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THE IMPACT OF FAMILY VIOLENCE ON LEARNERS' SCHOLASTIC PERFORMANCE IN SEKGOSESE NORTH CIRCUIT

By

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DECLARATION

I, **Mannzhi Elisa**, declare that the contents of this dissertation represent my own work and that the dissertation has not previously been submitted for academic examination towards any qualification.

Signature .....**Date**.....11-04-2016.....

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DEDICATION

This study is dedicated to my husband, Pastor N.E. Mannzhi and my children Mukhethwa, Phindulo, Emmanuel and Mulalo.

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ABSTRACT

All learners are expected to perform exceptionally well academically. As they come from different families, some of them do not perform as expected. There are learners who come from families which are not stable. Learners who experience or who come from families with a violence background do not perform well academically like others learners. This study was conducted to investigate the impact of family violence on learners' academic performance in schools situated at Sekgosese North Circuit of Vhembe District in Limpopo Province. In this research, both qualitative and quantitative methods were used to fully understand the nature of the research problem. Five schools were sampled from schools within the circuit. The population was the intermediate phase learners who are experiencing domestic violence and educators who teach them. Participants for the qualitative method were thirty learners who were interviewed using an interview schedule. Respondents for the quantitative method were five educators who completed the questionnaire with close-ended questions. Content analysis was used to analyse data. It was found that learners who are exposed to domestic violence have difficulties in learning, and as a result, their academic performance becomes poor. The study recommended that further research should be conducted on all forms of family violence in South Africa, especially the co-occurrence of child abuse with intimate partner violence. Services may need to be adapted to ensure they address the presence of both forms of violence in families. Key words: family violence, learner performance, learner, trauma and symptoms.

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Awareness, perception, definition and documentation of the domestic violence cycle differ widely from country to country, and from era to era. According to Roberts, Springer and David (2007:42), less than 10 percent of domestic violence cases are reported to the police. Hammond (2003:55) states that domestic violence is a serious, preventable public problem affecting more than 25 million American women.

In Australia and other countries, family violence prevention has begun to focus on breaking inter-generational cycles. According to the National Standards for Working with Children Exposed to Family Violence (NSWCEFV), it is important to acknowledge that exposing the children to family violence is child abuse. Some of the effects of family violence on children are highlighted in the Queensland government and Sunny Kids awareness-raising campaign Act (Hammond, 2003:55).

Children living with domestic violence are at risk not only physically, but also psychologically and emotionally. Children of battered women tend to be much more aware of battering than their parents imagine. Those who witness domestic violence respond in a variety of ways. Some children remain relatively safe from their experiences, whereas others reveal any one of a range of psychopathology or adjustment problems (Seedat; Nyamai; Njenga; Vythilingum & Stein, 2004:35).

The Measures of Integral Protection against Gender Violence defined gender violence as a violence that is directed at women for the very fact of being a woman. The law acknowledges that aggression against women and children is particularly an incident in reality. In Spain, gender violence stands as the most brutal symbol of the inequality which is persisting even in other countries at large. According to their law, women are

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considered by their attackers as lacking the basic rights to freedom, respect, and power of decision (Carlos, 2004:57).

It is an unfortunate reality that many inner-city urban youth in the United States are either victims of violence or witnesses to violent acts. The U.S. Department of Justice report indicated that over 70% of inner-city youth have witnessed a violent crime, and over 50% have been victims of one (Jenkins, 1995:37). Furthermore, the report identified youth aged 12 to 15 as being victims of violent crime more than any other age group.

South Africa's response to domestic violence is of relatively recent origin, with 1993 marking both the introduction of the first legal remedy to address domestic violence, and the recognition of marital rape as a crime. This first attempt to deal with domestic violence through legislation, namely the Prevention of Family Violence Act, was further developed and strengthened through the Domestic Violence Act of 1998 (DVA), which is widely considered one of the more progressive examples of such legislation internationally. This policy brief describes the extent and nature of domestic violence in South Africa and considers aspects of the implementation of the DVA, the state's most prominent intervention in the problem of domestic violence (Vetten, 2014).

According to Vetten (2014), when the South African Police Service (SAPS) reports on crime statistics each year, it does not say how many of these crimes were perpetrated in the context of domestic violence. Very little can, therefore, be gleaned from the SAPS 2012/13 analysis of crime statistics, which only show common assault to have declined from 280 942 reports in 2003/04 to 172 909 in 2012/13, while assault with intent to cause grievous bodily harm has decreased over the same time period from 260 082 to 185 893 reports.

1.2 STATEMENT OF PROBLEM

This study sought to investigate the impact of family violence on learners' scholastic performance. The literature review on domestic violence indicates that South Africa is

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experiencing challenges in the area of domestic violence. According to Constable (2007:34), South Africa's history is fraught with incidents of violence. Racial and gender inequalities have formed the basis of our history. This background has, to a large extent desensitized and conditioned people to acts of violence. Within this political and social climate, the South African state appeared to be tolerant of gender-based violence. As a result, learners find themselves growing and learning within such incidences, and the expectations are that they have to perform at school.

The birth of South Africa's democracy saw a greater emphasis being placed on human rights, including the rights of women and children. The state began to recognize the problem of violence in the home. The physical violence witnessed by children in the home ranges on a continuum from slapping to stabbing or shooting. The physical violence is often accompanied by emotional abuse (Jewkes, Levin & Kekana, 2002: 1611).

It is against the above background that the researcher developed an interest in the field of conducting an investigation on scholastic performance of learners from domestic violence families, with special reference to the Vhembe District of the Limpopo Province. The researcher's reason for conducting such an investigation is based on the epistemological and ontological assumptions that domestic violence can be a problem on learners' scholastic performance in the Sekgosese North Circuit of the Vhembe District.

Ontological assumptions are assumptions which concern the very nature or essence of the social phenomena being investigated. Epistemological assumptions are concern with the very bases of knowledge- its nature and forms, how it can be acquired, and how communicated to other human beings (Burrel & Morgan, 1979). Literature has shown that family violence has a negative effect on their growing and academic performance.

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1.3 PURPOSE OF THE STUDY

The purpose of the study is to investigate the impact of family violence on learners' scholastic performance. The following objectives were formulated to guide this study:

- To investigate the impact of family violence on learners' scholastic performance in schools;
- To investigate the behavioural change of learners who are exposed to domestic violence;
- To investigate the symptoms of family violence on learners who are exposed to violence at home;
- To investigate different levels of scholastic performance of those learners; and
- To propose intervention strategies to assist learners who are exposed to violence at home.

1.4 RESEARCH QUESTIONS

The central problem that this research project attempts to answer revolves around the following question: what is the impact of family violence on learners' scholastic performance? The following research questions guided the study:

- What is the impact of family violence on the learner's performance at school?
- What are the behavioural changes of learners who are exposed to domestic violence?
- What are the symptoms of family violence on learners who are exposed to violence at home?
- What are the different levels of those learners' performance?
- What are intervention strategies to assist learners who are exposed to violence at home?

1.5 PRELIMINARY LITERATURE REVIEW

Children throughout the world are subjected to multitude of traumatic experiences which vary from natural disasters, accidents and war, to political, community and family violence. Such exposure can pose a severe threat to a child's well-being. In South Africa, it was found that 95 % of the Xhosa speaking children in the Western Cape had

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witnessed violence, while 56 % of the children had been victims of violence themselves. Young children living without their mothers in their homes report more depressive symptoms after exposure to violence than children living with their mothers. Youths who were exposed to violence within their homes experienced a greater degree of distress after exposure to violence than those from non-violent homes (Bach & Louw, 2010: 30). Kristof and WuDunn (2009:58) stated that the psychological pressures commonly produce psychosomatic illness such as headaches and upset stomachs, as well as other psychological symptoms such as severe nightmares and eating disorders. Lacking a stable and supportive family life, children may become withdrawn or substitute unhealthy peer influence for family influences (Bos, Weinstock & Frankenberg, 2004:70).

According to Roy (1980:65), children who are exposed to family violence had enormous difficulties in school. Those children were truants and dropouts. In lower grades, these children were frequently absent from school due to the mother's injuries or injuries they, themselves, had suffered. Roy further said that the warlike atmosphere at home was not conducive to studying. It created an immense distraction from studies and interfered with homework. School seemed not to be appropriate for these youngsters. Many had reading and learning disabilities and were one to two grades below their chronological age.

Silva, Cloitre, Davis, Levitt, Gomez, Ngai and Brown (2003:49) noted that most incidents of domestic violence occur because both the perpetrator and the victim are broken spiritually, mentally and emotionally and desire to become whole by either controlling or being controlled by their partner. Furthermore, children between 3 and 5 years may become reserved after experiencing trauma reactions which could delay development. Additionally, school age children may be academically affected; symptoms of increased arousal and reduced concentration may impede school performance. It created an immense distraction from studies and interfered with homework, and school seemed not to be a priority for these youngsters.

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Children between 7 and 11 years may also develop physical symptoms such as loss of appetite, stomach aches, headaches and dizziness. School-related issues such as inability to concentrate, refusal to attend school, or increased defiance, aggression, and hyperactivity are also common (Bray, 2003:32). According to Spilsbury (2007:58), children who witness the trauma of intimate partner violence may also develop symptoms of post-traumatic stress. Among a sample of 444 children who had witnessed domestic violence, 11, 9% reported clinically significant symptoms of post-traumatic stress. The effects of the trauma and the symptoms of post-traumatic stress can have wide-ranging influences on a child's school performance and overall well-being. The average school performance was reported to be below average for children from violent homes in the United States of America (USA), with a doubled rate of absence from school, behavioural problems observed in class, and 38% of the sample receiving some form of special educational service.

In a study of abused mothers and their children recruited from a special family violence unit of a large urban police department, all mothers reported that their children were affected by their abuse, as evidenced by symptoms of child distress, including sleep disturbance, aggressive behaviour, school problems and issues with the abuser and, or the mother (Goodwin, Gazmararian, Johnson & Saltzman, 2000:44).

These children have also been found to lack the ability to empathize with others and demonstrate low social competence. Witnessing violence may also influence children's attitude towards violent behaviour (Socolar, 2000:53). Children, especially boys, may adopt the attitude that violence is acceptable and may learn to use it in their own relationship. Girls may learn not to question violence used against them. Many studies have consistently stressed those abused, maltreated, or neglected children, on average, score lower on cognitive measures and demonstrate lower school achievement when compared with their non-abused peers of similar socio-economic backgrounds.

Children often live in fear and terror and become victims when they intervene on behalf of their mothers. If they are able to survive without being physically abused, their mental

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health is severely compromised, and their performance in school usually suffers, either academically or socially (Mrug, Loosier & Windle, and 2008:76). However, evidence of the effects of domestic violence on children's academic or cognitive abilities is conflicting. (Loxton, 2008:81) found no significant difference between children witnessing violence and other children.

1.6 THEORETICAL FRAMEWORK

The following paragraphs discuss the theoretical framework of the study.

1.6.1 Social learning theory

This theory was developed by Jean Piaget, who became interested in how children think and construct their own knowledge. Social learning theory suggests that people learn from observing and modelling after the others' behaviour. With positive reinforcement, the behaviour continues. If one observes violent behaviour, one is more likely to imitate it. If there are no negative consequences, then the behaviour is likely to continue. Often, violence is transmitted from generation to generation in a cyclical manner (Chornesky, 2000:72).

1.6.2 Resource theory

Resource theory originated from Goode (1971:59) and suggests that women who are dependent on the spouse for economic well-being such as housewives, women with handicaps, the unemployed and primary care-givers to their children fear the increased financial burden if they leave their marriage. Dependency means that they have fewer options and few resources to help them cope with or change their spouse's behaviour.

Children who grow up in an abusive household learn that they are entitled to control their partner and that their partner has a duty to comply with their requests despite their own needs and wants. The batterer, in this case, wants to dominate and control their partner at all costs. They also believe that they are permitted to violate the rights of others and in doing so, they can reap the benefits without impunity. Equally important is

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the fact that this learned behaviour finds a stage in the school setting (Westermeyer, 2007:69).

1.6.3 Social development theory

This theory was developed by Jean Piaget and is based on the premise that children who witness violence may also learn to use it. There appears to be evidence that child witnesses of domestic violence carry violent and violent-tolerant roles in their own adult domestic relationships. Most direct consequences of witnessing violence may be the attitudes a child develops concerning the use of violence and conflict resolution. The child's exposure to adult domestic violence during his formative cognitive years may incline him to the belief that the use of violence is both accepted and justified (Dawes & Donald, 2000:66).

The research found that juveniles who had been exposed to family violence believed more than others that acting aggressively enhances one's reputation or self-image. This is not unforeseen for we need to acknowledge that children exposed to domestic violence are continually confronted with an important role model (the parent) demonstrating that violence towards a loved one is acceptable (Action Alliance for Children: 1). Interestingly, though not unexpected, boys and girls differ in what they learn from the experience of witnessing domestic violence (Dawes & Donald, 2000:68).

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Research Design

A research design is a plan or blueprint of how the researcher intends to conduct the research (Mouton, 2001: 55). According to the explanation provided by Mouton (2001), a research design focuses on the end product, formulates a research problem as a point of departure, and focuses on the logic of research. In this research, both qualitative and quantitative methods, in order to triangulate data, were used to fully understand the nature of a research problem (Winner & Dominic, 2006:71).

