

**ABSTRACT**

**VIOLENCE AGAINST MARRIED WOMEN IN THE SEVENTH  
DAY ADVENTIST CHURCH IN EGYPT: A COMPARATIVE  
STUDY AMONG EDUCATED AND UNEDUCATED  
GROUPS**

by

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## **ABSTRACT OF GRADUATE STUDENT RESEARCH**

Montemorelos University

School of Psychology

Title **VIOLENCE AGAINST MARRIED WOMEN IN THE SEVENTH-DAY ADVENTIST CHURCH IN EGYPT: A COMPARATIVE STUDY AMONG EDUCATED AND UNEDUCATED GROUPS**

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### **Problem**

The aim of the study is to determine and compare the difference in the level of violence against married women in the Seventh-day Adventist Church in Egypt among the highly educated, moderately educated, and uneducated groups.

### **Method**

The present study is a quantitative correlational research. The research design consisted in using a Domestic Violence Questionnaire method applied to 105 married women in the Seventh-day Adventist church in Egypt. To verify the hypothesis, a one-way ANOVA test for two independent samples was carried out at the .05 level of significance.

## Results

The findings of this study state that there is a highly significant difference of the violence against married women among educated and uneducated groups ( $F(2, 102) = 3.103, p = .049$ ). In light of these findings, less educated women endure a greater amount of domestic violence against them, which remains common in many parts of the world, including Egypt and the Seventh-day Adventist Church. Consider that one reason for the high level of violence against women is their little, or total lack of education.

Since the scale is from zero to four, where zero indicates the absence of violence, it can be stated that in general, violence tends not to occur. On the other hand, violence against women obtained an arithmetical ( $M = 0.49, SD = 0.733$ ).

The most common type of violence that women faced was a controlling behavior, along with an insulting behavior. While physical violence and a neglecting behavior occurred rarely, with values close to zero, the higher difference of opinion is perceived in economic restrictions.

## Conclusions

It is clear that women face different types of violence, but the level of violence depends on their level of education. The level of education that women obtain can play a very important role in preventing them from receiving abuse by their own husbands. Thus, it can be seen that there is a relationship between violence against married women in the Seventh-day Adventist church in Egypt and their level of education. Furthermore, marrying a woman with little or no education can increase the percentage of violence against her, while on the other hand, education tends to reduce violence against women. That is why it is imperative that women educate themselves as a protection against any type of violence that might restrict their

freedom. The church can play an important role in providing education to both men and women before their marriage in order to provide spiritual and equality between men and women through the Word of God.

Montemorelos University

School of Psychology

VIOLENCE AGAINST MARRIED WOMEN IN THE SEVENTH  
DAY ADVENTIST CHURCH IN EGYPT: A COMPARATIVE  
STUDY AMONG EDUCATED AND UNEDUCATED  
GROUPS

Thesis  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Master in Psychology

by

Fady Ezzat Wadie Fakhoury

March 2018

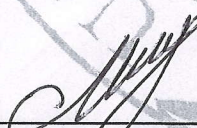
VIOLENCIA CONTRA MUJERES ADVENTISTAS CASADAS: UN ESTUDIO  
COMPARATIVO ENTRE GRUPOS EDUCADOS Y NO EDUCADOS

Tesis  
presentada en cumplimiento parcial  
de los requisitos para el título de  
Maestría en Relaciones Familiares

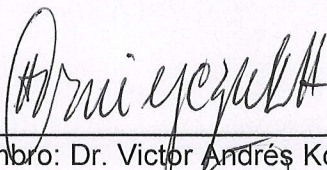
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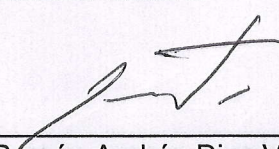
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## **CHAPTER I**

### **INTRODUCTION**

#### **Background of the Problem**

Violence against women is a very dangerous thing. It raises the alarm across the world. It occurs during wartime and peacetime. It continues to be one of the most harmful cultural practices, in terms of abuse during pregnancy, psychological and physical violence, among many other types of violence against women in society (Owusu-Ansah, 2016). Domestic violence affects all areas of human life, including private and social contexts; therefore, it is considered to be a very serious social problem, and its prevalence around the world is increasing rapidly. This problem frequently emerges as violence applied by men to women within a family setting (Aktaş, 2016).

Domestic violence is a common thing in our world. Many women have experienced some form of domestic abuse since the age of 16 or less. Women that suffer domestic violence use more emergency services, such as hospitals, mental health, and medical services than those women who never faced violence. Domestic violence against women is a factor that brings high risks to the society (Warren-Gash et al., 2016).

Violence against women is an international issue. It occurs in low-income and middle-income countries. However, violence is higher in low and middle-income countries. Unfortunately, many women blame themselves for this violence due to the pressures of the male dominated society (Tran, Nguyen, & Fisher, 2016). Women who face violence are sometimes forced to have sex against their will/consent and sometimes face more than one

type of violence or abuse from their husbands. This type of violence has always been associated with some physical and mental health issues (Owusu Adjah & Agbemafle, 2016).

Women who have reported any type of violence were always associated with sexual abuse, violent husband behavior, housing disability, or even husbands who are alcoholic or take drugs. Many or even all survivors of violence and forced sex/rape showed symptoms of depression. Thus, violence against women is being recognized as a threat to national public health in many parts of the world, due to the seriousness of this issue (Malpass et al., 2014).

Violence against women or gender discrimination is a worldwide issue that can be seen as harassment. Due to its sensitivity, in many societies it remains hidden, nevertheless takes place in many ways. Violence against women is prevalent in many cultures even if they do not acknowledge it. It manifests itself in different forms of threat and harassment against women's rights and freedom of living in peace, without fear (Saxena, 2015).

Domestic violence happens to many women in society and produces negative effects on their health. Due to the different forms of violence that women face, their health conditions gets worse as society remains silent (Usta, Antoun, Ambuel, & Khawaja, 2012). Violence against women denies them their rights and freedom to become part of a normal society. It is a way of demonstrating how sick society can sometimes be against the opposite sex (Jewkes & Penn-Kekana, 2015).

Due to the violence against women, the police or other protection organizations take them to special shelters in order to save their lives. Women who face violence experience serious emotional issues that may be either visible, or not, in their physical condition (Krenkel, Ojeda Campo More, Cantera Espinosa, De Sousa Jorge, & Lima Da Motta, 2015).

## **Research Problem Statement**

This study aims at investigating the difference of the prevalence of violence against women between educated and uneducated groups, raising the following question:

Is there a significant difference in the level of violence against women in the Seventh-day Adventist Church in Egypt between the educated, moderately educated, and uneducated groups?

## **Research Objectives**

This study focuses on the following objectives:

1. To learn about the relationship between violence against women in the Seventh-day Adventist church in Egypt among educated, moderately educated, and uneducated groups.
3. To determine if education prevents violence against women or not.
4. To determine the level of violence against women in the educated, moderately educated and uneducated groups in society.
5. To determine if being married to an uneducated woman increases the level of violence against her or not.

## **Justification of the Problem**

Violence against women has been one of the biggest issues in Seventh-day Adventist communities for many years and is still affecting many women of our church in Egypt. Women in our church suffer different types of violence (physical, sexual, and psychological). In our Adventist churches, there are different social groups ranging from educated people to others who lack education. It is important to determine if a relationship exists between the level of education among women and their probability to be harmed by the men in their lives in order to find ways to correct this critical problem. Violence against women is a common

problem around the world. It is also a serious issue regarding human rights in all societies. Often there are negative consequences in a person's health due to violence, even to the extent of death. (Nybergh, Taft, & Krantz, 2012).

Violence manifests a discriminative behavior against women by violating their human rights through physical aggressiveness or emotional behaviors. Violence against women is a major health and human rights issue. This is a global issue that bears testimony of how sick societies can become when in terms of mistreating women (Al-Atrushi, Al-Tawil, Shabila, & Al-Hadithi, 2013).

### Hypothesis

The hypothesis of this research states that there is a significant difference in the level of violence against women in the Seventh-day Adventist Church in Egypt between the educated and uneducated groups.

### Limitation

The questionnaire will be applied in the Seventh-day Adventist Church in Egypt during the family camp meeting, as well as in other local Adventist churches across the country. It would be interesting to determine if education can stop violence against women or not. But this would have implied too many resources and long time.

### Delimitation

The target group for this study consists of married women who are members of the Seventh-day Adventist Church in Egypt. They will be of different age groups and levels of education. The questionnaire will be administered only to a sample from the group of married women in the Adventist church in Egypt in the camp meeting or in the local churches. The

reason why married women were chosen is because they are more likely to be exposed to partner violence than singles.

Hence, the results of the present study are valid only for married Adventist women in the Seventh-day Adventist Church in Egypt.

### **Assumptions**

The researcher assumes that the subjects participating in the study will give honest answers according to their own beliefs, experiences and observances. Furthermore, he assumes that the questionnaire measures what it is supposed to.

### **Definition of Terms**

The present study needs to define the following concepts that are being used for the sake of clarity and better understanding.

1. Violence against women can occur in many forms of harassment against member of the fair sex. Harassment or violence might be physical, sexual or psychological. It can also appear as insults or aggressive behavior toward women. In order to avoid confusion, the questionnaire used for this study does not include the concept of harassment for religious beliefs. It presents examples of different levels of violence that women endure.

2. Level of education among women who face violence. This is to determine if the level of education obtained by women can make a difference against violent behaviors against them. It will suggest if the higher level of education women have can reduce the level violence or not.

## **Biblical Perspective**

The Bible never calls for men to treat women as inferior beings. The Word of God always called for human equality between men and women. We are all created in the image of God. Gnanadason (2012) states that our God is a God of Life and He is not silent, but walks with us always, challenging us to act like him with courage and hope. Unfortunately, women are often targeted for violence deliberately, while the perpetrators are too often granted amnesty. The author adds that by applying our theological principles of forgiveness, reconciliation and justice to the situations, we engage in the types of work of overcoming violence against women.

