

**AN INVESTIGATION INTO THE IMPACT OF DOMESTIC
VIOLENCE ON PRIMARY AND HIGH SCHOOL LEARNERS
IN THE ITSOSENG-BODIBE AREAS**

BY

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DECLARATION

I DAUKY FANCY RAMAGAGA declare that the dissertation for the degree of Master of Arts in Life Skills and Counselling in the Department of Social Work at the North West University hereby submitted, has not previously been submitted by me for a degree at this or any other University, that it is my own work in design and execution and that all material contained in here has been duly acknowledged.

DEDICATION

This dissertation is dedicated to the memory of my beloved great grand-mother Welhemina Mmaditsebe Katametsi who passed away in 1977 and my father-in-law Joseph Ntsau Ramagaga who passed away in 2003. I am truly indebted to them and will always cherish them.

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ABSTRACT

This study covers literature and empirical studies where twenty (20) learners from violent homes in Itsoseng and Bodibe areas and eight (8) teachers of Tau-Rapulana, Tswelelopele, Opa- Diatla and Mmuagabo were selected and interviewed. The study was undertaken to investigate the impact of domestic violence on primary and high school learners.

The findings of the study revealed that:

- Violence cuts across all families of different social backgrounds and economic statuses
- Family members are mostly the perpetrators of domestic violence.
- Learners from violent families are not readily accepted by both teachers and other learners alike.
- Community members and neighbours are not doing enough to address the problem of domestic violence.

The study therefore suggests that:

- Prevention approaches, treatment and other mechanisms be put in place to deal with the problem of domestic violence.
- Schools should introduce a curriculum which teaches non-violent conflict resolution skills.
- Teachers should be trained to be able to recognize abused children and to help them.
- The government should increase the number of shelters to house learners from violent homes.
- Peer-mediated approaches should be utilized to help affected learners socialize effectively with their peers.

CHAPTER 1

GENERAL INTRODUCTION

South Africa is currently a particularly violent society. It is a country that is ravaged and despoiled by widespread violence. Domestic violence, in contrast to natural science is as old as humanity.

Violence dominates most of the learners' lives and are disturbed and destroyed by it. According to Durph and Sonkin (1982:15), children and learners within violent societies look like children without a future. Indeed they are without it because of the negative impact of domestic violence.

Durph et al further indicate that in every human society the family unit is an important institution in socializing children and in giving them the support they need to thrive and to survive. The family has in fact been regarded as a source of love and support to the children but unfortunately it is also an agency where domestic violence breeds itself.

Domestic violence affects men and women of all ages, religious persuasions and incomes. This study, focuses on learners who are the direct victims of domestic violence and also who are indirect victims. The fact of the matter is that whether the child is a direct victim or not the impact is nevertheless the same. Where there are children, they have either witnessed the violence between their parents, are victims themselves or are aware of its occurrence.

Durph et al (1982:1) assert that, whether a child is a direct victim of violence or not, studies show that children who grow up in homes where there is domestic violence often develop serious emotional problems in life. Primary and high school learners from the Itsoseng –Bodibe areas are not exceptions. Many of the respondents interviewed admitted that they are victims of domestic violence in one way or the other and it impacts negatively on their studies. This situation ruins every chance of their passing the grades at the end of the academic year and many of them become dropouts. Their domestic problems affect both their studies and the studies of other learners in the classroom. According to educators, they pointed out that they also become victims because they too have to work as social workers and as teachers.

On a daily basis learners from such families go to school without basic necessities like school clothes and food. They hardly concentrate in class and after school they go back to the same abusive environment and the cycle starts all over again.

It is also difficult for educators to produce a new breed of learners from this area.

Intervention from the government is highly needed since domestic violence retards the progress of learners at schools.

Hermoine & Morley (1986:5) state that the future of the human race is in the hands of today's children but unfortunately in decision making they are voiceless and powerless. The reason is that they only know violence and torments and as such cannot make wise decisions.

It is in this regard that the researcher has investigated the impact of domestic violence on learners. The researcher also made a thorough investigation on how much the community knows about the devastating effect of domestic violence on their children who are also learners. Terms or concepts like family violence, domestic violence, learners and children were inter-changeably used throughout this research.

1.1 DEMARCATION OF THE STUDY

This study focuses on learners in the Itsoseng-Bodibe areas. The two settlements are amongst the poorest within the Lichtenburg district, which is situated in the North-West province.

1.2 PROBLEM STATEMENT

Children are seen as the most valuable assets of any community because communities need literate manpower to help develop the country and maintain the sustainability of its resources.

One problem is that learners drop out of school before completing their matric and as such find it difficult to further their studies or enter the world of work. One of the probable reasons of dropping out of school before completion may be due to neglect, lack of parental support and involvement. A great number of learners from violent homes find it difficult to study and concentrate at school.

Domestic violence is rife within many homes and it impacts negatively on the children's studies. Most of the high school learners are in their vulnerable stages of development i.e. early adolescent stage (12-18) and as such find it difficult to deal with their own problems of growing up and identifying with peer groups, and at the same time trying to come to terms with domestic problems.

Learners from a dysfunctional family may also become dysfunctional because violence is inter-generational. All forms of violence are disruptive and dangerous. Violence breeds violence and its insidious influence reaches out into every corner of society, and also in the future, for today's violence is the seed from which tomorrow's violence will grow.

Domestic violence is everybody's business because it is cruel and costly. It retards learners' progress and they become less productive in whatever they do.

It is therefore imperative that citizens of this country and especially those of the investigated areas stand up against domestic violence because it is a 'loose killer on the rampage'.

1.3 OBJECTIVES OF THE RESEARCH

Well formulated, organized and smart objectives play a decisive role in the successful implementation of the research.

The objectives of the research are as follows:

- To determine the nature and extent of domestic violence in the Itsoseng-Bodibe areas.
- To explore the problems that primary and high school learners encounter as a result of domestic violence.
- To develop guidelines to help alleviate the impact of domestic violence on primary and high school learners.

1.4. SIGNIFICANCE OF THE RESEARCH

In the process of highlighting and alleviating the impact of domestic violence on learners, this research will contribute to academia in the following ways:

Morgan and Zedner (1992:13) assert that whatever happens in the family system may affect the larger social structure including the school system.

It is thus important to empower parents and the larger community that systems are inexplicably intertwined and as such it is important for them to know that domestic violence is not a family problem but affects the whole global village.

Even though the constitution of the country has made provision for children's rights, not all of our community members are conversant with such rights. A learner is still a child and needs to enjoy the rights like others do. The research will endeavour to

emphasize the rights of children. Children need respect, love, right to education without disturbance and even the right to be taken care of at home and school. The findings of this research, it is hoped will help to equip parents and community members with relevant skills and information to protect learners.

Educators of primary and high school learners seem to be the worst hit when learners from violent homes are considered. Mbatha (2002:11) asserts that teaching is no longer a noble profession but a traumatic roller coaster because of the acute depression educators suffer due to dealing with learners from abusive families.

It is therefore imperative to empower educators with skills which can assist in identifying and dealing with learners who are either victims of domestic violence directly or who are just witnesses.

According to Freeman & Gray (1997: 18) educators need to be aware of several behaviour patterns that learners present in the classroom.

Sometimes the behaviour is a response to something more serious, it does not just happen spontaneously. It is imperative that educators are trained and get empowered in order to be able to deal with such issues because it can be that the causes of this unacceptable classroom behaviour is the violence from home.

As for learners, this research may help in enriching them with lifelong skills like

problem-solving, decision-making, coping and assertiveness skills to survive in violent homes and relationships.

1.5. ASSUMPTIONS

Since this research is exploratory and descriptive, the researcher has formulated assumptions only and not a hypothesis.

- Educators do not readily accept learners from dysfunctional families like they do with learners from functional families.
- Learners from abusive families perform lower in their grades unlike learners from functional families.
- Learners from dysfunctional families do not disclose their problems easily like learners from functional families do.
- Learners from abusive families are likely to become both perpetrators as well as victims of domestic violence unlike learners from a functional family.
- Learners from abusive families are more vulnerable to pathologies than children from functional families.

1.6. POSSIBLE LIMITATIONS OF THE STUDY

Although the research study has some significance, it has also limitations.

Limitations are obstacles that can hinder the progress of the research.

In this study the researcher was not able to generalize the results as only selected educators and learners from a demarcated region were included in the sample.

The researcher can therefore not claim representation.

1.7 DEFINITION OF CONCEPTS

In the context of this study, the following definitions are important.

1.7.1. IMPACT

Bouker (1986: 89) defines 'impact' as something with a strong effect on a person or situation that can leave an irreparable scar.

In the light of the foregoing statement Webster (1992:439) defines 'impact' as the force of impression of one thing or another.

In this study 'impact' refers to the negative results of domestic violence on primary and high school learners.

1.7.2. DOMESTIC

Bouker (1986:89) defines 'domestic' as matters or factors concerning your home and family. In this study it refers to socio-economic matters within the family.

1.7.3. VIOLENCE

Durph et al (1982:2) state that 'violence' is behaviour, which is intended to; injure or to kill.

Still on the same note, Lockley (1999:11) asserts that 'violence' is physical harm, which underpins the sexual, intimidatory, verbal, emotional, and isolating aspects of physical abuse. Violence itself is a form of control.

However, in this context, 'violence' refers to any behaviour that forces subordinates to perform due to fear of physical force i.e. agreeing to sexual intercourse or incest, giving out money against one's will and also agreeing to unacceptable behaviours.

1.7.4. DOMESTIC VIOLENCE

According to Gardener (1993:5) 'domestic violence' is sometimes called families violence. It can take many forms like physical violence, sexual violence and emotional violence.

1.7.5. PHYSICAL VIOLENCE

Durph et al (1982:2) state that physical violence includes hitting, slapping, pushing, kicking and exerting physical force to make a person do something or go somewhere against that person's will.

1.7.6. SEXUAL VIOLENCE

Durph et al (1982:2) assert that 'sexual violence' is when someone forces another person to have sexual intercourse by means of physical force.

Forms of sexual violence include forced activity like oral sex, sodomy, incest, fondling, exhibitionism, flashing and involvement in pornographic activities(Herbert,1988:91)

1.7.7. EMOTIONAL VIOLENCE

Gardener (1993:5) defines 'emotional violence' as a systematic attempt to control another person's thinking and behaviour. Although it is much less evident to outside observers, emotional violence is very damaging. It includes verbal insults, threats, belittling comments and isolation from friends and family.

Emotional violence destroys a person's confidence and self-esteem. Herbert (1988:38) further alluded that emotional abuse also include other forms such as withholding food and refusing someone to have warm clothes.

However, in this study, the term 'domestic violence' refers to all the abuse that takes place in a household environment and has a negative impact on the lives of primary and high school learners.

1.7.8. PRIMARY SCHOOL

According to Collins (1985:109), primary school is a department school in which children are given the earliest stages of their book education. It admits children from 7 to 12 years of age.

