

Domestic Violence: The Old Age Family Problem in Kushinga Phikelela Farm Community and its Effects on School Children

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Abstract: *Domestic violence has been with society since time immemorial. It is an old age family problem which baffles the mind. Despite the attention that domestic violence issues have received, publicized instances of domestic violence continues to occur. Domestic abuse occurs across society, regardless of age, gender, race, sexuality, wealth, and geography. Domestic violence comes in all forms, financial, physical, emotional, psychological and even social. Statistics of domestic violence are on the increase at Frost Farm in Kushinga Phikelela community despite the fact that a number of theories have been propounded in a bid to explain its causes and some notable ones include the social learning theory, the feminist theory, and the systems theory. Due to the increase in domestic violence cases, the adequacy of these theories in explaining domestic violence remains questionable. Whether the factors which cause domestic violence are mutating with the changing times begs for an answer. This study was a qualitative survey carried out at Frost Farm which utilized a convenience snowball sampling technique in a population of one hundred and fifty households. The sample size was ten couples, five children and five teachers. The results of the study showed that many respondents believe that the social learning theories largely explains the causes of domestic violence as well as the societal belief systems in patriarchal practices. The other finding of particular interest at Frost Farm is the average age of the couples which is seventeen years and this could be a major factor which is causing the domestic violence to be very high. The study established that children who are subjected to domestic violence are traumatized, are depressed; exhibit regression in behavior and their school performance becomes poor. Victims of domestic violence have also been observed to physically abuse other children at school. The study recommended that stiffer penalties be imposed on perpetrators of domestic violence as well as encouraging couples to undergo anger management before they are married so as to reduce cases of domestic violence.*

1. BACKGROUND OF THE STUDY

Frost Farm is found situated about three kilometers from Kushinga Phikelela Polytechnic College which is thirteen kilometers from Marondera Town. Frost Farm is run by a farmer called Frost. The high number of reported cases of domestic violence at Kushinga Phikelela Agricultural Police Base aroused the interest of the researcher in wanting to unravel the particular causes of domestic violence in a farming community.

Domestic violence can be summarized as an abuse of power in a relationship displayed by exertions of physical, verbal, sexual, psychological and emotional control. Domestic violent behaviour has ramification well beyond the domestic walls of the home into the greater community and beyond. In this regard, domestic violence becomes a communal if not a universal concern. The Domestic Violence Act Chapter 5:16 noted that forms of domestic violence include physical, sexual, psychological verbal, emotional, social harassment and stalking. Domestic violence can be regarded as a pattern of learned behavior in which one person tries to gain control over another person by any means necessary, including emotional, verbal, sexual, physical, and societal abuse.

The Zimbabwean Government passed the Domestic Violence Act in 2007. The Domestic violence Act was meant to protect both men and women in spousal relationships. Laing (2002) suggests that understanding domestic violence has been demonstrated to depend on the beliefs and/or theories chosen to explain domestically violent behaviour in spouses. Domestically violent

behaviour finds both expression and explanations in the individual characteristics of both perpetrator and victim, societal beliefs about domestic behaviour in general and incidences of domestic abuse in the home in particular and systems theories that have been developed to try and understand the nature and in particular the causes of domestic violent behaviour of spouses.

2. CONCEPTUAL FRAMEWORK

Domestic violence can be defined as any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. In a layman's language domestic violence can be defined as everything from saying unkind or demeaning words, to grabbing a person's collar, to hitting, kicking, choking, or even murdering. Domestic violence most often refers to violence between married or cohabiting couples, although it sometimes refers to violence against other members of a household, such as children or elderly relatives. It occurs in every racial, socioeconomic, ethnic, and religious group, although conditions such as poverty, drug or alcohol abuse, and mental illness increase its likelihood

The study focused on the causes and rate of occurrence of physical domestic violence in Kushinga Phikelela farm community. Physical abuse including actions such as punching; slapping; hitting; biting; pinching; kicking; pulling hair out; pushing; shoving; burning and strangling. It should be noted that strangulation is the most common method of intimate partner homicide.

3. STATEMENT OF THE PROBLEM

The increasing number of cases of spousal physical abuse at Frost Farm in Kushinga Phikelela Community aroused the interest of the researcher in wanting to find the causes of physical domestic violence as well as the effects of domestic violence on children at school.