Jesus was the greatest example of how women should be treated. Payne (2015) says that Jesus treated women as equals in terms of judicial, social, and religious customs of his time. When women's rights were mishandled regarding issues such as adultery and divorce, he treated both men and women equally. In a society that consistently mistreated and looked down on women as less intelligent and less moral than men, Jesus respected women's intelligence and spiritual ability, as is evident in the great spiritual truth he originally taught women such as the Samaritan woman (John 4:10-26).

Phiri (2002) says that women need to understand and realize that they, too, are created to reflect the image of God just as much as men

Women, thus, need to develop a personal (interpersonal) consciousness. Self-esteem and self-confidence, based on a deep consciousness of being created by God, nurtured by their ongoing relationship with God, their true self and in relationship with others, will put women in a position to develop the insight and skills to effect the transformation of their context. (p. 26)

In her counsel on marriage vows, White (1989) advises men to be kind to their wives and never use violence to terrify them. But rather treat them with kindness, righteousness, and



wisdom. To lead them always to the path of truth and to always have the fear of God before them. Because Satan rejoices when he creates division among men and women of God.

White warns husbands against using Bible verses as an excuse to mistreat their wives. She states that that was never God's will for the marriage. We should not interpret the Word of God to our own convenience, otherwise we commit violence against the marriage institution. This way we understand the Bible is made simply that they may exercise freedom and respect with one another and not the prerogative way. There are many other Bible verses that talk about the respect that husbands should show to their wives and conclude that violence is never the solution for problems within the couple. Why should men feel bitter against their wives? If the men have found their wives' faults, bitterness of spirit will not remedy or fix the evil (White, 1952).

Men should not require the complete subjection of their wives. Many declare that women have no voice or will of choice in the family, but must submit entirely to the husband; thus, men place their wives in a position contrary to what the Bible teaches (Ayotunde, Akintoye, & Adefunke, 2014). When men interpret the Word of God in a way that benefits only them, they do violence to the marriage institution created by God. This interpretation is made in order to exercise arbitrary rule, which is not their prerogative. But the Bible says that husbands, love your wives, and be not bitter against them. Why should men be bitter against their wives? If the men have found their wives doing a mistake, bitterness of spirit will not solve anything in the marriage institute (White, 1990).

## **CHAPTER II**

### **LITERATURE REVIEW**

Violence against women is very common in the world and is one of the greatest challenges in many countries. Education is usually related to the level of violence against women in many countries. The following section presents what the literature shows about the violence against women and its relationship to their educational level.

#### **Violence against Women**

Violence against women dates back in the history of mankind. Several forms of abuse have been described in ancient epics, like Mahabharata and Ramayana. There have been efforts on a global level to eliminate violence against women. There has always been a struggle in the relationship between men and women, which has been, for the most part, led by men to demonstrate their power over women. It is one of the greatest crucial social problems in our days and women are forced into a very critical position in comparing them with men (cited in Bohra et al., 2015).

Leite, Figueiredo, Dias, Vieira, Souza e Souza, and Mendes (2014) indicate that this problem has existed for a very long time. Therefore, there is the need for societies to prevent violence against women.

Violence is a historical, social and health issue of great magnitude and worldwide transcendence, with microstructural roots. It is diluted in society, polymorphous, multifaceted and presents several manifestations that interlock, interact, feedback and become stronger. It owns forms of conjunct expressions present in everyday interpersonal relationships. (p. 86)

According to the Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (2014), violence against women is understood as a violation of human rights and a form of discrimination against women and includes all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or any other type of suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

Gherardi (2016) says that over the past years there has been a significant increase in academic focus on this issue of violence against women and she explains the following:

In recent decades, international human rights law has provided the framework for the creation of a solid regulatory basis for the prevention, punishment and eradication of violence against women. Its full implementation requires coordination among the different initiatives promoted by states and the establishment of adequate monitoring and evaluation mechanisms. However, the challenges to its implementation reveal the shortcomings that exist in guaranteeing access to justice. In light of the persistence of extreme violence in the form of femicide, it is necessary to consider the scope of the state's duty to exercise due diligence. This includes the obligation to address other forms of violence that sustain the structural conditions of discrimination that allow the number of femicides to multiply. (p. 129)

Domestic violence is a global issue reaching across national boundaries as well as socio-economic, cultural, racial and class distinctions. Violence against women is a problem that is not only widely dispersed geographically, but its incidence is also extensive, making it a typical and accepted behavior. Domestic violence is widespread, deeply ingrained and has serious impacts on women's health and well-being. Its continued existence is morally indefensible. Its cost to individuals, to health systems and to society is enormous (Jubb, 2014).

Yet no other major problem of public health has been so widely ignored and so little understood. Some authors describe violence against women as the action that takes place inside a relationship where an adult male misuses a woman and uses fear, force and other

types of abuse to get control over her. This kind of violence can take different forms, such as physical assault, psychological abuse, social abuse, financial abuse, or sexual assault. In some cases, these types of violence occur occasionally, and in other cases they occur more frequently (Kaur & Garg, 2008).

Family violence has destructive consequences. Its side effects when used against women in the family not only swipe at them, but can cause serious damage to the whole family structure and has an impact on society in general (Razaghi, cited in Nasrabadi, Abbasi, & Mehrdad, 2013).

There are laws regarding violence by husbands against their wives, but are very difficult to enforce. Governments should develop and implement appropriate policies in order to uphold women's rights and protect them from being violated. Policies that will also provide legal support for domestic violence survivors. Issues of this nature should raise alarms that stimulate governments to produce special programs provide appropriate education to women to help prevent violence from occurring (Vu, Schuler, Hoang, & Quach, 2014).

Furthermore, the authors also indicated that overall, 35% of all women have suffered many forms of violence, such as physical and or sexual violence in hands of their intimate partner or violence by strangers in society. However, violence perpetrated by an intimate partner is reported to be of the highest and the most common type. About one-third (30%) of all women who have been in a relationship have experienced physical or sexual violence. Their intimate partner practiced this violence on their women (Bohra et al., 2015).

## **Education**

Education is one of the most important tools with the ability to transform societies and nations. It is not only a way to transmit knowledge, but it is also one of the greatest ways to mold the attitudes of people, especially young men and women. Education can help develop reasoning skills and values in society (Lakkoju, 2016). It helps people develop their awareness, productivity, creativity and become a real asset to society. Undeniably, not all schools and universities accomplish these goals in their students, however, educational institutions should always set these goals and strive to reach them. Institutions that understand the importance of education will strive to give people better capacities to have a good life (Hahn & Truman, 2015).

The educational system in modern society is supposed to fulfill two largely uncontested functions: to equip individuals with knowledge that allows them to take part in social, economic, and political life and to confer access to valuable credentials independent of individuals' socio-economic background, in other words, provide opportunities for social mobility (Pfeffer, 2015).

Santagostino (2015) suggests that education is an important function, carried out in educational institutions, by professionals willing to help humans change

The negative consequences of lack of education are visible throughout a woman's life. An uneducated girl is less capable of making her own family planning decisions. A child bride is more likely to face health issues and psychological distress, and her children are more exposed to malnutrition and illiteracy. Education, thus, is fundamental to the development of both aspirations and skills: an educated girl is more capable of managing property and her finances, and has higher chances to have access to credit. Without education a girl has a higher probability to live on the fringes of poverty.

Adding to that, educational attainment is a key component of successful cognitive aging and a major protective factor against dementia (Zahodne, Stern, & Manly, 2015). A

study that was conducted on the impact of education took place in the cities of Detroit, Atlanta, Los Angeles, and Boston. The study group consisted of 8,808 adults from African-American, Hispanic, and Asian ethnic backgrounds. The method consisted in using data from the Multi-City Study of Urban Inequality 1992–1994 and the 1990–2010 waves of the General Social Survey and personal interviews. The main purpose of the research was to see the impact of education on inter-group attitudes. The findings of this study showed that Caucasians and Asians have substantially more education and income than both African-Americans and Hispanics. There are also large differences in nativity between ethnic groups, with many more Hispanics and Asians being born in foreign countries (Bobo et al., cited in Wodtke, 2012).

### **Violence against Women and Education**

A study was done about violence against women and the perspective of women in academia. The methods used were both quantitative and qualitative. One hundred and fifty academicians from two universities participated in the study. A questionnaire was used to define violence and determine the causes of that violence against women, determine the risk groups and opinions about the solutions. The related factors were the most frequently stated causes of violence against women. The findings of this study show that 35% of educated women defined themselves as at risk of some act of violence against them. The authors suggest that increasing the educational levels in the society is one of the ways that violence against women can be reduced (Kalaca & Dundar, 2010).

Education plays a very important role in each society. It is a fundamental element in terms of preventing wrongful practices among the population including violence against women. Education interacts to influence the likelihood of domestic violence (Ghimire, Axinn, & Smith-Greenaway, 2015). In another study, the authors used the analysis of gathered data

with a demographics checklist called Rosenberg Self-Esteem Scale. It is a general self-efficacy, awareness and attitude questionnaire, that shows the impact that the educational intervention based on empowerment model has in preventing violence against women. The study group comprised 91 women. It was found that the frequency of domestic violence against the participants was significant after educational intervention, as compared to pre-intervention period. Moreover, the average scores of awareness, attitude, self-esteem, self-efficacy constructs, and total power were statistically higher after educational intervention. The authors conclude that for women to be stronger and more capable, the active tool that they can use is education (Taghdisi et al., 2014).

Violence against women has been identified as one of the most pressing concerns in society. The constant conflict between men and women is considered a socioeconomic and political challenge for most societies. Women go through physical, sexual, and mental health issues due to violence. In addition, these related factors of global proportions have not been studied well in some parts of the world (Guedes, Bott, Garcia-Moreno, & Colombini, 2016). Some socioeconomic characteristics such as level of education, the type of work that men do, if they are heavy smokers and/or drug abusers, are predictors of violence against women. On the other hand, factors such as higher levels of education and appropriate employment can reduce poverty in society. It highlights the need to assure access to higher education for women and the need to change people's attitudes towards gender norms as a way to help reduce violence against women. (Hajian, Vakillan, Najm-abadi, Hajian, & Jalalian, 2014).