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According to Berg (2001:6), qualitative research properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings. Qualitative researchers, then, are mostly interested in how humans arrange themselves and their settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, social roles, and so forth.

In a quantitative method, the survey was used. The survey method was used for descriptive and explanatory purposes. It is mainly used in studies that have individual people as the units of analysis. Survey research is probably the most preferred method of collecting data for describing a population too large to observe directly by many researchers (De Vos, Strydom, Fouche & Delport, 2005:50).

1.7.2 Research Methodology

The research methodology is a process that involves knowledge by means of various objective methods and procedures (Welman, Kruger & Mitchell, 2005:2).

1.7.2.1 Population

Population refers to the entire group of persons or objects that meet the entire criteria the researcher is interested in studying wherein there can be easy access to participants in the study (Brink, 2002: 123).

There are twenty three primary schools in Sekgosese North Circuit, and one of them is a boarding school. The target population of this study was learners who are experiencing family violence. Those learners are in the intermediate phase within the Sekgosese North Circuit, that is, from Grade 4 to 6. Their ages ranged from 9 to 12 years. The above mentioned circuit is in a rural area.

1.7.2.2 Sampling

Sampling refers to the process of selecting the sample from the population in order to obtain information regarding the phenomenon in a way that present the population of interest (Brink, 2008: 124). From the population, a random sampling method was

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applied in the twenty two schools to select four schools. A boarding school was purposively sampled to be the fifth of the sampled schools. In each grade, that is, Grade 4, 5 and 6, two learners and one educator per school were randomly sampled. Finally, there were six learners per school multiplied by five schools to make thirty learners.

The researcher used random sampling for the reason that every school has a chance to be selected as part of the study. Systematic sampling was chosen as a sampling method. According to Newman (2000:206), systematic sampling is a simple random sampling with a shortcut of random selection. The researcher numbered each element in the sampling frame. Instead of using a random number, the researcher calculated sampling intervals, and the intervals became the quasi-random selection method.

1.7.2.3 Data collection strategies

The researcher first obtained demographic information followed by questions to determine the impact of family violence on learners' scholastic performance. Data collection strategy is a process of selecting participants, getting data from those participants and gathering data from those participants (Burns & Grove, 2003: 460). Data was collected from participating schools. A tape recorder was used for collecting data through interviews.

The researcher used a self-report approach to collect data in this study. It is the easiest and most effective method as it directs questions to the person concerned. It is useful when the researcher finds out what people believe, think or know about the phenomenon studied.

Interview schedule

An interview schedule was used to collect data. Interviewing is the predominant mode of data or information collection in qualitative (De Vos, Strydom, Fouche` & Delport', 2005:287). Seidman (1998:1) states that you interview because you are interested in other people's stories. The questions were open-ended in order for the researcher to probe further. A tape recorder was used during the interview, and extensive, detailed

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notes of ideas, feelings and responses were noted and recorded by the researcher (Burn & Grove, 2003: 422).

Questionnaire

Questionnaires were also used because they involve questions needed to meet the research objectives. These were tested to make sure they can be asked and answered as planned and put into a form to maximize the ease with which respondents and interviewers could implement the data collection process. A self-designed questionnaire of 15 closed ended questions was used.

1.8 DATA ANALYSIS

1.8.1 Content Analysis (Qualitative)

According to Massey University (2015), qualitative data analysis consists of identifying, coding, and categorizing patterns or themes found in the data. The clarity and applicability of the findings heavily depend on the analytic abilities of the researcher. This dependence on the abilities of the analyst can be the greatest strength or the greatest weakness of a qualitative research study. In this study, data was analyzed using themes and codes.

1.8.2 Statistical Procedure and Computer Aided Analysis (Quantitative)

SPSS Version 21 was used to analyze data. Percentages were used to represent the data, and descriptive statistics and the standard deviation were used to describe the values. Statistical information was represented by percentages, naming variables and specifying the variable label.

1.9 DELIMITATION OF THE STUDY

The study focuses on the impact of family violence on learners' scholastic performance. The researcher conducted this research in five primary schools (intermediate phase) around Sekgosese North Circuit of Vhembe District, where one school is a boarding school.

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1.10 ETHICAL CONSIDERATIONS

1.10.1 Informed Consent

According to Neumann (2000: 512), an informed consent is a statement, usually written in which people in a research project learn basic aspects about a project and formally agree to participate. Participants must be legally and psychologically competent to give consent, and they must be aware that they would be at liberty to withdraw from the investigation at any time. Respondents should be thoroughly informed beforehand about the potential impact of the investigation. "Research should not harm those who participate in it, unless they give their informed consent, thereby willingly and knowingly accepting the risks of harm" (Earl, 2010: 84).

1.10.2 Avoidance of Harm

The researcher protected the rights of participants against any form of physical discomfort that may emerge. The subject can be harmed in a physical or emotional manner. Human rights are claims and demands that have been justified in the eyes of an individual or by the consensus of a group of individuals and right to self-determination, privacy, anonymity and confidentiality, fair treatment and selection and the protection from discomfort and harm (Burns & Grove, 2003: 196).

1.10.3 Discontinuance

Participants must be given assurance that they are free to discontinue their participation at any time without being required to offer an explanation. Participants were informed that stopping participation would not prejudice the receiving services if the project is conducted at school. It is the responsibility of the researcher to ensure that the participant fully understands the consequences of his or her decision.

1.10.4 Violation of privacy and anonymity

Privacy is that which normally is not intended for others to observe or analyze (De Vos, 2000: 67). Anonymity means that no one, including the researcher, should be able to identify any subject afterwards (De Vos, 2000: 68). Privacy implies the element of personal privacy, which confidentiality indicates. Letters were written to the manager of

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Sekgosese North Circuit and pilot schools requesting for permission to conduct the study at their schools.

In this study, interview schedule and questionnaire were used to collect data.

1.11 CHAPTER DIVISION

Chapter 1 is the introduction and background of study.

Chapter 2 is the literature review.

Chapter 3 is research design and methodology.

Chapter 4 provides results of study, with data analysis and interpretation.

Chapter 5 concludes with a discussion, lessons learned and recommendations.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

According to State of the World's Children (2000:52), domestic violence is a prevalent and life threatening social problem facing our society. Only recently have researchers come to recognize the developmental impact that domestic violence has on children who are not directly abused themselves, but who witness abusive behaviour between their parents. The primary victims are, therefore, not the only ones at risk because the impact of parental violence can also influence the child witness' development and can impact on their behavioural, cognitive, psychological and emotional functioning.

In the past ten years, many advances were made to increase the awareness on the value of children's education and enrolment, therefore, retention has improved. While many countries have made progress towards achieving gender equality in education, children continue to face many obstacles that impede their path towards learning. Factors include discrimination on the basis of sex; unequal rates of investments by governments, political conflicts, and inadequate hardship are all recognized barriers to children's educational attainment. For many, home is where they face a regime of terror and violence at the hands of somebody close to them, somebody they should be able to trust (State of the World's Children, 2000:52).

Those victimized suffer physically and psychologically. They are unable to make their own decisions, voice their own opinions or protect themselves and their children for fear of further repercussions. Their human rights are denied, and their lives are stolen from them by the ever present threat of violence (State of the World's Children, 2000:52).

According to García-Moreno and Watts (2000:35), violence against children continues to be a global epidemic that kills, tortures, and maims physically, psychologically, sexually and economically. It is one of the most pervasive of human rights violations, thus denying children equality, security, dignity, self-worth, and their right to enjoy

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fundamental freedoms. In every country, cutting across boundaries of culture, class, education, income, ethnicity and age, in the developing world, the impact of violence on school girls attacks the economic and social well-being of developing countries. There are critical issues such as the rise of HIV, lack of basic education and low literacy rates that impact the education and health of the nation, and these must be addressed.

Violence in the domestic sphere is usually perpetrated by males who are, or who have been, in positions of trust, intimacy and power; husbands, boyfriends, fathers, fathers-in-law, stepfathers, brothers, uncles, sons, or other relatives. Domestic violence is, in most cases, violence perpetrated by men against women. During childhood, violence against girls may include enforced malnutrition, lack of access to medical care and education, incest, female genital mutilation (WHO, 1999:73).

Moreover, children's problems are age-old phenomena. The child's problems made him/her known because he/she appears, acts or behaves differently from what is normally the case. Teaching a child with problems requires objectives, content, methods of teaching and possible additional aid such as that offered by a remedial teacher (Kapp, 2003:140).

2.2 HISTORY OF DOMESTIC VIOLENCE

According to Hansard (1973:40), the first known use of the expression "domestic violence" in a modern context, meaning "spouse abuse, violence in the home" was addressed in the British Parliament. Violence between spouses has long been considered a serious problem. The United States has a long history of legal precedent condemning spousal abuse. In 1879, lawyer scholar Nicholas St. John Green wrote that the cases in the American courts are uniform against the right of the husband to use any physical chastisement, moderate or otherwise, toward the wife, for any purpose.

South Africa's history is fraught with incidents of violence. Racial and gender inequalities have formed the basis of our history. This background has, to a large extent, desensitized and conditioned people to acts of violence. Within this political and

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social climate, the South African state appeared to be tolerant of gender-based violence. The birth of South Africa's democracy saw a greater emphasis being placed on human rights, including the rights of women and children (Jewkes, Levin & Kekana, 2002:1611).

The state began to recognize the problem of violence in the home. The physical violence witnessed by children in the home ranges on a continuum from slapping to stabbing or shooting and is often accompanied by emotional abuse (Jewkes et al., 2002:1611).

2.3 CAUSES OF DOMESTIC VIOLENCE

Factors contributing to these unequal power relations include: socioeconomic forces, the family institution where power relations are enforced, fear of and control over female sexuality, belief in the inherent superiority of males, legislation and cultural sanctions that have traditionally denied women and children an independent legal and social status.

The findings show that children who are exposed to violence in the home may suffer a range of severe and lasting effects. Children who grow up in a violent home are more likely to be victims of child abuse. Those who are not direct victims have some of the same behavioural and psychological problems as children who are physically abused. Children who are exposed to violence in the home may have difficulty learning and show limited social skills, exhibit violent, risky or delinquent behaviour, or suffer from depression or severe anxiety. Children, in the earliest years of life, are particularly vulnerable: studies show that domestic violence is more prevalent in homes with younger children than those with older children (Osofsky,1999:69).

Experiences during childhood, such as witnessing domestic violence and experiencing physical and sexual abuse, have been identified as factors that put children at risk. Violence may be learnt as a means of resolving conflict and asserting manhood by children who have witnessed such patterns of conflict resolution. Excessive

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consumption of alcohol and other drugs has also been noted as a factor in provoking aggressive and violent male behaviour towards women and children (Blake & Newman, 2000:73).

Violence is positively associated with family size. Households who have more children are more likely to experience increased family conflict and child maltreatment (Jungmeen; Talbot & Cicchetti, 2009:99), which may lead to intrapersonal, interpersonal and academic limitations.

Research on the effect of child exposure to domestic violence indicates that this exposure has an adverse impact across a range of child functioning, produces different effects at different ages, increases the risk for child abuse, and is associated with other risk factors such as poverty and parental substance abuse (Fantuzzo & Mohr, 1999:26-27).

2.4 PREVALENCE OF DOMESTIC VIOLENCE

Domestic violence is described as an escalating pattern of abuse where one partner in an intimate relationship controls the other through force, intimidation, or threat of violence. These forms of violence may include one or more of the following: physical, sexual, emotional or psychological, verbal, spiritual and financial abuse (Merrell, 2001:92). Domestic violence occurs in all racial, socio-economic, educational, occupational and age groups, without distinction, and can also impact on a child witness' development.

Children are entirely dependent on their parents and their environment for physical nourishment and emotional survival. Emotional nurtures and warmth, as well as protection from threats to a child's sense of safety, self-esteem and well-being, are essential for both physical and emotional growth and development. Ideally, the physical, social and emotional atmosphere within a home should provide a child with a safe and developmentally-stimulating environment. Normally, the family plays a crucial role in protecting children from traumatizing events and to assist them in recovery when

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necessary. Children in violent families are, however, traumatized because of their families.

The effect of exposure to violence on children is prevalent in the classroom setting. Children utilize healthy coping and problem-solving skills training interventions to shield against threatening and harmful situations (Haeseler, 2006:35). A positive association may exist between imitation and bullying for children who experience violence. Children who are victims or witnesses of bullying within their household or neighborhood are more likely to associate bullying with a preferred or acceptable style of communication. Learners who bully their peers have increased expectations of negative outcomes (Champion, 2009:93). For example, a learner with an increased desire to fight physically is more likely to expect the targeted learner to reciprocate aggressive interactions. In addition, a learner who faces daily physical negative interactions outside of the learning environment may be more likely to consider physical aggression as normative. Thus, there is an increased need for school personnel to address the process of healthy imitation in young victims of abuse because the higher the likelihood of witnessing violence, the higher the risk of academic decline and problematic relationships.

Research to date indicates that children who live in households with domestic violence are at greater risk of maladjustment than are children who do not live with such violence. Yet, without accurate, reliable information about the prevalence and nature of children's exposure to domestic violence, prevention and intervention efforts cannot be designed, and public and private resources cannot be appropriately targeted to the affected children (Jouriles, 1999:35).

