

**DOMESTIC VIOLENCE IN A BLACK RURAL
COMMUNITY.**

**GUIDELINES FOR A SOCIAL WORK
PREVENTION PROGRAMME**

K S LENTSWE

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Dissertation submitted in fulfilment of the requirements
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TABLE OF CONTENTS

1.1	PROBLEM STATEMENT	1
1.2	AIMS OF THE STUDY	2
1.3	CENTRAL THEORETICAL STATEMENT	3
1.4	RESEARCH METHODOLOGY	3
1.4.1	LITERATURE STUDY.....	3
1.4.2	EMPIRICAL RESEARCH.....	3
1.5	DESCRIPTION OF KEY CONCEPTS	5
1.6	STRUCTURE OF THE RESEARCH REPORT	6
2.1	INTRODUCTION.....	7
2.2	METHODS OF RESEARCH	10
2.3	RESULTS AND DISCUSSION.....	12
2.4	CONCLUSIONS.....	22
2.5	RECOMMENDATIONS	24
2.6	REFERENCES.....	25
3.1	INTRODUCTION.....	29
3.2	VALUES FOR SOCIAL WORK	30
3.3	DESCRIPTION OF THE PREVENTION PROGRAMME	31
3.4	SESSION 1 : ORIENTATION	35
3.5	SESSION 2 : VALUES AND SELF-ESTEEM	35
3.6	SESSION 3 : ASSERTIVENESS TRAINING	36
3.6.1	PROGRAMME ACTIVITIES.....	37
3.7	SESSION 4: COMMUNICATION SKILLS	41
3.8	SESSION 5 : CONFLICT RESOLUTION AND NEGOTIATION.....	45
3.8.1	PROGRAMME ACTIVITIES.....	46
3.9	SESSION 6 : EMPOWERMENT – HOW TO MAINTAIN A RELATIONSHIP	49
3.9.1	PROGRAMME ACTIVITIES.....	50
3.10	SESSION 7: LIFE SKILLS	52
3.11	SESSION 8 : ECONOMIC EMPOWERMENT	55
3.12	SESSION 9 : CONCLUSION	58
3.13	REFERENCES.....	59
4.1	SUMMARY	62
4.2	CONCLUSION	62
4.2.1	<i>Conclusions regarding Aim 1: To investigate the causes, incidence and consequences of domestic violence in a rural community through literature study and empirical research..</i>	63
4.2.3	<i>Conclusions regarding Aim 2: To formulate guidelines for a social work preventative programme for domestic violence in a rural community</i>	64
4.2.3	<i>Conclusions regarding the aims.....</i>	65
4.2.4	<i>Conclusions regarding theoretical statement.....</i>	65
4.2.5	<i>Additional conclusions</i>	65
4.3	RECOMMENDATIONS	66
4.4	REFERENCES.....	68

OPSOMMING

Sleutelterme: Gesinsgeweld, swart landelike gemeenskap, voorkoming

In Suid-Afrika, veral in die swart gemeenskappe, begin gesinsgeweld 'n al hoe probleem te word. Die persone wat die swaarste getref word is vroue en kinders. In die plattelandse gemeenskappe word gesinsgeweld dikwels geïgnoreer en ontken. Hierdie vroue word meer blootgestel aangesien hulle geografies en sosiaal geïsoleer is en daar nie regtig hulpbronne tot hulle beskikking is nie. Verskillende faktore gee aanleiding tot gesinsgeweld. Soos onder andere armoede, werkloosheid, gesinsstrukture, ongeletterdheid, kulturele oortuigings, godsdiens, swak identifikasie figure en 'n tekort aan huweliksbegeleiding.

Die ondersoek is onderneem met swart vroue in 'n plattelandse gemeenskap. Die doel van die ondersoek was om vas te stel wat die oorsake en gevolge van gesinsgeweld in 'n plattelandse gemeenskap is en daarvolgens riglyne saam te stel vir 'n maatskaplikewerk voorkomingsprogram. In die empiriese ondersoek is van 'n vraelys gebruik gemaak en daar is gefokus op die oorsake van gesinsgeweld in 'n plattelandse gemeenskap waar daar geen hulpbronne en maatskaplike dienste beskikbaar is nie. Die navorsing was van 'n kwalitatiewe sowel as 'n kwantitatiewe aard.

Die hoof bevinding wat gemaak is is dat gesinsgeweld die daaglikse lewe van talle vroue affekteer en dat dit gewoonlik die mans is wat saam met hierdie vroue woon wat gewelddadig teenoor hulle optree. Daar is ook bevind dat alhoewel die geweld nie teenoor die kinders gemik is nie is hulle dikwels toeskouers daarvan. Die vroue het aangedui dat hulle graag in die verhouding sou wou aanbly. Om dit te kan doen het hulle egter die ondersteuning van hulle familie en die netwerke in die gemeenskap nodig.

Vanuit die bevindinge is riglyne vir 'n maatskaplikewerk voorkomingsprogram ontwikkel.

SUMMARY

Key concepts: Domestic violence, Black rural community, Prevention

Domestic violence in South Africa, especially in the black community, is an alarming problem. The main victims of violence are women and children. In rural communities the risk of domestic violence is a reality that is easily hidden and forgotten. These women are more vulnerable because of the geographic and social isolation, concerns about confidentiality in small communities, and limited service options. There are different causes of domestic violence, like poverty, unemployment, societal trends on family structure, illiteracy, cultural beliefs, religion, lack of correct facts, poor examples of marital life and a lack of marital guidance.

This research was conducted among black women. The aim was to investigate the causes, incidence and consequences of domestic violence in a rural community and to formulate guidelines for a social work preventative program for domestic violence in a rural community. An empirical study using a questionnaire that focused on the causes of domestic violence in a rural community where there are no resources and social work services available has been done. The research was of a quantitative and qualitative nature.

The gist of the findings is that domestic violence is a cross cutting issue that affects the daily life of many women and is usually directed at women by the men with whom they live. The findings show that even if the abuse is not directed to the children they witness the abuse on their mothers. Women want to maintain their relationship but they need support from families and support systems from the community.

Guidelines for a social work prevention programme are developed from the findings.

FOREWORD

This manuscript is submitted in article format in accordance with Regulation A.11.2.5 for the degree MA (SW). The article will comply with the requirements of one of the journals for Social Work, entitled *Die Maatskaplike Werk Navorsers-Praktisyn / The Social Work Practitioner-Researcher*.

Guidelines for authors, as set by this journal, follow.

INSTRUCTIONS TO AUTHORS

The Social Work Practitioner-Researcher is an interdisciplinary journal devoted to the publication of research concerning the methods and practice of helping individuals, families, small groups, organisations and communities. The practice of professional helping is broadly interpreted to refer to the application of intentionally designed intervention programmes and processes to problems of societal and/or interpersonal importance, inclusive of the implementation and evaluation of social policies.

The journal serves as an outlet for the publication of original reports of quantitatively orientated evaluation studies: Reports on the development of validation of new methods of assessment for use in practice: empirically based reviews of the practice literature that provide direct application to practice; theoretical or conceptual papers that have direct relevance to practice; qualitative inquiries that inform practice and new developments in the field of organised research. All empirical research articles must conform to accepted standards of scientific inquiry and meet relevant expectations related to validity or credibility, reliability or dependability and objectivity or confirmability.

All reviews will be conducted using blind peer-review procedures. Authors can expect an editorial decision within three months of submission. Manuscripts and an abstract should be submitted in triplicate to **The Editor, The Social Work Practitioner-Researcher**, PO Box 524, Auckland Park, 2006. Articles should be typewritten and double-spaced, with tables and figures on separate pages. Manuscripts should follow the *Publication Manual of the American Psychological Association*, 4th edition. Abstracts are compulsory.

A copy of the final revised manuscript saved on an IBM-compatible disk and formatted in MS Word format should be included with the final revised hard copy, or e-mailed to wam@w.rau.ac.za. Authors submitting manuscripts to the journal should not simultaneously submit them to another journal, nor should manuscripts have been published elsewhere in substantially similar form or with substantially similar content. A publication fee is payable by authors before publication.

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GUIDELINES
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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 PROBLEM STATEMENT

Domestic violence in South-Africa, especially in the black community, is an alarming problem. According to Padayachee and Singh (1998a:5), the main victims of violence and human rights violation in South Africa are women and children. Over the past 25 years increasing numbers of health and social care professionals had to deal with victims of family violence and abuse, victims of all ages across the life-course (Kinston & Penhale, 1995:1).

According to Buzawa and Buzawa (1990:17), Levingson (1989:41–42), Padayachee and Singh (1998a:31), there are different causes of domestic violence. Some of the reasons being poverty and/or unemployment, societal trends on family structure, illiteracy, cultural beliefs, religion, lack of correct facts, poor examples of marital life and lack of marital guidance. The consequences of these violations are increasingly being recognized in the international community as a pervasive social illness with significant costs. While domestic violence imposes costs on the millions of women who are the victims of abuse, it is also a drain on societal resources such as employers, victims' children, the health care system, insurance companies and the juridical system (Park *et al.*, 2000:178-179).

Domestic violence causes major physical, emotional as well as practical upheaval in any victim's life. Lamphear (1985:6) has shown that children with backgrounds of family violence have a significantly higher incidence of behavioural problems and diminished social competency skills when compared to those with no history of family violence problems. In many instances victims of

violence do not report the crime to the police or other agencies. One survey suggests that three out of every ten women have been injured by their partners during their lifetime, while only one in five of those women reported those assaults to the police (Mooney, 1993:122).

It is important that something should be done to prevent the incidences of domestic violence. Presently in the black community, it seems that little is done with regard to prevention of domestic violence. It is vital for the multi-disciplinary team, social workers, police and justice personnel to come together and formulate preventative programmes. In this regard the social workers can play an important role through both group work and community work.