Violence against others may occur in every country and society. We cannot exonerate any society of some level of violence against women, imposed by their culture. Lower levels of education seem to be related to violence against women as evidenced by various negative statements concerning women and their lack of education. Every adult should participate in

educational programs stem violence perpetrated against women (Taghdisi et al., 2014). Programs for adult literacy and community education should address the problem of aggression against women and violation of their rights (Patrick & Ugwu, 2013).

Gender based violence can even take place in educational institutions with devastating effects on its victims. This type of violence may be present in different institutions due to the lack of a proper perspective on women's rights in education. Colleges and universities should protect women's right to proper education, for their educational experience to be free of violence (Cavanaugh, 2009). Educational institutions of every country and state should be proactive in deterring violence against women. They should establish policy, protocols and procedures to protect victims of gender violence and to guarantee effective equality between both men and women. The purpose of this policy should be to educate women about their rights and to protect their freedom from any risk or violence (Valls, Puigvert, Melgar, & Garcia-Yeste, 2016).

Jahromi, Jamali, Koshkaki, and Javadpour (2016) considers that education is a very important method for preventing violence against women.

Women with high academic attainment are more capable at coping with conflicts in intimate relationships and experience less violence. While low educational attainment in women is a factor in their ignorance about their social rights and experiencing violence from their husbands. It is obvious that women with high educational attainment are less likely to be tormented by their husbands. It concludes that there is a relationship between women's educational attainment and men's violence against women. While the low incidence of violence in families where the wives are well-educated can be attributed to their familiarity with and ability to use coping strategies. It appears that well-educated women are more independent and more likely to possess the skills and resources required to identify and stop violent behaviors. In other words, high academic attainment protects women against violent behaviors. (p. 179)



## **CHAPTER III**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **Research Type**

The present study was developed using a quantitative research design and the data collected at the Seventh-day Adventist Church in Egypt, as it seeks to find the relationship between violence against women in the SDA church in Egypt and the level of their education. The research design is using a Domestic Violence Questionnaire method for data collection, hence, this is not an experimental study. It was a field research, correlational, and has a quantitative approach with a cross-sectional study.

#### **Population**

The population targeted by this research represents all the Seventh-day Adventist married women in Egypt. The estimation of this population is around 200 married women in the Seventh-day Adventist Church in Egypt.

#### **Sample**

The sample of this study was not randomly selected. It was selected by convenience using geographical criteria and the attendance to the camp meeting at which the data is being collected. It was estimated that the sample was to contain around 100-120 subjects. That represents between half and one third of the research population.

## **Instrument**

For this study, the selected instrument is the “Domestic Violence Questionnaire.” This questionnaire is useful to identify intimate partner violence against women. The questionnaire was developed and validated for married women aged 18-55 years by Indu, Remadevi, Vidhukumar, Anilkumar, and Subha (2011). It comprises 20 items grouped in five subscales: physical violence (items 13, 14, 15, 16, 17, 18), controlling behavior (items 1, 2, 5, 6), insulting behavior (items 7, 8, 11, 12, 20), neglecting behavior (items 9, 10, 19), and economic restriction (items 3, 4). Construct validity was demonstrated through factor analysis. Principal component factor analysis was done for the initial extraction of factors and Varimax rotation to bring about a simplification of the initial solution. Criterion validity was established, taking the subjective perception of the participant as the gold standard. This instrument’s consistency reliability ( $\alpha = .92$ ) is above the acceptable level of .7. The test-retest reliability was .94, when re-administered within a period of two weeks. The retained factors explain more than 70% of the total variance.

Together, these questions determine 71.14% of the variance among the observed variables. The final questionnaire contains 13 items for psychological violence (including factors identified as its variants) and seven items for physical violence. The rotated component matrix of the 20-item questionnaire is shown in Table 2.

Other authors who have used this instrument in their researches include (Finnbogadóttir, Dykes, & Wann-Hansson, 2016; Macedo Posiadlo & Godoy Serpa da Fonseca, 2016; Özpınar, Horasan, Baydur, & Canbay, 2016; Sapkota, Bhattarai, Baral, & Pokharel, 2016).

## Education level

This study was to measure the educational level with a simple question about the educational level of the women participating. The three possible answers were to be: *no educational level at all*, *primary education level*, and *high school or superior educational level*. Through the results obtained from these questions, the population was to be divided into three groups. The study attempts to compare the level of presence of violence against women in these three groups, hoping to find significant differences between them.

## Data Collection

The data was collected from Seventh-day Adventist married women in Egypt that attended a family camp meeting, as well as from different Seventh-day Adventist churches in the Egyptian field. Before the administration of the questionnaire, the researcher will ask for an approval from the president of the Adventist church in Egypt and the local pastors as well. Prior to completing the questionnaires, the women were assured that all the answers will be anonymous and confidential, that they will sign a consent form to answer the questionnaire and that their answers were to be used only for the purpose of this research.

## Data Analysis

The data analysis followed the specifications presented in Table 1. The first column presents the null hypothesis. Next, the independent and dependent variable is identified. In the methodological design type, value and the measurement level for each of the variables is contemplated. The types of instruments also appear.

Table 1

*Operationalization of hypotheses and variables*

Null hypothesis	Variable	Measurement level	Range of values categories	Instrument	Test of significance
There is no significant difference in the level of violence against women in Egypt between the educated and uneducated groups.	Violence against women	Scale	0-100	Domestic Violence Questionnaire	One-way ANOVA
	Education level	Nominal	1. No educational level at all 2. Primary education level 3. High school or superior educational level	Demographic Questionnaire	

## **CHAPTER IV**

### **RESULTS**

The purpose of the present study was to determine if there is a significant difference in the level of violence against women in the Seventh-day Adventist Church in Egypt between the highly educated, moderately educated, and uneducated.

The content of this chapter is organized in two sections: demographic description of the research samples and the testing of the hypotheses. The hypotheses have been proven at the significance level of .05.

#### **Sample**

The instrument was applied to a sample comprised of 105 Adventist Egyptian women which age range varied between 18 and 74 years, with a mean of 42.7 years ( $SD = 13.96$ ). The level of education of the majority is high school or superior education (65%), followed by the primary level (25%), and only a 10% did not finish any level of education.

#### **Violence against Women**

For the participant sample, violence against women obtained an arithmetical mean of 0.49 ( $SD = 0.733$ ). The reliability of the scale in general, is very acceptable ( $\alpha = .944$ ). Next, the levels of violence are described in the different aspects considered by the scale.

The descriptives for the different areas of violence are shown in Table 2. The most common type of violence is controlling behavior, which along with insulting behavior tend to occur a couple of times, according to the used scale. Physical violence and a neglecting

behavior have the lowest means, close to zero, and therefore do not commonly occur. The greatest difference of opinion is perceived in economic restriction. Moreover, the reliability of each scale is acceptable.

Table 2

*Descriptives and reliability of the types of violence against women*

Type of violence	<i>M</i>	<i>SD</i>	<i>α</i>
Controlling behavior	0.61	0.969	.849
Economic restriction	0.58	1.047	.804
Insulting behavior	0.57	0.878	.847
Physical violence	0.38	0.799	.914
Neglecting behavior	0.34	0.718	.760

When considering the items that describe the different types of violence (Table 3), it was found that the most common behavior is that husbands become angry when their wives talk to another man. They also do not allow them to participate in decision making and insult them in front of others. Regarding economic violence, the most common behavior is that they do not allow women to choose the items to be purchased and regarding physical violence, the most common occurrence is being slapped. The less frequent actions that almost never occur are those of physical violence and of negligent behavior. Regarding this last type of violence, it is not common for husbands to have extramarital or unfaithful relationships, nor is it common, regarding physical violence, bodily harm such as choking or inflicting burns on their spouses.

Table 3

*Descriptives of the items of violence against women*

Items	<i>M</i>	<i>SD</i>
CB5 Irritated/suspicious/angry if you talked to other men	0.97	1.497
IB8 Did not allow you to partake in decision-making	0.75	1.269
IB12 Insulted you in front of others	0.72	1.173
ER4 Did not permit to choose/buy things	0.69	1.250
CB1 Did not permit to meet/interact with female friends	0.58	1.063
PV14 Slapped you	0.57	1.151
IB7 Treated you like a servant	0.57	1.184
CB6 Accused you of being unfaithful	0.51	1.153
PV15 Beat you on other body parts	0.48	1.057
ER3 Did not permit to handle money	0.48	1.029
IB11 Did not react against his relatives/agreed with his relatives, when they insulted you	0.46	1.019
NB9 He kept away from home for days or weeks without informing you/giving you money	0.45	1.109
CB2 Restricted interaction with your family members	0.39	0.872
PV17 Kicked you/dragged you	0.36	0.942
NB19 Ignored you purposely, by not having sexual intercourse with you for weeks	0.36	0.748
IB20 Had sexual intercourse with you forcibly, when you were not interested	0.35	0.888
PV16 Twisted your arm/pulled your hair	0.35	0.940
PV13 Threatened to harm you physically	0.30	0.808
NB10 He was unfaithful to you/had extra-marital relationships	0.22	0.707
PV18 Choked you or inflicted burns on you	0.22	0.784

### Hypothesis

The null hypothesis states that there is no difference in violence against women according to their level of education. To test the hypothesis, the one-way ANOVA test was used and sufficient evidence was found to reject it ( $F_{(2, 102)} = 3.103, p = .049$ ). In other words, there is a significant difference in violence suffered by women in regards to their level of

education. The significant contrasts were observed between the groups of women with no education ( $M = 0.950$ ) and those with high school education or superior ( $M = 0.386$ ). As, it can be seen in Figure 1, that violence tends to decrease when the educational level of women is higher. The same trend is observed with economic restrictions ( $F_{(2, 102)} = 6.982, p = .001$ ) and controlling behavior ( $F_{(2, 102)} = 5.890, p = .004$ ).