1.7.9. HIGH SCHOOL

According to Collins (1985:12) high school' is a school for people between 15 and 18 years of age. It admits learners from grades 10 – 12.

In this study 'high school is a school for learners who are in their early adolescent stage doing grade 10 –12.

1.8. LEARNERS

According to Collins (1985:27) a 'learner' is someone who studies at school with the main aim of learning or remembering words.

Webster (1992:534) defines 'learner' as one that learns, a beginner in some field.

In this study 'learners' refers to all the children in primary and high schools whose main objective is to learn and acquire knowledge.

1.9. RESEARCH METHODOLOGY

According to Cohen and Manion (1981:26) methods refer to techniques and procedures used in the process of data-gathering while methodology is to describe and analyse these methods, throwing light on their limitations and resources.

1.9.1. RESEARCH DESIGN

Once the research problem has been formulated clearly enough to specify the types of information needed, investigators must work on their research design.

According to Anderson (2003:15) a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purposes with economy in procedure. It follows that research designs will differ depending on the purpose of the research.

The researcher used the exploratory and descriptive designs to assemble new information about a phenomenon, which although studied by previous researchers did not specifically refer to the impact on primary and high school learners.

According to Seaman, (1987:182) descriptive design seeks to describe accurately the characteristics of an individual, a situation, or a group and then may determine the frequency with which the event is associated with another.

In exploratory design, questions like: what? What is this? What is happening' are used. According to Seaman (1987:185), with descriptive and exploratory designs the researcher assembles a broad range of data with a richness of detail that has not been available before.

By describing, comparing and classifying data, the researcher gained a holistic view and the patterns and processes were comprehended as a whole.

The researcher was then able to move from observation and description to classification and then conceptualization.

1.9.2. METHODS OF DATA COLLECTION

For this specific research, the researcher used two types of data. The primary and secondary data were used and the instruments of survey that were used are:

1.9.2.1. LITERATURE SURVEY

Anderson(2003:4) asserts that literature studies are one of the methods of data collection and therefore it does not only furnish information to support the research findings but also gives direction to the researcher.

He further alluded that it is a continuous and ongoing process throughout the research process and is done concurrently with all the research steps.

Literature included in this study are books, journals, workbooks, conference papers, newspapers, acts and internet.

1.9.2.2. INTERVIEWS

Valuable information which is not always recorded in books or other forms of literature is available from experts and/or experienced people(Anderson, 2003:30)

Life skills educators and principals were used in this study to share their experiences since most of them deal with learners from violent backgrounds on a daily basis.

1.9.2.3. CASE STUDIES

This research method consists of an intensive study of a unit that can be an individual, a family, a group or a community. Anderson (2003:31) further alludes that two important characteristics of the case study are that:

- It covers a comprehensive and profound study of a specific unit.
- It covers a whole period of time i.e. it deals with a case not only as it presently exists but also with its past.

In this study the researcher typically observed the characteristics of an individual unit: a child.

1.9.2.4. QUESTIONNAIRES

Questionnaires can be applied in three different forms:

1. Where the researcher personally asks the questions included in the questionnaires.
This type of questionnaire is called a 'personally administered questionnaire'.
2. Where a structured questionnaire is either mailed or handed out to respondents for them to complete and return to the researcher.
3. Where answers are collected telephonically.

In case of primary school learners, questions were translated and asked by their teachers in front of the researcher. The aim of that procedure was to minimize fear and anxiety on the side of learners.

1.9.3. SAMPLING

Seaman (1987:233) defines ‘sampling’ as the process by which the study subjects or objects are chosen from a larger population. For the purpose of this study the researcher was compelled to use non – probability-sampling design called purposive sampling.

The major advantages of non-probability sampling are convenience, economy and time. though there is no clear-cut answer for the correct population size, the researcher interviewed 20 learners from abusive families and 8 Life Skills Educators. When selecting the learners, emphasis was on learners from violent homes and they were selected through purposive sampling.

In total four schools of which two were primary schools and two were high schools participated in the survey. Life Skills Educators from four schools were also recruited through purposive sampling as they are more informed in dealing with learners from violent homes.

1.9.4. ANALYSIS OF DATA

The research study is arranged as follows:

- Chapter 1 = is an introductory chapter which also outlines the purpose of the study and research methodology.
- Chapters 2 – 4 concentrate on selected literature that is relevant to the subject under study.
- Chapter 5 – presents the analysis of empirical data.
- Chapter 6 concentrates on the major findings, recommendations and conclusion.

CHAPTER 2

THE NATURE AND EXTENT OF DOMESTIC VIOLENCE

2.1.INTRODUCTION

This chapter is an overview of the extent and nature of domestic violence in our society. Learners and domestic violence have attracted only limited academic attention. That is the reason why the present study attempts to correct that omission. It examines the extent and nature of domestic violence against children and learners. It also explore its impact on the learners and then finally presents possible guidelines that may constitute a source of help.

2.2THE PREVALENCE OF DOMESTIC VIOLENCE

According to Ammerman &Hersen(1991:8) family violence is best understood within the context in which abuse and neglect take place. Indeed family violence is a symptom of deeper and more extensive problems in the individual(i.e. perpetrator, family and society).

For many authors, family violence is viewed as an expression of more intensive and ingrained family pathology.

Straus in Faller (1981:9) allude that domestic violence is prevalent in all societal classes but over represented among the poor. It is especially common in socially deprived

families and this confirms that poor families are more likely to be victims of domestic violence or to neglect their children. In the same view unemployed fathers are more likely to abuse their wives and children than fathers who are employed. Thus, this confirms that the frequency and serenity of domestic violence is related to low socio-economic status. It has become part of the daily lives of families and is present in society today at alarming proportions.

2.3. FORMS OF DOMESTIC VIOLENCE

Various and sundry acts of violence are committed daily in our lives. According to Kemshall & Pritchard(1999:168) the main risk of violence to children comes from their carers(parents).Many children are the subjects of violent abuse in their homes and they are likely to be killed in their own home and by members of their own families than anywhere else. The family is the source of assaults, neglect, rape, violence and homicide.

2.3.1. PHYSICAL ABUSE OF CHILDREN

Physical abuse of children is intentional, non-accidental use of force, or intentional non-accidental acts of omission, on the part of parents or other caretakers in interaction with a child in his care aimed at hurting, injuring or destroying that child(Lee,1986:48).

Physical aggression is a daily occurrence in a large number of families and it occurs monthly,weekly,daily(Steinmetz,1977:54).The span of physical abuse includes slapping the child on the hand, spanking using objects and hitting the child with a hard object

such as a bat or choking the child(Steinmetz,1977:56). Steinmetz further asserts that many instances of physical abuse are not premeditated sadistic attacks on children but they are rather the results of outbursts of anger or rage.

Gil in Steinmetz(1977:58)estimates that 6000 children a year are beaten and battered by their parents.

According to Mara & Winton(2001 :6) children experience outright hostility and aggression during marital conflict since the conflict may 'spill over' to the parent-child relationship. Family violence researchers found out that co-occurrence of different types of violence e.g. spousal violence with physical abuse of children is rather high. Rose and Edleson (1987:98) provide additional evidence that it is not unusual for both spouse abuse and child physical abuse to occur in the same family. They further found that as the frequency of spouse abuse rises, the probability of child physical abuse increases dramatically .This simply means that children in homes with inter parental violence are at risk of abuse themselves.

In more violent families, boys are more often victims of parental physical aggression(pushing and shoving) and show more externalizing behaviour problems than girls (Lee,1986:34)

2.3.1.1. INDICATORS OF PHYSICAL ABUSE

Many children are injured in the turmoil of violence occurring among family members. Physically abused children often have visible scars and marks which can always be detected. The injuries may include broken bones, burns, cigarette burns, scratches, bites, bruises, injuries to the mouth and marks in specific localities like buttocks, thighs, upper arms and near the eyes. Severe physical assaults can also result in brain damage, physical disability, and even death. It is the most serious scourge which is totally unacceptable and which needs to be eradicated.(Lee,1986:30).

2.3.2 EMOTIONAL ABUSE

Lee (1986:30) asserts that a child growing up in a discordant home is liable to become emotionally disturbed or anti-social. She further asserts that the emotional and cultural climate of the home can foster, limit or impair mental growth. Unfortunately for children who grow up within violent homes, she says, their emotions are always hurt and destroyed. Even though emotional abuse is not easy to detect like physical abuse, it is nevertheless more painful and destructive toward the psychological well-being of the child, she concludes.

2.3.2.1. INDICATORS OF EMOTIONAL ABUSE

Children who are victims of emotional abuse often feel rejected because their parents do not acknowledge their worth. The child's self-esteem and self-confidence become so affected to an extent that they become emotionally rigid.

According to Lee (1986:194) emotionally abused children are often isolated by their parents. They are cut off from social experiences and from friends. Turk(1999:4) confirms that emotionally abused children have fewer friends, less ambition, and more behavioural disturbances than their peers.

2.3.3 SEXUAL ABUSE

Mara and Winton (2000:49) define sexual abuse as intrusion of oral, anal or genital penetration or other penetration.

Sedlak and Broadhurst in Mara & Winton (2001:49) found that the rate of sexual abuse has increased dramatically from 0.7 per 1000 to 3.2 per 1,000 children in 1993. They further assert that girls are more likely to be sexually abused than boys, while males sexually abuse children at much higher rates than females do. Children in lower income families are more likely to be sexually abused than those in higher income families.

According to Mara & Winton(2001:50) the risk factors for sexual abuse have been found to be:

- ❖ Gender of victim(female)
- ❖ Having a stepfather in the home
- ❖ The pressure of parental conflict and violence
- ❖ The absence of one or both natural parents in the home.

Apart from the above-mentioned factors, there are some aspects which always start the sexual abuse of children like lack of assertiveness training and having inadequate knowledge of sex education and also consequences of sexual abuse.

2.3.3.1. INDICATORS OF SEXUAL ABUSE

Mara and Winton(2001:51) indicate that indicators of sexual abuse include excessive sexual stimulation, bruises, bleeding, semen in the genital or anal area, stained and bloody underclothing, problems walking or sitting, sexually transmitted diseases and lacerations.

Children who have been sexually abused may have a greater awareness of sexuality than would be expected for the child's developmental age. Family indicators include high levels of stress, dysfunctional family and poor parenting.

2.4. CLASS AND DOMESTIC VIOLENCE

According to Morley (1986:170) whilst domestic violence is clearly experienced by women in all social classes, it would appear that professional women are less at risk than lower middle class and working class women. He further alludes that what may be true however, is that professionals because of their greater access to resources, may be more able to get out of a relationship before it becomes physically violent.

Mara and Winton (2001:82) allude that in the main, it is women who are victims and men who are perpetrators of domestic violence. Indeed so, because in the early

literature, the term 'battered wife' is used most frequently than domestic violence or family violence, so emphasizing its gendered distribution.