The specific research questions therefore were:

- What are the causes, incidence and consequences of domestic violence in a rural community?
- Which guidelines can be formulated for a social work preventative programme, with regard to domestic violence in a rural community?

1.2 AIMS OF THE STUDY

The aims of the research were:

- To investigate the causes, incidence and consequences of domestic violence in a rural community through a literature study and an empirical research.
- To formulate guidelines for a social work preventative programme for domestic violence in a rural community.

1.3 CENTRAL THEORETICAL STATEMENT

An investigation of the causes, incidence and consequences of domestic violence in a rural community will give social workers an understanding of domestic violence in a black rural community. It would also make it possible for social workers to develop guidelines for prevention programmes.

1.4 RESEARCH METHODOLOGY

The method of investigation was a literature study and an empirical research.

1.4.1 LITERATURE STUDY

A literature study or review was conducted with a view to all aspects of the study. South African literature was important to be used in this research because of the nature and causes of domestic violence in the rural communities in South Africa. Furthermore, international books and articles were used for accurate information and findings. The topics that were covered include domestic violence, poverty, psychosocial skills and communication skills.

Data-bases consulted: South African journals, Social sciences index, ERIC, EBSCO Host Web.

1.4.2 EMPIRICAL RESEARCH

Design

The exploratory design (Grinnell, 1983:118; Strydom, 2000:77) was used to investigate the problem and causes of domestic violence in a rural community.

Procedure

The survey procedure was used. According to Netting, Kettner and McMurty (1993:263) "surveys can be used to collect data on facts about individuals separately and in organizations and communities, as well as data on their behaviours and unobservable variables such as attitudes, beliefs, feelings and ethical standards". The questionnaire focused on the causes of domestic violence in a rural community where no resources and facilities or social work services are available. The research was of a quantitative and qualitative nature.

Participants

Women from a rural community in Ganyesa village between the ages of thirty and forty years were used as a sample for the research purpose. A non-probability sampling technique was used and specifically the convenience sample (Grinnell, 1993:162; Strydom, 2000:69). Eventually, 20 women participated. All were already registered at the Department of Social Development.

Data Collection

In accordance with Neuman's method (1997:30), the gathering of data for the research is divided into two categories, namely qualitative and quantitative. The qualitative questions in this research were mostly open-ended. This was done to allow respondents to express their views on the issues being investigated. For the purpose of the research a self-formulated questionnaire was used. The questionnaire included both qualitative and quantitative questions. The questionnaire was pre-tested to eliminate potential problems. The questionnaire focused on the causes, incidence and consequences of domestic violence in a rural community where no resources and facilities are available.

Ethical Considerations

Ethical aspects were adhered to means of the following (De Vos *et al.* (1998:23-25):

- The participants were invited to participate, the general aim and procedures of the study were explained and participants' voluntary consent was sought.
- To ensure ethical aspects, the completion of the questionnaire was done anonymously and the individual was not disclosed. Information was dealt with in a confidential manner.
- Participants were afforded the opportunity to debrief by venting their problems.

Data Analysis

The quantitative data were analysed by the researcher. The qualitative data were analysed in terms of categories.

1.5 DESCRIPTION OF KEY CONCEPTS

Domestic violence: According to the Domestic Violence Act 116 of 1998, (Padayachee and Singh, 1998b:2) domestic violence is defined as: "physical abuse; sexual abuse; emotional, verbal and psychological abuse; economic abuse; intimidation; harassment; stalking; damage to property; entry into the complainant's residence without consent where the parties do not share the residence; or any other controlling or abusive behaviour towards a complainant, where such conduct harms, or may cause imminent harm to the safety, health or well-being of the complainant".

Black rural community: According to the researcher, a black rural community in South Africa is a dark skinned race of people who find themselves in an

environmentally, socially, and economically more vulnerable position than their white counterparts and have to compete for scarce resources.

Prevention: According to the New Dictionary of Social Work (1995:46) prevention is a process aimed at minimising and eliminating the impact of conditions that may lead to social malfunctioning.

1.6 STRUCTURE OF THE RESEARCH REPORT

The research comprises of the following chapters:

CHAPTER 1: Orientation to the study.

CHAPTER 2: The consequences and incidences of domestic violence in a rural community.

CHAPTER 3: Guidelines for a social work preventative programme for domestic violence in a rural community.

CHAPTER 4: Conclusions and recommendations.

Chapters 2 and 3 are written in article format. The author guidelines of *The Social work Practitioner-Researcher* were adhered to, except for the following deviations for purposes of this research report:

- Headings are numbered.
- The report is typed in 1½ spacing.

CHAPTER 2

THE CONSEQUENCES AND INCIDENCES OF DOMESTIC VIOLENCE IN A BLACK RURAL COMMUNITY

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CC Wessels is a senior lecturer at the same university.

ABSTRACT

This article reports on the consequences and incidences of domestic violence in a black rural community. The design of the study was of an exploratory nature and was conducted with 20 Black women. The questionnaire was used because anonymity could be maintained and the respondents could be more open in their responses. The results of the research indicated that violence against women is a major social problem that requires well-informed, empirically grounded policy and practice responses. It is also important that effort should be made by civil servant to speedily resolve domestic violence cases, otherwise victims of domestic violence will lose confidence in the system that is currently in place to help them.

2.1 INTRODUCTION

Domestic violence in South Africa, especially in the black community, is not only an alarming but also huge problem behind closed doors. Violence towards women by an intimate partner is a social problem of enormous proportions (Vincent & Jouriles, 2000:7). "In South Africa, violence against women and children is widespread and on the increase" (Van der Hoven, 2001:13).

According to Padayachee and Singh (1998a:5), the main victims of violence and human rights violation in South Africa are women and children. Over the past 25 years increasing numbers of health and social care professionals have had to deal with victims of family violence and abuse, victims from all ages across the life-course (Kinston & Penhale, 1995:1).

Various manifestations of violence in this country have been influenced by its social, cultural and political history, by colonization and apartheid, and by resultant race, class and gender divisions. Due to effects of urbanisation and codification of customary laws, men's traditional authority and patriarchy have been challenged. According to upsets in traditional gender, norms can result in violence as some men attempt to hold on to their male identities and to their power. Violence is seen as a legitimate means of conflict resolution (Park *et al.*, 2000:56).

According to Van der Waal in Park, *et al.* (2000:13), social hierarchies that privilege traditional authorities of men over women still remain fairly intact in rural areas. Within this context, violence is used to keep the patriarchal social hierarchy in place as well as to compete for scarce resources.

According to Bent-Goodley (2004:307), domestic violence undermines healthy African American families and communities. Several studies have found that, although domestic violence cuts across race, socioeconomic status, education, and income distinctions, it "...has been estimated that African Americans experience a disproportionate amount of domestic violence compared to white Americans." (Hampton & Gelles, 1994:116.) However, though violence against both black and white women have been persistent problems throughout South African history, black women have found themselves in environmentally, socially and economically more vulnerable positions than their white counterparts.

The impact of domestic violence is broad and substantial, with serious consequences. According to Nordien, Alpaslan, and Pretorius (2003:39), the consequences are not only for the women who are victimised, but also for their children and the society at large. The consequences of domestic violence are increasingly being recognized in the international community as a pervasive social illness with significant costs. While domestic violence imposes costs on the millions of women who are the victims of abuse, it is also a drain on societal resources such as employers, victims' children, the health care system, insurance companies and the juridical system (Park *et al.*, 2000:178-179).

In previous studies (Chamberlain, 2002:1), it was found that in rural communities especially, the risk of domestic violence is a reality that is easily hidden and forgotten. Many circumstances of rural living exacerbate the danger for women who experience abuse. Black women are expected to show sympathy and understanding when the men they live with turn violent. According to Buzawa and Buzawa (1990:17), Levingson (1998:41-42) and Padayachee and Singh (1998a:31) there are different causes of domestic violence. Some of the reasons being poverty, and/or unemployment, societal trends on family structure, illiteracy, cultural beliefs, religion, lack of correct facts, poor examples of marital life and lack of marital guidance. The reasons why women in rural areas are more vulnerable are the geographic and social isolation, concerns about confidentiality in small communities, and limited service options (Chamberlain, 2002:1).

According to Van der Hoven (2001:20), the incidence of crimes of violence in South Africa is extremely high and the number of victims of domestic violence is disproportionately high. Contrary to this, the overall number of domestic violence cases dealt with by the Independent Complainant Directorate in 2001-2002 was one hundred and eighty three (183). There has been a slight decrease of complaints reported to the ICD by the public. However, it cannot be said with certainty that domestic violence complaints have indeed decreased because

there are aspects making the statistics inaccurate. Some of the reasons are: communities which do not report their cases, especially in rural communities, due to incorrect or lack of knowledge and consolidated returns received from SAPS by ICD indicated a total number of 45 cases which were still pending, since they were not included in the returns subsequent to the previous reports. It is difficult to accurately judge the full extent of domestic violence but it is estimated that one in six South African women is battered by a male partner (Government Gazette no 18166, 1997:73). From the above it is clear that domestic violence is one of the very serious psychosocial problems in South Africa.

2.2 METHODS OF RESEARCH

Study design

The design of the study was of an exploratory nature. The descriptive design was also used, because there is a need for a systematic, objective and comprehensive description of the reality. The data-gathering method used in this research was the survey method. In this research, it was preferable to use the questionnaire to collect data on domestic violence, because anonymity could be maintained and the respondents could be more open in their responses.

Terminology

For purposes of this study, the following definitions of specific terms were formulated:

- **Domestic violence**

Domestic violence, according to the Domestic Violence Act 116 of 1998 in Padayachee and Singh (1998b:2), is defined as: 'physical abuse; sexual abuse; emotional, verbal and psychological abuse; economic abuse; intimidation; harassment; stalking; damage to property; entry into the complainant's residence

without consent where the parties do not share the residence; or any other controlling or abusive behaviour towards a complainant, where such conduct harms, or may cause imminent harm to the safety, health or well-being of the complainant.”