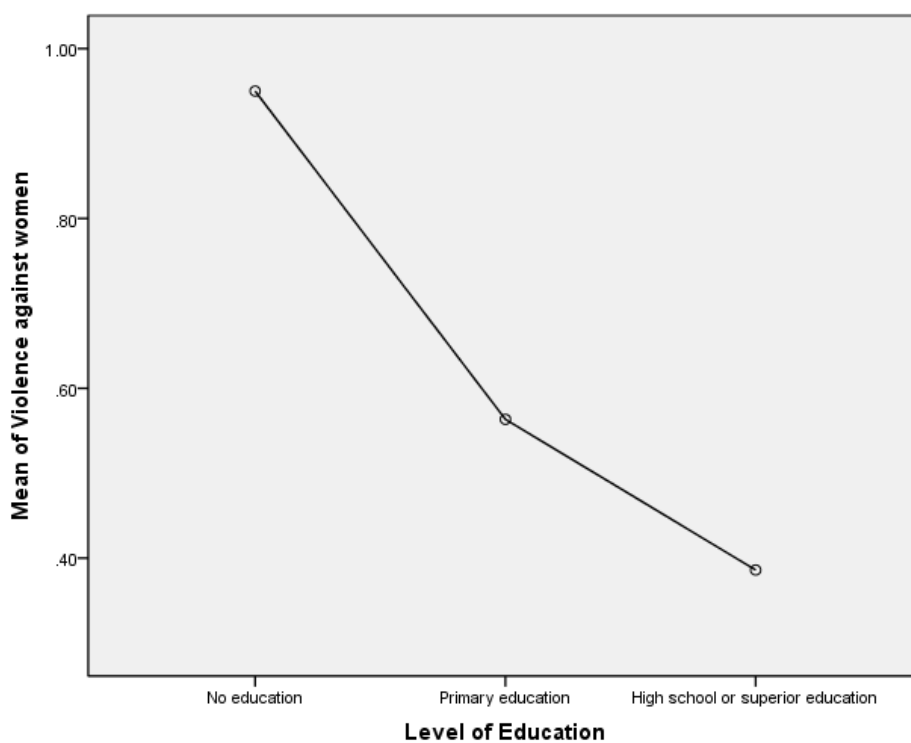


Figure 1. Profile of means of violence against women according to their level of education.

In order to observe the differences in the subscales of violence a student's t-test was performed conforming two groups of levels of education; the group formed by the low and medium level of education ( $n = 37$ ) and those with a high level of education ( $n = 68$ ). According to this test, significant differences are noticed in the general level of violence ( $t_{(103)} = 1.980, p = .050$ ) as well as in the controlling behavior ( $t_{(51.437)} = 2.955, p = .005$ ) and levels



of economic restriction ( $t_{(52.380)} = 2.877, p = .006$ ). As it can be seen in Table 4, in both cases a lower mean of violence is observed in the high education group, confirming the tendency observed in the previous analysis.

Table 4

*Test and descriptive difference in dimensions of violence by educational level is high or low / medium*

Type of violence	Level of education	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Controlling behavior	Low and medium	37	1.03	1.193	2.955	.005
	High	68	0.39	0.740		
Economic restriction	Low and medium	37	1.01	1.277	2.877	.006
	High	68	0.35	0.816		
Insulting behavior	Low and medium	37	0.69	0.874	0.990	.324
	High	68	0.51	0.881		
Physical violence	Low and medium	37	0.47	0.747	0.841	.402
	High	68	0.33	0.828		
Neglecting behavior	Low and medium	37	0.40	0.820	0.562	.576
	High	68	0.31	0.661		
General violence	Low and medium	37	0.68	0.769	1.980	.050
	High	68	0.39	0.696		

### Other Results

An analysis was performed to observe the relationship between age and violence behaviors. According to the Pearson correlation coefficient, no significant relationship was found ( $r = .096, p = .328$ ). In addition, a linear regression analysis was performed using the violence types as predictors of violence against women. It is clear that the model formed by the five types of violence explain 100% of the variance of the same, however the standardized betas indicate the predictive power of each one of them. In the analysis, physical violence

results as the main predictor followed by insulting behavior. This means that if a woman suffers from physical violence or insulting behavior she is more likely to suffer from other types of violence.

Table 5

*Coefficients of regression for the violence types as predictors of violence against women*

	Unstandardized Coefficients		Standardized Coefficients	<i>p</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	
CB Controlling behavior	.200	.000	.264	.000
ER Economic restriction	.100	.000	.143	.000
IB Insulting behavior	.250	.000	.300	.000
NB Neglecting behavior	.150	.000	.147	.000
PV Physical violence	.300	.000	.327	.000

### Qualitative Analysis

Some of the women surveyed dared to comment on some of the indicators of violence, even without requesting it in the survey. These comments are presented next.

Participant 3 commented on question number three that her husband is super stingy and does not like her to know how much is his monthly salary. About question number seven she also added that at times, he treats her like an animal. This was also mentioned by participant 24. It is understood, according to the culture, that this implies physical and verbal violence.

Participant 9 mentioned, in addition to questions number eighteen and twenty, what really matters to her husband is to sexually satisfy himself first and that he does not worry about her at all. Participant 70 stated that her husband becomes aggressive when he has sexual intercourse with her. She added that this behavior causes her physical and emotional pain.

Participant 35 commented that her husband totally ignores her in any decision-making process related to the family, or her personal life. Participant 65 mentioned that her husband becomes super jealous when she talks to other men, even her own male cousins.

Throughout the questionnaire sheets, participant 74 expressed having a problem with answering questions one, two, three, and five because her husband does not allow her to communicate with her family or friends and does not allow her to handle the household budget; he also prohibits her to talk with men that are not within their family circle. Participant 82 also expressed her struggle in answering question number three for similar reasons.

Lastly, participant 103 mentioned next to question number six that she is often accused of being unfaithful to her husband while she just tries to be nice to people.

All the comments that were previously presented were written next to questions that scored 3 (6-10 times) or 4 (11 times or more) which evidences that these are daily struggles for some women.

## **CHAPTER V**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **Summary**

This chapter presents the summary of the study that was conducted with Seventh-day Adventist women in Egypt in order to verify if there are different levels of violence between educated and uneducated groups.

#### **Problem**

The study's aim was to answer the following questions: Is there a significant difference in the level of violence against women in the Seventh-day Adventist Church in Egypt between the educated, little educate, and uneducated groups?

The main purposes of the research were (a) to learn about the difference in level of violence against women in the Adventist church in Egypt among educated, little educated, and uneducated groups; (b) to determine if education helps prevent violence against women or not, and (c) to determine if being married to an uneducated woman can increase the percentage of violence against her or not.

In order to accomplish these objectives, a hypothesis has been emitted:

H<sub>1</sub> There is a significant difference in the level of violence against women in the Seventh-day Adventist Church in Egypt between the educated and uneducated groups.

## Methods

A Domestic Violence Questionnaire Method for data collection was used. The dependent variable was the violence against married the geographic variable was their level of education with three categories. The questionnaire was composed by 20 items grouped around five subscales: physical violence, controlling behavior, insulting behavior, neglecting behavior, and economic restriction. The null hypothesis was tested using a one-way ANOVA test to see the difference in violence against women.

## Results

The following results were found in the present study:

1. There is a significant difference in violence suffered by married women in the Seventh-day Adventist Church in Egypt according to their level of study ( $F_{(2, 102)} = 3.103, p = .049$ ). The significant contrast was observed between the groups of women with no education ( $M = 0.950$ ) and those with high school education or superior ( $M = 0.386$ ). Violence tends to decrease when the educational level of women is higher. The same tendency is observed with economic restriction ( $F_{(2, 202)} = 6.982, p = .001$ ) and controlling behavior ( $F_{(2, 102)} = 5.890, p = .004$ ).

2. To observe the differences in the subscales of violence a Student's t-tests was performed on two groups of educational level: the group formed by the low and medium level of education ( $n = 37$ ) and those with a high level of education ( $n = 68$ ). According to this test, significant differences are noticed in the general level of violence ( $t_{(103)} = 1.980, p = .050$ ) as well as in the controlling behavior ( $t_{(51.437)} = 2.955, p = .005$ ) and levels of economic restriction ( $t_{(52.380)} = 2.877, p = .006$ ).

## Discussion

The findings of this study state that there is a highly significant difference in the level of violence against married women among educated and uneducated groups, similar to the conclusion of other studies (Indu, Remadevi, Vidhukumar, Anilkumar, and Subha, 2011). In light of these findings, the less education women acquire, the more susceptible they are to allow domestic violence against them. This social phenomenon is common in many parts of the world, including the Seventh-day Adventist Church in Egypt. One of the reasons for higher levels of violence against married women is their low levels of education.

Since the scale spans from zero to four, where zero indicates the absence of violence, it can be stated that in general violence tends not to occur. Violence against women obtained an arithmetical mean of 0.49 ( $SD = 0.733$ ). It is clear that women face different types of violence, but the level of violence depends on their level of education. The level of education that women obtain can play a very important role in preventing them from getting abused by their own husbands.

The study shows that the most common types of violence that women faced were a controlling behavior, along with an insulting one. Physical violence and a neglecting behavior rarely occur, with values close to zero. Greater differences of opinion are perceived in economic restrictions.

The study also shows that it is common for husbands to get angry when their wives speak to other men. This is normally not the case if their women are talking with men within the family circle. Culture plays an important role on the freedom of action between men and women in society. It is customary that women in Egyptian societies do not talk to strangers, especially men. Furthermore, the decision-making process is also a responsibility assumed by men due to the controlling nature of males in that society. This restricts the freedom of women

in making decisions even at home. In that culture, men are the head of the house and they have the first and the last word of any event in their family lives. Results show that insulting women is perceived as normal leaving the men in control of society which in reality curtails women's rights (Khadr and Yount, 2012).