Although no databases provide reliable prevalence estimates, research findings to date underscore that domestic violence occurs in large numbers of households with children. Existing data sources, including national crime reports and population-based surveys, are limited in a number of ways. Crime reports, though theoretically important vehicles for verifying the occurrence of domestic violence, are subject to differences in legal definitions for domestic violence, police protocols for reporting, and the training and

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technological sophistication of the police officer handling the call. Population-based surveys use a clear set of definitions to collect data, but are limited by their reliance on retrospective accounts of the violence by survey participants (Ceci, Hembrooke & Bruck, 1997:515).

2.5 STATISTICS OF DOMESTIC VIOLENCE

One of the nine South African provinces, the Limpopo Province, produced the worst Grade 12 results between 1994 and 2006. Acknowledgement from the spokesperson for the Limpopo Province Education Department indicated that the Limpopo province needed extraordinary measures to deal with an extraordinary situation. Such a poor record of Grade 12 results, averaging around 35.9 percent in 1996 and 1999 was substantially below what could be countenanced. This can also be caused by the fact that most of the schools in Limpopo are plotted in deep rural villages where more domestic violence is said to be experienced (Baker, Jaffe & Ash-Bourne, 2002:99).

According to Velisiwe (2005:46), the Department of Justice in Pretoria reveals that about 2297 cases of domestic violence were reported in Pretoria in 2001. He further discussed that domestic violence occurs in physical, emotional, psychological and sexual forms developed to perpetuate intimidation, power, and control of the abuser over the abused. It usually involves parents, the husband abusing the wife and sometimes, children become part of the fight.

Furthermore, the Bureau of Statistics (2005:80) reports that domestic violence accounts for more than half of the homicides of the women in the United States. More than three million American children between the ages of 3 and 17 witness domestic violence every year (US Department of Justice, 1998:87).

Van Niekerk (2003:105); Wood and Netto (2000:95) explain that among victims of child abuse, 40 percent report domestic violence in the home. One study in North America found that children who were exposed to violence in the home were 15 times more likely to be physically and/or sexually assaulted than the national average.

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It is stated that children who have come to report child abuse have been turned away from police stations because they do not have a case, in some instances. As a result, children and their caregivers become reluctant to report incidents. Data from child-line shows that the Western Cape accounted for the highest proportion of all calls in the country relating to sexual abuse (27%), and approximately one fifth (22%) of all calls received were in regard to this issue (Wood & Netto, 2000:95).

In 2000, 43% of all cases of sexual assault reported to Childline nationally were committed by children under the age of 18 years; many of these perpetrators were survivors of abuse themselves. A total of 16% of the parents in the province stated that they had either perpetrated violence against their romantic partners, or been the victims of such violence.

This is lower than the national figure of 20% (Dawes, de Saskropiwnicki, Kafaar & Richter, 2006:77). Still, it suggests that a significant proportion of homes are characterized by domestic violence. As with physical punishment, it is recognized that surveys of this nature provide under-estimates of the real prevalence. Almost 21% of 12-17 year olds in the province reported that they had either been intentionally hurt themselves by someone in their household, or had seen someone in their family intentionally hurt, by another family member.

A fifth or 187 247 young people were exposed to violence in the home. This was violence between any category of household member, and not just their parents. Girls (25%) were more likely to report exposure than boys (17%), and Coloured respondents reported the highest rates of exposure to domestic violence of all population groups (32%). Close to 8 percent of the 12-17 year olds in the province witnessed a weapon being used in domestic violence (most often a stick or a knife). Some (8%) also reported that the perpetrators of the domestic violence were under the influence of drugs or alcohol at the time of the attack (Dawes et al, 2006:101).

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Global data shows that in addition to the adult female partner, a significant number of cases of domestic violence are also perpetrated against children (Pinhiero, 2006:59). Despite the lack of prevalence rates for victimization of children in the context of domestic violence within South Africa, the Western Cape-based Mosaic Training, Service and Healing Centre for Women, report that they identified 24,585 affected children at the courts, and 1,865 affected children in the field. A total of 26,450 children was referred by Mosaic for counselling for the 2008-2009 reporting period (Majiet, 2009:72).

Global studies have indicated that between 113 million and 275 million children worldwide witness domestic violence each year (Holden and Ritchie in Currie, 2006:64); Pinhiero (2006:96). A New Zealand study conducted by the National Collective of Independent Women's Refugees indicated that 'for women receiving help from refuge, 90% of their children had witnessed violence, and 50% of the children had also been physically abused' (National Collective of Independent Women's Refugees, 1991:66). However, 'children are often the unseen, unintended and unassisted victims of domestic violence' (Holden and Ritchie in Currie, 2006:89).

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Exposure to violent home and community environments, as well as injury due to violence, contribute to both reduced academic progress and increased disruptive or unfocused classroom behaviour for children, adolescents, and teenagers. It is estimated that between 10 and 20 percent of children in the United States are exposed to domestic violence annually (Carlson, 2000:330) and are physically injured (Fusco & Fantuzzo, 2009:253).

2.6 THE GOVERNMENT AND NON-GOVERNMENTAL RESPONSE TO DOMESTIC VIOLENCE

The counsellors at POWA encourage children to call them after they have been abused, but this seldom happens, which means proper intervention and support is not always provided. Mothers may also be trained to identify symptoms of abuse and how they

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should handle this if their children experience symptoms of secondary victimization (Senecal, 2002:105).

The possibility of prevention of the cycle of violence can be used as a motivator so that these children can receive appropriate intervention. Although appropriate services and interventions may be rendered to address the impact of domestic violence on children, while they are residing at the shelter, many children are not continuously monitored and counselled after leaving the shelter. The mothers move out of the shelter and often return to their violent partners, which mean that the children do not have the opportunity of intervention (Baker, 2002:71) and (Senecal, 2002:113).

Adults who work with children, including teachers, social workers, relatives, and parents themselves, need the awareness and skills to recognize and meet the needs of children exposed to violence in the home and to refer children to appropriate services. Close, dependable relationships can also help children reduce the stress of living in a violent home. Children who have an adult who gives them love, warmth and attentive care cope better than those who do not. Children who are exposed to violence in the home need to know that they are not alone and that the violence is not their fault (Baker, 2002:71) and (Senecal, 2002:113).

2.7 IMPACT ON CHILDREN

Studies of children's exposure to both parental intimate partner violence (IPV) and child maltreatment (CM) reveal negative associations with children's social, emotional and behaviour al adjustment, health, mental health, and school performance (Evans, Davies & Dililo, 2003:135; Wolfe, Crooks, Lee, McIntyre-Smith & Jaffe, 2003:179).

According to Fantuzzo and Mohr (1999:26), several reviews of research on the effects of domestic violence on children have been published in the past decade. This includes (1) externalizing behaviours (such as aggressive behaviour and conduct problems); (2) internalizing behaviours (such as depression, anxiety, and low self-esteem); (3)

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intellectual and academic functioning; (4) social development (social competences with peers and adults, for example); and (5) physical health and development.

The 1989 and 1996 literature reviews indicated that children exposed to domestic violence demonstrated more externalizing and internalizing behaviours than did children from non-violent homes (Fantuzzo & Lindquist, 1989:50). Specifically, the studies that examined differences across groups in these behaviours revealed that children exposed to domestic violence tended to be more aggressive and to exhibit behavioural problems in their schools and communities; these range from temper tantrums to fights.

Internalizing behavioural problems included depression, suicidal behaviours, anxiety, fears, phobias, insomnia, tics, bed-wetting, and low self-esteem. The few studies that assessed problems related to cognitive and academic functioning found differences between children from violent versus non-violent, homes. Children exposed to domestic violence demonstrates impaired ability to concentrate, difficulty in their schoolwork, and significantly lower scores on measures of verbal, motor, and cognitive skills (Kolbo, Blakely & Engleman, 1996:281).

Moreover, a victimized child in a school setting may exhibit a broad range of signs/symptoms indicative of the abuse (reviewed in Cole, Gadd, Ristuccia & Wallace, 2005:91). The research of Dr. Bruce Perry in Houston suggests that many of the problems manifested by a child who has been traumatized by violence at home are linked to neurological complications affecting one or more regions of the brain (Perry, 2001:73). Maladaptive stress responses which, under healthy conditions, serves to protect the body, instead wreaks havoc upon the autonomic nervous system, immune function, and brain development and function. Brain dysfunction that is manifest as emotional and behavioural problems, ineffective executive functioning, dys-regulation of basic physiological functions, and uncontrolled impulsivity are coupled with physical injuries, health concerns, eating disorders, truancy, inconsistent or poor academic performance or thoughts of suicide to name but a few of the signs suggestive of an at-risk child (Appel & Holden, 1998).

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Therefore, the effects of the above problems are not limited to just the victimized child. A child living in a violent home may manifest those problems in a classroom, thereby effectively disrupting a teacher's ability to present lessons. A child who is showing signs of poor academic performance could be mislabeled (Famularo, 1996:954). A child exhibiting behavioural problems could be redirected, unnecessarily, to an alternative school setting (Thomas, 1995:88).

Several authors have stated that the stress of severe domestic violence suppresses children's academic achievement (Koenen, 2003: 300) and that school absences caused by staying home to protect mothers may account for poorer academic achievement (Cunningham & Baker, 2004:89).

The impact of chronic violence on youth is multifaceted and pervasive, and includes negative ramifications for the health, mental health, and academic achievement of affected youth. Research in this area has clearly demonstrated that youth who experience repeated exposure to violence demonstrate increased levels of anxiety post-traumatic stress disorder (PTSD) symptoms and depression (Buckner, Bassuk & Beardslee, 2004:58) and (Fitzpatrick & Boldizar, 1993:94).

Several extensive reviews of published research have found that children who are affected by domestic violence experience significant negative impact to their physical, psychological, emotional, social, behaviour al, developmental and cognitive well-being and functioning (Carpenter & Stacks, 2009:835; Edleson, 1999:840; Humphreys, Houghton & Ellis, 2008:39; Humphreys & Mullender, 1999:70; Kitzmann, Gaylord, Holt & Kenny, 2003:345; Laig, 2000:20; McIntosh, 2003:227: Wolfe, 2003:175).

The demonstration of acting out and aggressive behaviours both at school (Thompson & Massat, 2005:76) and more generally, by children and youth is related to exposure to violence, and a number of studies have demonstrated a negative relationship between violence exposure and academic achievement (Schwartz & Gorman, 2003:73).

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In Edleson's (1999:849), review of 31 studies, the majority of studies identified behaviour al and emotional problems. These studies indicated that children were more likely to experience externalized behaviour problems, including aggression, anti-social behaviour and social incompetence. Internalized problems accounted for emotional and psychological impacts including anxiety, depression, trauma symptoms, and problems with temperament (Edleson, 1999:53). Review has noted some findings of academic or cognitive impact but with conflicting evidence (Edleson, 1999:854; Humphreys & Mullender, 1999:45; Laing, 2000:29).

Laing's (2000:29) review also noted that although many children with symptoms that do not always meet a post-traumatic stress disorder (PTSD) diagnosis, many will experience many unwanted remembering of traumatic events, traumatic avoidance and traumatic arousal symptoms. Infants may experience symptoms of PTSD or trauma through eating problems, sleeping disturbances, heightened irritability and crying, and loss of developmental skills (Carpenter & Stacks, 2009:838). In a study by Zerk, Mertin and Proeve (2009:424) of 60 children between the ages of one and six years old, the majority of the children showed clinical levels of internalizing and externalizing behavior problems, depression, anxiety, high levels of general distress and PTSD symptoms. PTSD symptoms included hyperactivity, new fears and aggressions, sleep disturbances, poor concentration, and significant anxiety when separated from their caregiver (Zerk, et al., 2009: 430).

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violence, and a number of studies have demonstrated a negative relationship between violence exposure and academic achievement (Schwartz & Gorman, 2003:73).

According to Gail (2005:99), children are affected by domestic violence in a variety of ways. Domestic violence in the household is often accompanied by other major developmental risk factors for children such as poverty, female-headed household and low education level of primary caregiver (Fantuzzo, Boruch, Beriama, Atkins & Marcus, 1997:87).

Children are more likely to develop negative psychological effects from witnessing domestic violence if they witness severe or chronic violence, if they are younger, if the violence is frequent, and if it is perpetrated in close proximity to them (Knapp, 1998:76).

Withdrawn, subdued, or mute behaviours are commonly seen in pre-schoolers who witness domestic violence. Pre-schoolers also may exhibit anxiety and clinging behaviour, suffer nightmares, and re-enact the domestic violence in their play (Knapp, 1998:53).

A Michigan study of low-income pre-schoolers found that children who have been exposed to family violence suffer symptoms of post-traumatic stress disorder such as bed-wetting or nightmares, and are at greater risk than their peers of having allergies, asthma, gastro-intestinal problems, headaches and flu (Graham-Bermann & Seng, 2005:91).

The dangerous circumstances of home life mean that the young child may not develop a sense of trust or security. Therefore, by three years, it has been found that children exposed to domestic violence may respond to adult anger with greater distress and increase in aggression directed at peers. One researcher found that boys are more aggressive, and girls are more distressed; others have not found gender differences (Margolin, 1998:77; Mathias, Mertin & Murray, 1995:89).

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However, there is a consistent thread running through the research findings of higher levels of aggression, greater likelihood of seeing the intentions of others as hostile, psychosomatic disorders, difficulties with school work, poor academic performance, school phobia and difficulties in concentration and attention (Cumming & Davies, 1994:101).