According to Park, et. al. (2000:23), violence against women is defined as: “ any act of abuse, intended or unintended, verbal, emotional, psychological, sexual, or physical form which results in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or deprivation of liberty.”

Domestic violence, according to Buzawa and Buzawa (1990:9) is defined as violence between heterosexual adults who are living together or who have previously lived together in a conjugal relationship.

It is therefore clear that domestic violence is usually directed at women by the men with whom they live. It is also clear that domestic violence can be physical abuse, sexual abuse, and emotional, verbal and psychological abuse.

- **Black rural community**

Black, according to Longman Dictionary (1987:94), of a person is defined as a dark-skinned race, especially of the Negro race, a black American, for black people: black Africa.

According to the researcher, in South Africa – black rural community is a dark skinned race of people who find themselves in environmentally, socially, and economically more vulnerable positions than their white counterparts and have to compete for scarce resources.

Rural, according to Longman Dictionary (1987:918), is defined like the countryside, concerning country or village life.

Community, according to Longman Dictionary (1987:202), is defined as a group of people living together in a village and united by shared interest, religion, nationality etcetera.

According to the researcher's own definition, black rural community is defined as: 'a dark skinned group of people living together in a village and united by shared interest, religion, and nationality.'

2.3 RESULTS AND DISCUSSION

Details of respondents

- **Age of respondents**

TABLE 1
AGE OF RESPONDENTS

VALUABLE LABEL	F	%
30 – 35 years	11	60
36 – 40 years	9	40
41 – 45 years	0	0
46 – 50 years	0	0
N	20	100%

From Table 1 it becomes clear that most of the respondents are under the age of 40 years. According to May, Page and Brundsdon (2001:74), the impact of domestic violence on heterosexual women, especially mothers under the age of 40, became the main focus of early intervention and public policy. The medical community has acknowledged the severity of health risks that result from domestic violence. In previous studies (Boes,1998:205-229) it was found that domestic violence is the leading cause of injuries to women between ages 15 and 44 and is more common than muggings, auto accidents, and cancer deaths combined. It shows that these forms of abuse do not affect only married women but women living with their male partners, as well as adolescent women in dating relationships.

Marital status of respondents

TABLE 2
MARITAL STATUS

VALUABLE LABEL	F	%
Married	10	50
Single	4	20
Divorced	2	10
Widower	0	0
Married but separated	4	20
Cohabitation	0	0
N	20	100%

From Table 2 it becomes clear that domestic violence is a cross-cutting issue that affects the daily lives of many women. In most instances it happens to women in steady relationships. According to Feld and Straus (1989:141-161), one study has estimated that more than 50% of American couples have experienced one or more incidents of assaults between partners during the course of marriage. At least one act of violence occurs per year in 16% of all married couples and nearly one-third of all married couples experience physical abuse at some point (Ammerman & Hersen, 2000:323). In South Africa, it is estimated that one in three women is either emotionally, physically or sexually abused by her partner (Padayachee, in Horning,1995), while some estimates suggest that one in two women in the United States will be victims of battering at some point in their lives (Walker,1983:84). Nowrojee and Manby (1995:32) state that 41% of females murdered in South Africa are killed by their spouses, and it has been estimated that on average one woman is killed in this way every six days in South Africa (Vetten,1995:2). The incidence of crimes of violence in South Africa is extremely high. According to SAPS (SAPS 1/99 Annexure E), South Africa has the highest murder and rape statistics in the world. This trend is also reflected in the domestic violence because the number of victims of

domestic violence is disproportionately high. Unfortunately, up till now there have been no reliable statistics or official figures on the extent of domestic violence available in South Africa.

- **Educational level**

TABLE 3
EDUCATIONAL LEVEL

VALUABLE LABEL	F	%
Lower than grade 7	3	15
Grade 8	1	5
Grade 9	1	5
Grade 10	1	5
Grade 11	0	0
Grade 12	8	40
Other	6	30
N	20	100%

From Table 3 it becomes clear that domestic violence took place across the life span or the marital relationship. Nordien *et al.* (2003:45) and Lambert (2000:49) confirm this fact by stating that "women of all cultures, races, occupations, income levels and ages are abused by husbands, boyfriends, lovers and partners"

The majority of respondents have grade 12 and above. This confirms (Padayachee & Singh, 1998a:15) studies that indicate that approximately 52% of the women they assisted (2 437) in research done in 1992 were professional women from all racial and socio-economic groups. This finding shatters the myth of violence being confined to the lower socio-economic group, non professional women and black women.

- **Number of children in the household**

TABLE 4
NUMBER OF CHILDREN IN THE HOUSEHOLD

VALUABLE LABEL	F	%
2 children	3	15
3 children	6	30
4 children	5	25
5 children	3	15
9 children	3	15
N	20	100%

From Table 4 it becomes clear that domestic violence occurs in the presence of children in many households. This study shows that eighty six children were in some way of or another exposed to violence and that it may affect them in their own marriages some day. In a study that was done in Nigeria (Okereke, 2002:49) it was found that the incidence of abuse is highest among those who have more than two minor children. This, Kirkwood (1998:18) calls transmittal of violence, whereby exposure to violence within the family predisposes children to create a violent relationship in adulthood. According to Chang (1996:15), the family is symbolised as a place of affection, love and nurturance, but now it is in fact the place where violence is most tolerated.

Number of people in the household

TABLE 5
NUMBER OF PEOPLE IN THE HOUSEHOLD

VALUABLE LABEL	F	%
Husband	8	40
Boyfriend	1	5
Friends	0	0
Relatives	2	10
Children	8	40
Biological parents	1	5
N	20	100%

From Table 5 it becomes clear that most of the victims of violence stay with their families, for example husband and children. From social worker's experience of domestic violence cases, in most instances when summoned to give counselling at the trauma centre, abused women are accompanied by their children, or their concern will be the safety of their children back home. According to Jaffe et al. (1990:18), current studies suggest that at least one in ten women is abused annually by the man with whom they live. At least 70% of all battered women seeking shelter have children who accompany them, and 17% of the women bring along three or more children.

Incidence

- **The respondents were asked about the assistance they received from government offices, and they respond as follows:**

Eighteen respondents (90%) indicated that they reported their cases to government offices and two respondents (10%) indicated that they did not report their cases. When one looks at the caseload of the Department of Social

Development it shows that there are many domestic violence cases. According to Kinston and Penhale (1995:1), the number of health and social care workers had to deal with victims of violence and abuse over the past 25 years has increased.

- **The respondents responded as follows on a question as to what happened after reporting:**

Six respondents (30%) indicated that they did not see any progress after reporting their cases, four respondents (20%) were assisted by the social workers, four respondents (20%) lodged maintenance at the magistrate's court, three respondents (15%) dealt with their cases at family level, one respondent's (5%) husband was detained, one respondent (5%) did not get a response and one respondent (5%) had a police case opened.

It is clear that the public servants such as social workers, police, nurses and justice officials prefer to generalize cases and not treat them as unique. Domestic violence is accepted as a norm according to the Black community culture whereby men are the head of the family and their word/action is final. According to Kinston and Penhale (1995:151), a body of research confirms that societal and professional attitudes to violence against women are based on myths and stereotypes which deny the true extent, nature and effects of that violence. Therefore there is a need for change concerning relevant stakeholders who deal with domestic violence cases.

- **The respondents were asked what they would like to happen and they responded as follows:**

Eight respondents (40%) indicated that they want their husband to be mature and love them, five respondents (25%) wish to end their relationships, three respondents (15%) would like to receive professional help, two respondents

(10%) are hoping for the best, one respondent (5%) is satisfied with counselling and one respondent (5%) wants her house back. This shows that most of the respondents want to be loved by their husbands/boyfriends and to maintain their relationships. It seems that there is a need for conflict management skills or life skills on how to maintain a good relationship. According to Padayachee and Singh (1998a:17), many battered women are committed to their marriage and/or love their partner and hope for change in their relationship.

- **Ways the respondents want to solve the problem**

TABLE 6
WAYS OF PROBLEM-SOLVING

VALUABLE LABEL	F	%
Want husband's pension fund.	1	5
Confused	4	20
Want help – Lawyers for Human Rights	2	10
Want maintenance	1	5
Want obedient husband	1	5
Want to be a single parent	1	5
Want husband to stop abusing alcohol	1	5
Want to end relationship/divorce	4	20
Want a good communication	4	20
Want husband to be imprisoned	1	5
N	20	100%

From Table 6 it becomes clear that most victims of violence have ambivalent feelings /conflicting ideas on how to solve their problems. Hoff (1990:56) confirms this by stating that "women's reasons for staying are embedded in

social norms and beliefs about women, marriage the family and violence. In some instances the women may be uncertain with regard to the availability of help. According to Kinston and Penhale (1995:125) being constantly subjected to violence and abuse damages self-esteem and diminishes confidence. In a study done by Barkhuizen and Pretorius (2005:18) they found that the respondents felt shame, embarrassment and self-blame for not succeeding in their relationships and felt that separation and divorce was a reflection of failure on their part. In this study it is clear that the women do not really know what to do and are confused. This might be because of the lack of a good support system in terms of family, friends and the community.

- **Actions taken to solve the problem**

TABLE 7
PROBLEM-SOLVING ACTIONS TAKEN

VALUABLE LABEL	F	%
Talk to his parents	4	20
Talk to him	1	5
Reported to police – protection order	5	25
Reported to social workers	9	45
Reported at magistrate – maintenance orders	1	5
N	20	100%

From Table 7 it is obvious that most of the respondents reported their cases to social workers. According to Hoff (1990:161), one study found that 95% of women in its sample have contacted social workers during a violent relationship. This research confirms studies with the finding that 45% of the sample had contacted a social worker for practical assistance and emotional support before

seeking refuge outside the family home. It is evident that most victims of violence are aware that social workers are the immediate professional helpers with regard to family problems. However, according to Kinston and Penhale (1995:153), figures estimated and recorded by social workers in domestic violence cases greatly underestimate the full extent of the problem. They treat needs of women secondary to the needs of children rather than respond to the needs of both.