4. SIGNIFICANCE OF THE STUDY

Domestic violence affects the society in terms of injuries sustained by the abused, financial costs when visiting the health centers and generally negatively affects the moral of the community as domestic violence tend to affect the abused psychologically, and emotionally. The study may persuade policy makers in enacting and implementing laws which protect children and other victims of domestic violence. Creation of awareness of effects of domestic violence on academic performance of children to educational authorities and community leaders will be made as a result of this study. The study can also come up with possible interventions which could be adopted in an effort to reduce incidences of domestic violence at Frost Farm. It is hoped that the findings of this study may also help schools in dealing with pupils who happen to have problems in interacting well with others as a result of their exposure to domestic violence.

5. RESEARCH QUESTIONS

What causes domestic violence in Kushinga Phikelela farm community?

What are the effects of domestic violence on school children?

What are the community beliefs regarding domestic violence?

How can domestic violence be reduced?

6. ASSUMPTIONS

In this study, the researcher assumed that:

The victims of physical spousal domestic violence gave the researcher true, valid and reliable data.

Perpetrators and victims of spousal physical domestic violence share the same cultural background with common social beliefs.

7. LITERATURE REVIEW

7.1. Theoretical Framework

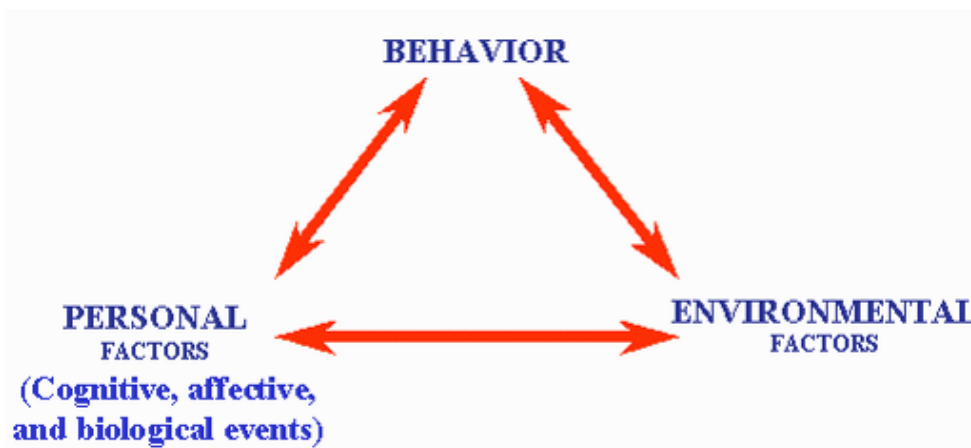
7.1.1. Social Learning Theory

Bandura's social cognitive theory takes a perspective, that human activity is a function of behaviour and person variables, as well as the environment; and that reinforcement is mediated by

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cognition. Bandura (2001) propounded that people learn through observing others and by attending to the consequences of their own actions. Bandura,(1997), is of the opinion that three factors environment, people and behavior are constantly influencing each other. Behavior is not simply the result of the environment and the person, just as the environment is not simply the result of the person and behavior (Glanz et al, 2002). The environment provides models for behavior. Observational learning occurs when a person watches the actions of another person and the reinforcements that the person receives (Bandura, 1997).

A Conceptual Model of Bandura's Social Cognitive Theory



Adapted from Pajares (2002) Overview of social cognitive theory and of self-efficacy

Although Bandura believed that reinforcement aids learning, he contends that people can learn in the absence of reinforcement and even of a response. Bussey and Bandura (1999) argued that observational learning involves modelling, which is more than simple imitation, because it involves adding and subtracting from observed behaviour. Bandura(1997), pointed out that three principles influence modelling, that is people are most likely to model high-status people, and people who lack skill or status are most likely to model, and people tend to model behaviour that they see as being rewarding to the model. Four processes govern observational learning, attention, representation, behaviour production, and motivation. The concept of behavior can be viewed in many ways. Behavioral capability means that if a person is to perform a behavior he must know what the behavior is and have the skills to perform it. Turning to domestic violence, children who observe the abuser who in most cases is the father exerting his control through violence learns this kind of behavior and will then practice it while interacting with others or will use it when he or she grows up. This type of a scenario will create a vicious cycle where the abused will in turn abuse others and the chain goes on. Children who are physically abused will normally internalize the wrong concept that to solve issues you need to resort to the use of force. **Causes of domestic violence**

Domestic violence may start when one partner feels the need to control and dominate the other. Abusers may feel this need to control their partner because of low self-esteem, extreme jealousy, difficulties in regulating anger and other strong emotions, or when they feel inferior to the other partner in education and socioeconomic background. Some men with very traditional beliefs may think they have the right to control women, and that women aren't equal to men.