2.5. SPOUSAL VIOLENCE

According to Merten and Nisbet (1976:15) in spousal violence women are more likely to be seriously hurt.

Spousal abuse has dramatically increased over the past thirty years. Recently several highly publicized events involving figures have heightened the awareness and the attention given to this type of family violence.(Mara and Winton,2001: 74)

Marital aggression is so severe that it perpetuates the problem of domestic violence. In fact, together with the abuse of children they are the epitome of family violence.

2.6. FACTORS THAT PREVENT WOMEN FROM LEAVING A VIOLENT RELATIONSHIP

One of the most common questions asked in relation to women in violent relationships is why do they stay and not leave.

According to Gondolf and Fisher in Turk (1999:76) the abuse of a woman by her partner may not only find expression in overt acts of violence but also in psychological abuse, isolating tactics, or threats to the woman that he will kill her if she leaves.

Women in violent relationships experience unpredictable episodes of verbal aggression and physical violent abuse from the men and therefore it is not surprising that the most commonly reported reasons for staying are related to fear for their safety and for that of their children(Geffner and Pagelow in Mara and Winton 2001:97)

In many instances where domestic violence dominates the lives of children, they get used to it and accept it as a normal behaviour. The reason for this is that because they grow up within such an environment, they know nothing better except violence. They grow up to accept it as a normal way of living and usually ask the question why? when their mothers propose to leave home.

The ‘battered women syndrome’ according to Turk(1999:47)occurs as many abused women gradually become more confused and less confident, immobilized by their partners’ verbal abuse and physical intimidation until they no longer believe that they have options other than to stay.

Relationships between the children and their fathers serve to bind women into the relationships. Mara and Winton (2001:175) assert that economic dependence, hope that their partner will change, lack of affordable accommodation, break-up of family home and fear of further violence bind women to their husbands.

2.7. CHILD WITNESS TO DOMESTIC VIOLENCE

Many children are injured in the turmoil of violence occurring among family members. One negative aspect of family life is the effect of domestic violence on children, either as witnesses to, or victims of the conflict.

More children, according to Barrett and McIntosh(1982:67) are exposed to domestic violence each year. Exposure means seeing or hearing the actual abuse or dealing with the aftermath of the abuse. Some children who witness domestic violence are also victims of the abusive behavior.

In everyday life children and youth may be exposed to physically aggressive behaviours between their parents in a number of ways, for example, they may be exposed through being physically present in the room where the aggression is taking place, thereby receiving through all of their senses information about conflict, the sound of pushing and yelling, the crying and the taste of fear(Rose and Edleson 1987:71)

They further indicates that other forms of exposure may involve fewer of their senses such as hearing terrified screams of someone being pushed against a wall or door, or seeing the resulting injuries such as mothers' black eye or damage to property .

Barett and McIntosh(1982:69) are of the opinion that although many researchers have not asked the children specifically about what they have witnessed, women who have been beaten report that 90% of the time the children were either in the same room or the next room during the violence.

3. CAUSES OF DOMESTIC VIOLENCE

Turk (1999:23) indicates that the family characteristics are primary elements in any discussion of domestic violence. Obviously events occurring in a child's home/environment have an effect on the child.

3.1. ALCOHOL AND VIOLENCE

Evidence from data in Steinmetz (1977:10) suggests that there is a high association between alcohol and violent acts between family members. In the 44 families where violence had occurred in his study, drinking accompanied violence in 21 families.

The high incidence of alcohol present in family violence indicates that alcohol and family violence are more closely tied than alcohol and other types of violence (Getzel, 1988:111)

3.2. INTRA-INDIVIDUAL CAUSES

The background and personality of the individual often contributes to the outbreak of violence (Lee, 1978:50). Studies have found that abusive males often come from

violent homes. Several other studies have found abusers to have experienced violence from caregivers as children, but it is generally agreed that witnessing inter-parental aggression is a more significant background factor for batterers.

Lee (1978:56) concludes that abusers themselves suffered emotional deprivation as children. They have grown up hostile and unable to establish trust.

3.3. ENVIRONMENTAL FACTORS

Ammerman and Hersen (1991:19) found the likelihood of domestic violence to include financial, employment, housing and interpersonal problems and parental social isolation.

3.4. MARITAL CONFLICT

According to Lee(1986:58) the frequency of marital and sexual difficulties exacerbates the parent's feeling of frustrations. Parents who are always fighting amongst themselves subject their children to different forms of abuse. Job dissatisfaction and work stress have always been associated with marital violence.

4. EFFECTS OF DOMESTIC VIOLENCE

Inter-human violence is generally estimated to affect millions of people(Lee1986:67).

4.1. EMOTIONAL EFFECTS OF DOMESTIC VIOLENCE

Berner (1992:45) asserts that women victims have been described as unassertive,

shy, reserved, masculine, frigid and masochistic. She points out how male violence denies women their freedom and autonomy. To her, women have a high fear of crime because of domestic violence. They become distrustful of men and experience conflict about heterosexuality. Their worth is undermined and their privacy taken away from them.

Fear, hypervigilance, anxiety and somatic complaints are often noted in the case of emotionally abused children and adults. Ammerman & Hersen (1990:23) argued that emotional effects of children within violent homes may include low self-esteem, impaired impulse control, separation difficulties and difficulty in establishing trust.

4.2. PHYSICAL EFFECTS

According to Mara and Winton (2001:67) families involved in domestic violence as well as families with poor parenting skills have a high risk for engaging in child physical abuse. Physical effects of domestic violence may include: learning and social problems, attachment problems, depression and aggressive behaviour. In addition, there is often a lack of protection of the child, unexplained delays in development, bully-type behaviours, running away and delinquent behaviour, truancy and major mental illnesses.

4.3. BEHAVIOURAL EFFECTS

According to Ammerman and Hersen (1990:22) children who are exposed to domestic violence are more likely to exhibit aggressive behaviour because aggression is modeled in the home as a means of controlling other's behaviour.

Abused children have been rated as exhibiting more externalizing behaviour problems(e.g.hyperactivity) than children who have not experience any form of abuse.

Conclusion

Children are equally affected by domestic violence regardless of whether they are direct or indirect victims. Witnessing a loved one being hurt is as much painful as receiving the same treatment directly. The worst part of domestic violence is that its impact does not go away. It embeds itself deeper as a long lasting anger which disconnects one from himself/herself.

CHAPTER 3

PROBLEMS THAT PRIMARY AND HIGH SCHOOL LEARNERS ENCOUNTER AS A RESULT OF DOMESTIC VIOLENCE

3.1. INTRODUCTION

In this chapter, the impact of domestic violence on primary and high school learners is outlined and discussed in depth.

3.2. THE IMPACT OF DOMESTIC VIOLENCE ON THE STUDIES OF THE LEARNERS

According to Wilson (1997:25) domestic violence is a social disease for which we as society must take responsibility.

Roy (1988:42) stresses that violence in the home causes a great deal of turmoil for children. It leads to constant moving or shifting between relatives, frequent absences from school, and isolation from neighbours. This transient and crisis-orientated lifestyle prevents children from establishing roots, developing feelings of security and trust about grown-ups or respect for their own self worth.

Common indicators of the damage incurred may include an impaired capacity to enjoy life, low self-esteem, school learning problems, withdrawal and regressive behaviour.

Learners from abusive families indulge in self-destructive behaviour such as drug abuse or suicide attempts which inhibit them from being able to live a free, mentally healthy or satisfying life. Since learners can be both the direct or indirect victims over time, witnessing of domestic violence may lead them to believe that violence is a normal, legitimate response to problems.

They take out their frustrations in school by becoming aggressive or withdrawn. Growing up in such an environment can be very traumatic for a learner and may leave deep wounds that follow them throughout life, according to Roy(1988:43).

3.3. PROBLEMS ENCOUNTERED BY PRIMARY SCHOOL LEARNERS AS A RESULT OF DOMESTIC VIOLENCE

The family has traditionally been regarded as a source of love and support. In each and every family, children look up to their parents as significant role models who can shape up their lives. Unfortunately, both boys and girls who witness domestic violence learn quickly that violence is the appropriate way of resolving conflict in human relationships, according to Rodger (1996:35).

Primary school learners view domestic violence as a threat to their security. The child feels betrayed and may feel so hurt that he never trusts adults again. The younger the primary school learner, the less he/she can understand the conflict going on in his household. The child is often very angry and hurt because of the unstable

family life he finds himself in. An 11 year old girl confessed that she no longer trust both her parents because of the pain they inflicted on her once they were drunk. They fought and also beat her until she collapsed and became unconscious, according to Rodger (1996:45).

In most cases, after fighting, one parent decides to leave for the sake of peace or fear of being killed. The children experience such a departure from home as indicative of a diminished interest in them.

Berner (1992:11) asserts that children live in fear because before the hitting there is constant quarreling and tension between the parents. Turk (1999:23) elucidates that primary school children who are either victims or witnesses of domestic violence show signs of being highly independent, depressed, lack self control and teachers report them to be unpopular and being obsessive-compulsive.

Children who are in primary schools can revert to wetting the bed, thumb sucking, and stammering and often their grades are a disaster. Turk(1999:93) found that children of this age often have difficulties with school work, including poor academic performance, not wanting to go to school and difficulties in concentration.

Learners who are raised in violent homes learn many lessons which they take with them to the school. They learn how to keep family secrets, how to get what they want through aggression and learn that people who love them can also hurt them.

Learners in domestic violence tend to be either extremely introverted or extremely extroverted. Psychosomatic problems (aches and pains) for no apparent reason are also common, concludes Herman (1992: 204).

Domestic violence can wipe out a child's confidence and leave him shocked. To learn and grow into a healthy adult, children must feel confident in the world and in themselves.

High school learners are children who have already reached an adolescent stage of development. Their cognitive skills and resources for adaptation are different from those of the primary school.

According to Hamblin (1993:67) high school learners view domestic violence in a much different way from the primary learners. They often regard violence as a problem between the perpetrator and a victim and hold the victim as being the responsible person for the aggression. Regardless of their different developmental stage and tasks, they are affected by domestic violence in a very negative way.

Berner (1992:4) asserts that stable home base is very important in the life of an adolescent. The family represents a home base for the high school learner stepping timidly and guardedly into the world.

If the world presents too much turmoil, the adolescent can always return to his home base to catch his or her breath. If the home base is not there, the child becomes frustrated, angry and withdraws. Parental failure to help learners in this trying time alternates the learner from himself. The child is unable to cope with the overwhelming nature of his feelings and the problems within his household as a result, a child defends himself by regressing, projection and detachment. These are some of the significant findings of Berner (1992).

