analysed in the study. This gave a total of 94.6% return rate. Data collected from respondents were analysed using frequency, percentage, mean and chi-square methods. The frequency, percentage and mean were used to analyse the bio-data and research questions while the chi-square was used to test the hypotheses stated at 0.05 level of significant.

Result and Discussion

The data collected in the study were presented and analyzed in the following tables based on the research questions and hypotheses generated.

Table 1: Analysis of respondent's demographic data

Variables	Options	Frequency	Percentage
Sex	Female	130	100%
Marital Status	Married	103	83.7%
	Single	20	16.3%
Age	16-25yrs	10	8.1%
	26-35yrs	16	13%
	36 - 45yrs	49	40%
	46 yrs above	13	10.6%
Level of Education	NCE	68	55.3%
	B.Sc	51	41.3%
	M.Sc/M.Ed	4	3.4%
Tribe/Ethnicity	Itsekiri	17	13.8%
	Ijaw	21	17.1%
	Isoko	31	25.2%
	Urhobo	44	35.8%
	Others	10	8.1%
Religious Background	Christian	91	74%
	Traditional	32	26%

Table 1 showed the demographic analysis of respondents in the study. From the data analysis in the table, it was found that out of the total of one hundred and twenty-three respondents who participated in the study, 130 (100%) were female teachers. 103 (83.7%) were married while 20 (16.3%) were single. 10 (8.1%) were within 16 -25years, 16 (13%) were within 26-35years, 49(40%) were within 36 - 45yrs, and 13 (10.6%) were 46 years above as at the time of the study.

From level of education, it was found that 68 (55.4%) had NCE, 51 (41.3%) had B.Sc, while 4 (3.4%) had Masters. 17 (13.8%) of the participants were Itsekiri, 21 (17.1%) were Ijaw, 31 (25.2%) were Isoko, 44 (35.8%) were from the Urhobo ethnic nationality, while 10 (8.1%) were from other ethnic groups / tribes residing in the study area. Lastly, on religious background, the data analysis showed that 91 (74%) of the participants were Christians, 44 (4.5%) while 32 (26%) traditional worshippers.

Research Questions 1: Does domestic violence impact level of concentration of female teachers in their jobs in Uvwie Local Government Area of Delta State?

Table 2: Analysis of impact of domestic violence on the level of concentration of female teachers in Uvwie Local Government Area

Domestic Violence and Level of Concentration among Female Teachers.	SA (%)	A (%)	D (%)	SD (%)	Mean
Domestic violence in a family lead to lack of focus among teachers.	39 (31.7%)	38 (30.9%)	29 (23.6%)	17 (13.8%)	2.81
Teachers from the home where violence often occurs usually experienced role confusion and poor school attendance.	39 (31.7%)	40 (32.5%)	28 (22.8%)	16 (13%)	2.83
Teachers thought of fighting in their home lead to their loss of concentration which affects job performance in school.	43 (35%)	39 (31.7%)	26 (21.1%)	15 (12.2%)	2.89
Total	121	117	83	48	8.53
Average	40	39	28	16	2.53

Grand Mean = 2.84; Bench mark = 2.5; Decision = Very High Extent.

The data analysis in table 2 shows the impact of domestic violence on level of concentration among female teachers in Uvwie Local Government Area of Delta State. From the responses to the statement, it was found that 62.6% (SA+A) of the respondents respectively agreed with the statement that domestic violence in a family lead to lack of focus among female teachers while 37.4% (D+SD) respectively disagreed with the statement. In item two, it was revealed that 64.2% (SA+A) of the respondents respectively agreed that teachers from the home where violence often occurs usually experienced role confusion and poor school attendance while 35.8% (SD+D) respondents disagreed. 66.7% (SA+A) respondents collectively agreed that teachers thought of fighting in their home lead to their loss of concentration which affect job performance in school while 33.3% of the respondents which was less disagreed with the statement.

From the mean analysis of the responses in the table, it was found that a grand mean value of 2.84 was observed against the mean bench mark of 2.5 at 4-points scale. This showed that to a high extent, domestic violence had impact on female teachers' level of concentration in their jobs in Uvwie Local Government Area of Delta State.

Research Question 2: To what extent does domestic violence cause depression among female teachers in Uvwie Local Government Area of Delta State?