This domination then takes the form of emotional, physical or sexual abuse. Studies suggest that violent behaviour often is caused by an interaction of situational and individual factors. That means that abusers learn violent behaviour from their family, people in their community and other cultural influences as they grow up. They may have seen violence often or they may have been victims themselves.

Children who witness or are the victims of violence may learn to believe that violence is a reasonable way to resolve conflict between people. Boys who learn that women are not to be valued or respected and who see violence directed against women are more likely to abuse women when they grow up. Girls who witness domestic violence in their families of origin are more likely to be victimized by their own husbands.

Alcohol and other chemical substances may contribute to violent behavior. A drunk or high person will be less likely to control his or her violent impulses.

8. CULTURAL BELIEFS

Churume (1989) asserted that in Shona and Ndebele cultures wife-beating has been considered an appropriate way of correcting a woman's behavior. The beatings must not be frequent so as to make beating a habit, but then it must not be too spaced lest the wife forgets who the boss is (Churume, 1989:10). Moderate beating of a wife is not considered wrong or actionable under customary law. It is comparable to chastisement of the child. If a wife disobeys or neglects any duty her expects of her. the husband may punish her by assaulting her but must not cause her injury (Lewin, 1947). According to Chirume, the wife is seen as belonging to the husband. As head of the family he controls her and the family. If the wife thinks the beating has reached an acceptable level, the wife is supposed to go to her in-laws or her husband's elder brother for protection. In special circumstances she may go to her husband's or her paternal aunty or her husband's sister. If that arguments which led to her beating relate to marital sex or infertility, she may go to her own paternal aunty. Only in extreme cases does the woman turn to her own father or other senior male relative. This will be only if her husband's family has failed to take action after she has spoken to them.

9. ENVIRONMENTAL FACTORS

An environment where violence is either taught, by example, or accepted as "normal" will imprint upon a child a child's psyche. A young child may see his or her father come home from work drunk and angry, screaming at his or her mother. By watching the mother attempting to please and placate the father's drunken behavior, the young child is being taught that violence gets results. This leads the child in developing his or her own ideas about violence. The above scenario is a typical example of observational learning. The child will internalize wrong information, with regards to solving problems using violence if the child is normally a boy. If the child is a girl, domestic violence is often linked to poor self-esteem. A girl child growing up in a violent home is likely to have very little self-worth. She may be engaged in a pattern of negative self-talk and her anger will be a major source of fuel that will fan the flames of domestic violence to her children or her partner.

10. DRUG AND/OR ALCOHOL ABUSE

Literature points to drug and or alcohol abuse as common causes of domestic violence. Substance abuse leads to out-of-control behaviour. Substance abuse damages families' structure by causing a breakdown of values and lowering inhibitions of the members. Family members of substance abusers are more likely to become victims of family violence than members of a non-abusing family. The dynamics of a family with substance abuse problems can take many forms from parents that abuse drugs to children with substance abuse issues.

11. ECONOMIC FACTORS

Eddleson (1999) submitted that lack of economic resources underpins women's vulnerability to violence and their difficult in extricating themselves from violent relationship. The same author went on to state that the link between economic resource and dependence is circular. On one hand the threat and fear of violence keeps women from seeking employment or at best, compels them to accept low paid jobs and on the other hand, without economic independence, women have no power to escape from an abusive relationship. Domestic violence is more frequent where individuals experience loss of physical health and/or wage-earning power. It peaks during the Christmas season as husbands; fathers and single parents face the pressure of paying bills collectors and buying Christmas gifts. The frustration of the inability to 'make ends meet' increases conflicts in the home. Feelings of helpless mount. Anger flares. In the face of inadequate coping mechanisms, violence erupts in the home and everyone loses.