Another fact is that, due to economic violence, women face hardship when they are not allowed to purchase household items and even personal things. The economic restriction has shown a mean of 0.58, which explains the opposition that some women face in their daily lives. This shows how women are being denied their basic rights as humans to buy that which they need or want. This deprives them of enjoying certain satisfactions in life such as choosing items that satisfy for their own needs.

However, it is evident the less frequent types of violence occurring against women, are the physical violence and neglecting behaviors. The study reveals that it is not common for husbands to have extramarital or unfaithful relationships with other women. Neither is it common for husbands to physically harm their women by choking or inflicting burns on them. It shows that it is less likely for men to try to threaten the lives of their women by any means.

The study also shows that a woman's level of education helps determine if she is more or less prone to violence. When observing groups of women with no education ( $M = 0.950$ ) and women with high or superior education ( $M = 0.386$ ), it is evident that the level of violence toward women tends to decrease when women have higher level of education, while it tends to be higher among less educated or uneducated women.

Further analysis was made to determine the relationship between a woman's age and violence behaviors that she might face. Sometimes age can be an effective element in reducing or preventing violence against women. However, in the present study, no relationship was found between the age of the woman and the violence behaviors she faced. This suggests that

regardless of the age, women are likely to be victims of any of the violence behaviors detailed in this study. Although, age has no relationship with behaviors of violence; the analysis shows that women who suffer from physical violence or even insulting behaviors are more likely to suffer from other types of violence. This suggests that the presence of physical violence will more likely lead to insulting behaviors that leave emotional wounds in the life of the woman.

In addition, some of the subjects of the study expressed deeper feelings in additional comments on the questionnaire, that indicate the amount of suffering some of them go through in their daily life. This would seem to indicate that the items presented in the questionnaire were insufficient to describe the full extent of their suffering. Some of these comments described how their husbands would treat his wife like an animal and even hide his monthly income. Some women mentioned that they were not allowed to communicate with their family in a regular basis. That indicates the extent of controlling behaviors women sometimes face in the hands of their husbands.

### **Conclusions**

The following conclusions can be drawn from the present study:

1. There is a relationship between violence against women in the Adventist church in Egypt and their level of education.
2. Marring an uneducated woman can increase the percentage of violence against her.
3. Education reduces violence against women.
4. Women who suffer from physical violence or insulting behaviors, are more likely to suffer from other types of violence.
5. Culture plays an important role preventing violence against women.



## **Recommendations**

### **Recommendations for Married and Single Women**

This section presents recommendations for married and single women that can help increase their awareness of the need to get rid of their status quo. They should:

1. Go to women's empowerment institutes that provide specialized assistance for women to recover from abuse, which can help them find jobs and complete academic and vocational training so they can make a living.
2. Submit complaints against aggressors whether it be from sexual, verbal or physical abuse, and turn them over to the law.
3. Increase women's cultural awareness and discard traditional concepts that undermine women's value and level.

### **Recommendations for the Pastors of the Churches**

The following are recommendations for church leaders so that their community may live in accordance to the Word of God:

1. Offer premarital counseling to both men and women before their wedding date. Provide solid Christian marriage education.
2. Include in the yearly programming sermons about family life.
3. Prepare powerful sermons that present the equality of men and women through the Word of God, regardless of what culture and local customs may say about the role of the women in society.
4. Organize women's ministry groups in order to empower other women, educate them about their rights, and provide solid Biblical counseling for women.

5. Reduce women's illiteracy and encourage them to continue their education, especially those that come from rural areas and villages.

6. Strive to balance gender equality in rural and urban areas in Egypt enabling women in effective sustainable development in the social, economic, political and cultural spheres.

#### For Future Recommendations

It would be recommended that future researchers who want to further study this topic, consider the following suggestions:

1. To research about the levels of violence perpetrated against Adventist women who are married to Adventist men compared to those who are married to non-Adventist men in Egypt.

2. To determine if the factor of spirituality of the Seventh-day Adventist Church can reduce the level of violence among the family or not.

3. To research if the level of education of a woman's parents or parents-in-law has the potential to reduce the type or amount of domestic violence among married couples or not.

**APPENDIX A**

**QUESTIONNAIRE**

## QUESTIONNAIRE

The Domestic Violence Questionnaire is intended to be a short, simple, self-administered, discriminative instrument. It is designed with the intention of capturing the major dimensions of the concept of domestic violence – physical, sexual and psychological violence. The summary scores are expected to be amenable to statistical analysis, with adequate reliability and validity. The items are worded without ambiguity and sequenced such that the more threatening ones come later in the questionnaire. Each item was scored from 0 to 4:

0- 0: never

1- Once/twice

2- 3–5 times

3- 6–10 times

4- 11 times or more

Which of the following acts do you consider to be happening more often in your life?

Select one of the items that is more likely happening to you often or on a daily basis.

### General Information

Gender: Female ( ) Age: \_\_\_\_\_ years

Level of education: ( ) No education ( ) Primary education ( ) High school or superior education

Career: \_\_\_\_\_

**Item-total correlation of 20-item domestic violence questionnaire**

1- Did not permit to meet/interact with female friends	0	1	2	3	4
2- Restricted interaction with your family members	0	1	2	3	4
3- Did not permit to handle money	0	1	2	3	4
4- Did not permit to choose/buy things	0	1	2	3	4
5- Irritated/suspicious/angry if you talked to other men	0	1	2	3	4
6- Accused you of being unfaithful	0	1	2	3	4
7- Treated you like a servant	0	1	2	3	4
8- Did not allow you to partake in decision-making	0	1	2	3	4
9- He kept away from home for days or weeks without informing you/giving you money	0	1	2	3	4
10- He was unfaithful to you/had extra-marital relationships	0	1	2	3	4
11- Did not react against his relatives/agreed with his relatives, when they insulted you	0	1	2	3	4
12- Insulted you in front of others	0	1	2	3	4
13- Threatened to harm you physically	0	1	2	3	4
14- Slapped you	0	1	2	3	4
15- Beat you on other body parts	0	1	2	3	4
16- Twisted your arm/pulled your hair	0	1	2	3	4
17- Kicked you/dragged you	0	1	2	3	4
18- Choked you or inflicted burns on you	0	1	2	3	4
19- Ignored you purposely, by not having sexual intercourse with you for weeks	0	1	2	3	4
20- Had sexual intercourse with you forcibly, when you were not interested	0	1	2	3	4

**APPENDIX B**

**SPSS OUTPUT**

**Frequencies**

**Statistics**

LeEd Level of Education

N	Valid	105
	Missing	0

**LeEd Level of Education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No education	11	10.5	10.5	10.5
	2 Primary education	26	24.8	24.8	35.2
	3 High school or superior education	68	64.8	64.8	100.0
	Total	105	100.0	100.0	

**Statistics**

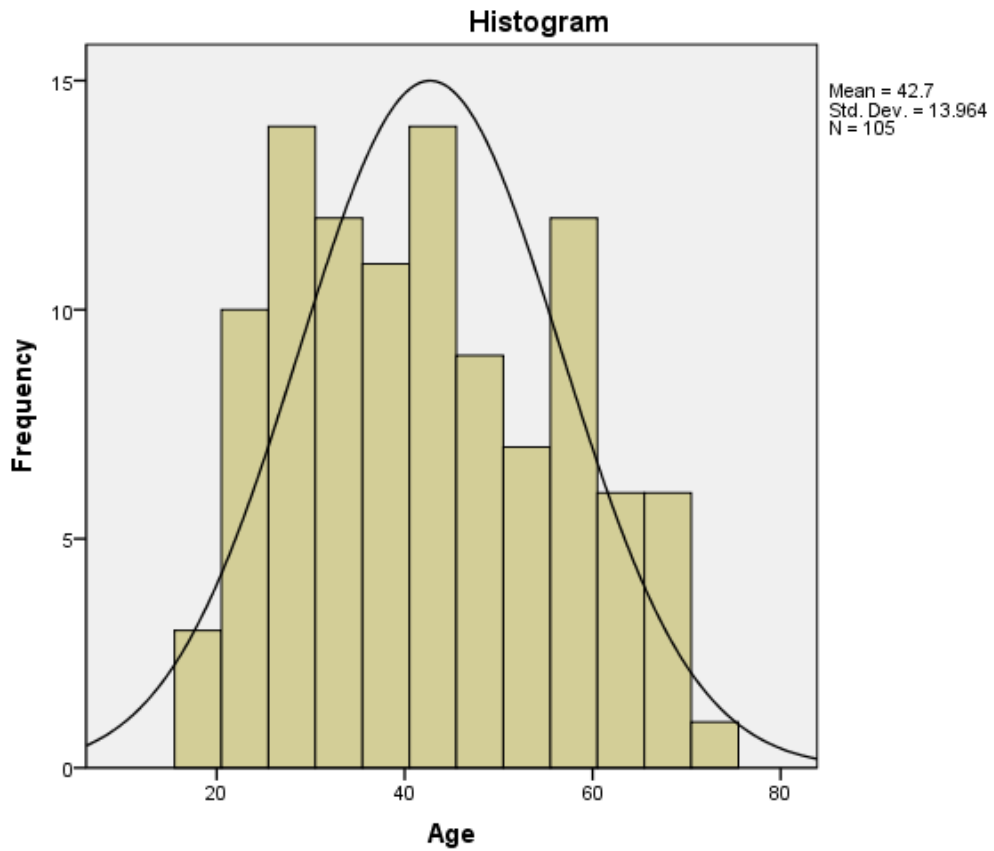
Age Age

N	Valid	105
	Missing	0

**Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	1	1.0	1.0	1.0
	20	2	1.9	1.9	2.9
	24	5	4.8	4.8	7.6
	25	5	4.8	4.8	12.4
	26	2	1.9	1.9	14.3
	27	2	1.9	1.9	16.2
	28	2	1.9	1.9	18.1
	29	4	3.8	3.8	21.9
	30	4	3.8	3.8	25.7
	31	3	2.9	2.9	28.6
	33	4	3.8	3.8	32.4
	34	3	2.9	2.9	35.2
	35	2	1.9	1.9	37.1
	36	2	1.9	1.9	39.0
	37	2	1.9	1.9	41.0
	39	2	1.9	1.9	42.9
	40	5	4.8	4.8	47.6
	41	1	1.0	1.0	48.6
	42	2	1.9	1.9	50.5
	43	5	4.8	4.8	55.2
	44	6	5.7	5.7	61.0
	46	2	1.9	1.9	62.9
	48	3	2.9	2.9	65.7
	49	3	2.9	2.9	68.6
	50	1	1.0	1.0	69.5

