Towards Unearthing Virtual English Language Teaching for Iranian House Wives: Domestic Violence and Quality of Life in Focus

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Abstract: House wives, due to their specific position in the family, should be empowered in any possible way including different forms of training. That house wives belong to a vulnerable group in the society makes attention to them more necessary. With a view to this issue, this study aimed at investigating the effect of virtual English language teaching on Iranian house wives' domestic violence and quality of life. In so doing, a quasi-experimental pre-test post-test control group design was used. The target population of this study included Iranian house wives. From the population, about 60 Iranian house wives from different cities of Iran were selected through available sampling. The participants were randomly divided into two groups namely, the experimental and control groups. The required data were collected through the following instruments: The Domestic Violence against Women Questionnaire (Mohseni Tabrizi et al., 2011) and the Quality of Life Questionnaire (WHO-QOL-BREF). Data analysis was conducted running descriptive statistics, Kolmogorov-Smirnov normality test, Leven test, and one-way Analysis of Covariance (ANCOVA). The findings confirmed a significantly positive impact of virtual English language teaching on Iranian House wives' domestic violence and quality of life. The findings have implications for top-level educational authorities, social emergency administrators, and future researchers.

Keywords: Domestic Violence, Quality of Life, Virtual English language Teaching, Well-being.

Introduction

Complex conditions of life in the recent years (Bao et al., 2020) have led to serious problems and threats for families (Li et al., 2020; Williams et al., 2020; Yoosefi Lebni et al., 2021). Additionally, the new virus has reversely influenced various dimensions of life and consequently led to mental health problems (Nobles et al., 2020), suicide tendency (Gunnel et al., 2020), sleep problems and domestic violence (Altena et al., 2020). These problems are directly or indirectly associated with reduced quality of life (Giubilini et al., 2018; Mattioli & Puvianiand, 2020). It has been empirically proved that the role of quarantine in these problems is significant (Williams et al., 2020). Among different members of the family, a vulnerable group in confronting the above problems and challenges is house wives who suffer from the lack of access to resources, socio-cultural constraints, and the adverse effect of gender inequalities in society (Mantovani, 2020; Ruwanpura, 2008). This has contributed to considerable changes in lifestyles of them in the recent years. As found by the researchers, domestic violence has been increased and life quality has been lessened for this group of people (Zhang et al., 2020). For instance, Zhang et al. (2020) found that recently, domestic violence has increased by 20% among house wives. In another study, Williams et al. (2020) reported significant reductions in house wives' quality of life.

Fortunately, there is empirical evidence in the literature that education and such factors as domestic violence and quality of life are mutually related with education (Lloyd, 2018; Khemthong & Chutiphongdech, 2021; Raghupathi & Raghupathi, 2020). Moreover, as shown empirically in the context of Iran (Abrar, 2010; Shirazi, 2014), Iranian house wives comprise one of the largest group of users of virtual space in its different forms including social networks, virtual groups, etc. Furthermore,

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it is widely recognized that among other opportunities provided by virtual space, one of the main ones for different groups including house wives, is English learning as a must for almost any person.

Altogether, the above discussions motivated the researchers to tackle the problems of house wives with domestic violence and consequently reduced quality of life with the help of virtual English language teaching. Referring to the proved interrelationship between education, and domestic violence and quality of life, this research path is possibly prone to lead to promising findings. This along with the empty place of a study on the effectiveness of virtual English language teaching on Iranian house wives' domestic violence and quality of life led the researchers to conduct this study. In so doing, the following research questions were proposed:

1. What is the effect of virtual English language teaching on Iranian house wives' domestic violence?
2. What is the effect of virtual English language teaching on Iranian House wives' quality of life?