Furthermore; Wolfe, Crooks, Lee, McIntyre-Smith and Jaffe's (2003:81) meta-analysis found that 40 of 41 studies demonstrated a significant negative effect on children's behaviour and emotional outcomes when affected by violence. Kitzmann KM, Gaylord NK, Holt AR and Kenny ED,(2003:90) provided a more in-depth analysis by examining which outcomes were more severely affected. However, the findings indicated that children experienced negative impacts, to the same degree, for internalized behaviours, externalized behaviours, social problems and academic problems (Kitzmann *et al.,* 2003:92). This might be explained by the fact that children are likely to experience a multitude of inter-related negative impacts, thus limiting the ability of researchers to isolate and study individual negative outcomes.

School-aged children who witness domestic violence may be noted to have a change in behaviour or react inconsistently (Knapp, 1998:74). School performance may decline, or the child may complain of vague somatic complaints, such as headaches or stomachaches. Furthermore, Baker, Jaffe and Ashbourne (2002:39) found that academic and social success at school has a primary impact on self-concept, therefore, the ability to learn (e.g. distracted) may be decreased due to the impact of violence; may miss positive statements or selectively attend to negative or evoke negative feedback.

Childhood is regarded as a period of special protection and rights in western culture. Child development is expected to unfold within a secure and nurturing environment. Where the environment is infected by violence and fear, all the normal tasks of growing up are likely to be adversely affected. For example, exposure to violence can result in 'regressive' symptoms such as increased bedwetting, delayed language development

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and more anxiety over separation from parents (Osofsky, 1995:41 cited in Margolin & Gordis, 2000:56). These symptoms may affect children's ability to learn to get along with other children or to concentrate in school.

Adolescents in domestically violent homes express rage, shame and betrayal (Knapp, 1998:79).These feelings may be manifested by rebellious behaviours such as truancy, dropping out of school, drugs/alcohol use, and running away. Adolescents may also exhibit loss of impulse control. Children who experience childhood trauma, including witnessing incidents of domestic violence, are at greater risk of having serious adult health problems including tobacco use, substance abuse, obesity, cancer, heart disease, depression and a higher risk of unintended pregnancy (Anda, Block & Felitti, 2003:96).

The findings show that children who are exposed to violence in the home may suffer a range of severe and lasting effects. Children who grow up in a violent home are more likely to be victims of child abuse. Those who are direct victims have some of the same behavioural and psychological problems as children who are themselves physically abused (Krug, *et al.*, 2002).

Children who are exposed to violence in the home may have difficulty in learning and show limited social skills, exhibit violence, risky or delinquent behaviour, or suffer from depression or severe anxiety. Children in the earliest years of life are particularly vulnerable: studies show that domestic violence is more prevalent in homes with younger children than those with older children (Brown & Sharon, 2003:29).

Iarskaia-Smir nova, Romanov and Antonova (2008:101) further explained that children from dysfunctional families are less likely to function successfully at school. Youth exposed to violence may compromise healthy social relationships and academic potential. Bostock, Pumpton and Pratt (2009:81) reported that traumatized children often lack in their ability to maintain friendships. Traumatized experiences may also increase functioning impairment (Elbert, Schauer, Huschka, Hirth & Neuner, 2009:130),

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influence mother-child aggression (Schwartz & Davis, 2006:78). In relation to academic functioning, children who experience higher levels of violence have lower ability in reading, Mathematics, and general knowledge (Silverstein, Augustyn, Cebral & Zuckerman, 2006:92).

According to Robbins (2000:66), witnessing angry exchanges between parents causes distress in the child. It is most distressing for the child who witnesses episodes of domestic violence such as the father striking and injuring his mother. The child may want to retaliate, although he is powerless to do that. This might result in a child reacting with anger, anxiety and despair.

The child exposed to domestic violence might be at risk of becoming aggressive himself. Fraczek and Zumkley (1992:172) outline this clearly when saying that parents influence the child's behaviour intentionally or unintentionally, depending on how they themselves behave. Aggressive children often have aggressive parents as a model for their behaviour. Parental conflict is often highly disturbing to children and can provoke conflict.

When children observe high levels of destructive conflict, their functioning might be affected, and they may develop a tendency to feel threatened by conflict. Taking responsibility for causing or resolving it may lead to greater feelings of anxiety, depression, or helplessness that might develop into aggressive behaviour (Grych & Jouriles, 2000: 85).

Groves (1999:72) states that children who witness domestic violence may exhibit aggressive behaviour, decreased social competencies, depression, fears, anxiety, sleep disturbances, and learning problems. The children's emotional responses to the violence, such as intense terror, fear of death, and fear of loss of a parent, underlie many of the emotional/behavioural problems they exhibit. Children may also feel rage, guilt, and a sense of responsibility for the violence.

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Moreover, children in families experiencing domestic violence are more likely than other children to exhibit aggressive and anti-social behaviour or be depressed and anxious (Brown & Bzostek, 2003: 66). They further explained that children exposed to domestic violence are more likely to experience difficulties in school and score lower on assessments in verbal, motor and cognitive skills. Slower cognitive development, lack of conflict resolution skills, limited problem solving skills, pro-violence attitudes, and belief in rigid gender stereotypes and male priviledge are other issues identified in the research (Brown & Bzostek, 2003:68; Edleson, 2006:50).

Victims of domestic violence typically feel responsible for the abuse and blame themselves. Children living with domestic violence feel fear and anger, which creates trauma. Trauma changes brain chemistry, and domestic violence is rarely the only risk (Kathleen, 2007: 58).

According to Bagshaw (2007:18) children affected by family violence most often report feelings of sadness, confusion, fear and anger. In their review of studies of children's perspectives, Humphreys et al. (2008:52) noted that children often discuss the emotional, physical, and sometimes sexual abuse experienced by themselves and their families, as well as significant feelings of fear of their violent fathers. Research continues to indicate that children affected by violence are more likely to experience higher rate of depression and anxiety, trauma symptoms, behavioural and cognitive problems (Humphreys, Houghton & Ellis, 2008:47; McIntosh 2003:66; Zerk, Mertin & Proeve: 45).

Children affected by family and community violence suffer from lowered social and emotional competence, diminished academic performance (Wolfe & Jaffe, 1999 cited in Close, 2005:9; Fantuzzo & Mohr, 1999:30), and fear of abuse (Burnham, 2009:32). With repeated exposure to traumatic events, a portion of individuals may develop disorders characterized by Post-traumatic Stress and Oppositional Defiant (Aisenberg, Trickett, Mennen, Saltzman & Zayas, 2007).

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Victims of domestic violence typically feel responsible for the abuse and blame themselves. Children living with domestic violence feel fear and anger, which creates trauma. Trauma changes brain chemistry. Domestic violence is rarely the only risk fact in the life of a child living with it, and the layering of risks increases the trauma (Ann & Kathleen, 2007: 58).

To sum up, 'violence affects the children's view of the world and of themselves, their idea about the meaning and purpose of life, their expectations for future happiness and their moral development. These disrupt children's progression through age-appropriate developmental tasks' (Margolin & Gordis, 2000:445-449).

2.8 THE CULTURE OF VIOLENCE IN SCHOOL

Gender-based violence is a global problem that limits the benefits of education, causes poor health and psychological trauma. Even more difficult to bring to the forefront is the issue of School-Related Gender-Based Violence (SRGBV). Both girls and boys are victims of verbal abuse, bullying, harassment and rape.

School-related gender-based violence can be broadly clustered into two overlapping categories: explicit gender (sexual) violence-includes sexual harassment, intimidation, abuse, assault and rape; and implicit gender violence-includes corporal punishment, bullying, verbal and psychological abuse (Thompson & Massat, 2005:203).

In a study conducted by Black & Newman (2000:123), some children even believed that violence is a justifiable way to solve problems. The children seemed confused and had ambivalent feelings towards one or both their parents. These factors explain some of the difficulties experienced by these children to cope with their trauma and to adjust to new circumstances. Children experienced difficulties in peer relationships because of feeling ashamed or believing certain stereotypes about men and women. They tended to withdraw and were isolated. Behavioural problems such as truancy were especially evident in some of the adolescent boys (Black & Newman, 2000:123).

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These children became truant because of difficulties at school and poor coping strategies. Children exposed to domestic violence reported, during therapy, that they battled to concentrate at school because they worried about their loved ones, and some were too tired to concentrate. Children's academic performance decreased because they had to adjust to new temporary (shelter) living conditions and a new school (Ellsberg & Heise, 2005:97).

2.9 POWER AND CONTROL THEORY

In some relationships, violence is posited to arise out of a perceived need for power and control, a form of bullying and social learning of abuse. According to Bancroft (2002:78), a causal view of domestic violence is that it is a strategy to gain or maintain power and control over the victim. This view is aligned with Bancroft's "cost-benefit" theory that abuse rewards the perpetrator in ways other than, or in addition to, simply exercising power over his or her target(s). He cites evidence in support of his argument that in most cases, abusers are quite capable of exercising control over them, but choose not to do so for various reasons.

Questions of power and control are integral to the widely utilized Duluth Domestic Abuse Intervention Project. They developed a "Power and Control Wheel" to illustrate this: it has power and control at the centre, surrounded by spokes (techniques used), the title of which includes: Coercion and threats, Intimidation, Emotional abuse, Isolation, Minimizing, denying and blaming, Using children, Economic abuse, Male privilege.

2.10 SOCIAL LEARNING THEORY

Social learning theory suggests that people learn from observing and modelling after others' behaviour. With positive reinforcement, the behaviour continues. If one observes violent behaviour, one is more likely to imitate it. If there are no negative consequences (e.g. victim accept the violence, with submission), then the behaviour will likely continue. Often, violence is transmitted from generation to generation in a cyclical manner (Chornesky, 2000:135). Some people will be more important to a child than others, and

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this behaviour is likely to be copied. Each child will observe and copy different aspects of behaviour and rewards, and some parents are more severe or generous than others (Davenport, 1994:108).

Imitation plays a fundamental role for children in social and academic settings. Children exposed to violent home and community environments may be more likely to imitate, and transfer learned behaviours to the classroom settings. Children often imitate modelled behavior in their social environment, specifically during peer interaction. For example, teachers may observe the power of imitation in the classroom setting as a learner demonstrates inappropriate behavior; other learners, for a variety of reasons, may imitate the undesired behaviour. The process of imitation and socialization becomes pertinent to the identification process as learners socialize more with like-minded peers (Aloise-Young & Chavez, 2002; Ellenbogen & Chamberland, 1997 as cited in McGaha-Garnett, 2008).

2.11 SIGMUND FREUD'S PSYCHOANALYTIC THEORY

People are born with aggressive impulses. They are irritating and demanding. They expose the child to danger, and this conflict with the life preservation instincts of the libido. If the child has not been socialized to think that aggression is wrong, its superego may not be strong enough to resist the aggression (Davenport, 1994:95).

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2.12 CONCLUSIONS

The chapter is about literature review on the impact of domestic violence on learner's scholastic performance. Causes, statistics, history and prevalence of domestic violence were discussed. Theories relevant to domestic violence were also elaborated. Children who come from abusive families tend to be violent when they come across other people outside of their families. This is because children have fear and anger, and they express rage, shame and betrayal.

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CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research design, research methodology, purpose of the study, data collection strategies, data collecting procedure, levels of measurement, limitation and delimitation of study, ethical consideration, pilot study and summary of the study.

3.2 RESEARCH DESIGN

A research design is a plan or blueprint of how the researcher intends to conduct the research (Mouton, 2001: 55). According to the explanation provided by Mouton (2001), a research design focuses on the end product, formulates a research problem as a point of departure, and focuses on the logic of research. In this research, both qualitative and quantitative methods, in order to triangulate data, were used to fully understand the nature of a research problem (Wimmer & Dominick, 2006:71). This process is called triangulation.

For the quantitative method, survey method was used. Survey research is probably the most preferred method in collecting data for describing a population too large to observe directly by many researchers (De Vos; Strydom; Fouche & Delport, 2005:50). The researcher chose this method for descriptive and explanatory purposes. It is mainly used in studies that have individual people as the units of analysis.

3.3 RESEARCH METHODOLOGY

Research methodology is a process that involves knowledge by means of various objective methods and procedures (Welman; Kruger & Mitchell, 2005:2).

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3.3.1 Population

Population refers to the entire group of persons or objects that meet the entire criteria the researcher is interested in studying wherein there can be easy access to participants in the study (Brink, 2002: 123).

There are twenty three primary schools in Sekgosese North Circuit, and one of them is a boarding school. The target population of this study was learners who are experiencing family violence. Those learners are in the intermediate phase within the Sekgosese North Circuit, that is, from Grade 4 to 6. Their ages ranged from 9 to 12 years. The above mentioned circuit is in a rural area.

3.3.2 Sampling

Sampling refers to the process of selecting the sample from the population in order to obtain information regarding the phenomenon in a way that present the population of interest (Brink, 2008: 124). From the population, a random sampling method was applied in the twenty two schools to select four schools. A boarding school was purposively sampled to be the fifth of the sampled schools. In each grade, that is, Grade 4, 5 and 6, two learners and one educator per school were randomly sampled. Finally, there were six learners per school multiplied by five schools to make thirty learners.

The researcher used random sampling for the reason that every school has a chance to be selected as part of the study. Systematic sampling was chosen as a sampling method. According to Newman (2000:206), systematic sampling is a simple random sampling with a short cut of random selection. The researcher numbered each element in the sampling frame. Instead of using random numbers, the researcher calculated sampling intervals, and the intervals became the quasi random selection method.