51	3	2.9	2.9	72.4
53	1	1.0	1.0	73.3
55	3	2.9	2.9	76.2
56	4	3.8	3.8	80.0
57	1	1.0	1.0	81.0
59	3	2.9	2.9	83.8
60	4	3.8	3.8	87.6
61	2	1.9	1.9	89.5
63	1	1.0	1.0	90.5
64	2	1.9	1.9	92.4
65	1	1.0	1.0	93.3
66	4	3.8	3.8	97.1
70	2	1.9	1.9	99.0
74	1	1.0	1.0	100.0
Total	105	100.0	100.0	





## Reliability

### Scale: Controlling Behavior

#### Case Processing Summary

		N	%
Cases	Valid	105	100.0
	Excluded <sup>a</sup>	0	.0
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.849	4

### Scale: Economic Restriction

#### Case Processing Summary

		N	%
Cases	Valid	105	100.0
	Excluded <sup>a</sup>	0	.0
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.804	2

### Scale: Insulting Behavior

#### Case Processing Summary

		N	%
Cases	Valid	105	100.0
	Excluded <sup>a</sup>	0	.0
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.830	4

**Scale: Neglecting Behavior**

**Case Processing Summary**

		N	%
Cases	Valid	105	100.0
	Excluded <sup>a</sup>	0	.0
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.760	3

**Scale: Physical Violence**

**Case Processing Summary**

		N	%
Cases	Valid	105	100.0
	Excluded <sup>a</sup>	0	.0
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.914	6

**Scale: Violence against women**

**Case Processing Summary**

		N	%
Cases	Valid	105	100.0
	Excluded <sup>a</sup>	0	.0
	Total	105	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.944	20

**Frequencies**

**Statistics**

	CB Controlling behavior	ER Economic restriction	IB Insulting behavior	NB Neglecting behavior	PV Physical violence	DVQ Violence against women
N Valid	105	105	105	105	105	105
Missing	0	0	0	0	0	0
Mean	.6143	.5810	.5714	.3429	.3794	.4890
Std. Deviation	.96888	1.04726	.87812	.71829	.79947	.73275

**Frequency Table**

**CB Controlling behavior**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	60	57.1	57.1	57.1
.25	4	3.8	3.8	61.0
.50	8	7.6	7.6	68.6
.75	2	1.9	1.9	70.5
1.00	9	8.6	8.6	79.0
1.25	2	1.9	1.9	81.0
1.50	5	4.8	4.8	85.7
1.75	5	4.8	4.8	90.5
2.00	2	1.9	1.9	92.4
2.75	2	1.9	1.9	94.3
3.00	1	1.0	1.0	95.2
3.50	4	3.8	3.8	99.0
3.75	1	1.0	1.0	100.0
Total	105	100.0	100.0	

**ER Economic restriction**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	68	64.8	64.8	64.8
.50	8	7.6	7.6	72.4
1.00	13	12.4	12.4	84.8
1.50	2	1.9	1.9	86.7
2.00	4	3.8	3.8	90.5
2.50	4	3.8	3.8	94.3
3.00	1	1.0	1.0	95.2
4.00	5	4.8	4.8	100.0
Total	105	100.0	100.0	

**IB Insulting behavior**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	50	47.6	47.6	47.6
	.20	12	11.4	11.4	59.0
	.40	7	6.7	6.7	65.7
	.60	1	1.0	1.0	66.7
	.80	10	9.5	9.5	76.2
	1.00	6	5.7	5.7	81.9
	1.20	4	3.8	3.8	85.7
	1.40	2	1.9	1.9	87.6
	1.60	4	3.8	3.8	91.4
	2.00	1	1.0	1.0	92.4
	2.20	1	1.0	1.0	93.3
	2.40	1	1.0	1.0	94.3
	2.60	1	1.0	1.0	95.2
	2.80	1	1.0	1.0	96.2
	3.00	1	1.0	1.0	97.1
	3.40	1	1.0	1.0	98.1
	3.80	1	1.0	1.0	99.0
	4.00	1	1.0	1.0	100.0
	Total	105	100.0	100.0	

**NB Neglecting behavior**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	73	69.5	69.5	69.5
	.33	11	10.5	10.5	80.0
	.67	4	3.8	3.8	83.8
	1.00	7	6.7	6.7	90.5
	1.33	2	1.9	1.9	92.4
	1.67	1	1.0	1.0	93.3
	2.00	1	1.0	1.0	94.3
	2.33	2	1.9	1.9	96.2
	2.67	3	2.9	2.9	99.0
	3.67	1	1.0	1.0	100.0
	Total	105	100.0	100.0	

**PV Physical violence**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	70	66.7	66.7	66.7
	.17	5	4.8	4.8	71.4
	.33	5	4.8	4.8	76.2
	.50	3	2.9	2.9	79.0
	.67	5	4.8	4.8	83.8
	.83	1	1.0	1.0	84.8

1.00	3	2.9	2.9	87.6
1.17	2	1.9	1.9	89.5
1.33	2	1.9	1.9	91.4
1.50	1	1.0	1.0	92.4
1.83	2	1.9	1.9	94.3
2.50	2	1.9	1.9	96.2
2.83	1	1.0	1.0	97.1
3.00	1	1.0	1.0	98.1
3.67	1	1.0	1.0	99.0
4.00	1	1.0	1.0	100.0
Total	105	100.0	100.0	

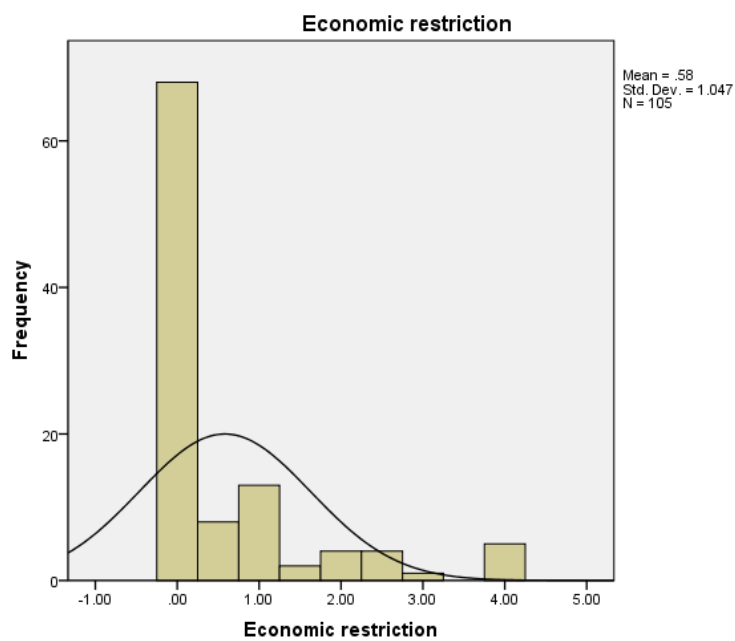
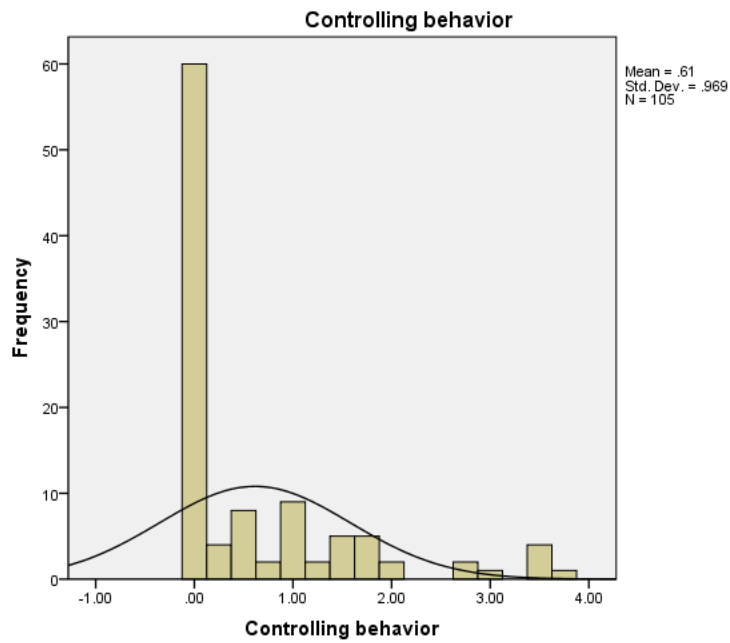
**DVQ Violence against women**