Review of the Related Literature
Theoretical issues
This study is informed by two lines of thinking including virtual teaching and well-being theory. Virtual teaching has been defined differently by various scholars in the field (e.g., Bansal, 2020; Bleimann, 2004; Fry, 2000; Horton, 2001; Roffe, 2002; Smyrnova-Trybulska, et al., 2019; Wild, et al., 2002). For instance, Tsai and Machado (2002) maintain that virtual teaching is communicating and teaching via networks and computers, that is, through electronic devices. Another definition which is a bit more specific is provided by Fry (2000) who believes that virtual teaching is the "delivery of training and education via networked interactivity and a range of other knowledge collection and distribution technologies" (p. 4). Horton (2001) states that virtual teaching is "the use of Internet and digital technologies to create experience that educates fellow human beings" (p. 6). Lahn (2004) argues that virtual teaching, in addition to web-based technology, also necessitates course ware based on multimedia tasks. Hence, it is obvious that the foundations of virtual teaching are Information and Communication Technology. It is also predictable that in order to increase the performance and effectiveness of learning, virtual teaching is developed on the basis of information technology. As put by ToV (2018), the term well-being is reminiscent of all the ways in which people experience and assess their lives positively. What exactly it means to experience life positively can be conceived in miscellaneous ways. Some equate well-being with happiness, but this can sometimes conjure up images of an immensely joyful, cheerful person that many do not identify with. As a result, some prefer to view well-being as a prolonged state of contentment (Mosleh et al., 2022).

To other scholars (e.g., Azmi et al., 2022), well-being is concerned with wellness, that is, having good stress-free physical and mental health. None of these definitions is incorrect; but each viewpoint is incomplete in itself. A great challenge for the science of well-being has been to define and measure this broad, encompassing construct Seligman (Csikszentmihalyi, 2000). A main advancement in this field throughout the past few decades is the recognition that well-being is a multi-faceted notion; this means that it cannot be fully represented by any one measure. A person who is depressed cannot be said to be well; however, to equate well-being with an absence of depression misses much of what people strive for when they seek to enhance and preserve their well-being. In other words, well-being includes the lack of suffering, but it is more than this (Diener, 1984; Seligman & Csikszentmihalyi, 2000).

Empirical Studies
In non-virtual settings, the researchers have dealt with the effect of domestic violence, and quality of life on education. For instance, Lloyd (2018) sought to see how domestic violence influences the life and education of young learners. The results of this correlational study showed that children' domestic violence can lead to emotional trauma, physical and psychological learning barriers, and aggressive behavior in school, and these debilitates the positive effects and outcomes of education. Khemthong and Chutiphongdech (2021) addressed the impact of domestic violence on a child's education. According to the findings, domestic violence has negatives consequences for education of children through the mediating role of physical, mental, family, and educational relationships.

A different research line taken in this regard is experimental research tackling the effectiveness of various virtual or non-virtual teaching programs (related or unrelated to English language) on domestic violence and quality of life. In this group of studies, Nicole et al. (2016), Schrag et al. (2022), Emezue (2020) showed the positive effect of education on learners' domestic violence. Hunger et al. (2016) indicated that teachers' life quality affects the quality of their teaching significantly. Raghupathi and Raghupathi (2020) proved significant improvement on learners' quality of life after exposed to education. What is clearly perceived from the reviewed literature is that although education and variables such as domestic violence and quality of life have been indicated to be related to and influential on each other, more investigations are needed to document the effectiveness of virtual English language teaching on domestic violence and quality of life among more specific groups in the society including Iranian house wives. This study was an attempt to bridge this gap.

Method
Research Design
This study took advantage of a quasi-experimental pre-test post-test control group design (Ary et al., 2019). More specifically, in this study, there existed two groups of house wives namely, the experimental and control groups. While the experimental group was exposed to virtual English language teaching, the control group did not. Finally, the scores of the two groups on domestic violence and quality of life in the pre-test and post-test were compared with each other to assess the impact of virtual English language teaching.

Participants
From Iranian house wives as the statistical population of the study, 60 Iranian house wives from different provinces of Iran were selected through available sampling (Ary et al., 2019). To enhance the credibility of the findings, the participants were screened through the following filters: Having no academic education in the field of English language, and having no experience of being subjected to virtual English teaching. They were different with regard to the age. Moreover, they belonged to the middle social class. The mother language of them was Persian. They were randomly classified into two groups namely, the experimental and control groups (to remove the potential cohort effect, as suggested by Ary et al., 2019). To observe ethical issues, the participants took part in the study on their own agreement. Moreover, the anonymity and confidentiality of their personal information was ensured.