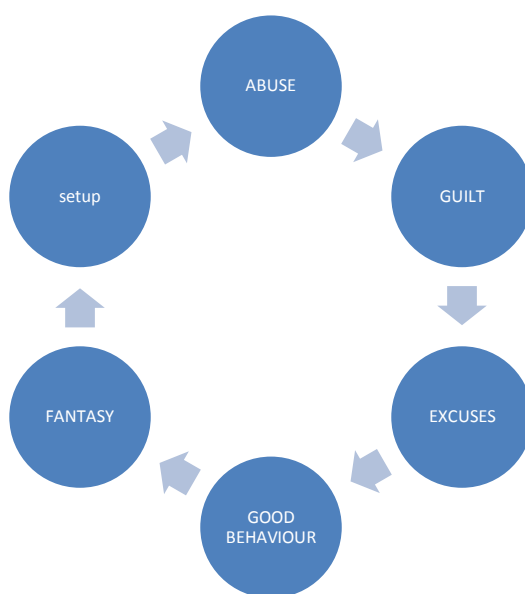
11.1. The Cycle of Violence in Domestic Abuse

Those who have studied domestic violence believe that it usually occurs in a cycle with three general stages. First, the abuser uses words or threats, perhaps humiliation or ridicule. Next, the abuser explodes at some perceived infraction by the other person, and the abuser's rage is

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manifested in physical violence. Finally, the abuser "cools off," asks forgiveness, and promises that the violence will never occur again. At that point, the victim often abandons any attempt to leave the situation or to have charges brought against the abuser. Domestic abuse is often talked about in a gendered manner, but it is important to recognise that men experience domestic abuse as victims too. Men's experiences are likely to be significantly different to women though. Men may attempt different techniques to cope. Coping strategies including adopting an 'I can handle this' attitude and adapting their behaviour to appease the abuser. Coping strategies like this may make life temporarily safer and easier but they are unlikely to stop the abuse'.

The following diagram generally represents the pattern through which domestic violence follow



Abuse The abusive partner after carrying out the abusive acts through lashing out, belittling, or violent behaviour will be aiming to show that he or she is in control and who is more powerful.

Guilt normally after the abuse, the abuser feels guilt, and is worried about the possibility of being caught and facing consequences for the abusive behaviour possibly by being apprehended by the police

Excuses The abuser rationalizes what he or she has done and may come up with excuses or blames the abused for the abusive behaviour. The abuser may promise not to harm the partner again and possibly blames the circumstances which would have led to the

Good behaviour – The abuser does everything he can to regain control and keep the victim in the relationship. The abuser may pretend as if nothing has happened, or he may make amends with the victim and this may include buying the victim gifts. This peaceful honeymoon phase gives the victim hope that the abuser has really changed this time.

Fantasy and planning The abuser starts to fantasize about abusing the victim again. The abuser spends a lot of time thinking about what the victim has done wrong and how the abuser is going to make the victim pay. The abuser makes a plan for turning the fantasy of abuse into reality.

Set-up The abuser sets you up and puts a plan of abuse in motion, creating a situation where he can justify abusing the victim.

Much research has focused on the extent children who are exposed to domestic violence become perpetrators or victims of family violence as adults (Flood and Fergus 2008). Given the apparent pervasiveness of the problem of childhood exposure to domestic violence, studies have indicated that children from violent homes may be likely to exhibit attitudes and behaviours that reflect their childhood experiences of witnessing domestic violence. Research has suggested that children's exposure to domestic violence may result in attitudes that justify their own use of violence and that boys witness domestic violence are more likely to approve violence (Edleson 1999). There is thus 'some support for the hypothesis that children from violent families of origin carry violent and violence-tolerant roles to their adult intimate relationships' (Kovacs and Tomison 2003).

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11.2. Effects of Domestic Violence on Children

According to Faulkner (2006) research findings on the effects of domestic violence on student achievement have proved inconsistent as some researchers have reported that domestic violence did not affect a student's cognitive level (Head Start, 2006). However, this study on the effectiveness of Head Start did report findings that parents who were experiencing domestic violence in the home tended to be more depressed, and children of depressed parents were more problematic behaviorally, more aggressive, more hyperactive, and showed less cognitive outcomes in the areas of one-to-one counting, early math activities, and creativity. Therefore, the findings are inconsistent. If depression is correlated to domestic violence and if children of depressed families have lower cognitive function, then it follows that children exposed to domestic violence may have lowered cognitive functions. Strauss (1990) proposed that children who witness domestic violence as a result experience learning problems. Also, Wildin, Williamson, and Wilson (1991) conducted a study that explored the academic achievement of primary grades children who witnessed domestic violence and found that "a high rate (46%) of the parents reported academic problems, including grade repetition, failing grades, and a need for special school services" (p. 299). Foreman conducted a study in middle school aimed at providing remediation for the family and the students who were victims of domestic violence and to test the effects this remediation had on student achievement. She found that the 12-week period her study was conducted in was not enough time to make significant gains. However, the anecdotal evidence her study provided is that 12 of the 20 students identified at this metropolitan middle school as being victims of domestic violence had a "D" or an "F" in at least one subject. Interestingly, 20 out of 55 students referred to Foreman for low academic performance were victims of domestic violence (1994).