Consequences

- **The respondents were asked how they feel when their husband/boyfriend does not want to go for counselling. They responded as follows:**

Thirteen respondents (65%) indicated that they were heartbroken, four respondents (20%) were angry and three respondents (15%) were confused. Women in most cases are committed to their relationships, and if it fails it demoralizes them. According to Kirkwood (1993:44), the emotional message carried in violence is that they as (women) individuals, are of a desperately low human value; that they are useless.

- **When respondents were asked about their feelings at the time of filling out the questionnaire, they responded as follows:**

Eight respondents (40%) indicated that they were heartbroken, five respondents (30%) were feeling good, four respondents (20%) were confused and three respondents (10%) wished to end their relationships. Research undertaken by Nordien et al. (2003:45) showed that abused women experience feelings of anger, guilt, panic, hatred, hurt and unworthiness.

- **When the respondents were asked whether it was difficult to talk about their relationship, nineteen respondents (90%) indicated that it is**

not difficult to talk about their relationships and one respondent (10%) indicated that it is difficult to talk about her relationship. It shows that there is a need for an awareness campaign whereby the community will be educated in marriage enrichment skills and be given pre-marital counselling. There is also a need for resources in the community to help and support these women.

- **Family support**

Eighteen respondents (90%) indicated that they received support from their families during the time of crisis and two respondents (10%) indicated that they did not receive support. This shows that family support should be strengthened by the influential structures in the community, for example, seeing that this research was done in the rural community chiefs, local government, police, social worker, justice officials and nurses should deliver educational talks on rights of women and children. A neighbourhood watch should be established that will support victims of violence. Gottman (in Glicken & Sechrest, 2003:77) suggests that friends and family outside the marriage can be helpful to the couple in expressing and resolving negative feelings about their marriage.

- **The respondents responded as follows when they were asked whether anybody trusts/believes them.**

Eighteen respondents (90%) indicated that they were not believed and two respondents (10%) indicated that they were believed. According to Kernshall and Pritchard (2000:114), many victims would agree that not being believed or taken seriously is one of the worst experiences of their ordeal. In accordance with the African culture, women are supposed to be submissive to their husbands and endure hardships in their marriages to show their commitment.

- **Strengths in the marriage/relationship**

TABLE 8
STRENGTHS IN THE MARRIAGE/RELATIONSHIP

VALUABLE LABEL	F	%
Patient person	11	50
Open person	1	5
My children	5	25
Positive person	1	5
Compromising	2	10
N	20	100%

From Table 8 it is evident that many respondents wished to maintain their relationship and that there is a need for them to be educated in or empowered with skills on maintaining a happy marriage/relationship. According to Ammerman and Hersen (2000:352), the battered women is provided with periodic hope that somehow her mistreatment and abuse will end if she pleads, cries, prays, endures or sacrifices long enough. In some instances, the presence of children in a violent relationship creates additional stress for a woman who may fear for their safety (Kinston & Penhale, 1995:113).

2.4 CONCLUSIONS

- Violence against women is a major social problem that requires well-informed, empirically grounded policy and practice responses.
- The profile of domestic violence respondents demonstrated that the largest percentage was women in the age group between 30 and 40 years. This shows that a factor such as age also produces complex patterns of dominance and oppression.

- It is clear that domestic violence is a cross-cutting issue that affects the daily life of many women and is usually directed at women by the men with whom they live.
- The largest percentage of educational level of the respondents was grade 12 and above. This finding shatters the myth of violence being confined to the lower socio-economic group, non-professional women and black women.
- All respondents of domestic violence interviewed indicated that they are staying with their children. This shows that, even if the abuse is not directed at the children, they are witness to the abuse on their mothers. Thus it would appear that long-term solutions to the problem of family violence (women abuse) would require a restructuring of all family interaction patterns with an emphasis on the use of non-violent methods for resolving problems.
- The highest percentage of respondents reported their cases to government officials. It shows that they are aware of their rights regarding this problem. Factual and correct knowledge of domestic violence will, however, sustain a knowledgeable attitude.
- Most respondents did not see any progress after reporting their cases. It shows that there is a need for government officials to be re-educated in or work shopped on how to deal with domestic violence cases. The determination of this need enabled the researcher to compile a social work preventative programmes for the victims of violence and their families.
- It becomes clear in this research that respondents wish to maintain their relationship. It shows that there is a need for support from families and support systems from the community. Therefore professional support personnel should not replace natural support; they should rather strengthen this relationship.
- It is important that efforts should be made by civil servants to speedily resolve domestic violence cases, otherwise victims of domestic violence will lose confidence in the system that currently is in place to help them.

2.5 RECOMMENDATIONS

In view of the above-mentioned facts, the researcher recommends that:

- The community should put more effort into supporting women in challenging male violence. These women have to find an alternative to destructive relationships for themselves and their children.
- Communities should present more re-education programmes for the perpetrators of domestic violence.
- Social work programmes should be available for violent men. These programmes should include assertiveness training and anger management.
- New legislation in South Africa should provide the impetus for broader social changes to bring equality between men and women and equality amongst racial groups.
- Support structures and service networks should be put in place to attend to the needs of the women falling prey to domestic violence.
- Prevention programmes should be developed for social workers dealing with domestic violence.
- Domestic violence content should be included in the curriculum for social workers.
- Children who are traumatized because of the violence against their mothers should receive counselling from a social worker.

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CHAPTER 3

GUIDELINES FOR A SOCIAL WORK PREVENTION PROGRAMME

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ABSTRACT

The design of appropriate responses to violence against women requires a thorough understanding of this problem and its complex causes. Social workers are usually those professionals who have to address the problem. Group work is one of the primary methods of Social Work and gives the group members the opportunity to share their pain and support each other. This article proposes practice guidelines for a social work prevention programme.

3.1 INTRODUCTION

The increasing incidence of violence against women in South Africa has been linked to broader societal violence and to general societal attitudes towards women. The design of appropriate responses to violence against women requires a thorough understanding of this problem and its complex causes. One can never address focus on a small group to deal with or prevent domestic violence. Hence it necessitates a multifaceted and interdisciplinary approach at all levels of intervention focus will be on social workers. The researcher has therefore designed a prevention programme which will focus on social work values and will also develop a group work programme as one method of social worker to achieve the aim of the study.

3.2 VALUES FOR SOCIAL WORK

There are several values applicable to social work as a profession. For purposes of this research, the following values will be discussed to enhance the capabilities of their clients for a better change.

- ***RESPECT FOR PERSONS***

Basic to the profession of social work is the recognition of the value and dignity of every human being irrespective of origin, status, sex, age, belief or contribution to society. The basis of "respect for persons" is according to Horne (1987:91) man's possession of rationality. For example social workers should consider that the ability of clients coming to their office, to make rational decisions may be temporarily affected due to stress, therefore they should be treated with respect by recognizing them as capable of making their own decisions and of assuming the responsibility for the decisions that they have made.

- ***CLIENT'S SELF-DETERMINATION***

Social workers should stimulate and enhance the client's capacity for making her own decisions and living her own life by her own standards. According to Loewenberg and Dolgoff (1996:107), the limited knowledge or capacity of many clients to engage in autonomous decision-making places an ethical obligation on social workers to help them make a reasoned choice in order to maximize their benefits.

- ***CONFIDENTIALITY***

In this context, a social worker will not reveal information that she has received on a confidential basis to anyone, unless given permission by the client due to the compelling professional reasons. Loewenberg and Dolgoff (1996:74) define confidentiality as an ethical principle that affirms "an explicit promise or contract to reveal nothing about an individual except under conditions agreed to by the source or subjects".

Confidentiality is important to clients because when reporting their problems to the social worker they trust her, need help and know that their identity will be protected. The social worker, in applying the principle of confidentiality, knows that once the right to the client's quality of life is violated, she cannot enjoy any other right. Therefore the social worker should make decisions that strengthen every person's right to privacy.

3.3 DESCRIPTION OF THE PREVENTION PROGRAMME

The researcher will use group work as the best method of social work because, due to the commonality of their problems, a culture of equality and common identity will be created among the group members. Secondly, group work is remedial by nature, as the subjects share pain and coping skills. Thirdly, group members support one another for the better and finally, more than one person will benefit in the group, unlike in individual cases.

Programme activities are "... a medium through which the functioning of members can be assessed in areas such as interpersonal skills, ability to perform daily living activities, motor coordination, attention span and ability to work cooperatively", according to Toseland and Rivas (2005:259). The programme helps with the cohesion of the group, the group norms, structure, the relationships and the climate in the group (Roux, 2002:184). The aim of the group work programme with these women is to empower them to prevent abuse from recurring in their lives. Secondly, it helps to empower them to be socially, psychologically and economically stable. In planning the programme, the researcher has explored the knowledge of different authors such as Toseland and Rivas, (2005), Roux (2002), Clark (1998), Jeong (1999), Berg-Cross (2001), Rakos, (1991), Boswell (1997), Trevithick (2001), Kadushin (1990), Egan (1990), Lishman (1994), Vangeli and Banski (1993), Gottman (1994), Sheldon (1995), Gray (1998), Jacobson (1992), Anderson *et al.* (2000), Nelson-Jones (1994),

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According to Toseland and Rivas (2005:261), the procedure for selecting a programme is the following:

FIGURE 1 : Procedure for selecting a programme

1. Specify programme activities that are consistent with group purposes and goals

2. Specify the objectives of the programme activity

3. Specify programme activities that can be performed, given available facilities, resources, and the time available

4. List potentially relevant programme activities based on the members

- a. Interests and motivation
- b. Age
- c. Skill level
- d. Physical and mental state
- e. Attention span

5. Classify programme activities according to

- a. Characteristics of the activity, e.g., length, structure, etc.
- b. Physical requirements of the activity, e.g. fine motor coordination, strength
- c. Social requirements of the activity, e.g. interactional, verbal, and social skills
- d. Psychological requirements of the activity, e.g. expression of feelings, thoughts, motives
- e. Cognitive requirements of the activity, e.g. orientation to time, place, and person

6. Select the programme activity that is best suited to achieve the objectives specified

(Toseland & Rivas, 2005:261)

The procedures in Figure 1 can be used as a guide to help social workers select programme activities for any type of treatment group.