Instruments
To collect the data, the following instruments were used:

Domestic Violence against Women Questionnaire
To measure domestic violence against women, the Domestic Violence against Women Questionnaire, developed and validated by Mohseni Tabrizi et al. (2011) in Persian was used. It consists of 60 five-point Likert items in a range from 1= never to 5= always. The scores of this questionnaire are in a range from 60 to 300. Mohseni Tabrizi et al. (2011) confirmed the validity of the questionnaire through factor analysis. Additionally, they estimated the reliability of this tool .85.

Quality of Life Questionnaire
The Persian version of the Quality of Life Questionnaire developed by WHO (WHO-QOL-BREF) will be used to measure the participants' quality of life. It is composed of 26 five-point Likert items in a range from 1= very bad to 5= very good. It consists of five sub-scales including physical health, psychological health, social relations, social environment, and general health. The minimum and maximum score are 26 and 130, respectively. Higher scores show higher quality of life. Aghahosseini et al. (2020) validated this questionnaire through factor analysis in the context of Iran and reported its reliability as .89.

Data Collection and Analysis Procedure
To commence data collection procedure, the sample was selected and classified into two groups (i.e., the experimental and control groups), and two WhatsApp groups were built. Thereafter, the Google

forms of the Domestic Violence against Women, and The Persian version of the Quality of Life Questionnaire were remitted by the researcher to the participants through WhatsApp to assess their domestic violence and quality of life in the pre-test. Then, the treatment was approached in that the experiment group took part in twenty sessions of virtual English language teaching in WhatsApp two times a week. Each session lasted about 45 minutes. Within the sessions, General English was taught to the experimental group via the book 'Active Skills for Reading 2' by A Neil J Anderson (2013), as an appropriate resource for primary-level learners. The book contains 12 units that are composed of an essay along with some practices which address reading, vocabulary and listening. In contrary, the control group did not take part in the treatment sessions. They only participated in the pre-test and the post-test. Next, the researcher re- remitted the participants the Google forms of the Domestic Violence against Women, and The Persian version of the Quality of Life Questionnaire in WhatsApp to assess their domestic violence and quality of life in the post-test. For data analysis, first, the domestic violence and quality of life scores were entered into to SPSS 24. Then, descriptive statistics was run for the pre-test and post-test data. Thereafter, Kolmogorov-Smirnov normality test and Leven test were run for the purpose of checking the data normality and equality of variance. Finally, to compare the two groups' pre-test and post-test scores, one-way Analysis of Covariance (ANCOVA) was run.

Results

To answer the first research question 'What is the effect of virtual English language teaching on Iranian house wives' domestic violence?', the first one-way ANCOVA was run. However, before running the one-way ANCOVA, descriptive statistics was run for domestic violence. Table 1 shows the results of descriptive statistics for domestic violence.

Table (1): Results of Descriptive Statistics for Domestic Violence

Group	N	Mean	Std. Deviation
Experimental (pre-test)	30	250.00	.18
Control (pre-test)	30	255.00	.25
Experimental (post-test)	30	90.00	.24
Control (post-test)	30	160.00	.13

As illustrated in the Table 1, the experimental group's domestic violence (M= 250.00, SD= 0.18) was different from the control group's domestic violence (M= 255.00, SD= 0.25) in the pre-test. However, the experimental group's domestic violence (M= 90.00, SD= 0.60) was more remarkably different from the control group's domestic violence (M= 160.00, SD= 0.13) in the post-test. Then, Kolmogorov-Smirnov and Leven test was run the results of which are shown in Table 2.