According to Barnett, Vondra and Shark (1996), the general effects of domestic violence on children are as follows:

- Aggression
- Phobias
- Low self esteem
- Depression
- Low levels of social competence
- Poor academic performance
- Low levels of problem solving skills

According to National Woman Abuse Prevention Project (1992) the tragic reality is that anytime a mother is abused by her partner, the children are also affected in both overt and subtle ways. What hurts the mother hurts the children. When a mother is abused, the children may feel guilty that they cannot protect her, or that they are the cause of the strife. They may themselves be abused, or neglected while the mother attempts to deal with the trauma. The rate of child abuse is 6-15 times higher in families where the mother is abused. Children get hurt when they see their parents being yelled at, pushed, or hit. They may feel confusion, stress, fear, shame, or think that they caused the problem. Children grow up learning that it's okay to hurt other people or let other people hurt them. A third of all children who see their mothers beaten develop emotional problems. Boys who see their fathers beat their mothers are ten times more likely to be abusive in their adult intimate relationships. Children may exhibit emotional problems, cry excessively, or be withdrawn or shy. Children may have difficulty making friends or have fear of adults. Children

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may suffer from depression and excessive absences from school. Children may use violence for solving problems at school and home. Children may be at greater risk of being a runaway, being suicidal, or committing criminal acts as juveniles and adults. Children who are experiencing stress may show it in different ways, including difficulty in sleeping, bedwetting, over-achieving, behaviour problems, withdrawing, stomach aches, headaches and/or diarrhea. Children who grow up in violent homes have much higher risks of becoming drug or alcohol abusers or being involved in abusive relationships, as a batterer or a victim. Children do not have to be abused themselves in order to be impacted by violence in the home. We must fight the societal values that reinforce the stereotypes that encourage men to act aggressively and use violence to solve problems; that women are weak and submissive and should accept male dominance as the norm. Children must be taught at an early age non-violent conflict resolution.

National Woman Abuse Prevention Project,(1992) in homes where domestic violence occurs, fear, instability, and confusion replace the love, comfort, and nurturing children need. These children live in constant fear of physical harm from the person who is supposed to care for and protect them. They may feel guilt at loving the abuser or blame themselves for causing the violence Children in homes where domestic violence occurs are physically abused or seriously neglected at a rate 1500% higher than the national average. Boys who witness family violence are more likely to batter their female partners as adults, and girls who witness their mother's abuse have a higher rate of being battered as adults. These common sense observations are fact, not myth

11.3.Ways of Reducing Domestic Violence

Knoth(2013) submitted that domestic violence can be reduced in the following ways:

- Provide women with access to legal representation and opportunities to pursue justice against perpetrators of violence through the formal legal system
- Promote gender equality in schools and widen access to education for girls. It has been proven time and time again that girls enrolled in school are less likely to be married early and become pregnant. If that weren't reason enough, girls that obtain higher levels of education are more likely to find employment and become empowered as a result of their financial contributions to the family and community
- End forced early marriage and premature pregnancy.
- Bring greater attention to violence that is perpetrated by a partner or spouse.
- Revise marriage laws that are institutionally biased against women, particularly those that deny women custody over their children, inheritance, and land rights in cases of death, separation or divorce.

11.4.Other Ways Which Can Help In Reducing Domestic Violence Are

- Contact the police or other law enforcement agency if you see or hear evidence of domestic violence. Everyone should be proactive and personally take necessary actions against domestic violence and not to be a silent partner to domestic violence and abuse.
- Form home owners association to watch out for domestic violence.
- Speak out publicly against domestic violence.
- Invite professional people to present papers on domestic violence so as to educate and inform others who are not aware of how domestic violence manifests. Expand education and awareness campaigns to increase positive attitudes toward nonviolence and encourage individuals to report family violence to the police.
- Advocate for domestic violence education from primary school up to tertiary education
- The government and the cooperate world should build shelters for the victims of domestic abuse so as to provide a safe place which will help more victims to speak out and to give them the courage to leave their abusers.
- If an individual lives with a person who is violent, he or she must have a safety plan in place so that he or she can escape easily when the situation becomes dangerous.