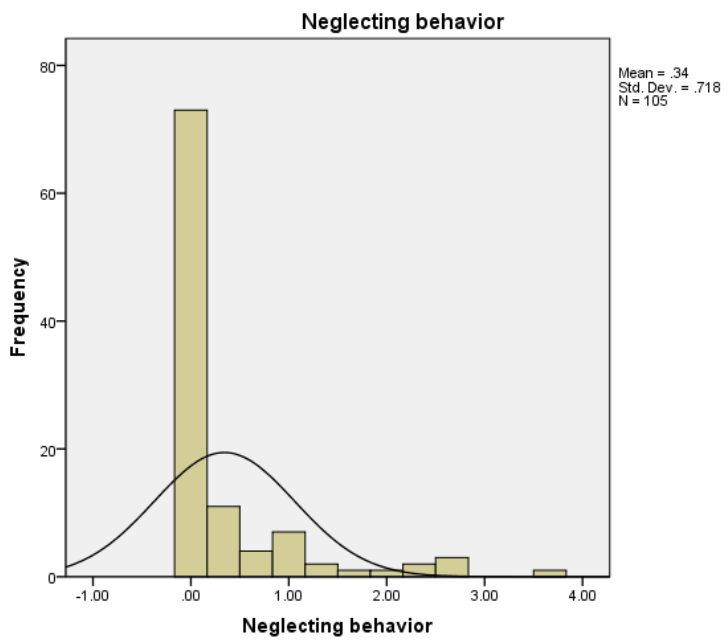
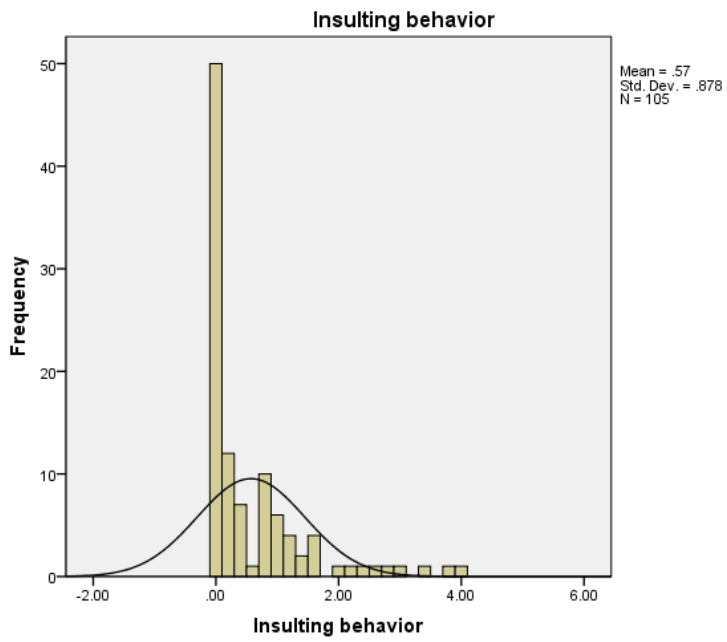
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .00	43	41.0	41.0	41.0
.05	4	3.8	3.8	44.8
.10	2	1.9	1.9	46.7
.15	3	2.9	2.9	49.5
.20	7	6.7	6.7	56.2
.25	3	2.9	2.9	59.0
.30	1	1.0	1.0	60.0
.35	5	4.8	4.8	64.8
.40	1	1.0	1.0	65.7
.45	3	2.9	2.9	68.6
.50	3	2.9	2.9	71.4
.60	2	1.9	1.9	73.3
.65	1	1.0	1.0	74.3
.70	3	2.9	2.9	77.1
.80	1	1.0	1.0	78.1
.85	1	1.0	1.0	79.0
.95	1	1.0	1.0	80.0
1.05	2	1.9	1.9	81.9
1.10	1	1.0	1.0	82.9
1.15	1	1.0	1.0	83.8
1.20	2	1.9	1.9	85.7
1.25	1	1.0	1.0	86.7
1.30	1	1.0	1.0	87.6
1.40	3	2.9	2.9	90.5
1.50	1	1.0	1.0	91.4
1.75	2	1.9	1.9	93.3
1.90	1	1.0	1.0	94.3
2.05	1	1.0	1.0	95.2
2.20	1	1.0	1.0	96.2
2.50	1	1.0	1.0	97.1
2.95	1	1.0	1.0	98.1
3.00	1	1.0	1.0	99.0
3.40	1	1.0	1.0	100.0

**DVQ Violence against women**

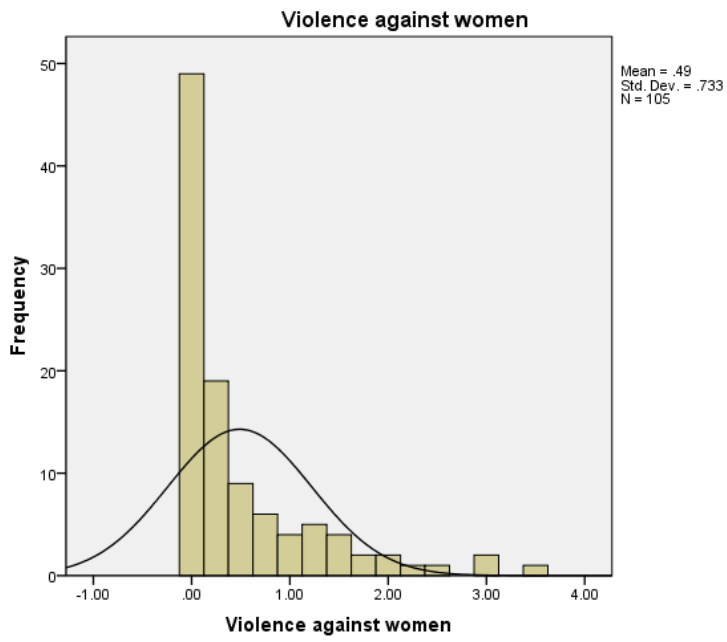
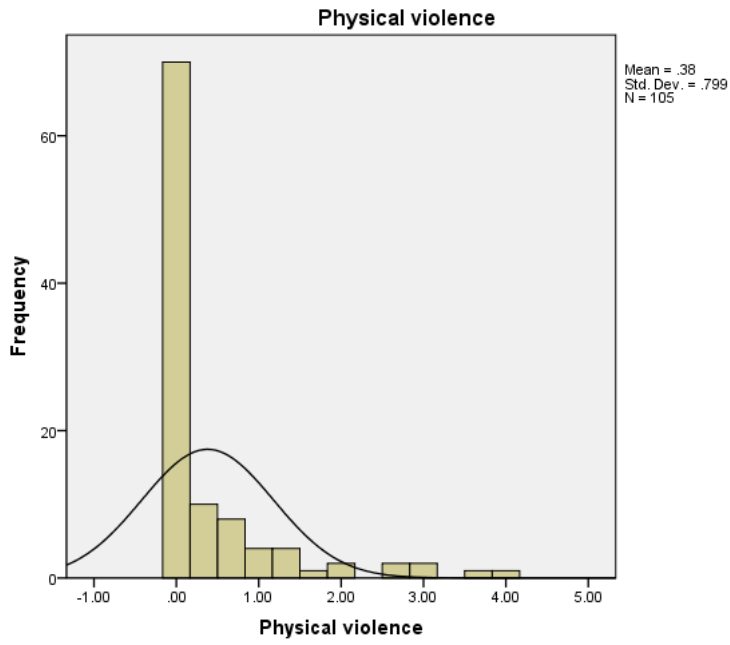
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	43	41.0	41.0	41.0
	.05	4	3.8	3.8	44.8
	.10	2	1.9	1.9	46.7
	.15	3	2.9	2.9	49.5
	.20	7	6.7	6.7	56.2
	.25	3	2.9	2.9	59.0
	.30	1	1.0	1.0	60.0
	.35	5	4.8	4.8	64.8
	.40	1	1.0	1.0	65.7
	.45	3	2.9	2.9	68.6
	.50	3	2.9	2.9	71.4
	.60	2	1.9	1.9	73.3
	.65	1	1.0	1.0	74.3
	.70	3	2.9	2.9	77.1
	.80	1	1.0	1.0	78.1
	.85	1	1.0	1.0	79.0
	.95	1	1.0	1.0	80.0
	1.05	2	1.9	1.9	81.9
	1.10	1	1.0	1.0	82.9
	1.15	1	1.0	1.0	83.8
	1.20	2	1.9	1.9	85.7
	1.25	1	1.0	1.0	86.7
	1.30	1	1.0	1.0	87.6
	1.40	3	2.9	2.9	90.5
	1.50	1	1.0	1.0	91.4
	1.75	2	1.9	1.9	93.3
	1.90	1	1.0	1.0	94.3
	2.05	1	1.0	1.0	95.2
	2.20	1	1.0	1.0	96.2
	2.50	1	1.0	1.0	97.1
	2.95	1	1.0	1.0	98.1
	3.00	1	1.0	1.0	99.0
	3.40	1	1.0	1.0	100.0
Total		105	100.0	100.0	

## Histogram









## Descriptives

### Descriptive Statistics

	Mean	Std. Deviation
CB1 Did not permit to meet/interact with female friends	.58	1.063
CB2 Restricted interaction with your family members	.39	.872
CB5 Irritated/suspicious/angry if you talked to other men	.97	1.497
CB6 Accused you of being unfaithful	.51	1.153
ER3 Did not permit to handle money	.48	1.029
ER4 Did not permit to choose/buy things	.69	1.250
IB11 Did not react against his relatives/agreed with his relatives, when they insulted you	.46	1.019
IB12 Insulted you in front of others	.72	1.173
IB20 Had sexual intercourse with you forcibly, when you were not interested	.35	.888
IB7 Treated you like a servant	.57	1.184
IB8 Did not allow you to partake in decision-making	.75	1.269
NB10 He was unfaithful to you/had extra-marital relationships	.22	.707
NB19 Ignored you purposely, by not having sexual intercourse with you for weeks	.36	.748
NB9 He kept away from home for days or weeks without informing you/giving you money	.45	1.109
PV13 Threatened to harm you physically	.30	.808
PV14 Slapped you	.57	1.151
PV15 Beat you on other body parts	.48	1.057
PV16 Twisted your arm/pulled your hair	.35	.940
PV17 Kicked you/dragged you	.36	.942
PV18 Choked you or inflicted burns on you	.22	.784