The research was conducted in five primary schools (intermediate phase) around Sekgosese North Circuit of Vhembe District. One school was a boarding school. One educator and five learners (experiencing family violence) per school was involved in this research.

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3.4 DATA COLLECTION STRATEGIES

In this study, an interview schedule and questionnaires were used to collect data.

3.4.1 Interview Schedule

An interview schedule was used to collect data. Interviewing is the predominant mode of data or information collection in qualitative (De Vos, Strydom, Fouche` & Delport', 2005:287). Seidman (1998:1) states that you interview because you are interested in other people's stories. The questions were open-ended in order for the researcher to probe further. A tape recorder was used during the interview, and extensive, detailed notes of ideas, feelings and responses were noted and recorded by the researcher (Burn & Grove, 2003: 422).

The researcher obtained the demographic information, followed by questions to determine the impact of family violence on learners' scholastic performance.

3.4.2 Questionnaire

The New Dictionary of social work (1995:51) defines a questionnaire as a set of questions on a form which is completed by the respondent in respect of research project. Barbie and Mouton (2001: 233) state that although the term *questionnaire* suggests a collection of questions; a typical questionnaire will probably contain as many statements as questions, especially if the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective. A questionnaire was selected for use in this study because it involved questions needed to meet the research objectives. These were tested to make sure they can be asked and answered as planned and put into a form to maximize the ease with which respondents and interviewers could implement the data collection process. A self-designed questionnaire of 15 closed-ended questions was used.

3.5 DATA COLLECTING PROCEDURE

Data collection is a process of selecting participants and getting data from those participants (Burn and Grove, 2003: 460). Interviews were conducted with learners, and

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data was collected from identified or randomly sampled participants from schools. A tape recorder was used for collecting data through interviews.

The researcher used a self-report approach to collect data in this study. It is the easiest and most effective method as it directs questions to the person concerned. It is useful when the researcher finds out what people believe, think or know about the phenomenon studied.

Questionnaires were distributed to educators. Letters were written to the manager of Sekgosese North Circuit and pilot schools requesting permission to conduct the study at their schools.

3.6 DATA ANALYSIS

3.6.1 Content analysis (qualitative)

Content analysis is a technique for gathering and analyzing the content of text which may be in the form of words spoken, meaning of the statement, pictures, symbols, ideas and any message that can be communicated. According to Massey University (2015), qualitative data analysis consists of identifying, coding, and categorizing patterns or themes found in the data. The clarity and applicability of the findings heavily depend on the analytic abilities of the researcher. This dependence on the abilities of the analyst can be the greatest strength or the greatest weakness of a qualitative research study. In this study, data was analyzed using themes and codes.

3.6.2 Statistical procedure and computer aided analysis (Quantitative)

SPSS Version 21 was used to analyze data. Percentages were used to represent the data, and descriptive statistics and the standard deviation were used to describe the values. Statistical information were represented by percentages, naming variables and specifying the variable labels.

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3.7 DELIMITATION OF THE STUDY

According to Cresswell (1994) delimitation addresses how a study will be narrowed in scope, that is, how it is bounded. The study took place at Sekgosese Circuit North in the Vhembe District in the Limpopo Province of South Africa.

3.8 ETHICAL CONSIDERATIONS

3.8.1 Informed consent

According to Neumann (2000: 512), an informed consent is a statement, usually written in which people in a research project learn basic aspects about a project and formally agree to participate. Participants must be legally and psychologically competent to give consent, and they must be aware that they would be at liberty to withdraw from the investigation at any time. Respondents should be thoroughly informed beforehand about the potential impact of the investigation. "Research should not harm those who participate in it, unless they give their informed consent, thereby willingly and knowingly accepting the risks of harm" (Earl, 2010: 84).

3.8.2 Avoidance of harm

The researcher protected the rights of participants against any form of physical discomfort that may emerge. The subject can be harmed in a physical or emotional manner. Human rights are claims and demands that have been justified in the eyes of an individual or by the consensus of a group of individuals and right to self-determination, privacy, anonymity and confidentiality, fair treatment and selection and the protection from discomfort and harm (Burns & Grove, 2003: 196).

3.8.3 Discontinuance

Participants must be given assurance that they are free to discontinue their participation at any time without being required to offer an explanation. Participants were informed that stopping participation would not prejudice the receiving services if the project is conducted at school. It is the responsibility of the researcher to ensure that the participant fully understands the consequences of his or her decision.

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3.8.4 Violation of privacy and anonymity

Privacy is that which normally is not intended for others to observe or analyze (De Vos, 2000: 67). Anonymity means that no one, including the researcher, should be able to identify any subject afterwards (De Vos, 2000: 68). Privacy implies the element of personal privacy, and confidentiality indicates information given anonymously which ensures the privacy of subjects. Researchers sometimes assure subject of anonymity in the covering letters or by verbal communication, but secretly mark the questionnaires.

The privacy of subject can also be ensured when proper, scientific sampling is used. It ensures that no subject is involved in the investigation merely because the researcher knows or does not know a person. The more sensitive information or the more concealed the manner in which the information was gathered, the greater the responsibility of the researcher and all concerned to treat the information as extremely confidential (De Vos, 2000: 69).

3.9 SIGNIFICANCE OF THE STUDY

It is important to study the impact of family violence on learners' scholastic performance because many learners are struggling with their learning. Some of the children show poor academic achievement, poor concentration and school phobias. Sometimes, educators struggle with learners who are performing poorly without knowing the main cause. This study may come up with a solution to help learners and educators.

This may also give the Department of Education and the safety and security an adverse idea in terms of providing necessary support to the community as well as inside people's homes and also increase chances to support children in whatever circumstances they may be coming across. The Department of Education could bring a youth developer, educational psychologist and even social workers to help in maintaining the standard of education in terms of educational systems and also reduction of family violence.

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3.10 PILOT STUDY

Sarantakos (2000: 378) indicated that a pilot study is a pre-requisite for the successful execution and completion of the research project. The importance of this is to check if the research instrument can achieve objectives of the study and to test if all questions are understandable and clear to the participants. Only six (6) participants from the intermediate phase were used for pilot study, and these were two learners per grade. The information obtained during piloting was useful to determine the clarity and understandability of instruments to participants. It also assisted during correction of the instruments because any irrelevant questions were omitted and those that are relevant added after pre-testing.

3.11 CONCLUSION

This chapter specifically illustrates how the research was done in terms of its design, population and sampled interviews. The questions and responses of respondents were audio-recorded and also included explanation on how data were analyzed.

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CHAPTER 4

4.1 INTRODUCTION

As the study used both qualitative and quantitative methodologies, this chapter analyses data which was collected from learners who are victims of family violence and educators who educate them. This data comes from interviews which were conducted with participants (learners) who are victims of family violence; the questionnaires were completed by their educators.

Following is the analysis of data collected from learners through interviews, and this has been formatted in themes:

Understanding the word family violence

All participants indicated that they understand family violence as a physical fight between mother and father. A few participants also mentioned that family violence is a fight between other members of the family such as children, uncles, grandparents and aunties. They also stated that family violence is when family members are always insulting each other. Vetten (2014) states that South Africa's response to domestic violence is of relatively recent origin, with 1993 marking both the introduction of the first legal remedy to address domestic violence, and the recognition of marital rape as a crime.

The state began to recognize the problem of violence in the home. The physical violence witnessed by children in the home ranges on a continuum from slapping to stabbing or shooting. The physical violence is often accompanied by emotional abuse (Jewkes et al., 2002:1611).

Vetten (2014) went further to indicate that domestic violence is, therefore, a broad term that encompasses intimate partner violence, child abuse, elder abuse and violence

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between siblings. In addition to its presence in different types of family relationships, domestic violence also takes a range of forms. These include:

- Physical and sexual abuse;
- Economic abuse, defined as unreasonably depriving family members of economic and financial resources to which they are legally entitled (including by unreasonably disposing of household effects or other property);
- Emotional, verbal and psychological abuse, described by the Act as consisting of a pattern of degrading or humiliating conduct, repeated threats or the repeated exhibition of possessiveness or jealousy which is such as to constitute a serious invasion of the complainant's privacy, liberty, integrity or security; and
- Any other controlling behaviour such as intimidation, harassment, stalking, damage to property, and entering the victim's home without permission.

When asked, about causes of family violence, most of the participants mentioned alcohol, concubines, overcrowded families and unemployment. Excessive consumption of alcohol and other drugs has also been noted as a factor in provoking aggressive and violent male behaviour towards women and children, and this also supported in Blake & Newman (2000:73).

In addition, violence in the domestic sphere is usually perpetrated by males who are, or who have been, in positions of trust and intimacy and power; husbands, boyfriends, fathers, fathers-in-law, stepfathers, brothers, uncles, sons, or other relatives. Domestic violence is, in most cases, violence perpetrated by men against women. During childhood, violence against girls may include enforced malnutrition, lack of access to medical care and education, incest and female genital mutilation (WHO, 1999:73).

Family violence as child abuse

All participants indicated that family violence is child abuse. They indicated that even though the fight is between their parents, they become affected as they do not know whether they should defend either parent or not. They indicated that when sitting alone thinking about their family violence at home, they usually cry. Sometimes they feel

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isolated, as their hearts are always painful. Krug et al. (2002:20) also mentioned that children who grow up in a violent home are more likely to be victims of child abuse. Those who are direct victims of family violence as the researcher observed, have behavioural and psychological problems. The family violence which leads to abusive life affects their scholastic performance. This is because they always think about what happened last night and what is going to happen when they reach home.

Those victimized suffer physically and psychologically. They are unable to make their own decisions, voice their own opinions or protect themselves and their children for fear of further repercussions. Their human rights are denied, and their lives are stolen from them by the ever present threat of violence (State of the World's Children, 2000:52).

Experiences during childhood, such as witnessing domestic violence and experiencing physical and sexual abuse, have been identified as factors that put children at risk. Violence may be learnt as a means of resolving conflict and asserting manhood by children who have witnessed such patterns of conflict resolution. Excessive consumption of alcohol and other drugs has also been noted as a factor in provoking aggressive and violent male behaviour towards women and children (Blake & Newman; 2000:73).

Anger between mother and father

All participants indicated that sometimes their parents get angry with each other, insult each other and at the end, they fight. Some participants mentioned that when their parents are angry, they do not speak to each other.

"My father does not eat food which my mother has prepared for the family. Sometimes my mother does not even cook in order to starve my father. But at the time, my father does not even care. This affects me as I come home from school. I starve as there is no food to eat." This kind of situation affects children more than parents who are fighting. Here goes the saying: if elephants fight, grass suffers.

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Children are more likely to develop negative psychological imbalances from witnessing domestic violence if they witness severe or chronic violence, if they are younger, if the violence is frequent, and if it is perpetrated in close proximity to them (Knapp, 1998:76). The dangerous circumstances of home life mean that the young child may not develop a sense of trust or security. As a result, it has been found that by the age of three, children exposed to domestic violence may respond to adult anger with greater distress and increases in aggression directed at peers. One researcher found that boys are more aggressive, and girls are more distressed while others researchers have not found gender differences (Margolin, 1998:77; Mathias, Mertin & Murray, 1995:89).

Feelings when parents fight

All participants indicated that they feel sad, angry, aggressive and bored because of the violence at home. Most of the participants indicated that sometimes they try to cool down the situation, for example, one respondent mentioned that she used to get in between her parents during the fight. The other respondent indicated that the other day he went to report the case at the police station after his mum was beaten and collapsed. In other areas, victims of family violence who have come to report child abuse have been turned away from police stations because they do not have a case, in some instances. As a result, children and their care givers become reluctant to report incidents. Data from Childline shows that the Western Cape accounted for the highest proportion of all calls in the country relating to sexual abuse (27%), approximately one fifth (22%) of all calls received were about this issue (Wood & Netto, 2000:95).

The researcher finds this very painful, as the participant was crying while relating a story of seeing his mum lying down, and running to police station to report her own father who has committed crime.

Robbins (2000:66) also stated that it is most distressing for the child who witnesses episodes of domestic violence, such as his father striking and injuring his mother. The child may want to retaliate, although he is powerless to do that.

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Concentration in class

Kolbo, Blakely and Engleman, (1996:281) are of the opinion that children exposed to domestic violence demonstrate impaired ability to concentrate, difficulty in their schoolwork, and significantly lower scores on measures of verbal, motor, and cognitive skills. This is true as all respondents indicated that they cannot concentrate in the class when they recall the bad drama that plays at home.

Some participants also stated that they sometimes ask permission from the teacher to go to the toilet, not that they need to, but they have to go a hidden place to cry and then come back to class. A learner cannot concentrate under these circumstances, and this often leads to the repetition of the same grade in the following year.

Homework

The majority of participants said that they cannot do their homework at home because of noise, that is, loud voices during the fighting. Other participants do not do their homework at home at all, and as a result, they get punished by educators. Few of the participants try to do their homework at school.

Sicknesses

Most of the participants said that they usually suffer from headache and stomach ache. This is supported by Knapp (1998:74) saying that school performance of children who witness domestic violence may decline or the child may complain of vague somatic complaints such as headaches or stomach aches. One respondent of age 15, who is in Grade 6, suffers from bed-wetting.