11.5.Population and Sample

The sample consisted of five hundred farm workers, four hundred pupils at Theydon Primary School and fifteen Primary school teachers. Out of these populations ten couples, five pupils and five teachers were conveniently selected.

11.6. Convenience and Snowballing

The researcher adopted the convenience sampling technique. Information from ZRP Kushinga Base on an abused person was obtained and the researcher went to Frost Farm, where the abused person lived. Permission was sought to interview her and she agreed. The abused victim then became the source of other abused people in the compound, until all the twenty respondents were identified. The identified couples’ children at Theydon Primary School were then interviewed after obtaining permission from both the parents and the ministry of education together with their teachers.

12. RESULTS AND DISCUSSIONS

12.1. Age of Research Participants

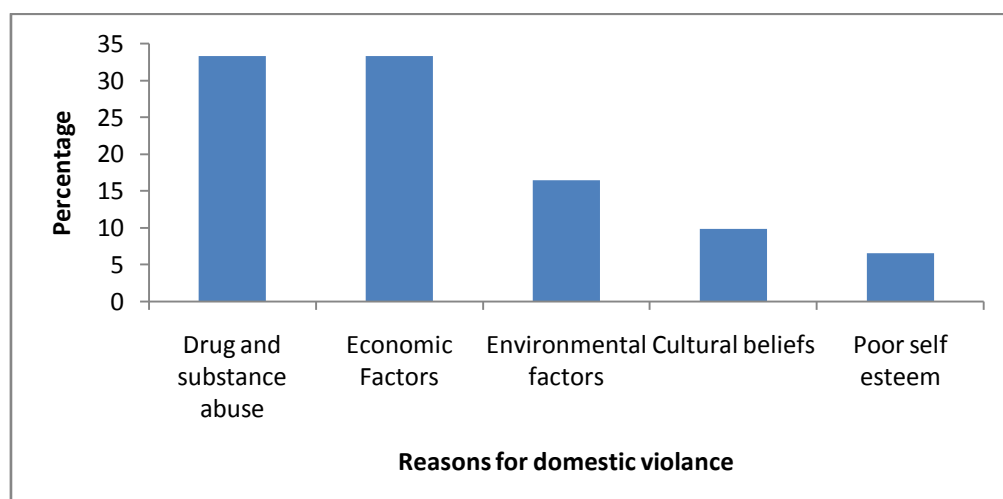
N=30

Age range	Percentage
6-10	6.7
11-15	10
16-20	10
21-25	50
26-30	6.7
31-35	10
36-40	3.3
Above 41	3.3

The age range of research participants was from the age range of 6-10 years up to those who were above forty years. The age range of six years up to fifteen years was of the school pupils and together the number of participants belonging to this group was five and the age range of 21-25 was the largest and it comprised of mainly the couples at Frost Farm. It is important to note that this group was the one where most of the abuse was taking place and most of the couples interviewed disclosed that they married very early and by seventeen years most of them were already married. The age range of teachers was from thirty one to forty two years. The age range of participants was very wide and this also meant that the researcher was able to collect information from the youth up to people who are above forty, thereby getting varied perspectives on the issue of domestic violence. This research was also able to collect information from both the professionals (teachers) and the farm workers and the school children providing information from three perspectives thereby triangulating information from each group. Balance of gender was also maintained since the number of male and female participants were equal, thereby providing a balanced view of the causes and effects of domestic violence.