Table (2): Results of Kolmogorov-Smirnov and Leven Tests to Examine Normality and Equality of Variance for Domestic Violence

Groups		Kolmogorov-Smirnov (Normality)			Leven test (Equality of variance)		
		Statistic	df	Sig.	Statistic	df	Sig.
Domestic violence	Experimental pre-test	.38	30	.12	1.28	87	.21
	Control pre-test	.19	30	.09			
	Experimental post-test	.25	30	.07			
	Control post-test	.20	30	.15			

As it is obvious in the Table 2, both assumptions of distribution normality (p>0.05) and equality of variance (p>0.05) were met. Then, one-way ANCOVA was run to investigate the effect of virtual English language teaching on Iranian House wives' domestic violence. The results are shown in Table 3.

Table (3): Results of ANCOVA for Domestic Violence

Source	SS	df	MS	F	P	Partial Eta Squared
Domestic violence (pre-test)	223.139	1	223.139	17.78	0.0001	0.52
Group	84.336	1	84.336	6.720	*0.001	0.213
Error	715.35	57	12.550			

As it is indicated in the Table 3, the one-way ANCOVA results are significant (F= 6.720 p<0.05, ω^2 = 0.21). As confirmed by Cohen's (1988) guidelines, this is a very large effect size. Therefore, virtual English language teaching had a significant effect on Iranian house wives' domestic violence.

To answer the second research question 'What is the effect of virtual English language teaching on Iranian house wives' quality of life?', the second one-way ANCOVA was run. However, before running the one-way ANCOVA, descriptive statistics was run for quality of life. Table 4 shows the results of descriptive statistics for quality of life.

Table (4): Results of Descriptive Statistics for Quality of Life

Group	N	Mean	Std. Deviation
Experimental (pre-test)	30	141.00	.30
Control (pre-test)	30	140.30	.35
Experimental (post-test)	30	290.00	.48
Control (post-test)	30	150.00	.39

As uncovered in the Table 4, the experimental group's quality of life (M= 141.00, SD= 0.30) was a bit different from the control group's quality of life (M= 140.30, SD= 0.35) in the pre-test. In the contrary, the experimental group's quality of life (M= 290.00, SD= 0.48) was considerably higher than the control group's quality of life (M= 150.00, SD= 0.39) the post-test. Then, Kolmogorov-Smirnov and Leven test was run the results of which are shown in Table 5.

Table (5): Results of Kolmogorov-Smirnov and Leven Tests to Examine Normality and Equality of Variance for Quality of Life

Groups		Kolmogorov-Smirnov (Normality)			Leven test (Equality of variance)		
		Statistic	df	Sig.	Statistic	df	Sig.
Quality of life	Experimental pre-test	.23	30	.19	.71	87	.44
	Control pre-test	.26	30	.43			
	Experimental post-test	.35	30	.39			
	Control post-test	.22	30	.57			

As unveiled in the Table 5, both assumptions of distribution normality (p>0.05) and equality of variance (p>0.05) were met. Then, one-way ANCOVA was run whose outcomes are shown in Table 6.

Table (6): Results of ANCOVA for Quality of Life

Source	SS	df	MS	F	P	Partial Eta Squared
Quality of life (pre-test)	761.00	1	761.00	32.55	0.0001	0.79
Group	190.00	1	190.00	9.415	*0.001	0.211
Error	1339.00	57	28.342			
* Significant at the 0.01 level.						

As it is shown in the Table 6, the one-way ANCOVA results are significant (F= 9.415, p<0.01, ω^2 = 0.211). Based on Cohen's (1988) guidelines, this is a very large effect size. Accordingly, it is concluded that virtual English language teaching had a significant effect on Iranian house wives' quality of life.

Discussion

This study was commenced to answer two research questions. With regard to the first research question 'What is the effect of virtual English language teaching on Iranian house wives' domestic violence?', the outcomes supported a significantly positive influence of virtual English language teaching on Iranian house wives' domestic violence. Interpretation of this finding also necessitates referring to the arguments according to which virtual English language teaching is associated with individuals' enhanced social awareness or consciousness (Shahzad et al., 2020). An outcome of this association, among others, is reduction of domestic violence experienced by house wives (Li et al., 2010). Besides, the improvements in self-empowerment, self-esteem and self-confidence of house wives, due to being