Internalising behaviour problems include depression, suicidal behaviours, anxiety, fears, phobias, insomnia, tics, bed-wetting and low self-esteem (Kolbo, et al, 1996:281).
The impact of chronic violence on youth is multifaceted and pervasive, and includes negative ramifications for the physical health, mental health, and academic achievement of affected youth. Research in this area has clearly demonstrated that youth who

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experience repeated exposure to violence demonstrate increased levels of anxiety, post-traumatic stress disorder (PTSD) symptoms and depression (Buckner, Bassuk & Beardslee, 2004:58; Fitzpatrick & Boldizar, 1993:94).

The demonstration of acting out and aggressive behaviours both at school (Thompson & Massat, 2005:76) and, more generally, by children and youth is related to exposure to violence, and a number of studies have demonstrated a negative relationship between violence exposure and academic achievement (Schwartz & Gorman, 2003:73).

Following is the analysis of data collected from educators regarding the impact of family violence on learners' academic performance:

Biographical Data

Table 4.1: Age

Less than 25	
25-29	
30-39	
40-49	
50 and above	

Table 4.2: Gender

Male	
Female	

Table 4.3: Teaching Experience

1-5	
5-10	
More than 10 years	

Table 4.4: Teaching Grades

Grade R	
Grade 1	
Grade 2	
Grade 3	
Grade 4-7	

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Table 4.5: Understanding of parents' influence to learners' behavior

	FREQUENCY	PERCENT
Strongly agree	5	100.00
Agree	0	0.00
Disagree	0	0.00
Strongly disagree	0	0.00
Total	**5**	**100.00**

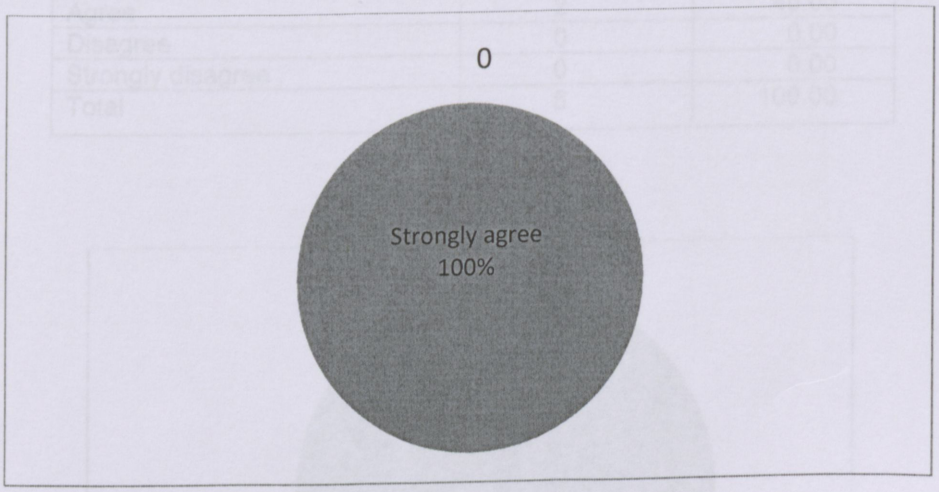


Figure 4.1: Understanding of parents' influence to learners' behaviour

It is exciting to note that Table 4.5 indicates that 100% of the respondents strongly agreed that parents have an influence to learners' behaviour. Researchers have recognized the developmental impact that domestic violence has on children who are not directly abused themselves, but who witness abusive behaviour between their parents. The primary victims are, therefore, not the only ones at risk; this is because the impact of parental violence can also influence the child witness' development and can impact on their behavioural, cognitive, psychological and emotional functioning (Mills, 2004:27).

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Groves (1999:72) states that children who witness domestic violence may exhibit aggressive behaviour, decreased social competencies, depression, fears, anxiety, sleep disturbances and learning problems. The children's emotional responses to the violence such as intense terror, fear of death, and fear of loss of a parent, underlie many of the emotional/behavioural problems they exhibit. Children also may feel rage, guilt, and a sense of responsibility for the violence.

Table 4.6: Parents' problems affect the performance of learners

	FREQUENCY	PERCENT
Strongly agree	3	60.00
Agree	2	40.00
Disagree	0	0.00
Strongly disagree	0	0.00
Total	5	100.00

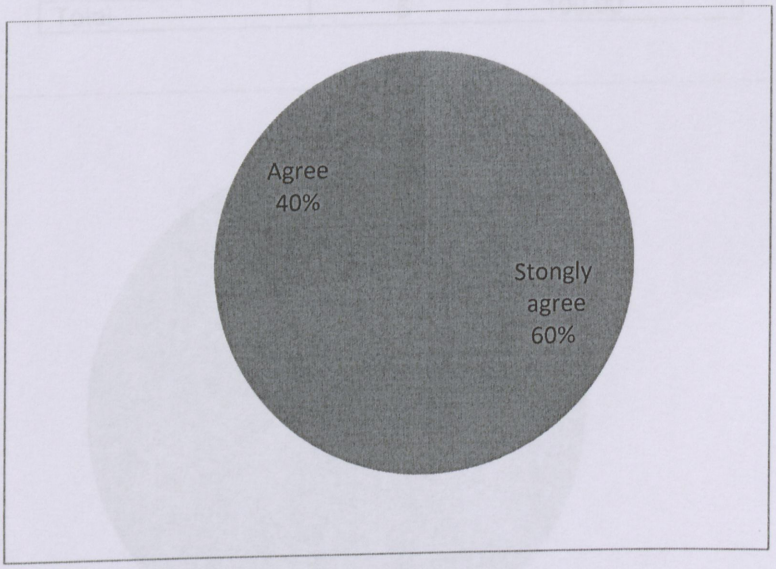


Figure 4.2: Parents' problems affect the performance of learners

Edleson (1999); Wolfe et al. (2003); Fantuzzo and Wanda Mohr (1999); and Koenen et al. (2003) as quoted by Karrel and Hoekstra (2010) research indicates that children who suffer from a number of social and emotional problems, including aggressive behaviour, depression, anxiety, and decreased social competence's academic performance is

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reduced. There is also widespread belief among parents and school officials that troubled children negatively affect learning for other children in the classroom.

It is not surprising that Table 4.6 indicates that 100% of respondents agree that parents' violent behaviour can affect the performance of learners. In addition, several authors have stated that the stress of severe domestic violence suppresses children's academic achievement (Koenen, 2003:300) and that school absences caused by staying home to protect the mother may account for poorer academic achievement (Cunningham & Baker, 2004:89).

Table 4.7: Understanding that family violence can delay the language development of learners

	FREQUENCY	PERCENT
Strongly agree	3	60.00
Agree	1	20.00
Disagree	1	20.00
Strongly disagree	0	0.00
Total	5	100.00

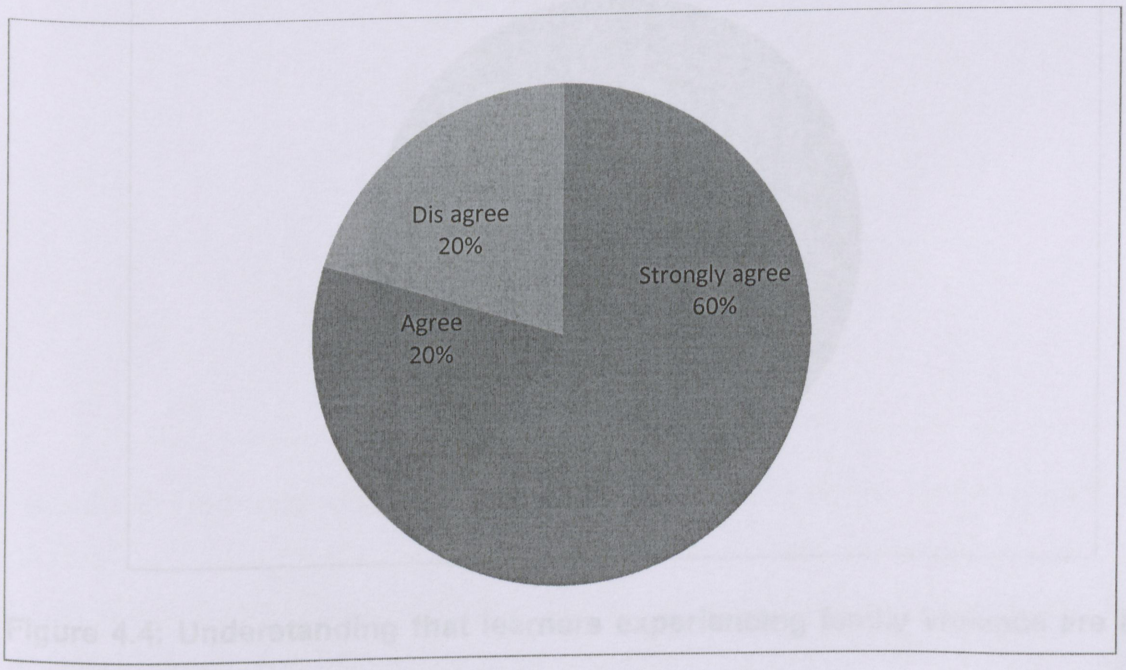


Figure 4.3: Understanding that family violence can delay the language development of learners

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At least Table 4.7 indicates that the 60% of the respondents who strongly agree and the 20% of the respondents who agree are of the understanding that family violence can delay the language development of a learner. According to Osofsky (1995:41), cited in Margolin and Gordis (2000:56), exposure to domestic violence can result in 'regressive' symptoms such as increased bed-wetting, delayed language development and more anxiety over separation from parents. These symptoms may affect children's ability to learn to get along with other children or to concentrate in school.

Table 4.8: Understanding that learners experiencing family violence are always withdrawn

	FREQUENCY	PERCENT
Strongly agree	3	60.00
Agree	1	20.00
Disagree	1	20.00
Strongly disagree	0	0.00
Total	5	100.00

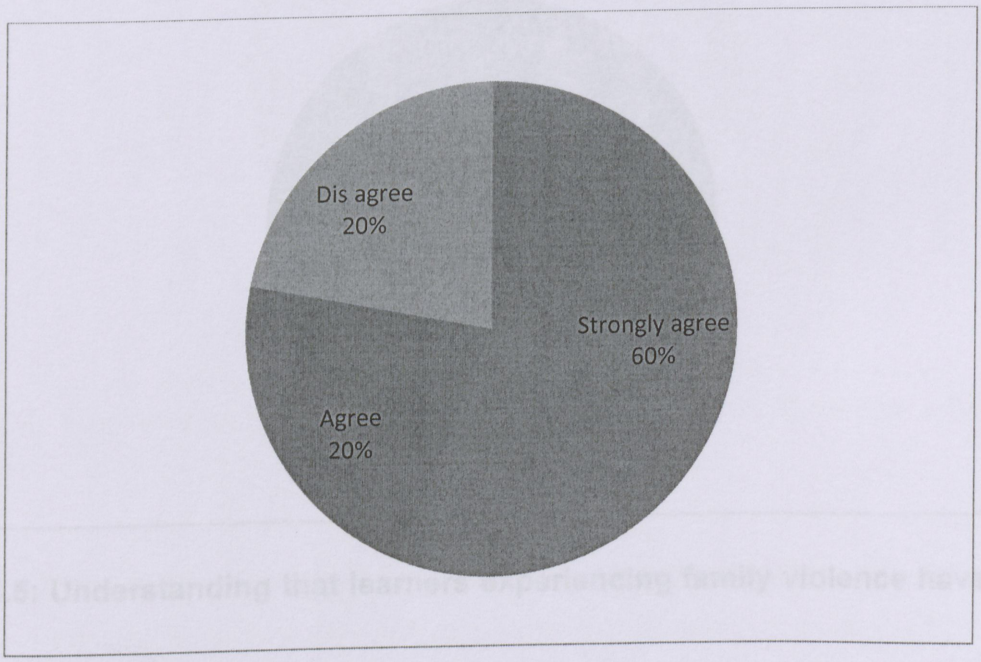


Figure 4.4: Understanding that learners experiencing family violence are always withdrawn

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Table 4.8 shows that 60% of respondents who strongly agree and 20% of respondents who agree to give a good picture of an understanding that learners experiencing family violence are always withdrawn. Withdrawn, subdued, or mute behaviours are commonly seen in children who witness domestic violence. Children may also exhibit anxiety and clinging behaviour, suffer nightmares, and re-enact the domestic violence in their play (Knapp, 1998:53).