Lee (1986:89) asserts that lacking a stable and supportive family life, learners from abusive families may become withdrawn or substitute unhealthy peer influences. According to Turk (1999:13), poor academic performance and educational difficulties are associated with delinquency in general and abusive behaviour in particular. Learners may be belligerent, hostile, defiant, sullen and non-communicative.

Running away is an escape to survival for learners in a home where they suffer mental and physical abuse. Learners who live in homes where there is violence are often in pain and confused.

High school learners indulge in self-destructive behaviour as a result of experienced violence caused by drug abuse and indulge in suicide attempts in trying to alleviate stress or assert some control over the profound sense of helplessness created by the abuse.

Sanderson (1995:59) argues that children who have witnessed violence in their homes reveal rage and intense anger. This anger is not necessarily directed at the perpetrator at home but it is floating. It diffuses and escalates without focus. Often anger is internalized. These behaviours tend to accompany learners to the school and disrupt their whole learning, at the same time threatening the safety and security of other learners and their educators. Teachers often find themselves performing roles of social workers and police officers.

According to Faller (1981:83) children from violent homes display obsessive compulsive behaviour and have great difficulty in expressing their feelings. They feel as being different from others and display an inability to work with others and to respond positively to their given chores.

Wilson (1997:34) explains that many children in families where domestic violence has occurred often appear to resemble parents. Young girls especially are forced to grow up faster than their peers, often taking on the responsibility of cooking, cleaning and caring for younger children. In the process they miss out from school and eventually dropout.

Many of these children are not allowed to have a real childhood and they further become victims of missed opportunities. They learn at a younger age to be prepared for anything when coming home from school. Some girls drop – out of school due to

pregnancies after being impregnated by, amongst others, their fathers. They become parents before they could even enter the world of work. This situation creates a society of illiterate people who are poor and increase the burden on the government to take care of them financially.

Learners from violent homes are often lonely. They become isolated because typical activities such as having friends over to their house may be impossible due to the chaotic situation. The society also perpetuates the problem by forbidding their children from fostering relationships with learners from violent homes (Lee,1978:69).

According to Lawrence, Steed and Young (1984:67), disruption is clearly a matter of practical concern to teachers who worry that it thwarts their intentions and efforts to teach, it is an affront to their professional existences. Disruption is frustrating, irritating and stressful. In extreme cases, it may lead to complete breakdown of the classroom order, and more seriously of the teacher's health.

In a certain high school, a life skill educator, points out that learners are often disruptive to the extent that they may stop with their teaching and summon the help of the police.

Lawrence et al. (1984:10) further explain that the growth in disruptive behaviour is a mirror of the growth of domestic violence in our society itself, as reflected in the

increasing concern with vandalism and increasing figures for juvenile suicide particularly among high school learners. They furthermore assert that a disturbed family will obviously pass its disturbance into its institutions.

Mckendrick and Hoffman (1990:26) reveal that domestic violence decreases a sense of responsibility and accountability for one's own actions. It increases development of phobias and sexual fears in high school learners. They become anxious because they feel that they have little control over the horrendous incidents that occur in their home. Denial is another powerful reaction to violence and if acceptance and coping mechanisms are not utilised effectively and quickly, the unresolved emotional reaction to violence may result in suicide or imprisonment.

3.4. Conclusion

Indeed, domestic violence is a personally painful problem. It is present in all families and its impact is more severe on learners. It is a social disease that needs comprehensive intervention from all the disciplines to deal with it.

To conclude this chapter, domestic violence really destroys the learner's life because of its negative impact on such lives.

CHAPTER 4

MODES /GUIDELINES THAT CAN HELP ALLEVIATE THE IMPACT OF DOMESTIC VIOLENCE ON PRIMARY AND HIGH SCHOOL LEARNERS

4.1. INTRODUCTION

This chapter looks at the guidelines that can be followed to help alleviate the impact of domestic violence on learners.

4.2. INITIATIVES THAT CAN BE FOLLOWED TO ALLEVIATE THE IMPACT OF DOMESTIC VIOLENCE ON LEARNERS

Turk (1999:216) has stated that any approach to violence prevention needs to be a multi-component and multi-context intervention.

Violence is currently a public issue in the Itsoseng – Bodibe areas (society) and solutions for its manifestation require collective action. Collective action implies a multi-dimensional approach to reduce this domestic violence.

4.3. THE SCHOOL AS A CHANGE AGENT

The school is particularly well placed to deal with the impact of domestic violence on learners because it can reach a large number of children and youth including those who are vulnerable and who are direct victims.

School-based programmes can be integrated into teacher training discussions for issues related to school safety, discipline and general teaching strategies which can contribute to a more pro social school climate(Turk, 1999:221).

Lawrence et al. (1984:11) assert that schools are gatekeepers of values and they are expected to produce children who are well behaved, who can exercise self control and who can contribute positively in their society and those with a sense of honesty, truthfulness and respect for others and for authority.

According to Stewart (1992:14) schools need to act immediately to threats, bullying and gang activity. Children from abusive environments often portray certain behaviour, which can indicate to teachers that they have problems. By being pro-active and hands-on, educators can intervene quickly and assist learners who are victims of domestic violence.

Since educators are in contact with the learners on a daily basis, they need to be capacitated and empowered in stress management, coping mechanisms, trauma counselling and crisis and conflict management in order to be able to make appropriate responses to situations or to initiate change.

School staff is generally accessible and can play an important role in early detection, assessment and intervention. Educators can also invite parents to the school so as to

get to know them and form a collaborative relationship with them which can in turn benefit the learner.

Since the Principal plays a pivotal role in giving the school direction and setting the pace of whole school development and personal development, it is imperative that he motivates learners and encourages them to think and act positively. Learners who live with abuse everyday need to be reassured and listened to. Just because they do not get positive reinforcement from home, they need to get it at school so that they can deal with their trauma.

Schools play an important role in accelerating the process of alleviating the impact of domestic violence on learners. Primary prevention through education in the classrooms is also the responsibility of educators because if they know how to identify abused children, it can be easy for them to equip other learners with the skills of dealing with affected learners.

4.4. THE INCREASING POWER OF THE BROADER COMMUNITY IN DEALING WITH THE IMPACT OF DOMESTIC VIOLENCE ON LEARNERS

A community provides a sense of belonging as well as commitment to meet the basic needs of its members and communities are where people live, work and congregate (Turk, 1999:27).

Mckendrick and Hoffman (1990:32) assert that effective management of domestic violence in the community can be pursued through inter-agency approaches.

Programmes for violent men and women are important in helping those who are already victims and perpetrators to reconcile and reconnect with their children.

According to Turk (1999:270) communities can create an atmosphere characterized by happiness, freedom and safety.

Society prevents the early discovery of domestic abuse of children and it contributes to the escalation of this horrendous incident. Communities need to break the culture of silence and make the domestic violence problem a global one and no longer a problem confined to the bedroom.

The community has the power to tell the abuser that his behaviour is not acceptable and can still hold the perpetrator accountable for the behaviour portrayed.

Also, the community has the power to break the child from any abusive environment and build him/her.

Turk (1999:78) further asserts that communities can also help learners who are affected by domestic violence by providing them with shelter while still deciding whether to drop-out of school or go somewhere, help them with food, hire them in

their small businesses or contribute to their financial standpoint and most importantly listen to them and accept their stories. Awareness and advocacy of this pandemic is vital.

4.5. CONTRIBUTION OF RELIGIOUS ORGANISATIONS

Churches can play a pivotal role in developing community norms and values opposing domestic violence.

Church elders and members of churches can provide a wide variety of support services to learners who are victims of domestic violence. Learners can receive individual counselling and also support from the church.

The church can provide a temporary safe haven for the child victim and can also offer a type of bursary and uniform to a learner whose parents have decided not to take care of him or her.

Since domestic violence is often prevalent among socially deprived and poor families, the church can take the responsibility of hiring the learner to do odd jobs around the church. Even though this alternative may be short-lived, it can help to alleviate the impact of domestic violence on the child.

Public awareness and advocacy is very important in highlighting the extent and nature of domestic violence. Clergies are always respected and listened to by their church members and their contribution can be helpful.

4.6. THE CONTRIBUTION OF PARENTS TOWARDS THE ALLEVIATION OF THE IMPACT OF DOMESTIC VIOLENCE ON LEARNERS.

Parents in the society view and tolerate domestic violence as a private family matter. Since abuse happens mostly in their homes and most of them are perpetrators and victims, parents need to play an active role in safeguarding their children and paving their future.

Sanderson (1995:13) suggests that since domestic violence manifests itself in dysfunctional families it is important not to focus on the symptoms only, but rather by focusing on the family as a whole by exploring underlying family dynamics on an interpersonal level. This approach will help each structure of the family within the family and thus bring about equilibrium.

Turk (1999:236) articulates that parental involvement is extremely important in the alleviation of domestic violence. Programmes with a home/school focus typically include opportunities for parent workshops or training sessions on topics such as effective discipline, endorsing positive values related to educational achievement and modeling a positive behaviour.

Attempts are to be made to educate couples in violent relationships about the impact of domestic violence on learners. The importance of collective workmanship as a couple is very pivotal in helping to solve their problems rather than letting them to go out of hand and impact negatively on their children.

Parents can join self-help groups with professional back up to get help in order to decrease the frequency of abusive relationships while increasing their feelings of self-esteem and knowledge of child behaviour.

It is also imperative for parents to know non-assault means of disciplining their children rather than abusing them severely.

Effective intervention needs to put the safety of women and children on the forefront of the agenda. It must incorporate ways of challenging parental tolerance for domestic violence by questioning social attitudes to the problem.

Anger management techniques can be useful for working with some perpetrators and especially men. According to Turk (1999:92) men's apparent inability to communicate has often been thought to be a predisposing factor in their violence. Failure to negotiate, compromise, attack conflicts head on and support and love children and their mothers are often antecedents of a violent relationship.

It is imperative that parents learn not to involve their children in their problems. Respect for human dignity, privacy and self – respect is vital in the eradication of domestic violence.

The best way in which parents can help children who are going through a traumatic period due to domestic violence is to be available at home for them and to encourage them to talk openly about the problem. To be emotionally available can also accelerate openness and thus make it easier to sort out problems.

4.7. INTEGRATED APPROACH TO THE ALLEVIATION OF DOMESTIC VIOLENCE

Psychologists, medical services, police officers and legal advisors can also help. Health care workers together with psychologists and social workers could provide learners who have run away from home with alternative accommodation in community shelters and help with the acquisition of grants.

Police officers and legal advisors can help with prosecuting and arresting the perpetrators. They can also advise the community on the importance of neighbourhood watch and also on the importance of pressing charges against perpetrators.

Since domestic violence affects all the systems and disturbs the equilibrium, a multi - professional approach can help to decrease it in our society.

4.8 Conclusion

A multi- professional team is a very useful strategy and suitable tool necessary for the eradication and or alleviation of domestic violence in our society. Within the multi-disciplinary team the key worker must be chosen to liase with family members on matters affecting their children.