12.2. Causes of Domestic Violence

N=30

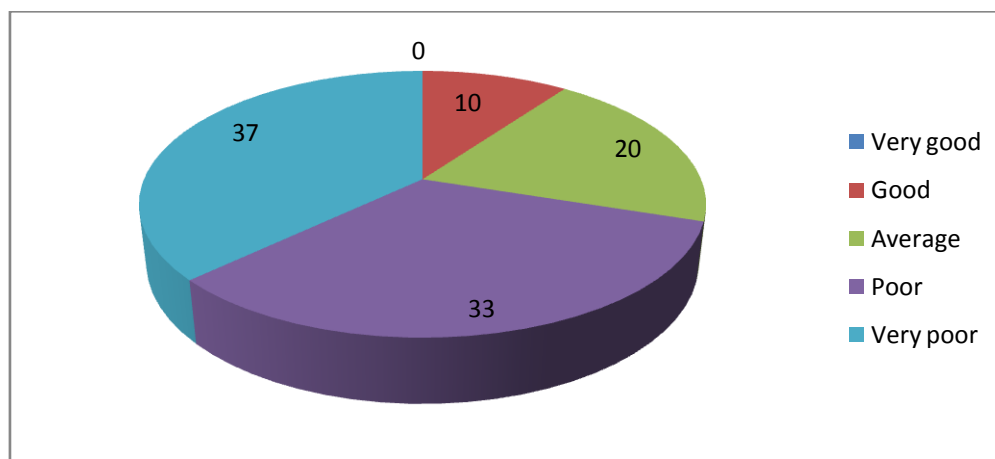


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Thirty three percent of the research participants believed that the main causes of domestic violence were drug and substance abuse together with economic factors. The research participants submitted that most domestic violent acts are done when the abuser is under the influence of drug and they pointed out that drug abuse was rife in youth and if these youth are married or are cohabiting then they are likely to be involved in domestic violence. Some research participants (33.3%) were in sync with Eddleson (1999), who pointed out that lack of economic resources, underpins women's vulnerability to violence and their difficult in extricating themselves from violent relationship. Cultural beliefs including the patriachial system which is rife in the Zimbabwean culture was also largely blamed as a contributor of domestic violence since male's needs are valued and regarded as more important than those of females by 9.9% of the research participants. Some research participants went to the extent of regarding the practice of paying lobola as oppressive to the females since some males after paying lobola will regard the wife like a piece of furniture. And this creates a condition which is conducive for abuse. Five research participants submitted that poor self esteem mainly in women was also regarded as a cause of domestic violence as these women lack assertiveness and do not stand up to their rights. This cause of domestic violence was also linked to cultural practices which celebrate male dominance. The environment in which a child grows in was also regarded as crucial by 33.3% of the research participants who submitted that children who grow up in an environment where domestic violence is the order of the day will learn through observation and will also be abusers when they are adults.

12.3. Effects of Domestic Violence on Schoolchildren` Academic Performance

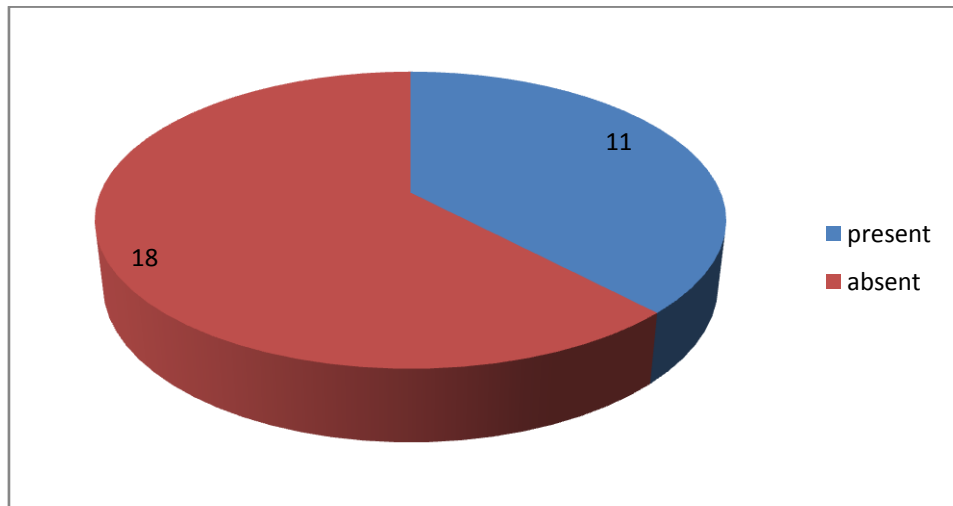
N=30



Eighty percent of the research participants pointed out that the academic performance of children who witness domestic violence is very poor and this observation is in harmony with findings from literature as Wildin, Williamson, and Wilson (1991) conducted a study that explored the academic achievement of primary grades children who witnessed domestic violence and found that "a high rate (46%) of the parents reported academic problems, including grade repetition, failing grades, and a need for special school services" Some of the reasons given by the participants for this poor performance were related to poor cognitive development which includes processes such as paying attention, perceiving, remembering thinking, reasoning, planning, and conceptualization, classifying and associating. A variety of studies have documented that children living in crime and violence communities have a higher incidence of psychiatric disorders including Post Traumatic Stress Disorder (PTSD), depression, anxiety and conduct disorder. The link between exposure to violence and Post Traumatic Stress Disorder is perhaps the most clearly established in the literature with PTSD identified as a core feature of the stress reaction manifested by children in response to violence. As a consequence of exposure to violence, many children will experience symptoms associated with PTSD. None of the research participants regarded the performance of the children witnessing domestic violence as good and only 20% of the respondents said that the academic performance of children witnessing domestic violence is just average. All in all the sentiments of the research participants are that domestic violence has a negative effect on the academic performance of school children.