Table 4.9: Understanding that learners experiencing family violence have school phobia

	FREQUENCY	PERCENT
Strongly agree	2	40.00
Agree	2	40.00
Disagree	1	20.00
Strongly disagree	0	0.00
Total	5	100.00

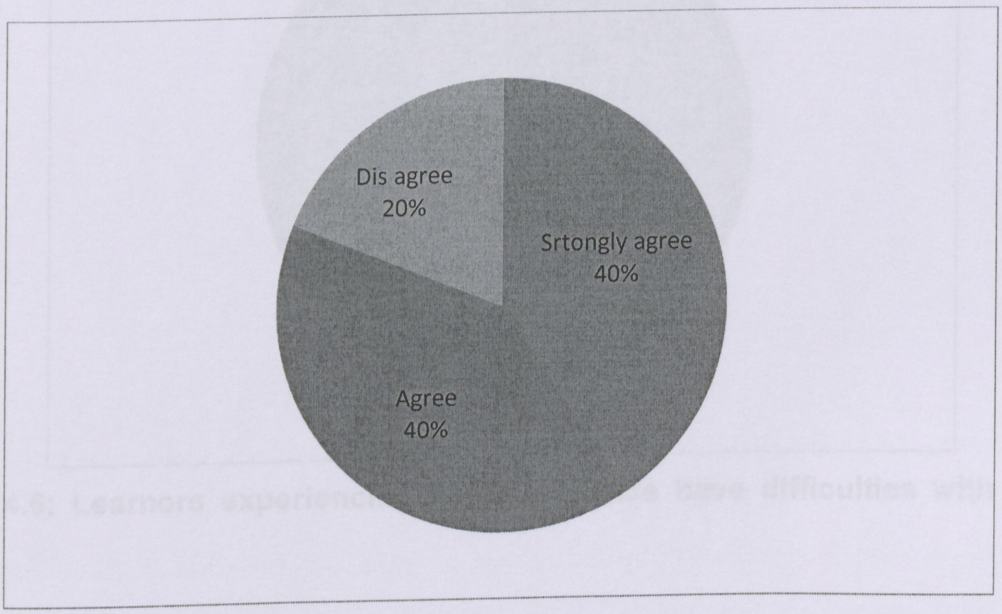


Figure 4.5: Understanding that learners experiencing family violence have school phobia

Again in this regard, Table 4.9 shows that 40% of respondents strongly agree and 40% of respondents agree and are of good understanding that learners experiencing family violence have school phobia. Although 20% of respondents disagree with that statement, Cumming and Davies (1994:101), support the perception that learners

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experiencing family violence suffer psychosomatic disorders, have difficulties with school work, show poor academic performance, school phobia and have difficulty in concentration and attention.

Table 4.10: Learners experiencing family violence have difficulties with school work

	FREQUENCY	PERCENT
Strongly agree	2	40.00
Agree	3	60.00
Disagree	0	0.00
Strongly disagree	0	0.00
Total	5	100.00

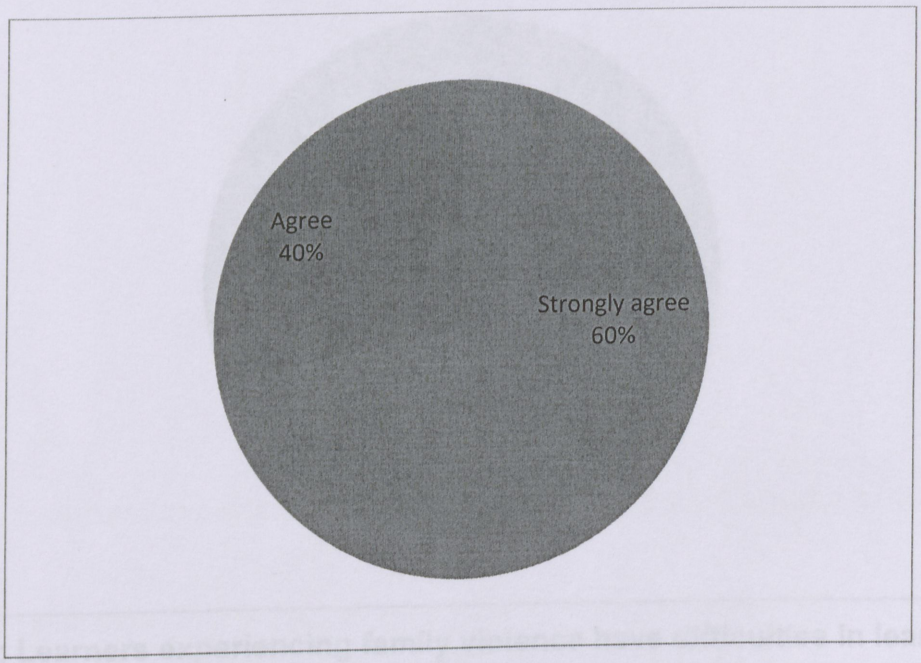


Figure 4.6: Learners experiencing family violence have difficulties with school work

It is obvious that learners exposed to family violence have difficulties with school work, as Table 4.10 indicates that 60% of respondents strongly agree and 40% of other respondents agree with the statement. Learners affected by domestic violence show a consistent thread running through the research findings of higher levels of aggression, greater likelihood of seeing the intentions of others as hostile, psychosomatic disorders,

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difficulties with school work, poor academic performance, school phobia and difficulties in concentration and attention (Cumming & Davies, 1994:101).

Table 4.11: Learners experiencing family violence have difficulties in learning

	FREQUENCY	PERCENT
Strongly agree	3	60.00
Agree	1	20.00
Disagree	1	20.00
Strongly disagree	0	0.00
Total	5	100.00

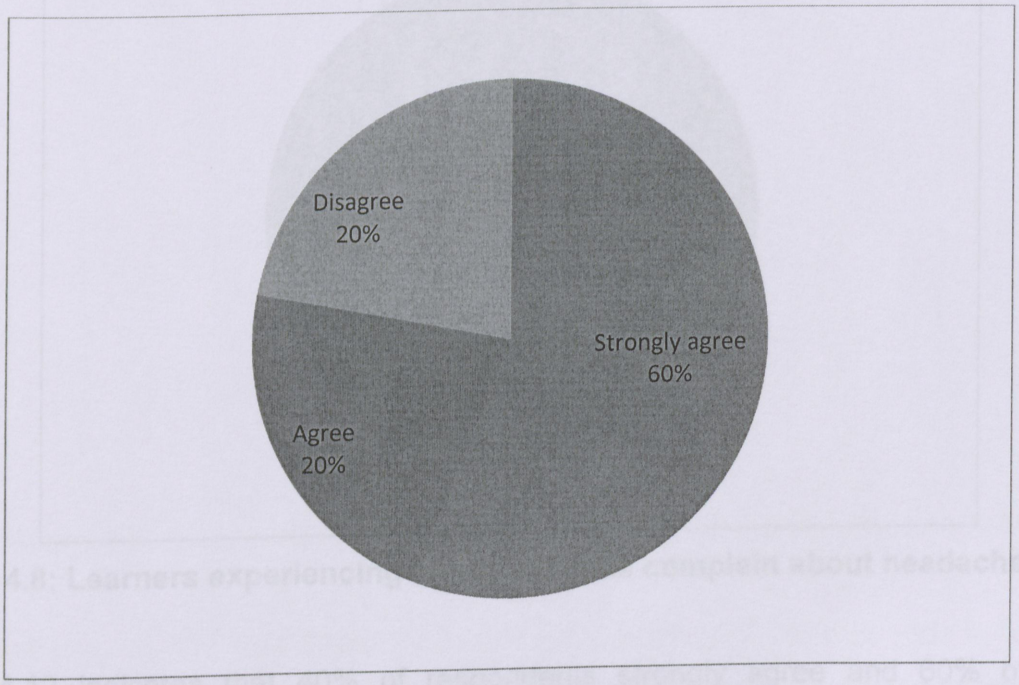


Figure 4.7: Learners experiencing family violence have difficulties in learning

From Table 4.11, it appears that 60% of respondents strongly agree and again 20% of respondents agree that learners experiencing family violence have difficulties in learning. It is also supported by Brown and Sharon (2003:29) that children who are exposed to violence at home may have difficulty in learning and have limited social skills, exhibit violence, risky or delinquent behaviour, suffer from depression and suffer anxiety. Children in the earliest years of life are particularly vulnerable: studies show that domestic violence is more prevalent in homes with younger children than with older children.

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Table 4.12: Learners experiencing family violence complain about headaches

	FREQUENCY	PERCENT
Strongly agree	2	40.00
Agree	3	60.00
Strongly disagree	0	0.00
Agree	0	0.00
Total	5	100.00

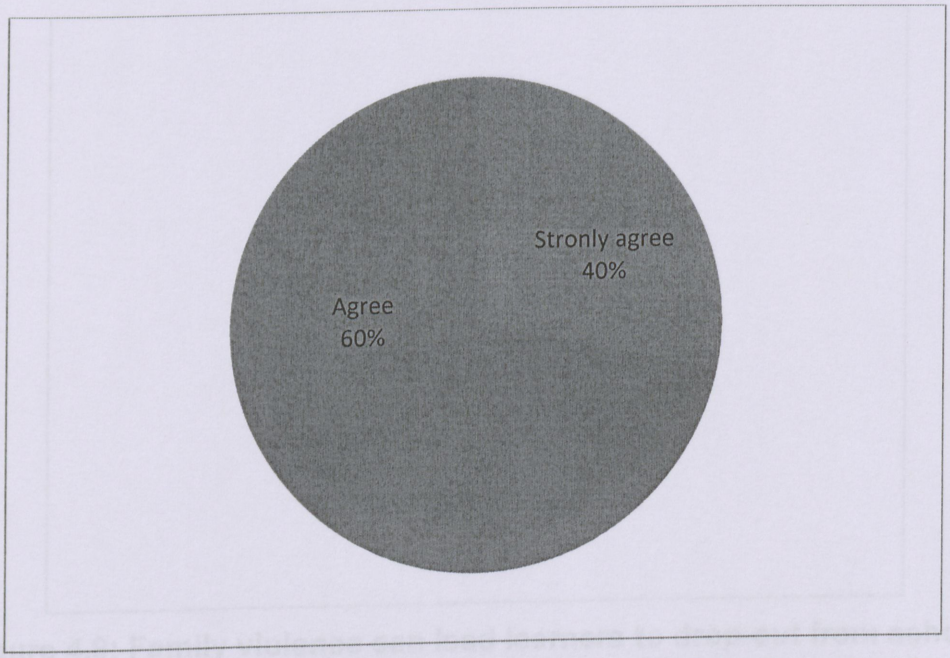


Figure 4.8: Learners experiencing family violence complain about headaches

Table 4.12 indicates that 40% of respondents strongly agree and 60% of other respondents agree that learners complain about headaches and stomach aches. School-aged children who witness domestic violence may be noted to have a change in behaviour or react inconsistently. School performance may decline or the child may complain of vague somatic complaints such as headaches or stomachaches (Knapp, 1998:74).

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Table 4.13: Family violence can lead learners to drop-out from school

	FREQUENCY	PERCENT
Strongly agree	3	60.00
Agree	2	40.00
Strongly disagree	0	0.00
Disagree	0	0.00
Total	5	100.00

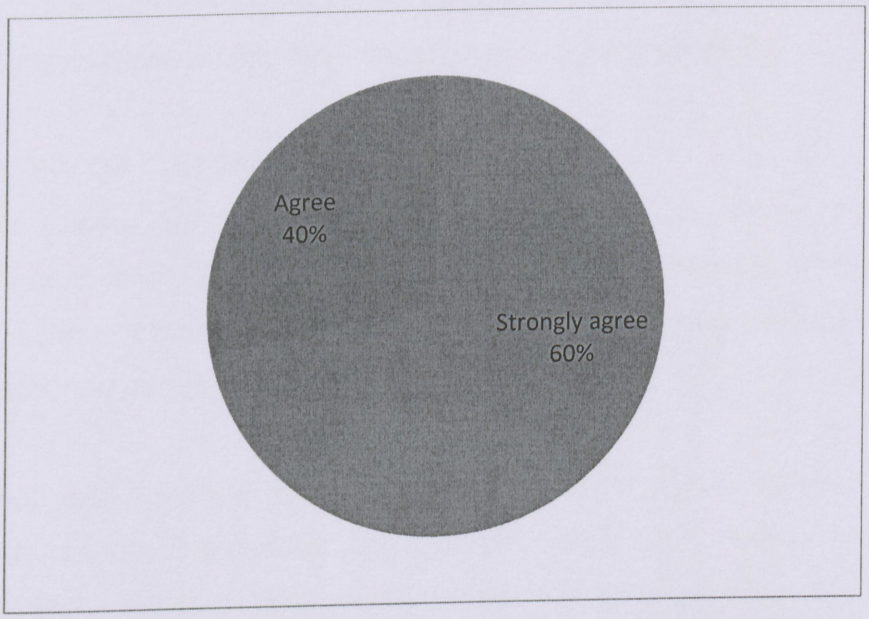


Figure 4.9: Family violence can lead learners to drop-out from school

It is interesting to find that Table 4.13 also shows that 60% of respondents strongly agree and 40% of the respondents agree that family violence can lead learners to school dropout. Adolescents in domestically violent homes express rage, shame and betrayal (Knapp, 1998:41). These feelings may be manifested by rebellious behaviours such as truancy, dropping out of school, drugs/alcohol use, and running away (Anda, Block & Felitti, 2003:96).

4.2 CONCLUSION

This chapter discussed findings and data analysis. Data analysed were collected from learners who are experiencing family violence through interviews and through questionnaires for educators who teach these learners.

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CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives an overview of the study, and discusses the philosophy and lessons that had been learnt from the material in chapter 2, chapter 3 and chapter 4. It also makes recommendations arising from the study and for further study.

5.2 OVERVIEW OF THE STUDY

Chapter 1 discussed the introduction and background to the study. It outlined how research was conducted. This included a summary of the research design, method of research, collection of data and sampling. The delimitation and limitation of the study were also mentioned in this chapter.

Chapter 2 dealt with literature review about the impact of family violence on learners' academic performance. The chapter also discussed the history, causes, prevalence and statistic of domestic violence. The governmental and non- governmental response to domestic violence and some relevant theories were also discussed.

Chapter 3 discussed the research design and methodology followed during the study. The chapter also discussed the data collection strategies, data collection procedures and data analysis. Delimitation of the study, limitations of the study, ethical considerations, significant of the study and pilot study were also discussed.