A comprehensive team will be able to bring down the escalation of domestic violence as they will be working closely together to curb the problem and also to help the victims.

CHAPTER 5

PRESENTATION OF DATA

5.1 INTRODUCTION

This chapter focuses on the analysis and presentation of data collected by the researcher. It again outlines the background information given by respondents with regard to the impact of domestic violence on primary and high school learners. According to Sethare (1996:50), data analysis is the describing of statistical analyses performed on the data collected in the study. The questionnaire for learners was the first to be analyzed and was followed by that of the teachers.

5.2 QUESTIONNAIRE FOR LEARNERS

Table one below presents the gender of twenty learners from the two primary schools(Mmuagabo and Opa-Diatla) and two high schools(Tswelelopele and Tau-Rapulana) in the Bodibe-Itsoseng area.

In the following Table, the gender of the respondents is discussed.

TABLE 1: GENDER:N=20

SEX	#	%
Male	8	40
Female	12	60
TOTAL	20	100

The above information reveals that both males and females experience domestic violence in their homes. However, there are more females than males as girls are more in number than boys.

The following Table indicates ages of the respondents.

TABLE 2:AGE :N=20

AGE	#	%
Below 12	4	20
Between 12&18	10	50
Above 18	6	30
TOTAL	20	100

All reflected in the Table above, all age groups were included with emphasis being on the ages between 12&18 who according to their developmental stages, are vulnerable and need continuous parental assistance.

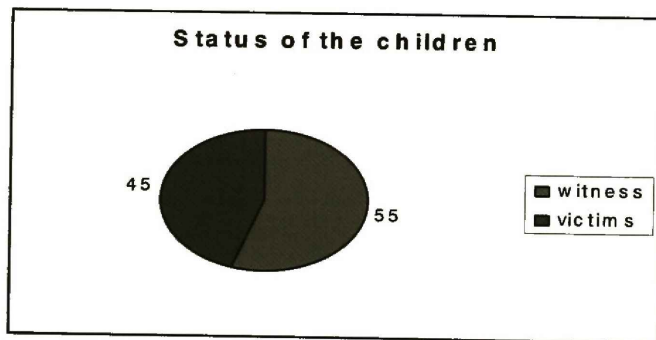
TABLE 3: PRESENT GRADE OF LEARNERS

GRADE	#	%
Grade 6	10	50
Grade 11	3	15
Matric	7	35
TOTAL	20	100

The information from the foregoing Tables was not presented to prove anything. It was mainly given to show that children from violent homes include both sexes ,children from all age groups and grades.

Fig 1 below indicates the status of the children in violent homes.

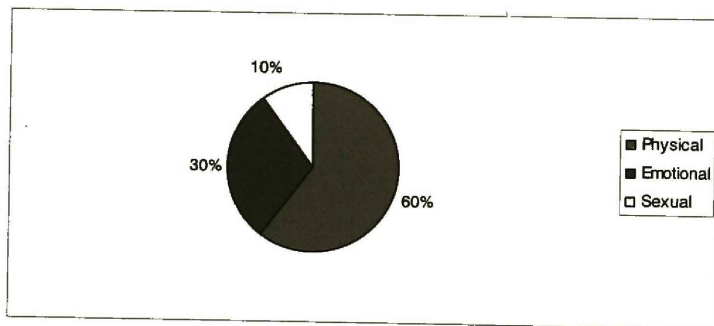
FIG 1: STATUS OF THE CHILDREN IN VIOLENT HOMES:N=20



The figure above shows that children are often exposed to domestic violence in their homes. 55% reported witnessing parental violence in their homes and 45% have been victims during outbreaks of violence in their homes. However, it is imperative to mention that even witnesses can become victims when there are fights in their homes. However, according to Straus in Lee (1978:45), if 33% of women experience marital violence during their lives, it is reasonable to believe that lifetime exposure rates for children would be high.

Fig 2 below indicates the types of violence which learners experience in their homes.

FIG 2: TYPES OF DOMESTIC VIOLENCE EXPERIENCED BY LEARNERS:N=20

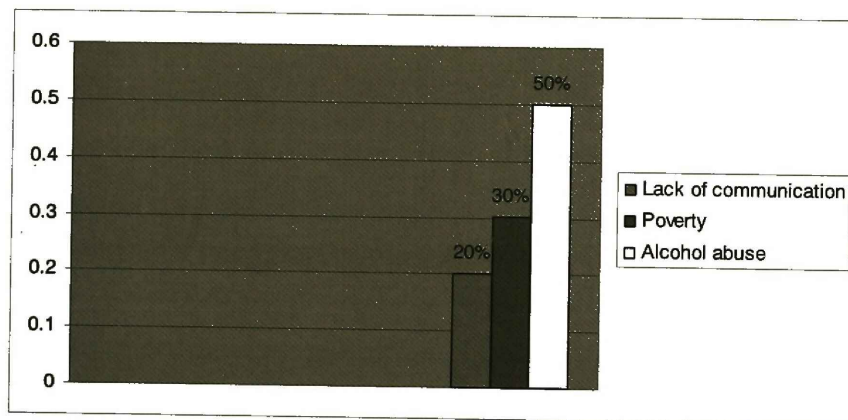


Learners mentioned that they experience physical violence mostly in their homes and the pain is in most cases inflicted by their fathers mainly because of their physical force. 30% of them experience emotional violence and 10% have been sexually molested.

Mara and Winton (2001: 17) elucidate that children's behavioural problems are mostly a function of violence in the child's immediate family, with violence against the child exerting the most powerful impact but with witnessing violence adding that impact.

In the following figure the main causes of domestic violence are presented.

FIG 3: MAIN CAUSES OF DOMESTIC VIOLENCE N=20



In the figure above attention is given to precipitating factors which may be the final causation of domestic violence. As is the case with all deviant behaviours, domestic violence may be due to multiple factors. 30% of the respondents indicated that poverty aggravate domestic violence. 50 % of the children blame alcohol abuse and 20% compounded that lack of communication also contribute towards domestic violence.

In the following Table the frequency with which domestic violence happens in the respondents' homes is presented.

TABLE 4: FREQUENCY OF DOMESTIC VIOLENCE

FREQUENCY	#	%
Often	16	80
Sometimes	4	20
TOTAL	20	100

The Table above illustrates that 80% of the children experience domestic violence more often in their homes. According to Steinmetz (1977:54), violence is a daily occurrence in a large number of families.

The figure below shows the probable perpetrators of domestic violence.

FIG 4: POSSIBLE PERPETRATORS OF DOMESTIC VIOLENCE:N=20

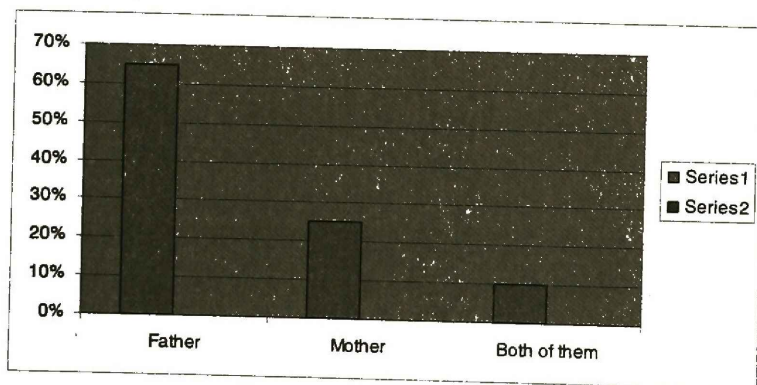


Figure 4 above reveals that there is a close link between males and abuse. 65% of the children indicated that they suffer mostly in the hands of their fathers. Winton & Mara (2001:82) articulate that, in the main, it is women and children who are victims and men who are perpetrators of domestic violence because of various reasons such as their physical force, dominance over their women and children and also because culture plays a major role when men are regarded as heads of the family and ultimately they have to be respected and not to be questioned in other matters such as polygamy, abuse and neglect.

In the following figure the impact of domestic violence on learners is considered.

FIGURE 5: THE IMPACT ON LEARNERS:N=20

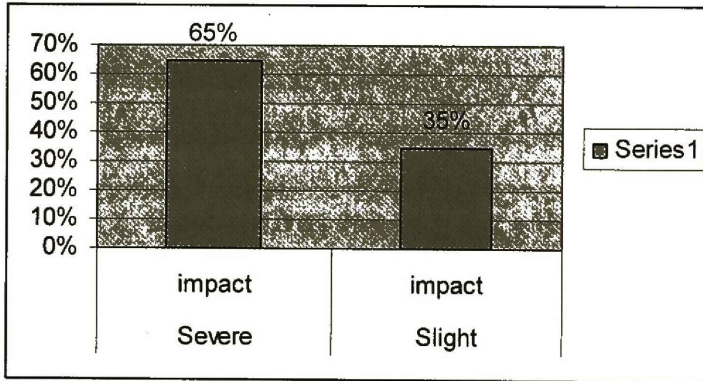
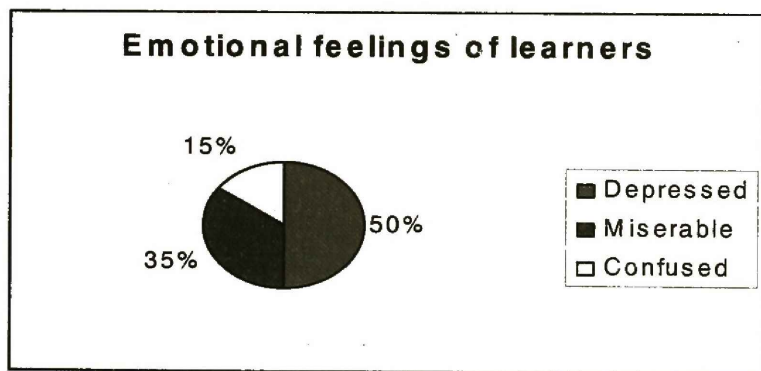


Fig 5 above illustrates that the majority of learners are affected by domestic violence severely. According to Ammerman & Hersen (1991:187) children who grow up in a violent homes tend to have difficulty in concentrating, are easily distracted, achieve below their grade level in school, and attempt to avoid tasks that require sustained attention. According to Turk (1991:13), poor academic performance and educational difficulties are associated with delinquency in general and abusive behaviour in particular.

Learners may become hostile, sullen and non-communicative. The more obvious impacts are physical effects like bruises, burns and unexplained accidents. The most severe impact that is not always seen is the emotional impact which will be discussed in the following figure.

Fig 6 below illustrates the emotional feelings of learners during outbursts of violence in their homes.