Table 3: Analysis of domestic violence and depression among female teachers in Uvwie Local Government Area

Domestic violence and depression among female teachers	SA (%)	A (%)	D (%)	SD (%)	Mean
Domestic violence in a family leads to frustration among female teachers.	39 (31.7%)	38 (30.8%)	29 (23.6%)	17 (13.8%)	2.81
Domestic violence affects the mood of female teachers.	46 (37.4%)	37 (30.1%)	24 (19.5%)	16 (13%)	2.92
The fear of violence occurrence in a home encourages loneliness behaviour among female teachers.	37 (30.1%)	37 (30.1%)	24 (19.5%)	25 (20.3%)	2.7
Domestic violence leads to depression among female teachers in the work place.	33 (26.8%)	41 (33.3%)	28 (22.8%)	22 (17.9%)	2.71
Total	155	153	105	80	11.14
Average	39	38	26	20	2.79

Grand Mean = 2.79; Bench mark = 2.5; Decision = Very High Extent.

Table 3 shows the extent to which domestic violence causes depression among female teachers in Uvwie Local Government Area of Delta State. From the responses to the statement, it was found that 62.5% (SA+A) of the respondents respectively agreed with the statement that the present of domestic violence in a family lead to frustration among female teachers while 37.5% (D+SD) respectively disagreed with the statement.

In item 2, it was revealed that 67.5% (SA+A) of the respondents respectively agreed that domestic violence impacts the mood of female teachers while 32.5% (SD+D) respondents disagreed. 60.2% (SA+A) respondents collectively agreed that the fear of violence occurrence in a home encourage loneliness behaviour among female teachers while 33.3% (D+SD) of the respondents which was less disagreed with the statement. In item 4 of the table, it was found that 60.1% (SA+A) respectively agreed to the statement that domestic violence leads to depression among female teachers while 39.9% of the respondents disagreed with the statement.

From the mean analysis of the responses in the table, it was found that a grand mean value of 2.79 was observed against the mean bench mark of 2.5 at 4-points scale. This showed that to a high extent, domestic violence caused depression among female teachers in Uvwie Local Government Area of Delta State.

Research Question 3: Does domestic violence have impact on female teachers’ level of aggression in Uvwie Local Government Area of Delta State?

Table 4: Analysis of domestic violence impact on female teachers’ level of aggression in Uvwie Local Government Area

Domestic violence and level of aggression among female teachers.	SA (%)	A (%)	D (%)	SD (%)	Mean
Transfer of aggression is common among female teachers who are victims of domestic violence at home.	35 (28.5%)	37 (30.1%)	26 (21.1%)	25 (20.3%)	2.66
Most female teachers who are victims of domestic violence are unnecessarily harsh on their pupils and fellow colleagues.	29 (23.6%)	35 (28.5%)	33 (26.8%)	26 (26%)	2.45
Domestic violence leads to demonstration of strictness among female teachers in school.	45 (36.6%)	35 (28.5%)	24 (19.5%)	19 (15.5%)	2.87
Domestic violence promotes aggressive attitude among female teachers in their work place.	43 (35%)	38 (30.9%)	23 (18.7%)	18 (14.6%)	2.87
Total	152	145	106	88	10.85
Average	38	37	27	22	2.71

Grand Mean = 2.71; Bench mark = 2.5; Decision = Very High Extent.

The data analysis in the table 4 shows the extent to which domestic violence affect the level of aggression among female teachers in Uvwie Local Government Area of Delta State. From the responses to the Statement, it was found that 58.6% (SA+A) of the respondents respectively agreed with the Statement that transfer of aggression is common among female teachers who are victims of domestic violence at home while 41.2% (D+SD) respectively disagreed with the statement.

In item 2, it was revealed that 52.1%(SA+A) of the respondents respectively agreed that most female teachers who are victims of domestic violence are unnecessarily harsh to their pupils and fellow colleagues while 57.9% (SD+D) respondents disagreed. 65.1% (SA+A) respondents in item 3 collectively agreed that Domestic violence leads to demonstration of strictness among female teachers in school while 34.9% (D+SD) of the respondents which was less disagreed with the statement. In item 4 of the table, it was found that 65.9% (SA+A) respectively agreed to the statement that domestic violence promote aggressive attitude among female teachers in their work place while 39.9% of the respondents disagreed with the statement.

From the mean analysis of the responses in the table, it was found that a grand mean value of 2.71 was observed against the mean bench mark of 2.5 at 4-points scale. This showed that to a high extent, domestic violence had significant

impact on female teachers' level of aggression in Uvwie Local Government Area of Delta State.

Research Question 4: Does domestic violence contribute to level of stress experience by female teachers in Uvwie Local Government Area of Delta State?