FIGURE 2 : THE GROUP WORK PROGRAMME

	Session Topic	Programme activities
1.	Orientation	<ul style="list-style-type: none"> • Ice breaker • Group discussion • Contracting
2.	Values, self-esteem	<ul style="list-style-type: none"> • Quiz • Group discussion • Educational talks
3.	Assertiveness Training	<ul style="list-style-type: none"> • Quiz • Self-evaluation • Audio tape & video-tape recording • Instructions • Modelling • Behaviour Rehearsal • Homework
4.	Communication Skills	<ul style="list-style-type: none"> • Quiz • Group discussion • Role-play • Exercise given • Educational talk

5.	Conflict Resolution and Negotiation skills	<ul style="list-style-type: none"> • Quiz/self-exploration • Group discussion • Tape recording • Educational talk • Drama therapy / Role-play • Evaluation
6.	Empowerment - How to Maintain Relationship	<ul style="list-style-type: none"> • Quiz • Group discussion • Educational talk • Homework assignments • Feedback session
7.	Life Skills	<ul style="list-style-type: none"> • Self-exploration • Educational talk • Creating index cards • Homework assignments
8.	Economic Empowerment	<ul style="list-style-type: none"> • Quiz • Group discussion • Educational talks
9.	Conclusion	<ul style="list-style-type: none"> • Questionnaires • Evaluation • Termination of group

3.4 SESSION 1 : ORIENTATION

OBJECTIVES

- To get members to know one another
- To facilitate the discovery of a common base so that the worker and members can start working together towards a common goal.
- To identify different tasks for each other as well as rules for the group.
- To compile a contract for the group and each member.

PROGRAMME ACTIVITIES

The social worker should introduce group members to one another and create an atmosphere for the session and the cohesion of the group. She should inform them about the purpose of the group due to the commonality of their problem. The most important skill to be used by the social worker in the initial stage is validation of group members' own experiences. By so doing the social worker helps them to express their feelings such as fear, anger and confusion etcetera. The social worker needs to be able to tolerate the group's ambivalence and move at each group member's pace. Once the immediate crisis has been dealt with, and the safety of the therapeutic relationship has been established the worker, together with the group can compile a contract so as to establish what is expected from each member and from the social worker.

3.5 SESSION 2 : VALUES AND SELF-ESTEEM

OBJECTIVES

- To help group members re-establish their sense of worth and control.
- To provide a psychologically sensitive problem-solving workshop that will generate insight for group members into a method to genuinely resolve conflict and stop violence.
- To teach group members to be able to stand up for themselves — learn to be assertive.

- To teach them about life skills by building their self-esteem and self-confidence and teach them about problem solving and decision making.

PROGRAMME ACTIVITIES

Different values and interests can be made more compatible through new institutional and social arrangements. Group members should be taught that conflict may be resolved since, according to Clark (1998:2-7), it is not generated by aggressive human nature but rather unsatisfactory social relations. The social worker should emphasize to group members that resolving conflict in a peaceful way is less costly.

The other important issue that can be dealt with in this session is for the social worker to make group members aware that building a relationship is reciprocal and is a continued effort to settle unresolved issues. Another factor to be considered is that reconciliation as a social process is generated by shared understanding of problems, empathy, changes in public discourse and concerns with social justice. The process of reconciliation is based on a commitment to building a new relationship that consists of justice, equity and mutual respect (Jeong, 1999:23-25). Group members should be educated concerning the fact that the therapy for healing in a conflict resolution workshop can only be revealed by honest expression of basic emotional preoccupations. In this session the social worker, in dealing with the clients, must bear in mind that the scope and scale of and extent to which clients or group members participate in a healing process may differ (Jeong, 1999:26). This confirms that the principle of uniqueness is very important to the social work profession.

3.6 SESSION 3 : ASSERTIVENESS TRAINING

OBJECTIVES

- To modify the dysfunctional beliefs through verbal discourse and behaviour practice.
- To teach various positive assertions.

- To provide a useful framework through which the contributions of the various components can be reviewed and treatment implications generated.

3.6.1 PROGRAMME ACTIVITIES

During the research interviews most victims (40% respondents) of domestic violence have ambivalent or conflicting ideas on how to solve their problems. It demonstrates that they are confused and not assertive enough to confront their partners constructively to show them what they like or hate. It is therefore essential that assertiveness training is given to empower them.

According to Berg-Cross (2001:413), in the world of co-dependency, the road to health requires learning how to stop sacrificing to cover for the mate's screw-ups. That is, learning how to be assertive and how to put one's own healthy needs before the pathological needs of others.

During this session members should be given a quiz to answer individually to measure their assertiveness. The questions should be discussed in a group so that they can measure themselves. In so doing, according to Rakos (1991:130) the social worker will be implementing the response refinement technique of self-evaluation. This technique is, however, likely to prompt group members to focus on inadequate or otherwise negative aspects of their response that may lead them to be overwhelmed. Therefore the social worker should employ this technique with extensive guidance. The social worker should then support group members in rebuilding their self-esteem by using assertiveness training techniques so as to reach her goal.

Assertiveness training has specific techniques, despite their diversity. When training group members the social worker when training group members would only focus on the following techniques: instructions, modelling, behaviour rehearsal, self-evaluation, feedback, problem-solving and homework assignment

(Rakos, 1991:130-145). In applying assertiveness training techniques the social worker should be aware that some work hand in hand. For example, in the initial stage where group members do self-evaluation of their inadequate and inappropriate behaviour, the social worker may use tapes and video to record the information. At the end of the session she can do audio-taped or videotaped playback of responses recorded at the initial stage when group members were relating their inappropriate behaviours when resolving their conflicts. This will enable group members to see improvement or observe their performance after acquiring assertiveness training skills (this means that the social worker would have applied the observation of performance technique concurrently with the self-evaluation technique). Thus the increased self-esteem and self-efficacy beliefs that are consistent consequences of the earlier behaviour improvement would naturally facilitate the construction use of taped feedback.

Modelling and the instruction technique are also of great importance when group members are trained to be assertive. In applying this technique, for example instructing group members what to do, the social worker should present her instruction as a flexible guideline rather than an absolute directive or command. The purpose of this technique is to provide general rules concerning appropriate behaviour from which the client must produce specific adaptive responses (Rakos 1991:128). After giving instructions to group members, they should then model the desired behaviour. Modelling and instruction techniques work hand in hand in the sense that the social worker should first give instruction of the modelled stimuli before group members perform the required response. This technique can be acquired through role-play, tapes and so forth. The social worker, in applying these techniques, should ensure that the appropriate learning points are more noticeably or important to the client. The reason is that these coding strategies are more convenient or effective when formulated by her as the trainer, rather than when developed by group members (Rakos, 1991:128). For example, she can give an example of appropriate behaviour desired from which

the group members must develop general guidelines that will facilitate response in diverse situations.

Sometimes, by applying this modelling technique, the social worker may ask group members to imagine another person emitting assertive response, or instruct them to elaborate on the scene. By so doing the social worker will be enhancing the efficacy of covert modelling. They can, for example be asked to practice at home with their spouse or partner or request supportive prompting and encouragement from such a person. Thus homework as a technique will be applied.

According to Rakos (1991:136-137), some studies have assessed the direct impact of homework on improved long-term functioning. However, the social worker, when assigning it to group members, should be very cautious, as it will not benefit all group members at once (principle of uniqueness and moving at client's pace emphasized to social workers). For it to be effective, the social worker should only assign tasks when the targeted skill has achieved a minimal level of proficiency and appropriate situations are likely to be encountered.

To develop each homework assignment is a collaborative venture between the social worker and the group member. In the initial stage specific situation, desired responses, interactive factors and probable consequences should be discussed before a construct response guide for future reference is written.

When assigning homework techniques to group members the social worker should place it on a graded hierarchy like in session training experiences. This will enable her to see the result largely increasing when experiences are programmed to be consistent with the current behavioural competency of the individual. Homework experiences will then be reviewed in the next session, with the social worker determining the response adequacy and additional training requirements. As treatment progresses satisfactorily, homework assignments

become less structured, the written response guide less detailed, and the focus shifts from response component to improved social perception and discrimination skills. According to Rakos (1991:136-137), some studies have found that homework can produce marked benefits for group members who complete the assignments.

The other technique that can be dealt with in this session is a behaviour rehearsal technique. When using this technique the social worker should combine instructions with rehearsal. The combination is effective in improving assertive functions in simple and at times complex situations. Some studies (Rakos, 1991:130) found that instructions and rehearsal were more effective than no treatment. The social worker should ensure that the target behaviour is simple and that the trainee or group member is not severely disturbed. If this technique is used in a simple enough form for group members to understand, it will provide independent benefits.

During this session the social worker should emphasize to group members that to modify their maladaptive behaviours, they should take full responsibility for their actions. The reason is that what she is doing is not imposed on them. Another cognitive intervention technique that deals with attitudinal restructuring can be highlighted as it focuses on assertive rights and sex role stereotyping. It is evident that most victims of domestic violence, especially women, encounter this type of abuse in their relationship due to cultural beliefs. That is, they must always be submissive to their husband and their opinions are not considered in decision-making. Even though attitudinal restructuring did not provide immediate benefits to a behavioural treatment for women, some studies at follow-up found that it was associated with increased self-reported assertiveness (Rakos, 1991:131).