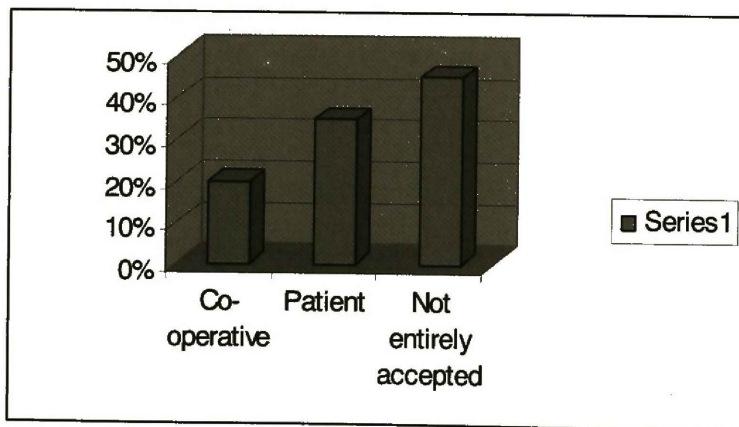
FIGURE 6: EMOTIONAL FEELINGS OF LEARNERS:N=20



The above figure indicates that a great number of learners become depressed when there is violence in their homes. According to Winton and Mara (2001:15), behavioural and emotional problems like depression and anxiety are significantly higher in children who have been abused or exposed to family violence. However, they further asserts that the feelings depends on how certain combinations of the factors interact, for example, age and gender. Depression can be caused by lack of parental care at home, conflicting situations which often leave children confused and unavailability of strong support system at home.

The following figure presents the attitude of other learners towards learners from violent homes.

FIGURE 7: ATTITUDE OF LEARNERS: N=20



The above figure indicates that learners who experience domestic violence are, to a great extent, not entirely accepted by their peers and their teachers. They experience similar situation in their homes where they are not supported by their parents and even at school they are regarded as bad people from dysfunctional backgrounds. Poor relationship with their peers and teachers affect them negatively and also impact negatively on their scholastic performance. Their level of performance become a disgrace and they often drop-out of school before completing their grades.

Table 5 below presents the assistance the school gives to learners from abusive families.

TABLE 5: ASSISTANCE FROM THE SCHOOL:N=20

ASSISTANCE	#	%
OFTEN	7	40
SOMETIMES	13	60
TOTAL	20	100

The above Table illustrates that the school is not doing enough to assist learners who are affected by domestic violence. As a result, they are left to deal with their trauma in their own way. Learners need to be equipped with more life skills education so that they can handle their daily challenges and become life-long learners.

Table 6 below presents the involvement of the wider community in the fight against domestic violence.

TABLE 6: INVOLVEMENT OF THE WIDER COMMUNITY :N=20

INVOLVEMENT	#	%
NEVER	16	80
SOMETIMES	4	20
TOTAL	20	100

Table 6 above indicates that only 20% of the community members and neighbours are involved in the fight against domestic violence and this further confirms the fact that learners from violent homes are not sufficiently supported. Since domestic violence is everybody's business, it is imperative that community members become part of its solution. Community members need to be more involved in the eradication of domestic violence.

Fig 8 below presents the needs of learners from violent homes.

FIGURE 8: NEEDS OF LEARNERS FROM VIOLENT FAMILIES:N=20

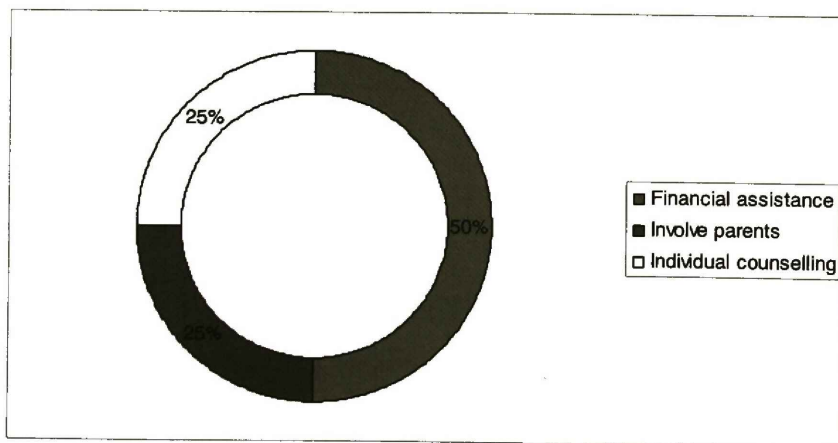


Fig 8 above indicates that 50% of the learners wish that the school can help them with finance. Since teacher's involvement and assistance is not enough as reflected in table 5

above, 25% of the learners regard individual counseling and parental involvement as the best intervention they can receive.

As reflected in Table 5, it is evident that learners from violent homes need support from all the stakeholders and the significant others.

Fig 9 below presents the need for learner support groups.

FIGURE 9: THE NEED FOR LEARNER SUPPORT GROUP:N=20

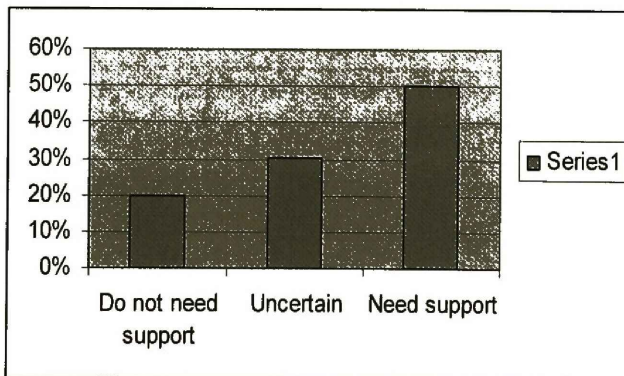


Figure 9 above illustrates that the majority of learners who experience violence in their homes are in favour of forming learner support groups. According to Barret et al (1982:31), fellow sufferers understand and can listen to their yearnings more readily than people who do not have personal experience on the matter.

Learner support groups play an important role in helping the affected peers to deal with their trauma in a positive way. Since it is apparent in the study that support is not enough

towards learners experiencing domestic violence, support groups can form a club which can assist the affected learners with counselling and with moral support.

5.3 QUESTIONNAIRE FOR EDUCATORS

The following Tables are combined and the discussions follow all the Tables.

TABLE7:GENDER OF THE TEACHERS: N=8

SEX	#	%
MALE	3	37.5
FEMALE	5	62.5
TOTAL	8	100

TABLE 8:AGE OF TEACHERS:N=8

AGE	#	%
Below 30	3	37.5
Between 31&35	1	12.5
35 &Above	4	50
TOTAL	8	100

TABLE 9: ACADEMIC LEVEL OF TEACHERS: N=8

EDUCATIONAL LEVEL	#	%
MATRIC	1	12.5
DIPLOMA	3	37.5
DEGREE	4	50
TOTAL	8	100

TABLE 10: TEACHING EXPERIENCE: N=8

NUMBER OF YEARS	#	%
2-5 YEARS	1	12.5
6-10 YEARS	4	50
11-19 YEARS	2	25
20 YEARS AND ABOVE	1	12.5
TOTAL	8	100

The Tables reveal that even though it is possible for all the teachers to handle sensitive issues like domestic violence, the onus lies especially with female teachers. The most probable reason may be that women are more eager to work with disturbed learners than their male counterparts.

The majority of teachers who took part in the study are mostly mature people who are also highly qualified with degrees. They are also better equipped to deal with problem situations. The other positive aspect is that they are even more experienced and they are competent in their teachings.

Fig 10 below indicates the social background of learners as presented by teachers.

FIGURE 10: SOCIAL BACKGROUND OF LEARNERS: N=8

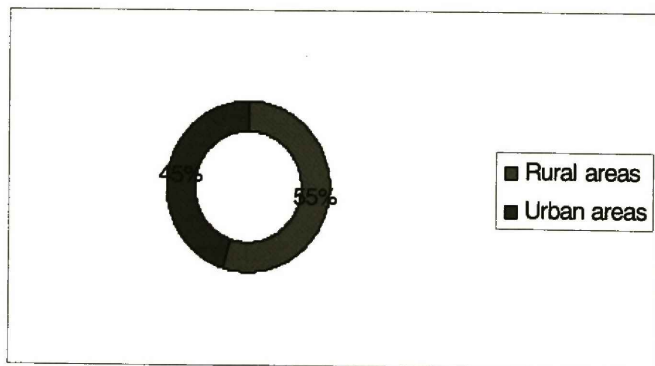
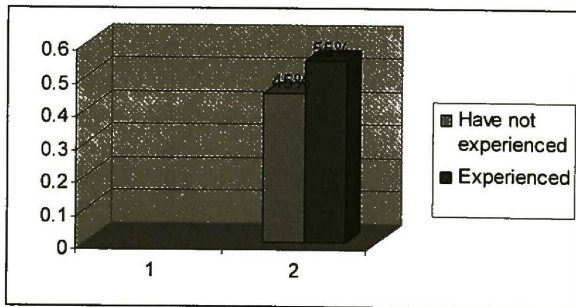


Fig 10 above illustrates that 55% of the learners in the four schools investigated come from rural areas. According to the information given by their teachers, most of the learners come from disadvantaged communities of Verdwaal, Sheila, Matshepe, Springbokpan and Gelukspan villages.

Apart from the fact that they come from violent families, they are also from poor families because in most instances, rural areas have high poverty rate, illiteracy is also very high and also unemployment rate is at an alarming rate.

The following figure indicates the number of teachers themselves who have experienced domestic violence in their lifetime.

FIGURE 11: TEACHERS WHO HAVE EXPERIENCED DOMESTIC VIOLENCE: N=8



Among the four schools that took part in the study, it turned out that a large number of the teachers in these schools have experienced domestic violence themselves in their life time. This situation is confirmed by Lee (1986:67) when she states that inter-human violence is generally estimated to affect millions of people.

The positive aspect of having teachers who have experienced the same abuse that their learners are experiencing is that since they have been exposed to the same situation, they are in a better position to deal with affected learners.

In the following Table attention is given to the type of violence either experienced or witnessed by learners in their homes.

**TABLE 11: TYPE OF VIOLENCE EITHER EXPERIENCED OR WITNESSED
BY LEARNERS**

VIOLENCE	#	%
PHYSICAL	5	62.5
EMOTIONAL	2	25
SEXUAL	1	12.5
TOTAL	8	100

Although all the learners are not physically abused in their homes, a greater number of them can be said to be abused children. Even though it is sometimes difficult to detect emotionally abused children, according to Lee (1986:80) unfortunately for children who grow up within violent homes, their emotions are always hurt and destroyed and it affects their performance in their studies and also in their everyday life.

In the following Table, attention is given to the causes of domestic violence in the homes of the learners as echoed by their teachers.

TABLE 12: CAUSES OF DOMESTIC VIOLENCE

CAUSES	#	%
POVERTY	5	62.5
POOR-PARENT CHILD RELATIONSHIP	1	12.5
PERPETRATORS HAVE A LOW SELF-ESTEEM	2	25
TOTAL	8	100

Table 12 above confirms what Faller(1981:9) indicated that domestic violence is common in socially deprived families and also confirms that poor families are more likely to be victims of domestic violence or to neglect their children.62.5% of the teachers interviewed confirmed that the main cause of violence in their learner's homes is poverty.