Table 5: Analysis of domestic violence impact on level of stress experience by female teachers in Uvwie Local Government Area

Domestic violence and level of stress experience among female teachers.	SA (%)	A (%)	D (%)	SD (%)	Mean
Domestic violence makes female teachers to feel unnecessary tiredness with work and life.	39 (31.%)	38 (30.9%)	29 (23.6%)	17 (13.8%)	2.81
Frequent occurrence of domestic violence creates the kind of feelings in the body that cannot be explained among female teachers.	29 (23.6%)	29 (23.6%)	33 (26.8%)	32 (26%)	2.45
Domestic violence increases the level of stress experience by female teachers in life.	45 (36.6%)	36 (29.3%)	24 (19.5%)	19 (15.5%)	2.89
The occurrence of domestic violence in a home brings about marital anxiety among victim female teachers.	43 (35%)	40 (32.5%)	23 (18.7%)	17 (13.8%)	2.89
Total	156	143	109	85	11.04
Average	39	37	27	21	2.76

Grand Mean = 2.76; Bench mark mean = 2.5; Decision = Very High Extent.

The data analysis in the table 5 shows the extent to which domestic violence contributes to the level of stress experienced by female teachers in the Uvwie Local Government Area of Delta State. From the responses to the statement, it was found that 62% (SA+A) of the respondents respectively agreed with the statement that domestic violence made female teachers to feel unnecessary tiredness with work and life while 40% (D+SD) respectively disagreed with the statement.

In item 2, it was revealed that 47.2%(SA+A) of the respondents which was less respectively agreed to the statement that frequent occurrence of domestic violence create the kind of feelings in the body that cannot be explained among female teachers while 52.8% (SD+D) respondents which was higher disagreed. 65.9% (SA+A) respondents in item 3 collectively agreed that domestic violence increases the level of stress experience by female teachers in life while 34.1% (D+SD) of the respondents which was less disagreed with the statement. In item 4 of the table, it was found that 67.5% (SA+A) respectively agreed to the statement that the occurrence of domestic violence in a home bring about marital anxiety among victim (female teachers) while 32.5% of the respondents disagreed with the statement.

From the mean analysis of the responses in the table, it was found that a grand mean value of 2.76 was observed against the mean bench mark of 2.5 at 4-

points scale. This showed that to a high extent, domestic violence contributed to level of stress experience by female teachers in Uvwie Local Government Area of Delta State.

Hypothesis 1: Domestic violence will not significantly impact the level of concentration of female teachers in their job in the Uvwie Local Government Area of Delta State.

Table 6: Chi-square analysis of significant effect of domestic violence on level of concentration among female teachers in their job in Uvwie Local Government Area of Delta State

Response	Observed	Expected	X ² cal	X ² crit	Df	Sig	Decision
Strongly Agreed	40	30.8					
Agreed	39	30.8	12.3	7.82	3	.05	Rejected
Disagreed	28	30.8					
Strongly Disagreed	16	30.8					
Total	123	123					

From the chi-square (X²) analysis in table 6, it was found that the X² calculated value (12.43) was higher than the X² critical value (7.82) under degree of freedom 3 at 0.05 significant. Thus the null hypothesis stated was rejected in favour of its alternative. This means that domestic violence significantly affected the level of concentration of female teachers in their job in Uvwie Local Government Area of Delta State.

Hypothesis 2: Domestic violence will not significantly be causes depression among female teachers in Uvwie Local Government Area of Delta State.

Table 7: Chi-square analysis of domestic violence as significant cause of depression among female teachers in Uvwie Local Government Area of Delta State

Response	Observed	Expected	X ² cal	X ² crit	Df	Sig	Decision
Strongly Agreed	39	30.8					
Agreed	38	30.8					
Disagreed	26	30.8	8.4	7.82	3	.05	Rejected
Strongly Disagreed	20	30.8					
Total	123	123					

From the chi-square (X²) analysis in table 7, it was found that the X² calculated value (8.4) was higher than the X² critical value (7.82) under degree of freedom 3 at 0.05 significant. Thus the null hypothesis stated was rejected in favour of its alternative. This means that domestic violence significantly caused depression among female teachers in Uvwie Local Government Area of Delta State.

Hypothesis 3: Domestic violence will not have significant impact on female teachers' level of aggression in Uvwie Local Government Area of Delta State.

Table 8: Chi-square analysis of significant effect of domestic violence on the female teachers' level of aggression in Uvwie Local Government Area of Delta State

Response	Observed	Expected	X ² cal	X ² crit	Df	Sig	Decision
Strongly Agreed	38	30.8					
Agreed	37	30.8					
Disagreed	27	30.8	5.91	7.82	3	.05	Accepted
Strongly Disagreed	22	30.8					
Total	123	123					

From the chi-square (X^2) analysis in table 8, it was found that the X^2 calculated value (5.91) was less than the X^2 critical value (7.82) under degree of freedom 3 at 0.05 significant. Thus the null hypothesis stated was accepted. This means that the impact of domestic violence on level of aggression of female teachers in the Uvwie Local Government Area of Delta State was not significant.

Hypothesis 4: Domestic violence will not significantly contribute to the level of stress experienced by female teachers in the Uvwie Local Government Area of Delta State.