The effective way for social workers to modify the cognitions that may mediate group members' behaviour, is to alter behaviours on which the conditions are based rather than to modify them directly (Rakos, 1991:134).

3.7 SESSION 4: COMMUNICATION SKILLS

OBJECTIVES

- To educate members regarding the importance of communication skills which is a tool to prevent unnecessary conflict due to misunderstandings amongst partners or any person interacted with.
- To improve members communication skills concerning how to reach the emotions and thoughts of others.
- To keep up the family productivity through communication or conversation.

The social worker, as a professional when teaching group members communication skills, should first of all know that effective listening and interviewing are essential skills within her field of work. They require that she can combine being both sensitive and purposeful (Boswell, 1997:352) and with being able to acknowledge the uncertainty that is inherent in looking across another person's world. To understand another person and his/her world of meaning, the social worker needs to start by acknowledging her ignorance of the group members and their social world.

In the initial stage of the session, group members should be given questionnaires to measure how conversant they are with communication skills. Secondly, how they express themselves when happy or dissatisfied with other person. This should be discussed in a group situation to identify their poor communication skills and imitate the acceptable ways of communication from others. The social worker, in educating them in effective communication skills, should focus on non-verbal forms of communication, listening skill, debriefing conversation effects of

attitude on communication, improving communication skills and creating boundaries for discussing conflict.

Firstly, group members should be educated that non-verbal communication sometimes described in terms of body language, should never be taken for granted. Some research estimated that more weight is given to non-verbal forms, because the assumed meaning once picked up, cannot be easily accessed (Trevithick, 2000:55). This implies that verbal and non-verbal communication should be taken seriously to prevent misunderstandings in relationships. The social worker should educate members in types of non-verbal communication, for example paralinguistic and body language kinetics. According to Kadushin (1990:268-299), paralinguistics are cues that depend on hearing and how words are said in terms of their tone, volume, speed, emphasis and intensity. Whilst body language kinetics are visual communications through the face, eyes, hands and feet etcetera.

Secondly, in teaching group members listening as a skill, the worker should emphasize its importance in all situations where communication is a central theme. The type of listening that should be highlighted in this session is active listening, whereby the social worker should ensure that group members understand how verbal and non-verbal cues interrelate to give a meaningful or understandable message.

According to Egan (1990:111), active listening is about the other person being "present psychologically, socially and emotionally". Lishman (1994:63) describes it as a special and demanding alertness on the part of the listener, where the aim is to listen closely to the details of what is being conveyed and to ensure that the person you are communicating to is aware that this is happening. To ensure that group members understand this session, the group worker can give them exercises in role play to evaluate their understanding of this topic or improve by imitating others.

Thirdly, the other skill of communication that group members need to be conversant with is the “debriefing conversation” whereby each partner talks about what happened during his/her day. According to Vangeli and Banski’s research (1993:149-157), they found that those partners that debriefed each other were happier with their relationship. The purpose of the worker for applying debriefing conversation would be to improve communication skills of group members with their life partners. The reason is that, from the researcher’s findings, most respondents could not convey their message to the relevant person. They tended of report it to the third person or ignored the situation when dissatisfied.

The advantages and disadvantages of the effects of attitude on communication should be dealt with in this session. During the research interviews most respondents blamed their anger on their partners, forgetting that one characteristic universal to dysfunctional partners communication is the self-justification/partner-blaming pattern. It is very important for the social worker to help clients learn to make ‘situational attributions’ instead of ‘dispositional’ attributions when they are communicating with their partners. According to Berg-Cross (2001:306), situational attributions explain the reasons for a behaviour in terms of environmental stressors and pulls, and momentary states of the individual, whereas dispositional attributions explain the reasons of behaviour in terms of long-term, unchangeable personality dispositions.

Therefore in the researcher’s findings, respondents used situational attributions to explain their behaviour and dispositional ones to explain the behaviour of their partners. Instead of focusing on what group members told her, the social worker should try to cover both the dispositional factors influencing behaviour and the important situational factors. She should encourage the client to verbalize all the different and competing thoughts that occurred in relation to that scenario. In this way many clients are easily made aware of the complex and ambivalent thoughts that they have.

By exploring individual construct systems, group members begin to acknowledge their own misunderstandings, and a stronger bond of mutual respect emerges. Thus group members develop a common level playing field for understanding and a method of resolving their conflicts. Another way of shifting the focus from 'bad partner' to understandable reactions given the total relationship situation is for the social worker to help the client to explore what would cause his partner to act the way he is. The social worker can give group members an exercise to do whereby they write down on a page a list of facilitative conditions versus a list of inhibiting conditions. When factors influencing warmth and openness are contrasted with facts influencing frigidity, and the situation is well understood, it pays to take another member from the family with whom the clients or group members are in good terms, and do the same analysis. The important step in this exercise is for the group members to try to look at their partner's noxious behaviour in situational terms instead of in dispositional terms (Berg-Cross, 2001: 308).

The social worker should bear in mind that this analysis does not deny that there are differences in personality (principle of uniqueness emphasized) and that often people act on the basis of very unkind and unflattering motives. It does assume, however, that operating only at that level of analysis will not lead to better interactions or a change in the basic motivational structure of the difficult person (Berg-Cross, 2001:309). By improving group members' communication skills, the social worker should educate them in Gottmann's (1994:224) four suggestions, namely calm down, speak non-defensively, validate your partner and over learn.

The first suggestion, namely calm down, teaches group members that it is counter productive to try to resolve a problem while they are upset. The second suggestion, speak non-defensively, emphasizes that group members should not always blame their partners but also identify what caused them to act in such a manner. This means understanding a partner by exploring one's personal

motives. The third one of validating your partner places more emphasis to responding to the emotional state of your partner and can be expressed by apologizing and acknowledging the feelings of your mate, and taking responsibility for making the other person upset or worried. With regard to the fourth suggestion, namely over-learning, the social worker must let group members know that methods for improving communication skills is an ongoing thing or it is a strategy that involves continually working on improving the relationship and trying new ways of communicating and sharing with one's partner. In the true sense it is trying to be non-defensive and validating day after day when conflict arises in your relationship in order to overcome it effectively. Furthermore, the social worker should educate group members in creating boundaries for discussing conflict in order to maintain effective communication in their relationship. This means that, as partners, they should agree on a time when they can discuss what is bothering them. For example at night when the children are asleep or when they themselves are relaxed.

In her education the social worker should emphasize four rules for a successful fight which are, according to Berg-Cross (1992:327), focusing on one issue, stating the complaint clearly, showing appreciation once it is clear that the partner has understood and finally, picking options for change. These rules will help them to manage conflict in their relationship whenever it arises. During this session the social worker should never forget her capacity for self-observation. Sheldon (1995:132-3) states that, although self-observation is sometimes limited, it provides social workers with an opportunity to analyze their own role and impact.

3.8 SESSION 5 : CONFLICT RESOLUTION AND NEGOTIATION

OBJECTIVES

- To provide skills to help group members resolve personal and group conflicts and to contribute to social change.

- To provide relevant knowledge and skills to deal with negative feelings and behaviours.
- To teach them life skills by building their self-confidence through effective communications, value clarification, problem-solving skills, assertiveness and self-exploration.

3.8.1 PROGRAMME ACTIVITIES

From the researcher's findings, most of the victims of violence did not know how to deal with or manage conflict. Twenty (20) percent were confused, the other 20% wished to end their relationship. This means that they believe it is easier to avoid dealing with life's difficulties than to attempt to resolve it. This demonstrates that there is a need for conflict resolution programmes to provide them with relevant knowledge and skills to deal with negative feelings and behaviours. During the research interview most respondents vented their anger or dumped it on their partners, thus likely to exacerbate conflict and anger secondary to emotion.

In this session members should be given a quiz to answer individually, measuring how they can manage conflict. The questions should be discussed in a group setting so that they can measure themselves. Members should be educated that, due to differences in values, beliefs or interest, conflict is part and parcel of normal life. In so doing, the social worker will be emphasizing the uniqueness of individuals and the inevitable differences between partners which lead to clashes of interest. Therefore group members should be enabled to deal with conflict and accept one another.

The social worker should then focus on life skills programmes such as self-exploration, cultural awareness, effective communication, assertiveness and problem-solving skills. Group members should be instructed that first, resolution of dealing with anger often requires them to change themselves (self-exploration), and admit their personal limitations because their partners are

justified in their feelings of rage and disappointment. In other instances, to resolve this, conflict defusing skills, negotiation and assertiveness skills are required.

Group members should be instructed that, when dealing with conflict, the solution should be found through negotiated agreements rather than resorting to violent tactics. Different modes of behaviour are explained by communication patterns, attitudes towards adversaries, cognitive processes and problem solving strategies (Jeong, 1999:5).

When dealing with conflict management the social worker should pay more attention to the dynamics of conflict relationship as well as a human decision-making process. Group members should be made aware that problems in relationships are interactional. The only way to maintain a successful relationship requires partners who acknowledge their own limitations. The other important factor that they should be made well aware of, is that blaming each other is time-consuming; they should rather accept that they have to deal with the situation life has dealt them. Only then will they be able to start interacting as allies.

During this session the social worker can use a tape recorder. Recording the group members discussing a conflicting topic, will help the social worker to examine the tape, sentence by sentence, tracing which irrational thoughts and cognitive distortions might have fuelled their argument. Once the social worker has delineated the irrational thought that caused the conflict, he/she needs to help the client or group members empirically test the validity of those irrational beliefs and, over time, replace them with more rational self-talk. This means that group members would be able to realize that they were over-generalizing. The other important issue that needs to be emphasized in this session is that group members need to be educated in tracing how specific situations appear to trigger specific emotions. Then the interpretation of the situation that led to the felt emotion needs to be uncovered.