It is also apparent that perpetrators are always suffering from low selfesteem and only 12.5% believe that poor relationships between parents and their children result in

domestic violence and this affects their schooling because they do not have a strong support network and are also not encouraged to open-up to their parents.

In the following Table attention is given to the most vulnerable group experiencing domestic violence.

TABLE 13: THE MOST VULNERABLE GROUP EXPERIENCING DOMESTIC VIOLENCE:N=20

GROUP	#	%
GIRLS & BOYS AGED 5-9	2	25
GIRLS ABOVE 12	3	37.5
BOYS ABOVE 12	3	37.5
TOTAL	8	100

The Table above illustrates that 75% of boys and girls above 12 years of age are the most vulnerable group.. The reason may be since most of them are already in their adolescent stage of development, perpetrators of domestic violence think that they are more mature and can keep secrets. Boys on the other side always stand up for their mothers during violent outbreaks and as such are not very popular with perpetrators.

The following Table presents the reasons for the increased rate of domestic violence in the learners' homes as stated by the teachers.

TABLE 14: REASONS FOR INCREASED RATE OF DOMESTIC VIOLENCE

:N=8

REASONS	#	%
ALCOHOL ABUSE	3	37.5
HIGH RATE OF UNEMPLOYMENT	3	37.5
SHORTCOMINGS IN THE LEGAL SYSTEM	2	25
TOTAL	8	100

Corresponding with the views of the learners (Fig 3. p.51), educators also emphasized alcohol usage and poverty as the main reasons for family violence.

Table 15 below presents the overall performance of children from violent homes.

TABLE 15 : PERFORMANCE OF LEARNERS FROM VIOLENT HOMES:N=8

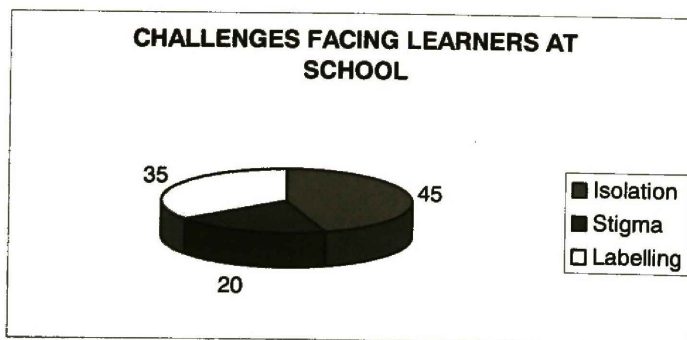
PERFORMANCE	#	%
POOR	3	37.5
BAD	3	37.5
AVERAGE	2	25
TOTAL	8	100

Table 15 above indicates that 75% of the teachers agree that children from violent homes perform very poorly in their studies. The reason can be that learners from violent homes lack concentration in their studies and they sometimes do not have the necessary books and worksheets to help them cope well and pass their grades.

As mentioned previously, there is a break of relationship between learners from domestic violence homes and their peers and affected learners are always sidelined and not supported.

In the following figure the educators indicated those challenges faced by learners from violent homes

FIGURE 12: CHALLENGES FACING LEARNERS AT SCHOOL :N=8



The above figure illustrates that learners from violent homes are faced with daily challenges at school. 45% of the teachers acknowledge that learners are always isolated by their peers. 35% find out that they are being labelled by others and only a small percentage (20%) believe that they are also stigmatized.

Table 16 below presents reasons which prevent learners from being able to stop the violence at home.

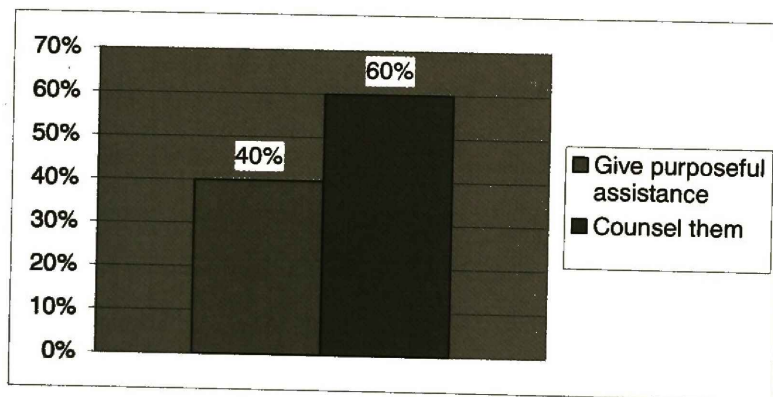
TABLE 16: REASONS WHICH PREVENT LEARNERS FROM SEEKING ASSISTANCE: N=8

REASONS	#	%
THEY ARE THREATENED	4	50
BEATEN	3	37.5
POWERLESS	1	12.5
TOTAL	8	100

Table 16 above shows that it is difficult for learners to prevent domestic violence from happening. 50% of the children according to their teachers keep quiet because they are threatened by the perpetrators, 37% are beaten if they disclose the incidents and 12.5% feel powerless and the cycle goes on.

Figure 13 below illustrates the support the school can give towards learners from violent homes to alleviate the impact.

FIGURE 13: SUPPORT FROM THE SCHOOL:N=8



The figure 13 above illustrates that 60% of the teachers report that learners need the school to give them purposeful assistance by changing the way they view violence and also at learners from violent homes, giving them equal respect with other learners and to help them to bring perpetrators to book. 40% agree that counselling of affected learners is imperative as it can help them to think rationally and to develop skills that can help them to be part of their problems and as such be able to solve them.

Table 17 below presents the response of parents when approached by teachers to help t

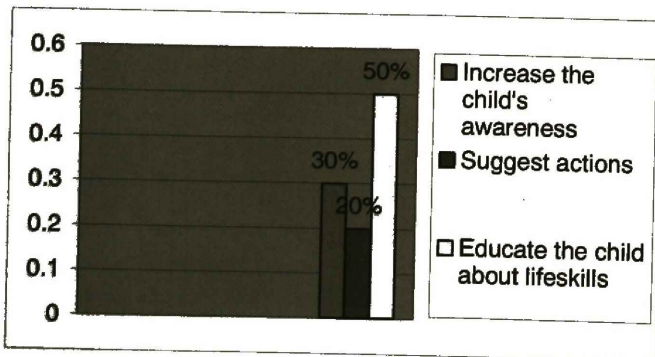
TABLE 17: RESPONSE OF PARENTS: N=8

RESPONSES	#	%
NEVER	6	75
SOMETIMES	2	25
TOTAL	8	100

Table 17 above indicates that 75% of the parents never responded when called by the teachers. Teachers are unable to involve themselves as much as they can because they sometimes need permission from parents. Only 25% of the teachers agree that parents do seldomly come to meetings even though they are of no great help since some of them are equally abused.

Figure 14 below shows measures which can be taken to combat domestic violence.

FIGURE 14 MEASURES WHICH CAN HELP TO COMBAT DOMESTIC VIOLENCE: N=8



As reflected in the above figure, 50% of the teachers indicates that it is important to teach children about life skills to prepare them beforehand to be able to handle their daily challenges. If learners are equipped with skills such as problem-solving, decision-making and assertiveness, it becomes easier for them to analyse the situation and to be on the alert for any sudden incident.

They also become open and therefore they can readily open up and report the perpetrators. 30% of the respondents believe that in increasing the child's awareness of precipitating factors, they can learn to pro active and to be alert and as such protect themselves against abuse.

Figure 15 below presents the necessity of multi-professional teams as indicated by the teachers of Mmuagabo, Opa-Diatla, Tau-Rapulana and Tswelelopele.

FIGURE 15: NEED FOR MULTI- PROFESSIONAL TEAM :N=8

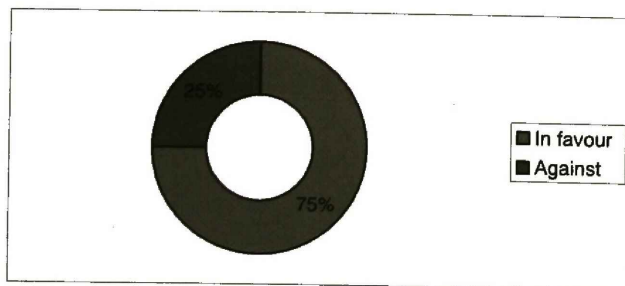


Figure 15 above indicates that 75% of the teachers are in favour of multi-professional teams to deal with the problems children experience from domestic violence. The

teachers realize that in order to help alleviate the impact of domestic violence on primary and high school learners, there is a need for the intervention of other professionals like psychologists, nurses, priests, police officers and social workers because they can also be able to address the problems from different households.

According to Ammerman & Hersen (1991:38), a multidisciplinary approach is important in that the professionals involved may meet to develop a complete evaluation and treatment plan.

5.4 CONCLUSION

Statistics from the analysis of data have proved that learners who suffer mostly due to domestic violence are mainly from poverty- stricken homes. Parents, communities, and other stakeholders are not doing enough to help alleviate the impact of this pandemic.

Analysis further indicates that learners are being labelled and stigmatized by both their peers and other staff members. It also highlights their need for financial assistance, love and acceptance, counselling and the support and contribution of other professionals. The majority of affected learners believe that open communication with parents and improvement of job opportunities can help to combat the scourge.

CHAPTER 6

MAIN FINDINGS AND RECOMMENDATIONS

6.1. INTRODUCTION

This chapter seeks to highlight the findings of the investigation. It also points out some research areas revealed by the study. The chapter further addresses the findings of the research with a view of making specific recommendations and conclusions for the benefit of any person who may need to use the results.

Major findings are represented below under sub-headings with the key issues addressed in the study. Prior to the discussion of main findings, objectives of the study are restated.

6.2 RESTATEMENT OF OBJECTIVES

The objectives of the study are restated as follows:

- To determine the extent and nature of domestic violence in the Itsoseng-Bodibe areas
- To explore the problems that primary and high school learners encounter as a result of domestic violence in the Itsoseng-Bodibe areas
- To develop relevant guidelines to help alleviate the impact of domestic violence on primary and high school learners in the Itsoseng-Bodibe areas

6.3 DISCUSSION OF THE MAIN FINDINGS

The main findings of the present research can be summarized as follows:

6.3.1 EMPIRICAL FINDINGS

6.3.1.1 THE EXTENT AND NATURE OF DOMESTIC VIOLENCE

The study established that it is not only learners from low socio-economic status who suffer from domestic violence. Violence cuts across all families of different social backgrounds and economic statuses.

In the Bodibe-I tsoeng areas, a large number of families experience domestic violence. Most of the learners indicated that they are always victims and witnesses because of the on-going violence in their homes.