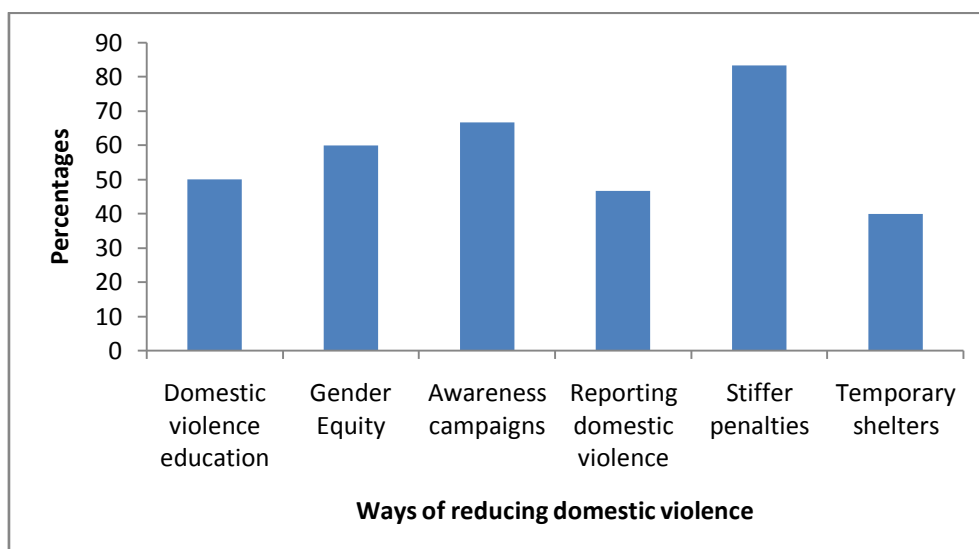
12.4.School Attendance Per Week for Children Who Witness or Are Involved in Domestic Violence

N=30



Sixty three point three percent of the research participants submitted that children who witness domestic violence are absent from school for at least once per week and the reasons given for this absence included nursing injuries sustained when the mother was being beaten since most children try to protect their mothers when they are being beaten and these children are caught in the crossfire and hence they also get injured. Some school children are absent from school because they are moved from home often by the mother who shuttle from her husband’s home and her parental home during episodes of domestic violence. Some research participants, pointed out that very often in homes where domestic violence is rife, there is also high rate of irresponsible behavior in terms of buying school books, paying school fees, providing food to the school children and homework supervision. 36.7% of the respondents pointed out despite the presence of domestic violence in the home some school children come to school regularly and the school will act as a place to escape the harsh environment at home. Some research participants asserted that for some children coming to school daily becomes the solution to the economic abuse they often suffer at the hands of their parents, most often the father. One teacher pointed out that at times the child who witness domestic violence becomes socially mature more than his or her age mates. The same research participant went on to explain that some school children who are exposed to domestic violence sometimes display anti social behavior and are aggressive towards their peers.

12.5.Ways of Reducing Domestic Violence



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Most of the research participants (83.25%) submitted that stiffer penalties should be meted on perpetrators of domestic violence and 50% of the participants believe that advocating for domestic violence education in schools is essential so as to reduce domestic violence. 39.96% of the respondents pointed out that building temporary shelters for the abused women and children will go a long way in reducing domestic violence since women will not be afraid to leave the domestic violence perpetrator. The research participants were in agreement with literature when 66.6% and 46.62% respectively pointed out that more domestic violence awareness campaigns and reporting domestic violence in the community should significantly reduce domestic violence

13. CONCLUSION

Domestic violence results in school children being traumatized, and their academic performance will become poor and their integration with other children is rather negative as they are normally isolated from others.

14. RECOMMENDATIONS

- It is recommended that early marriages should be avoided since it appears to be one of the driving forces of domestic violence at Frost Farm.
- Couples should seek a third party to assist in resolving disputes and should desist from using violence to settle domestic disputes.
- Schools should provide counseling to school children who are victims of domestic violence
- Stiffer penalties should be imposed on perpetrators of domestic violence.
- Awareness campaigns on the harmful effects of some patriarchal cultural practices as drivers of domestic violence should be carried out at grassroots levels.

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