The other issue that the social worker should not omit in this session is the interpretative schemes that are related to rules which group members learned as children. For example as children, dependant partners often learned that they were not capable of doing things for themselves. In their homes with their partners, when partners make them do things for themselves, they become angry because they keep telling themselves that they cannot survive without the partner. Therefore the social worker should take into consideration that challenging and testing such a pervasive belief system is time-consuming but essential for managing relationship anger. Constructive conflict resolution, according to Gray (1998:182), bridges gaps between people, accommodates the goals of parties involved, builds openness and trust between people and respect for others feelings, and allows for effective decision-making.

In helping group members to acquire constructive conflict resolution skills, the social worker should educate them in Berg-Cross's (2001:50) four positive ways of dealing with spousal anger, namely:-

- Group members should be educated to respond to anger by disclosing their vulnerable feelings. Self-disclosure and negotiation are most needed at these times by both partners, but they need a secure holding environment to take such affirming steps.
- Sharing the comic nature of a conflict, which is one of the responses to anger, but mostly when the humour is contagious and can be shared by the anger initiating spouse.
- Empathy – when there is disagreement on doing certain tasks jointly. The provoker should be able to share that feeling with the person with whom she is trying to be emphatic.
- Time out – the best thing group members can do when their partners provoke them is to leave that environment. In this case the message would be clear that the client would not allow her partner to treat her that way, but rather leave until she or her partner is in a good mood. By so doing the social worker would be helping group members to create a new

philosophical discipline that will guide future behaviour for them to gain control by disciplining themselves to carry out a series of unfamiliar, difficult prescribed behaviour in a highly provocative environment.

The other important factor that should be highlighted to group members is that the therapy for healing in a conflict resolution workshop can only be revealed by honest expression or basic emotional preoccupations. When dealing with group members the social worker must bear in mind that the scope, scale and extent to which group members participate in a healing process may differ (principle of uniqueness is emphasized to social work profession and is very important throughout the worker's intervention to cover all her group members' needs and to move at each group member's pace). At the end of this session group members should evaluate the session through group discussion or by means of an evaluation form to assess how much they benefited from that session, or for the social worker to assess herself by establishing whether she had reached her goal.

3.9 SESSION 6 : EMPOWERMENT – HOW TO MAINTAIN A RELATIONSHIP

OBJECTIVES

- To provide skills to help group members maintain their relationships.
- To promote their spirituality by fostering forgiveness, acceptance and tolerance.
- To educate group members in resources already in their possession or available to them to achieve their goals.
- To make group members aware of options available to them and that they have control over them.
- To improve their conflict resolution skills, including their ability to listen, communicate, analyze issues, present arguments, brainstorm and evaluate alternative solutions.

3.9.1 PROGRAMME ACTIVITIES

During this session the social worker should take enabling action to bring people together or create activity in a different manner. Members should be given questionnaires to answer individually to measure their strengths. By so doing she will be enhancing their self-esteem, confidence, and their perception of self-efficacy. To achieve this transition of change, the social worker will be using techniques of identifying and building existing strength and, on the other hand, teaching specific skills such as assertiveness, active listening, effective communication and negotiation. To assess whether members have understood the content of professional knowledge or skills they were empowered with, role-playing some situations will be an effective tool.

It is clear from the researcher's findings that most of the respondents (50%) wished to maintain their relationship. Therefore the social worker will focus on the following topics to empower them to be able to deal with/maintain their relationships:

Problem-solving skills

In this session the social worker may apply the problem solving technique that may facilitate generalization, since it will teach clients to develop new solutions to novel circumstances or situations in which old solutions are no longer adequate.

The social worker may use Berg-Cross's (2001:139) basic process involving (a) defining the problem, brainstorming, identifying all potential solutions, and selecting the optimal potential solution and implementing and evaluating the solution. By so doing the social worker will be empowering group members with problem-solving skills that will enable them to return to the problem solving sequence at the point where the process failed if their outcome was judged to be unsatisfactory. In some instances the wrong problem may have been formulated

by inappropriate or ineffective solutions that have been selected, or the solution may have been selected poorly.

Promoting spirituality by fostering forgiveness and acceptance

According to Berg-Cross (2001:415), one spiritual characteristic that strengthens marriage or relationship is the ability to truly forgive one's mate for hurtful and inconsiderate behaviour. The social worker should let group members know that each one has strengths and weaknesses, therefore forgiveness and acceptance in a relationship can only occur when both partners are functioning moderately well together as individuals (reciprocal) not when one is the victim of abuse or battered spouse.

The other important factor that the social worker should include in this session is tolerance training. She should apply the three strategies of Jacobson (1992:497) for helping clients or group members learn tolerance, being:

Externalizing the problem

This implies that neither spouse becomes responsible for the pain but both are responsible for finding a solution. This means that group members and their partners should not waste time on who was responsible or it happened, as already mentioned in previous sessions, but should rather brainstorm solutions to that problem.

Changing the context

Partners will be negotiating a win-win situation. For example, instead of arguing who should buy groceries and pay the housekeeper, at the end both should have a role to play in each challenging commitment. The husband can pay the nanny and the wife the groceries.

Promoting self-care

Each spouse becomes less dependent on the other. This means that if the husband's work schedule is keeping him busy all the time, the wife can spend time with friends or join pottery classes to keep her busy and prevent boredom at home.

In this session home work assignments can be given to group members, which create new emotional experience for the couple. For example, to enhance their sexual experiences, the social worker could allow them to list their romantic, sexual and erotic fantasies and act them out as home work assignments.

The other task or homework assignment will be the social worker's repeatable, non verbal experiences such as frequent hugs or regular dates to help the group members and their partners change their perceptions of their relationships.

3.10 SESSION 7: LIFE SKILLS

OBJECTIVES

To teach group members constructive conflict-resolution strategies and effective problem solving skills. All of which are seen as essential life skills which do not come naturally but need to be learned.

According to Anderson et al (2000:9), life skills are defined as the abilities related to adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Nelson-Jones (1991:12) further indicates that life skills involve personally responsible choices. When people are personally responsible they are in the process of making their choices. For example, if abused women are equipped with life skills they will be able to make responsible decisions with regard to their own rights. That is, no longer allowing violence or abuse from their partners or anything that causes it, such as poor communication skills, lack of conflict management skills or being submissive to their husbands for the purpose of maintaining relationships.

According to Feron (1990:65), the skills dimensions entail the internalization of attitudes, behaviour and knowledge. Topics the social worker should focus on are as follows:

Self-awareness

The aim of this session is for the social worker to enhance group members' perception of themselves as competent, capable and responsible for their own behaviour. The social worker should allow each member to evaluate her strengths and weaknesses. Increasing their self-awareness means understanding the way in which they see themselves in relation to how others see them, they begin to understand the way in which they approach problems or conflict situations. By focusing on their strengths rather than their weaknesses the social worker is being able to influence their decision-making.

According to Rooth (1995:32) self-exploration and self-development is facilitated by programmes which focus on the development of a positive self-image.

Effective Communication

The ability to communicate with others and understand one another is the basic building block of all human relations and is essential to people's ability to resolve conflict effectively (Gray, 1998:189-190). During this session the group worker should emphasize to group members the importance of good communication skills such as listening, understanding how the other person feels and what he or she may be thinking. According to Kadushin (1990:244), the essence of good listening is learning about how to reach the emotions and thoughts of others. Kadushin differentiates between two aspects: (1) describing hearing on a physiological act; the appreciation of sound (2) whereas listening is seen as a cerebral act; that of understanding.

The social worker should highlight to group members that, if two people involved do not possess appropriate problem-solving or conflict resolution skill, their

confrontation may result in violence. Therefore to work harmoniously requires people to have good communication skills. Another aspect that the social worker should emphasize in this session is feelings. This is an important aspect of the communication process. Negative feelings serve to intensify conflict. That is why it is important for group members to learn how to communicate and understand feelings.

Conflict Resolution

The social worker should help group members to learn to get their way without having to hurt others or having to use force. The varying ways in which people approach conflict are referred to as styles of conflict resolution. Gray (1998:191) describes them as aggressive, assertive and passive, and these styles can be defined as follows:

- *When people are aggressive they violate rights of others and get their way by using force, even attacking and blaming others if necessary (This result in a win-lose situation).*
- *When people are passive it often is because they do not know how to express the way they think and feel, or because they are afraid to do so. This is typical of victims of violence — especially women. Passivity or non-assertive behaviour entails giving in to what other people want (resulting in a yield-lose situation).*
- *The social worker should emphasize to group members that the most appropriate way to resolve conflict is to be appropriately assertive so that you can get what you want and others get what they want (both be satisfied). This is referred to as a win-win situation.*

Furthermore, self-management skills and budgeting skills are essential in the life skills programme. By acquiring self-management skills the social worker may

help group members complete the regimen independently, that is create an interesting feature of the programme by utilizing self-mediated physical stimuli in the form of a detachable index card containing client-generated assertive rights and obligations, rational thoughts and self-instruction to control anxiety.

From the researcher's findings 40% of respondents complained of financial abuse from their partners thus negatively affecting family maintenance or instability. This confirms that money disagreements have always been a leading cause of anxiety and relationship unhappiness. Social workers should understand the attitudes of both the husband and the wife towards money and that this is the first step towards financial mental health in a marriage. According to Mellan (1994:133), money issues vary on two dimensions. Firstly it covers how responsible or irresponsible a person is with money. Secondly, it covers how considerate or inconsiderate a person is with money. Therefore the social worker should educate group members in budgeting skills — how to save money, delay gratification and avoid using money to buy friends and respectability.