The findings is supported by Straus in Faller (1981:9) when he concludes that domestic violence is in all societal classes but over represented among the poor. It affects men and women of all ages, races, religions, and income. More children, according to Barrett et al (1982:7) are exposed to domestic violence each year. Exposure means hearing or seeing the actual abuse or dealing with the aftermath of the abuse.

The study also confirms that learners experience almost all forms of domestic violence in their homes. Figure 2 in page 50 stresses that learners mostly experience physical violence at the hands of their parents. They are in most cases scolded at by their parents and they also suffer from sexual abuse even though the number is not too high.

Straus(1980:29) further stresses the point that the first widely recognized form of domestic violence was parents to child abuse. In his national study of representatives, he found that 73% of parents reported physical violence toward their children at some time

during their lives. Mothers more frequently are the victims of parental violence and boys were twice as badly beaten child victims as girls

6.3.2 PROBLEMS THAT PRIMARY AND HIGH SCHOOL LEARNERS ENCOUNTER

This study stresses the point that violence in the home causes a great deal of turmoil for the children.

According to Berner (1992:13) the day to day living pattern of the children disappear. There is constant moving or shifting between relatives, frequent absences from school and isolation from neighbours.

Children who are in primary school can revert to wetting the bed, thumb sucking and stammering. Their grades are often a disaster. Herman (1992:48) articulates that children of primary school age often have difficulties with school work, including poor academic performance and difficulties in concentration .They are constantly fighting against their peers, rebelling against adult instruction and authority and being unwilling to do school work.

Literature studies also confirm that children become traumatized during outbursts at home and it follows them to their respective schools. Nightmares are also common among primary school learners.

Berner (1992:4) asserts that a stable home base is very important in the life of an adolescent. If the home base is not there the child becomes frustrated, angry and withdraws. He further alluded that poor academic performance and educational difficulties are associated with delinquency in general and abusive adolescents in particular. Learners may be belligerent, hostile, defiant, sullen and non-communicative.

High school learners indulge in self-destructive behavior such as drug abuse and suicide attempts in trying to alleviate stress.

Wilson (1997:34) explains that many children in families where domestic violence has occurred act like parents. He also states that young girls especially are forced to grow up faster than their peers, often taking on the responsibility of cooking, cleaning and caring for younger children. In the process they miss out from school and eventually drop-out. Figure 5 in page 53 also emphasizes the fact that learners who experience domestic violence in their homes perform poorly in their studies.

6.3.3 MODES\GUIDELINES THAT CAN HELP ALLEVIATE THE IMPACT OF DOMESTIC VIOLENCE.

McKendrick & Hoffman (1990:32) assert that effective management of domestic violence in the community can be pursued through inter-agency approach. They also assert that Programmes for violent men and women and advocacy on this endemic is vital.

Church elders and church members can provide a wide variety of support services to learners who are victims of domestic violence.

According to Turk(1999:92), anger management can be useful for working with some perpetrators especially men. Open communication, accountability and responsibility on the side of the parents can help towards the reduction of domestic violence.

Since educators are in contact with learners on a daily basis, they need to be capacitated and empowered in stress management, coping mechanisms, trauma counselling, crisis intervention and conflict management for them to be able to make informed and appropriate responses to situations or to initiate changes.

Psychologists, medical services, police officers and legal advisors can help with prosecuting and arresting the perpetrators , attending to psychosomatic problems and organizing shelters for learners who are forced to run away from home due to domestic violence.

6.4. RECOMMENDATIONS

This study emphasise that prevention approaches, treatment and other relevant mechanisms be put in place to help deal with the problem of domestic violence.

Teachers should be trained to be able to recognize abused children and learners in their care and be ready to work hands on with the victims before referring them to other professionals.

Schools should introduce a curricula which teaches non-violent conflict resolution skills and promotes safety skill development in schools. Though there are life-orientation and and life-skills educators in some schools who are responsible for offering such skills, enough is not been done in terms of monitoring and supporting such teachers. In some schools, such teachers are not available due to shortage of resources and this opens a gap even further.

Schools should further encourage the formation of student support group where learners can come together and debrief about their experiences and feelings to one another. The support group can help victims to unpack whatever is bothering them and as such help to cushion their frustrations. Organizations of such nature should be regularly monitored by responsible educators.

The school curriculum should be strengthened to include topics on domestic violence as it is done with HIV/AIDS.

The Department of Education and Social Services need to make social workers available at schools to serve on a permanent and not roving basis. The presence of a full time social worker will curb the problem of referrals which at times takes a long time before a child gets the necessary assistance which is desperately needed.

More socialization exercises be incorporated into the curriculum to help to prepare learners to cope with their frustrations. Exercises like how to defend oneself against bullies, more discussion on how to make friends, inappropriate and appropriate behaviour and on how to pick up the pieces after a heartbreaking ordeal should be part of their daily teachings.

Peer-mediated approaches should be utilized whereby socially successful peers can be instructed to initiate and maintain interactions with a target child so as to help him reduce problem behaviour at school. Learners should be given the opportunity to develop their own personal power so that they will not need to exert power over others at school.

Public awareness campaigns and community based programmes need to be introduced to tackle the problem of domestic violence and to ensure that communities support learners and children who are victims without perpetuating the problem further and even isolating

them. Programmes should help to articulate community values against domestic violence to all members.

Parents and teachers need to support learners who are victims of domestic violence because they need love, acceptance, should be listened to and be guided so as to be able to lead a normal life.

Open communication, accountability and responsibility on the side of the parents can help towards the education and eradication of domestic violence and the creation of a loving, safe environment for their children.

Churches and priests should be empowered and capacitated on changing the mindset of men towards children and women. Men need to treat their wives as equal partners and not as subordinates and therefore it is necessary to give them support and respect.

Employers need to offer a variety of services to their employees which are likely to highlight the damage resulting from domestic violence and to help them learn positive mechanisms of dealing with their day-to-day tasks rather than solving their problems through violence.

Finally, the study appeal that the government should increase the number of shelters to house learners from violent homes until they have solved their problems and to make

finances available for abused learners. This temporary arrangement will lessen the impact of violence during their school days.

6.5 CONCLUSION

It is hoped that this study will help to highlight to all stakeholders involved in the bringing up of children and also to those who are responsible for their education that domestic violence is evil and bad.

Furthermore it is also hoped that the study will lead to a deeper understanding of the problem and become useful in any attempts to eradicate the spread of domestic violence. Perpetrators will be able to learn that by exposing their children to domestic violence, they are killing them instantly because violence is intergenerational, it can continue to destroy the entire nation.

In conclusion , the study hopes to reinforce everybody to work towards curbing the spread of domestic violence and to help end violence against women and children.

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APPENDIX A

QUESTIONNAIRE FOR PRIMARY AND HIGH SCHOOL LEARNERS

The questionnaire has been designed to evaluate the impact of domestic violence on Primary and high school learners in the Itsoseng - Bodibe area. Respondents are requested to answer all questions freely and frankly. The researcher will read questions and possible answers aloud (where applicable) to the respondents and will make a cross (+) next to the chosen or given answer .In case of primary school learners, the reseacher will also translate questions into the desired language to let them understand them better.

A.DEMOGRAPHIC DATA

SEX

Male.....

Female.....

AGE

Below 12.....

Below 12&18.....

Above 18.....

Academic qualifications

Grade 5.....

Grade 11.....

Matric

NATURE AND EXTENT

Are you a victim or a child witness of domestic violence?

Victim.....

Witness.....

What type of violence do you experience mostly?

Physical.....

Emotional.....

Sexual.....

What do you think is the main cause of violence at home?

Poverty.....

Alcohol abuse.....

Lack of communication.....

How often do you witness or suffer from domestic violence in your home?

Often.....

Sometimes.....

In your opinion who do think is the main perpetrator of violence in your home?

Mother.....

Father.....

Both of them.....

PROBLEMS ENCOUNTERED BY BOTH PRIMARY AND HIGH SCHOOL LEARNERS

How badly has violence at home affected your studies at home?

Slight impact.....

Severe impact.....

How do feel during the occurrence of violence in your home?

Depressed.....

Miserable.....

Confused.....

What do other learners in your school think about you?

Co-operative.....

Patient.....

Not entirely accepted.....

GUIDELINES TO HELP ALLEVIATE THE IMPACT OF DOMESTIC VIOLENCE

How often do your school assist you with your problems?

Often.....

Sometimes.....

What would you like the school to help you with?

Financial assistance.....

Individual counseling.....

Involve parents.....

How often do community members help to raise awareness against domestic
Violence?

Never.....

Sometimes.....

Do you think there is a need for learners from violent homes to form a learner support
Group?

Uncertain.....

Need support.....

APPENDIX B

QUESTIONNAIRE-TEACHERS

This questionnaire has been designed to gather information on the impact of domestic violence on primary and high school learners from the educators in two primary and two high schools in the Itsoseng-Bodibe areas respectively. Respondents are requested to answer questions frankly and freely.

DEMOGRAPHIC DATA

Please mark whichever applies to you with a (+)

SEX

Male.....

Female.....

AGE

Below 30.....

Between 31 & 35.....

35 & above.....

Academic qualification

Matric.....

Diploma.....

Degree.....

Teaching experience

2-15 years.....

6-10 years.....

11-19 years.....

20 years and above.....

NATURE AND EXTENT

Most children in your school come from:

Rural areas.....

Urban areas.....

Have you experienced domestic violence in your home?

Have not experienced.....

Experienced.....

What kind of violence do learners in your school experienced most?

Physical.....

Emotional.....

Sexual.....

What can you say are the main causes of domestic violence in your learners' area?

Poverty.....

Poor parent-child relationship.....

Perpetrators have a low self-esteem.....

Who do think are the most vulnerable group in terms of domestic violence?

Girls and boys aged 5-9.....

Girls above 12.....

Boys above 12.....

What do you think are the reasons for increased rate of domestic violence in the home of your learners?

Alcohol abuse.....

High rate of unemployment.....

Shortcomings in the legal system.....

PROBLEMS ENCOUNTERED BY PRIMARY AND HIGH SCHOOL LEARNERS

How do learners from violent homes perform in their studies?

Poor.....

Average.....

What do you think are the challenges at school facing affected learners?

Isolation.....

Stigma.....

Labelling.....

In your opinion, why do think it is not possible for learners to seek assistance?

Threatened.....

Beaten.....

Powerless.....

GUIDELINES TO HELP ALLEVIATE THE IMPACT OF DOMESTIC VIOLENCE

What do you think the school can do to help alleviate the impact domestic violence on Learners?

Counsel them.....

Give them purposeful assistance.....

What measures can be taken to combat domestic violence?

Increase the child's awareness.....

Suggest actions.....

Educate the child about life skills.....

A multidisciplinary team would be the best intervention strategy for learners

Experiencing domestic violence?

In favor of.....

Against.....