subjected to English language teaching (Jan et al., 2017), may not be neglected in accounting for the effect of virtual English language teaching on domestic violence experienced by Iranian house wives. Further, virtual English language teaching makes house wives autonomous, self-agent, self-resistant and self-defending enough (Radia, 2019) to stand against domestic violence against themselves. Moreover, virtual English language teaching tackles House wives' motivation (Basal, et al., 2016; Desouky, 2016; Ene & Upton, 2018; Shaqaqi & Soleimani, 2019) to live which in turn can make them resistant against domestic violence by their partners. Last but not least, according to Bishop and Verleger' s (2013) argument, through virtual English language teaching, higher order cognitive processes including critical thinking, problem-solving, and decision-making are stimulated and this can strengthen house wives to suffer from lower domestic violence.

This outcome is in the same line with the findings of the research by Nicole et al. (2016) which gave support to the effect of virtual training on domestic violence among women and girls. Similar to the present study, Schrag et al. (2022) reported lower levels and layers of domestic assault and abuse as a result of learners' being trained virtually. Moreover, in the study by Emezue (2020), it was indicated that learners were supported against home violence and abuse by providing them with digital learning. Additionally, the findings are consistent with the achievements of the research by Lloyd (2018) and Khemthong and Chutiphongdech (2021) which showed significant and negative associations between education and domestic violence among EFL learners.

Regarding the second research question 'What is the effect of virtual English language teaching on Iranian house wives' quality of life?', this study supported the significant influence of virtual English language teaching on Iranian house wives' quality of life. In interpreting this finding, it is worth pointing out that virtual English language teaching enhances house wives' motivation (Mohsen & Shafeeq, 2014; Yunus et al., 2013) and this leads to higher quality of life among them. Moreover, as a direct correlate of being subjected to virtual English language teaching, house wives find a feeling of productivity in their life (Jan et al., 2017; Radia, 2019) that can contribute to enhanced quality of life among them. Another issue which cannot be missed in this regard is that virtual English language teaching significantly lessens house wives' stress and anxiety and thus, makes them more satisfied with their life (Bracket et al., 2010). This means nothing but higher quality of life among them. Furthermore, reduced levels of absurdity in house wives due to exposure to virtual English language teaching (Ghanizadeh & Royaei, 2015) makes them happier in their life and this leads to higher quality of life in them. Last but not least, virtual English language teaching enhances house wives' self-concept (Cheok et al., 2017; Fathi & Derakhshan, 2019) and this increases their perceptions of their life quality

The findings are in line with the studies by Hunger et al. (2016) and Raghupathi and Raghupathi (2020) that proved significant improvement on learners' quality of life after exposed to education.

Conclusion and Implications

With a view to the results of this study, it can be concluded that virtual English language teaching has the potential to reduce domestic violence among the Iranian house wives. This is documented by the presence of a significant difference between the experimental and control groups' domestic violence after exposure to virtual English language teaching. Furthermore, it can be concluded that virtual English language teaching can be unearthed as a self-consciousness instrument for the benefit of house wives who suffer from domestic violence. The other conclusion which is made is that house wives' quality of life can be positively manipulated by virtual English language teaching. Closely related to this, it can be concluded that virtual English language teaching can rejuvenate the missed freshness of life of house wives. To put it in another way, it can be concluded that virtual English language teaching can be used as a calmative drug for reconciling the galled shoulders of housewives with a higher life quality. Not missing the vital role of house wives in nurturing future generations, the results lead to the conclusion that virtual English language teaching can revolutionize the quality of life of future generations.

The results of this study can inform different groups of stakeholders including higher education authorities, social emergency managers, and future researchers. Education authorities can take enlightening insights from the findings and implement them to the benefit of society by, for instance, holding extra virtual English language teaching courses for mothers of students with low cost and inconvenience. Social emergency managers can support the social emergency centers with the required

facilities to hold English classes virtually using different platforms to empower abused and disturbed house wives who are abused with domestic violence and whose quality of life has been lost in the uproar of routine works. In addition, future TEFL scholars can widen the breadth and depth of their research attempts by going beyond EFL students to investigate the potentials of virtual English language teaching for different vulnerable groups of society.

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