Group members should be taught to compile a list of monthly needs, prioritize them and be realistic concerning their budget. She should emphasize to group members that when money problems beset them and their partners, they need to focus on team work and develop a common agenda to meet their goals. Homework assignments can be given to group members on how to compile an individual family budget in accordance with any income they earn in the family.

3.11 SESSION 8 : ECONOMIC EMPOWERMENT

OBJECTIVES

- To try to harness economic resources to channel group members into social improvement programmes.
- To improve the quality of life and the social functioning or well-being of group members.

- To enhance the strengths of group members regarding income-generating programmes which will empower them socially and economically.
- To alleviate poverty.

In the research findings, most respondents (40%) have grade 12 and other qualifications. However, they are dependent on their partners/husbands for survival due to unemployment. Thus, economic or financial abuse was one of the causes for violence in their families.

During this session a quiz may be given to group members in order to measure their strengths and weaknesses regarding life skills that will empower them economically. For example, their expertise in sewing, knitting, a garden project and so forth may be highlighted. The social worker should adopt or use the community development model (method of social work) which aims at involving people within localized communities in proposing, planning and promoting development priorities for their own communities. This is where levels of community development come in, namely identifying the need, need assessment, prioritizing the need, planning and implementation.

This method of community development refers to a participatory problem-solving process which empowers the participants. New community models stress the importance of economic growth linked to income-generating programmes and small business development in local communities (Special Issue:International Social Work, 1996).

According to Gray (1996:59) entrepreneurial community development aims at keeping resources within communities, where the community generates the products its consumers need. During this session the social worker will help facilitate projects which, according to the community needs, are going to be sustainable and in which group members are experts or have strengths to run them. For example, community bakeries, especially in rural areas, can supply

bread to residents at a lower price than bread produced by large urban based bakeries with high over-heads and heavy transport costs. Locally grown produce such as vegetables sold at an affordable price, sewing school uniform, society uniform, church choir uniform, crèches' uniform, mothers' union uniform etcetera. Gray (1996:59) states that true empowerment comes with economic independence.

During the compilation of a community profile the social worker should involve community members in order to determine areas of interest, concern, community leadership, organizational structure resources and services. The purpose is to gain an understanding of needs and problems facing the community and the area where action is required or desired. It is crucial that the community be involved in articulating needs and problems as they experience them.

During this process the social worker should not forget to practice principles of social work, being respect for people, self-determination, optimism and a belief in change, skills in being able to work with people, as well as understanding the effect of the environment on people's behaviour.

Guidelines for the group which will suit every situation can be outlined. During the planning session group members should include strategies or options for marketing their services for the sustainability of the project and indicate how they are going to benefit from the project. This means payment of stipend – monthly or bi-monthly etc.

In this session the social worker should facilitate the election of a committee, and group members should specify whether they prefer being a closed group or open group. The elected sub-committee will be for the purpose of income, expenditure, savings, general meetings etc. The group should be formal whereby minutes are recorded, annual general meetings are held and annual reports are written.

At this stage the social worker may play the role of advocate assisting group members in requesting funds from social development (project). She has to learn how to network and interact with other role players involved in the development of the community and the project sustainability, for example community development officers, in assisting with the business plan and agricultural officers in assisting in vegetable gardens, poultry farming etcetera.

The skills that the social worker can apply in this session are, according to Gray (1996:67):

- Finance and fundraising skills whereby he/she can assist them in raising money, obtaining support, acquiring knowledge of fundraising policies, bookkeeping and reading balance sheets.
- Analytic and evaluative skills whereby the group worker may request expertise from a community development officer to teach them to analyze a problem, monitor projects and make sound evaluations.

3.12 SESSION 9 : CONCLUSION

Effective resolution results when group members see themselves as survivors rather than victims of abuse. During this ending phase the social worker should continue to explore the feelings of dependence, independence and interdependence of the group members. Through the free interaction in the group and their full participation and once they feel ready to plan for their future independent of their husbands and the social worker, the termination process can begin. Group members may then be given evaluation forms to complete assessing whether or not they benefited from the group, and whether the social worker had achieved her goal.

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CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 SUMMARY

The study explored the experiences of black women in a rural community regarding domestic violence. It was aimed at discovering what causes domestic violence to women and how to prevent this type of violence.

Twenty black women participated in the study. These women were from Ganyesa Village in the North West Province of South Africa. Demographic characteristics included marital status, employment status, qualifications as well as age distribution. Data was collected through individual interviews, and questionnaires were completed anonymously. All participants responded to the stimulus question: *"How do you feel when being abused and what efforts do you take to solve the problem?"*

The method of investigation was a literature study and an empirical research.

Guidelines for a social work prevention programme were developed.

4.2 CONCLUSION

The research reflected on the challenges facing black women as a result of violence or abuse against them by their partners/men.

The points raised by the black women in this study highlighted two main issues. Firstly, they want their husband to be mature and love them. Secondly, they wish to maintain their relationship.

4.2.1 Conclusions regarding Aim 1: To investigate the causes, incidence and consequences of domestic violence in a rural community through literature study and empirical research

This aim was achieved in that the analysis of the data produced five categories.

The findings indicated that:

- Violence against women is a mayor social problem that requires well informed, empirically grounded policy and practice responses.
- Domestic violence is a cross-cutting issue that affects the daily lives of many women and is usually directed at women by the men with whom they live.
- All respondents of domestic violence interviewed indicated that they are staying with children.
- Most of the respondents reported their cases to Government officials but did not see any progress.
- Most of the respondents feel that their husbands should love them and also wish to maintain their relationship.
- Most respondents feel that efforts should be made by civil servants to speedily resolve domestic violence cases, else they will lose confidence in the system that currently is in place to help them.

The findings of the research indicate that support structures and service networks should be put in place to attend to the needs of the women falling prey to domestic violence.

Communities should present more education programmes for the perpetrators of domestic violence.

It can be concluded that violence against women is a mayor social problem that requires well-informed, empirically grounded policy and practice responses.

New legislation in South Africa should provide the impetus for broader social changes to bring equality between men and women and equality amongst racial groups.

4.2.3 Conclusions regarding Aim 2: To formulate guidelines for a social work preventative programme for domestic violence in a rural community

Based on the information concerning violence against women, a guideline was suggested using the systems model or primary, secondary and tertiary intervention. The primary intervention emphasizes achieving structural changes which will eliminate factors contributing to the incidence of the problem such as poverty, unemployment and societal violence, and long-term preventive programmes to change attitudes and values in society. There is conflict and confusion regarding values in traditional African culture and the emerging values as a result of women's rights. This needs to be resolved.

Secondary interventions include crisis intervention, public education, and the establishment of legal recourse and shelters for abused women. All government officials or relevant stakeholders should be trained on how to deal with domestic violence cases. It is important that efforts should be made by civil officials to speedily resolve domestic violence cases, because failure to resolve this matter will lead to victims losing confidence in the system that currently is in place. There is a need for shelters of abused women to be established in the rural community so that government does not contradict itself by making the community aware of Domestic Violence Act 116 of 1998 while there are no resources for such victims.

During tertiary interventions change is facilitated as treatment approaches, which includes crisis intervention, individual Psychotherapy, group and marital therapy. Women as victims of violence are not fully supported by the community during

times of need, due to myths concerning the causes of domestic violence and traditional beliefs. Involving them in group therapy would be of great importance as the group members share common problems, give one another advice from experience, a total feeling of assurance reigns within the group.

4.2.3 Conclusions regarding the aims

In this study the aims were achieved as follows:

- Black women's experiences of their abuse by their partners were explored.
- Guidelines for an appropriate prevention programme were formulated.

4.2.4 Conclusions regarding theoretical statement

The theoretical statement was confirmed, namely that the exploration of the causes, incidence and consequences of domestic violence offered an understanding of domestic violence in a black rural community. It was also possible to develop guidelines for appropriate prevention programmes for social workers.

4.2.5 Additional conclusions

The opportunity to have abused women provides information concerning their experiences was an eye-opener to the researcher. This enabled the researcher to identify the following:

- Social workers, including other relevant stakeholders, tend to generalize cases of domestic violence, forgetting principles of social work that were taught at the University, causing them to fail in identifying the problems of

their clients and in dealing with it at the client's pace and level and to their satisfaction. This shows that government officials start on the wrong footing. Therefore all government officials relevant to domestic violence cases should be re-trained and workshopped to be able to assist the clients to their satisfaction and to prevent abuse from recurring.

- Research as a method of social work is of great importance as it does not assume loopholes, but enables the researcher to identify them in the social work profession.
- The relevant departments are failing to reach their goal with regard to preventing domestic violence. They should do more research in an attempt to solve the problem and share resources adequately according to the needs of the people.

4.3 RECOMMENDATIONS

The research findings pointed out problems concerning the way in which women are abused and how the relevant department officials are failing them. There is a dire need at National level, community level and organisational level to prevent or eradicate violence against women. It is recommended that:

- Legislature and policy with regard to rights of women and children be reviewed and evaluated. All relevant stakeholders, social workers, various departments, NGOs, CBOs, FBOs, local governments and the community at large could evaluate these policies.
- Further research should be done with a more representative sample of women of different races. The aim should be to test whether women across cultural perspective or race are being abused by their partners or black rural women only.

- In the community attitudinal and behavioural changes are brought about through preventive, educational programmes for children and adolescents that are aimed at removing gender stereotypes and at teaching appropriate conflict resolution and problem solving skills.
- Social workers need to mobilise community support and find creative ways of providing safe places for women and children who are in danger.
- The community should put more effort into supporting women by challenging male violence. These women have to find an alternative to destructive relationships for themselves and their children.
- Social work programmes for violent men need to be presented. These programmes should include assertiveness training and anger management.
- Support structures and service networks should be put in place to attend to the needs of the women falling prey to domestic violence.
- Children who are traumatized because of the violence against their mothers should receive counselling from a social worker.
- Government should fund projects run by women or established by social workers, and other government officials to empower women economically for the maintenance of their families.

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