Table 9: Chi-square analysis of significant contribution of domestic violence to the level of stress experienced by female teachers in Uvwie Local Government Area

Response	Observed	Expected	X ² cal	X ² crit	Df	Sig	Decision
Strongly Agreed	39	30.8					
Agreed	37	30.8	7.83	7.82	3	.05	Rejected
Disagreed	27	30.8					
Strongly Disagreed	21	30.8					
Total	123	123					

From the chi-square (X^2) analysis in the table 9, it was found that the X^2 calculated value (7.83) was higher than the X^2 critical value (7.82) under degree of freedom 3 at 0.05 significant. Thus the null hypothesis stated was rejected. This means that domestic violence significantly contributed to level of stress experience by female teachers in the Uvwie Local Government Area of Delta State.

Discussion of Findings

Finding from this study revealed that domestic violence, to a high extent, has significant impacted on the mental health of female teachers in the Uvwie Local

Government Area of Delta State. It was revealed that domestic violence to a high extent affected the female teachers' level of concentration, depression, aggression, and level stress experience in their jobs and lives.

The results of this study is consistent with the finding of Ojedokun and Bello (2015) who conducted a study on domestic violence as correlate of academic performance, psychological and health wellbeing of senior secondary school students in Ibadan, Oyo State using the descriptive survey design and found that domestic violence had significant relationship on academic performance ($r=0.230$ $p<0.05$): that domestic violence had significant relationship on psychological wellbeing ($r=0.681$ and $p<0.05$) and health wellbeing of secondary school students and teachers in Ibadan ($r=0.40$ and $p<0.05$.)

A study conducted by Graham-Berman and Seng (2009) on violence exposure and traumatic stress symptoms as additional predictors of health problems in high-risk children; which employed the descriptive survey method found that people (family members) who have been exposed to domestic violence suffer symptoms of post-traumatic stress disorders such as bed-wetting and were at greater risk of developing allergies and flu than their peers and these may extend to their adult lives.

A study by Watts, Osam and Win (2008) titled "The Private is Public: A study of violence against women in South Africa" revealed that children who witness domestic violence often suffer as children who have been abused themselves. They discovered that girls and women who witness their fathers' violent treatment of their mothers are more likely to accept violence as a normal part of marriage than girls from non-violent homes; also, that boys who have witnessed the same violence, on the other hand, are more likely to be violent to their partners as adults. They further expressed that these children are more likely to exhibit aggressive and anti-social behaviours like disobedience, hostility and oppositional behaviours at adulthood.

The finding of the study particularly on stress is also in consonance with Goldsmith (2006); National Network to End Domestic Violence (2011) who found in their study that children and non-children from a violent household are not left out in the mental torture of wife violence. Research according to Goldsmith (2006) and WHO (2013) showed that domestic violence has an inter-generational effect on the children who witness their fathers' abuse of their mothers. They are themselves battered and also suffer the most profound behavioural and emotional distress and may exhibit a host of adverse behaviours and emotions which include becoming violent themselves in response to threats (in school or at home), attempt suicide, use drugs and abuse alcohol, develop

eating disorders, abuse themselves (cutting), anxiety and depression, poor social skills, may enter into abusive relationships.

Implications for School Children

The implication of the above findings of this study to school children and on the female teachers' job is that, once the mental health status and balance of the female teachers is distorted as a result of violence from the home, it produces corresponding effects on the school children as the teachers become unable to put in their best in teaching the children, and lost concentration which may in effect lead to teach off points unknowingly, thereby affecting the generation yet unborn. There is also the possibility of transfer of aggression on the children making children to be demoralised. In addition the quality of delivery and education might be affected.

Conclusion

Violence does not bring any positive outcome. This study has shown that domestic violence, to a high extent, significantly impacted on the mental health of female teachers in Uvwie Local Government Area of Delta State. It significantly impacted on the level of concentration, depression, aggression and stress level experienced by female teachers in the Uvwie Local Government Area of Delta State. The implication of this is that, the impact of the domestic violence on the female teachers may also have corresponding impacts on the school children who are under the direct tutelage of the female teachers. Violence of any form particularly against female teachers, therefore, does not yield any good result. Hence, its root should be blocked early enough for the home to maintain its peaceful place that it is created to be. Based on the findings of the study and conclusion drawn, the following recommendations are made:

1. Female teachers and their husbands should be counselled by health and marriage counsellors on the need and techniques of settling their grievances peacefully without the use of violence since it can make them develop aggressive acts in their job.
2. Couples should be taught on how to settle their misunderstanding amicably without the use of violence since violence is capable of affecting the mental health and well-being of the female teachers and other members of the family.
3. The fundamental right of every members of the family should be respected to avoid violence occurrence which usually affects female teachers' mental health.

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