## Oneway

### Descriptives

		N	Mean	Std. Deviation	Std. Error
CB Controlling behavior	1 No education	11	1.1818	1.33272	.40183
	2 Primary education	26	.9615	1.15042	.22562
	3 High school or superior education	68	.3897	.73983	.08972
	Total	105	.6143	.96888	.09455
ER Economic restriction	1 No education	11	1.4545	1.75292	.52853
	2 Primary education	26	.8269	.99942	.19600
	3 High school or superior education	68	.3456	.81615	.09897
	Total	105	.5810	1.04726	.10220
DVQ Violence against women	1 No education	11	.9500	1.01661	.30652
	2 Primary education	26	.5635	.62651	.12287
	3 High school or superior education	68	.3860	.69636	.08445
	Total	105	.4890	.73275	.07151

**Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
CB Controlling behavior	9.986	2	102	.000
ER Economic restriction	12.377	2	102	.000
DVQ Violence against women	3.216	2	102	.044

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
CB Controlling behavior	Between Groups	10.108	2	5.054	5.890	.004
	Within Groups	87.521	102	.858		
	Total	97.629	104			
ER Economic restriction	Between Groups	13.735	2	6.867	6.982	.001
	Within Groups	100.327	102	.984		
	Total	114.062	104			
DVQ Violence against women	Between Groups	3.203	2	1.601	3.103	.049
	Within Groups	52.637	102	.516		
	Total	55.840	104			

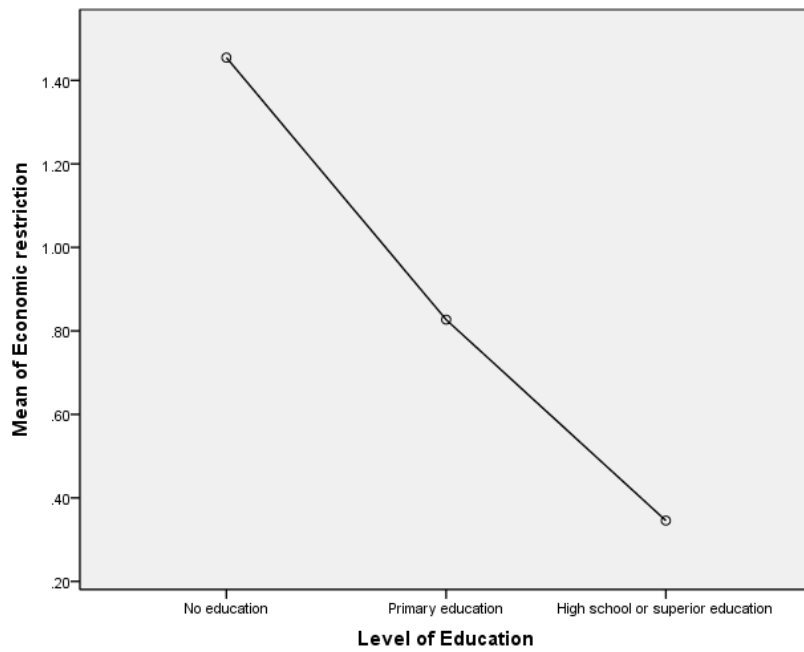
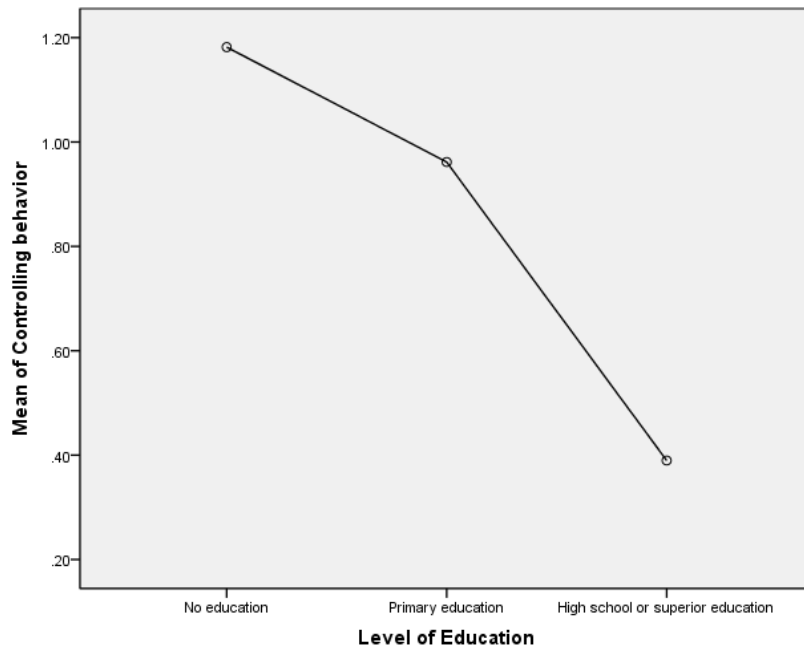
**Post Hoc Tests**

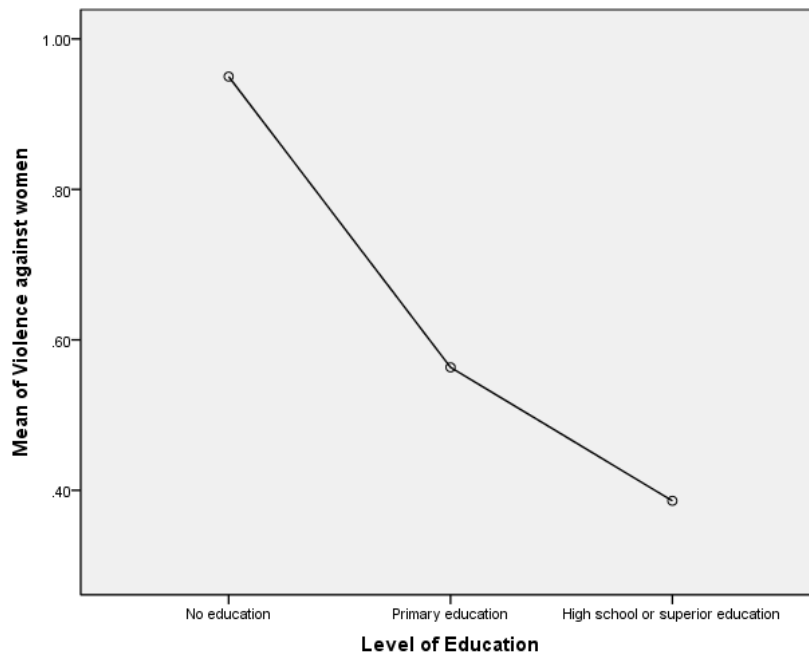
**Multiple Comparisons**

Games-Howell

Dependent Variable	(I) LeEd Level of Education	(J) LeEd Level of Education	Mean Difference (I-J)	Std. Error	Sig.
CB Controlling behavior	1 No education	2 Primary education	.22028	.46084	.883
		3 High school or superior education	.79211	.41172	.178
	2 Primary education	1 No education	-.22028	.46084	.883
		3 High school or superior education	.57183	.24280	.062
	3 High school or superior education	1 No education	-.79211	.41172	.178
		2 Primary education	-.57183	.24280	.062
ER Economic restriction	1 No education	2 Primary education	.62762	.56370	.523
		3 High school or superior education	1.10896	.53771	.145
	2 Primary education	1 No education	-.62762	.56370	.523
		3 High school or superior education	.48133	.21957	.085
	3 High school or superior education	1 No education	-1.10896	.53771	.145
		2 Primary education	-.48133	.21957	.085
DVQ Violence against women	1 No education	2 Primary education	.38654	.33023	.490
		3 High school or superior education	.56397	.31794	.221
	2 Primary education	1 No education	-.38654	.33023	.490
		3 High school or superior education	.17743	.14909	.465
	3 High school or superior education	1 No education	-.56397	.31794	.221
		2 Primary education	-.17743	.14909	.465

## Means Plots





## Correlations

Correlations		Age Age
CB Controlling behavior	Pearson Correlation	.023
	Sig. (2-tailed)	.818
	N	105
ER Economic restriction	Pearson Correlation	-.023
	Sig. (2-tailed)	.816
	N	105
IB Insulting behavior	Pearson Correlation	-.101
	Sig. (2-tailed)	.304
	N	105
NB Neglecting behavior	Pearson Correlation	-.154
	Sig. (2-tailed)	.117
	N	105
PV Physical violence	Pearson Correlation	-.141
	Sig. (2-tailed)	.151
	N	105
DVQ Violence against women	Pearson Correlation	-.096
	Sig. (2-tailed)	.328
	N	105

**Regression**

**Variables Entered/Removed<sup>b</sup>**

Model	Variables Entered	Variables Removed	Method
1	PV Physical violence, CB Controlling behavior, NB Neglecting behavior, ER Economic restriction, IB Insulting behavior	.	Enter

a. All requested variables entered.

b. Dependent Variable: DVQ Violence against women

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.000 <sup>a</sup>	1.000	1.000	.00000

a. Predictors: (Constant), PV Physical violence, CB Controlling behavior, NB Neglecting behavior, ER Economic restriction, IB Insulting behavior

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.840	5	11.168	.	. <sup>a</sup>
	Residual	.000	99	.000		
	Total	55.840	104			

a. Predictors: (Constant), PV Physical violence, CB Controlling behavior, NB Neglecting behavior, ER Economic restriction, IB Insulting behavior

b. Dependent Variable: DVQ Violence against women

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.108E-15	.000		.000	1.000
	CB Controlling behavior	.200	.000	.264	68328352.527	.000
	ER Economic restriction	.100	.000	.143	28706998.671	.000
	IB Insulting behavior	.250	.000	.300	51507463.578	.000
	NB Neglecting behavior	.150	.000	.147	31385656.525	.000
	PV Physical violence	.300	.000	.327	77142632.662	.000

a. Dependent Variable: DVQ Violence against women

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