Chapter 4 dealt with data analysis. This chapter illustrated how quantitative and qualitative data collected were analysed.

5.3 CONCLUSIONS

This section summarizes the conclusions which may be drawn from the literature, interviews and questionnaires.

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5.3.1 Qualitative data: Interviewed learners

- Understanding the word family violence

Learners understand family violence, as when family members are always fighting, especially, the father and mother. According to WHO (1999:73), family violence is usually perpetrated by males who are, or who have been, in position of trust and intimacy and power; husband, boyfriends, fathers, fathers-in-law, stepfathers, brothers, uncles, sons, or other relatives. The causes are found to be the excessive intake of alcohol, unemployment, the father having affairs or marrying a second wife, and overcrowded family.

- Family violence as child abuse

Respondents indicated that family violence is child abuse because they usually cry when they are alone if they think about the violence at home, and their hearts are always painful. Children who grow up in a violent home are more likely to be victims of child abuse. Those who are direct victims have some of the same behavioural and psychological problems as children who are themselves physically abused (Krug, et al. 2002:20).

- Anger between mother and father

It is found that parents who are always getting angry at each other, they insult each other ending in fighting in front of the children. According to Dawes, de Saskropiwnicki, Kafaar and Richter (2006:77), there are children who have witnessed a weapon being used in domestic violence (most often a stick or a knife). It was also reported that the perpetrators of the domestic violence were under the influence of drugs or alcohol at the time of the attack.

- Feelings when parents fight

The researcher found that when parents fight, children feel angry, sad, heartbroken and sometimes bored. Others try to cool down the situation but they are unable to. Some regret being born into such a family.

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According to Robbins (2000:66), witnessing angry exchanges between parents causes distress in the child. It is most distressing for the child who witnesses episodes of domestic violence such as his father striking and injuring his mother. The child may want to retaliate, although he is powerless to do so. This might result in a child reacting with anger, anxiety and despair.

- Concentration in class

All respondents indicated that they are unable to concentrate in the class when they remember the drama that takes place at home. Some of them also mentioned that they usually ask permission to go to toilet to get a secret place to cry.

The few studies that assessed problems related to cognitive and academic functioning found differences between children from violent, versus non-violent homes. Children exposed to domestic violence demonstrate impaired ability to concentrate, difficulty in doing their schoolwork, and significantly lower scores in measures of verbal, motor, and cognitive skills (Kolbo, Blakely & Engleman, 1996:281).

- Homework

The majority of respondents said that they cannot do their homework at home because of fighting and noise when parents are insulting each other. Others said that they do their homework at school while others do not do it at all and wait for the punishment from the teacher. According to Roy (1980:65), the war-like atmosphere at home is not conducive to studying; it creates an immense distraction from studies and interferes with home works.

- Sicknesses

Some of the learners who are exposed to family violence suffer headache, stomachache, bad dreams and also bed-wetting. Furthermore Knapp (1998:74) found that school-aged children who witness domestic violence may be noted to have a change in behaviour or react inconsistently. Therefore, the school performance may

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decline or the child may complain of vague somatic complaints such as headaches or stomachaches.

5.3.2 Quantitative data: Questionnaires completed by educators

- **Parents influence learners' behaviour**

All the respondents strongly agreed that parents can influence learners' behaviour. According to Mills (2004:27), the impact of parental violence cannot only affect the primary victims, but also influences the child witness' development and can impact on their behavioural, cognitive, psychological and emotional functioning.

- **Parents' problems affect the performance of learners**

Most respondents agreed that parents' problems affect the performance of learners.

- **Family violence delays the language development of learners**

A number of the respondents strongly agreed and some of the respondents agreed that family violence can delay the language development of learners. Only a few respondents disagreed with the statement.

Child development is expected to unfold within a secure and nurturing environment. Exposure to violence can result in 'regressive' symptoms such as increased bedwetting, delayed language development and more anxiety over separation from parents. These symptoms may affect children's ability to learn to get along with other children or to concentrate at school (Osofsky, 1995:45 cited in Margolin & Gordis, 2000:56).

- **Learners experiencing family violence are always withdrawn.**

The majority of respondents strongly agreed that learners who are experiencing family violence are always withdrawn. According to Knapp (1998:53), withdrawn, subdued, or mute behaviours are commonly seen in children who witness domestic violence.

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- **Learners have school phobia**

More respondents strongly agreed and others agreed that learners from domestic violence home can have school phobia. This is also supported by Cumming and Davies (1994:101) who found that children experiencing domestic violence have a greater likelihood of seeing the intentions of others as hostile, show psychosomatic disorders, difficulties with school work, poor academic performance, school phobia and difficulties in concentration and attention.

- **Learners have difficulties in learning**

The majority of respondents strongly agreed that learners who are experiencing family violence have difficulties in learning. Children who are exposed to violence in the home may have difficulty in learning and have limited social skills, exhibit violence, risky or delinquent behaviour, or suffer from depression or severe anxiety. Children in the earliest years of life are particularly vulnerable: studies show that domestic violence is more prevalent in homes with younger children than those with older children (Brown & Sharon, 2003:29).

- **Learners complain about headaches and stomachaches**

It was strongly agreed by most respondents that learners who are exposed to domestic violence usually complain about headaches and stomach aches. According to Knapp (1998:74), school-aged children who witness domestic violence may be noted to have a change in behaviour or react inconsistently. School performance may decline or the child may complain of vague somatic complaints, such as headaches or stomach ache.

5.4 RECOMMENDATIONS

The following are recommendations from the study:

5.4.1 Recommendations arising from the study

These recommendations are based on the views of respondents and other participants about the impact of family violence on learners' academic performance in Limpopo Province, particularly in the Sekgosese North circuit.

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- Educators must be trained on how to help learners (who are exposed to domestic violence) who cannot concentrate in the class and who have difficulties in learning.
- Educators should not rush to punish learners who do not write their homeworks, instead they should first find out the reason behind.
- During parents' meetings, parents should be addressed about the impact of family violence on learners' academic performance.

5.4.2 Recommendations for further study

It is recommend that other researchers should conduct further research on this topic 'the impact of family violence on learners' scholastic performance', because domestic violence is taking place every day in different families. Unfortunately, a learner who continually witnesses family violence is expected to produce good results if teachers are not aware of the violent home environment of the learner. The following questions still arise and require further research in order to provide answers.

- How can learners be able to manage their stress caused by domestic violence in order to do well in their academic work?
- Why does the Department of Health, Social and Justice not take responsibility for the counselling of learners who are exposed to domestic violence?

5.5 RECOMMENDATIONS IN INTERVENTION STRATEGIES TO ASSIST LEARNERS FROM VIOLENT FAMILIES

The researcher agrees with the study which was carried out by Vetten (2014) for Institute Security Studies where it was indicated that in order to combat domestic violence in South Africa, the following is recommended:

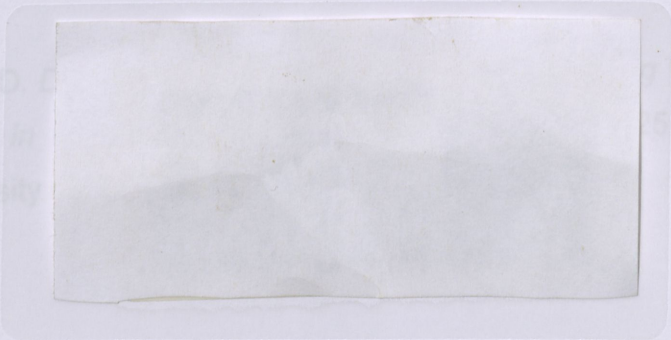
- Further research should be conducted on all forms of family violence in South Africa, especially the co-occurrence of child abuse with intimate partner violence. Services may need to be adapted to ensure they address the presence of both forms of violence in families.
- The police should record the relationship between perpetrator and victim and report on this.

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- Policies and programmes should be developed to address the economic drivers of domestic violence.
- The state funding of services (including the provision of shelter) to the victims of abuse needs to be improved. Micro-finance, along with the provision of long-term housing, could significantly assist abused children and women.
- The feasibility of regulating the availability of alcohol should be examined.
- Children who are victims of family violence should be removed and placed in a foster care.
- Children's Act No. 38 of 2005 should be implemented in protecting children from violent behaviour.

5.6 CONCLUSION

Learners who are witnesses of family violence are in a great dilemma when it comes to their academic performance. It has been found that domestic violence is child abuse because it affects the child physically, emotionally and psychologically. There are many symptoms that were found from learners as after-effects of being exposed to family violence, for example: poor language development, withdrawal, school phobia and headaches. Learners from violent homes have difficulties in learning, therefore, they end up performing poorly academically.



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APPENDIX A

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0920
26 February 2014

The Circuit Manager: Dr Ramokgopa M.L.
Department of Education
Sekgosese North circuit
Private Bag 1404
Mulima
0817

REQUEST FOR ACCESS TO QUESTIONNAIRE AND INTERVIEW ABOUT THE IMPACT OF FAMILY VIOLENCE ON LEARNER'S SCHOLASTIC PERFORMANCE AT THE SEKGOSESE NORTH CIRCUIT

I hereby request for permission to conduct research on the above-mentioned topic at your circuit. I am currently studying a Master's Degree in Education at the University of Venda. As a requirement for the attainment of the degree, I am required to conduct research and produce a dissertation under the supervision of Dr. Mashau T.S. The participants will be selected from any of the schools within the Sekgosese North Circuit. I will use audiotapes to record the participants during the interview sessions. I undertake this study with the respect, right, needs and decision of the participants to partake or not in this study.

Hoping to get a positive

Kind regards

Mannzhi E

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APPENDIX B

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
DSME'S OFFICE
2014 -05- 15
PRIVATE BAG X2250, SIBASA 0970

REF: 14/7/R
ENQ: RAVELE N.P
TEL: 015 962 1029

MANNZHI.E
P O BOX 3455
MAKHADO
0920

YOUR REQUEST FOR ACCESS TO QUESTIONNAIRE AND INTERVIEW ABOUT THE IMPACT OF FAMILY VIOLENCE ON LEARNER'S SCHOLASTIC PERFORMANCE AT THE SEKGOSESE NORTH CIRCUIT.

1. The above-matter refers.
2. We acknowledge receipt of your letter on the above-stated subject.
3. Kindly be informed that your request has been granted.
4. You are however obligated to comply with the following conditions:

   4.1 There should be no disruption of teaching and learning.
   4.2 Conduct your Questionnaires and interviews after school hours.
   4.3 Observe research ethics regarding your research subjects.
   4.4 Before visiting schools, inform principals in advance.

5. Hoping that you will find this in order.

DISTRICT SENIOR MANAGER

14/05/2014
DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

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APPENDIX C

LETTER OF INTRODUCTION (EDUCATOR)

Mrs Mannzhi Elisa
P.O. Box 3455
Makhado
0920
Mannzhi@webmail.co.za

Dear Educator

Thank you for agreeing to hear more about my current research interest. My research topic is: **The impact of family violent on learner's academic performance**.

The information provided through this process will be used as part of completion of my M. ED. in the School of Education at the University of Venda. Your cooperation through questionnaire will be confidential; no individual nor will your school system be identified with your responses.

I am including the consent form that briefly summarizes the intention of this research project, the voluntary participant status, the intention to retain your anonymity and confidentiality of all data, and your time commitment to this project. Please sign and return the form to me. In case you need to know more about the research process, feel free to contact me.

Yours in education

Mannzhi Elisa

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APPENDIX D

Questionnaires on the Impact of Family Violence on learners' academic performance

Department of curriculum studies and education management

School of education

University of Venda

Questionnaires directed to educators who educate different learners including those who are exposed to family violence.

Part 1: Location of school

Province: _____ District: _____ Circuit: _____

Part 2: Personal information

Make a tick (√) to the appropriate answer

How old are you?	
Less than 25 years	
25 – 29 years	
30 - 39 years	
40 – 49 years	
50 and above	

Gender	
Male	
Female	

How long have you been teaching?	
1 -5 years	
6 – 10 years	
more than 10 years	

What grades do you teach?			
Grade R		Grade 3	
Grade 1		Grade 4-7	
Grade 2		Grade 8-12	

Are you teaching in Primary or High School?	
Primary School	
High School	

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Part 3: Impact of family violence on learners' academic performance.

Please tick (√) the appropriate column

Learners' scholastic performance	Strongly Agree	Agree	Disagree	Strongly Disagree
Parents influence the learner's behaviour				
Parents' problems affect the performance of learners				
Family violence delay the language development of learners				
Learners experiencing family violence are always withdrawn				
Learners have school phobia				
Learners have difficulties with school work				
Learners have difficulties in learning				
Learners complain about headaches and stomach aches				
Family violence can lead the learners to school dropout				

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APPENDIX E: INTERVIEW SCHEDULE FOR LEARNERS

SECTION A: BIOGRAPHICAL DATA

1. Gender :_____
2. Age :_____
3. Grade :_____

SECTION B: QUESTIONS

1. What do you understand by the phrase *family violence*?
2. Do you think family violence is child abuse? Why?
3. Do Mom and Dad sometimes become angry at each other?
4. How do you feel when Mom and Dad are fighting?
5. Can you do your homework at home? If the answer is no, state the reason.
6. Can you concentrate in class?
7. What are the sicknesses that usually trouble you? How often do you experience these sicknesses?

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